Prof. Delali Kwasi Dake

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PROFILE SUMMARY

Associate Professor of Computing and Information Technology and Vice-Dean, Faculty of Science Education at the University of Education, Winneba (UEW), with over 12 years of teaching, research, and academic leadership experience. Skilled in Artificial Intelligence (AI), AI ethics, security, safety, governance, predictive analytics, and data-driven systems development. Demonstrated track record of advancing digital skills and delivering technology-driven solutions through research, industry partnerships, and innovation platforms.

SKILLS AND AREAS OF EXPERTISE

AI Governance and Policy: Responsible AI, AI Governance, AI Ethics, AI Safety, AI Risk Management, Digital Policy.

Artificial Intelligence and Data Science: Machine Learning, Generative AI, Agentic AI Systems, Predictive Analytics, RAG, Educational Data Mining, Intelligent Systems.

Programming and Technical Skills: Python, SQL, C++, Weka, RapidMiner, Microsoft Foundry, JavaScript, Database Management Systems, Data-Driven Systems Development.

Academic and Professional Skills: AI Training, 21st Century Lesson Design, Curriculum Development, Research Supervision, Academic Quality Assurance, Strategic Partnerships, Public Speaking, Peer Review.

FELLOWSHIP, HONOURS, AND RECOGNITION

- **Opponent (External Doctoral Examiner), University of Eastern Finland, Finland** — Formally appointed to serve as an Opponent for an in-person public doctoral defence in Computer Science at the University of Eastern Finland, with responsibility for independently evaluating doctoral research, conducting the public examination, and submitting a formal scholarly assessment to the University's Faculty Council (Appointed October 2026; examination scheduled for January, 2027).
- **Seed Teacher, Global AI Compute Faculty Development Initiative (2nd Cohort)** — Selected among leading Professors from across Africa for the initiative involving the African Union–ASRIC, Beijing Academy of Artificial Intelligence (BAAI), UNDP and Peking University. Awarded a fully funded upskilling to undertake intensive in-person training in Beijing, China, in advanced AI computing and foundational AI systems, and selected as a "Seed Teacher" to support the Open Compute curriculum and FlagOS virtual AI computing environment at UEW and Ghana (September, 2026–Present).
- **Associate Editor, ICT in Education**, *Cogent Education* (Taylor & Francis), overseeing the editorial assessment and peer review of research in educational technology, digital learning, artificial intelligence in education, ICT integration, and emerging technologies in teaching and learning, in a peer-reviewed, open-access international journal (2026–Present).
- **Associate Editor**, *SN Social Sciences* (Springer Nature), overseeing the editorial assessment and peer review of multidisciplinary research, with particular emphasis on information technology, artificial intelligence, digital transformation, education, and interdisciplinary social science applications, in a peer-reviewed, open-access international journal (2026–Present).
- **Editorial Board Member**, *Humanities & Social Sciences Communications* (Springer Nature), contributing to the editorial and peer review management of interdisciplinary research spanning technology, society,

education, governance, and digital transformation within a Scopus and Web of Science indexed international journal (2026–Present).

