

Editorial Note

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Description

This is the third issue of the African Journal of Information Science, Fine Arts, and Speech Studies (AJISFASS), which aims to cover research efforts in the fields of Information Science, Fine Arts, and Speech Studies. The journal seeks to establish a new integration of these three different disciplines to create a continuous multi-disciplinary dialogue. This issue captures various perspectives from across the African continent on topics related to Information Science, Fine Arts, and Speech Studies. Numerous manuscripts were submitted for consideration for publication in this special issue; however, the journal could not accommodate all submissions due to factors such as readiness and relevance. As is standard, the journal adheres to a double-blind peer review process and an open peer review process, resulting in the selection of five standout manuscripts for publication in this issue.

The first paper explores a deep neural network (DNN) model for detecting attention deficit hyperactivity disorder (ADHD) syndromes within online learning platforms. The study concludes that the hybrid model, which combines DNNs with traditional methodologies, not only enhances diagnostic precision but also addresses gaps in improved computational methods and algorithms for the automated detection and prediction of learning disabilities within e-learning environments. Furthermore, this research proposes that in an educational context,

DNNs allow for real-time monitoring and support personalized interventions for students in need of academic assistance.

Secondly, a study on driving online teaching adoption highlights the roles of digital competence, infrastructure, and perceived usefulness in public higher education in Mauritius. This research sheds light on the importance of holistic approaches to technology adoption in educational institutions, emphasizing that enhancing digital competence, providing robust infrastructure, and fostering a supportive organizational environment are crucial. The study concludes on the necessity of a comprehensive ecosystem for online teaching adoption, integrating technological advancements with supportive practices to improve educational quality and accessibility in Mauritius.

The third paper examines the impact of indigenous knowledge systems (IKS) on climate change mitigation and adaptation in the Mbire District of Zimbabwe. The study indicates that IKS is essential for seasonal forecasting, crop selection, and adaptation strategies. Participants relied on natural indicators, such as animal behavior, plant growth patterns, and celestial observations, to predict weather conditions and guide agricultural practices. Indigenous techniques, including traditional irrigation and crop rotation, have enhanced community resilience. The research emphasizes the cultural significance of these practices, illustrating the interconnectedness of cultural beliefs and ecological knowledge. It suggests that monitoring local flora and fauna allows rural communities to effectively manage climate-related risks.

The fourth paper investigates art exhibition catalogue design as a form of creative expression, focusing on "Dry Bones Shall Rise Again" as a case study. This research highlights the curatorial vision, conceptual depth, and reflective content embedded within exhibition catalogues, advocating for their recognition as legitimate contributions to knowledge and practice in the fields of visual arts, design, and communication. By examining the "Dry Bones Shall Rise Again" catalogue, the study initiates a conversation about including such catalogues in academic promotion criteria, particularly in art and design faculties where practice-led contributions are often undervalued. The study proposes that institutions broaden evaluation frameworks to include creative and curatorial productions as valid scholarly outputs. Furthermore, it emphasizes the necessity of a more inclusive understanding of academic productivity, one that reflects the dynamic interplay between theory and practice, valuing artistic expression as a form of research in its own right.

Lastly, the fifth paper explores how women, youth, education, and technology are critical factors in achieving the African Union's Agenda 2063 in the context of Nigeria. This paper examines the challenges faced by women and youth regarding education and technological advancement in relation to the goals of Agenda 2063 and Nigeria's Vision 2050. It draws on various sources, including online and printed media (journals, newspapers, and book chapters), to elucidate the relationship between these themes.