- **Certified Participant, UNDP–UNESCO–ITU** Global Training Programme on Data Governance for Inclusive Digital & AI Futures, completed an intensive international programme on data governance, inclusive digital transformation, responsible AI, and digital public infrastructure (June–July 2026).
- **In-Person Participant**, inaugural United Nations Global Dialogue on AI Governance, organised under the mandate of the United Nations General Assembly, focusing on global AI governance, responsible artificial intelligence, and international policy dialogue in Geneva, Switzerland (July 2026).
- **Grant Lead and Institutional Coordinator**, Africa AI Upskilling Programme (Google.org–FATE Foundation–AIMS), led the University of Education, Winneba to secure a competitive international AI education grant and provides strategic leadership for the implementation of the Google DeepMind AI Research Foundations Curriculum, strengthening institutional capacity in AI teaching, research, innovation, and student-led capstone projects through the training of AI Champions, Teaching Assistants, and STEM students (2026–2029).
- **Fellow, Artificial Intelligence Policy Fellowship**, Lawyers Hub & Africa AI Policy Lab (May–August 2026). Served as **West Africa Regional Coordinator** and **Contributing Researcher** for the *Africa AI Governance Index (AAIGI): Inaugural Report, 2026 Edition*, contributing to continental AI governance research, policy analysis, and regional evidence synthesis.
- **Fellow, One Million Leaders Africa (OMLA) Fellowship, Cohort 5 – NELIS Africa (May–October 2026).** The competitive pan-African leadership development programme attracted 1,083 applicants, of whom 183 were shortlisted, with only 27 successfully completing all three phases. Distinguished as the only Ghanaian among the 27 successful Fellows. The fellowship strengthened competencies in transformational leadership, sustainability, mentorship, community engagement, and youth empowerment.
- **AI Scholar, Microsoft Africa Development Centre (ADC)** – Faculty AI Skilling Programme (Cohort 4), participating in an advanced faculty upskilling and immersion programme focused on practical AI integration, responsible AI, and AI-enabled teaching, governance and research in higher education (March–June 2026).
- **Member, Association for Computing Machinery (ACM)** Task Force Working Group on the Ethical and Societal Impacts of Generative AI in Higher Computing Education, collaborating with an international team of scholars and professors on landscape analysis and the development of CS1/CS2/CS3 guidelines from Global South perspectives (June–October 2025).
- **Mentor, Black in AI Safety and Ethics (BASE)** — Selected through a competitive application process to mentor fellows in AI safety, ethics, and AI governance (January 2026–Present).
- Recognised as one of Ghana's youngest Associate Professors in Computing and Information Technology at age 36, with recognition featured by Kwame Nkrumah University of Science and Technology, University of Education, Winneba, Yen.com.gh, GHPage, NewsGhana, and the Generational Achievers Students Association (GASA).

PROFESSIONAL CERTIFICATION

- **Microsoft Certified: AI Transformation Leader – Microsoft, May 2026**
  Earned the Microsoft Certified: AI Transformation Leader certification, demonstrating knowledge and leadership competencies in responsible Artificial Intelligence transformation, AI governance, ethical AI

deployment, AI safety, organizational AI readiness, and sustainable AI adoption. The certification validates the ability to support strategic AI integration while balancing innovation, transparency, trust, risk management, and long-term societal impact across education, business, governance, and digital transformation initiatives.

- **Microsoft Certified Educator (MCE) – Microsoft, April 2026**
  Earned the Microsoft Certified Educator (MCE) credential, a globally recognised certification validating educator technology literacy and the effective integration of digital tools into teaching and learning. Demonstrates competence in applying the 21st Century Learning Design (21CLD) framework, including knowledge construction, collaboration, skilled communication, real-world problem-solving, self-regulated learning, and ICT integration to enhance learners' 21st-century skills.

EDUCATION

Kwame Nkrumah University of Science and Technology (KNUST) **Kumasi, Ghana**

- PhD Computer Engineering — November, 2022
- MPhil Computer Engineering — July, 2013

University of Ghana, Legon **Accra, Ghana**

- BSc Computer Engineering — July, 2010

University of Education, Winneba **Winneba, Ghana**

- Post Graduate Diploma in Teaching and Learning in Higher Education — August, 2016

ACADEMIC PROMOTION

University of Education, Winneba **Winneba, Ghana**

- Associate Professor — January 2024 – Date
- Senior Lecturer — July, 2020 – December, 2023
- Lecturer — August, 2014 – June, 2020

Lancaster University Ghana **Accra, Ghana**

- Lecturer — August 2013 – May, 2014

PROFESSIONAL EXPERIENCE

University of Education, Winneba **Winneba, Ghana**

Vice Dean, Faculty of Science Education November, 2026 – Date

- Provide Support the Dean in providing strategic academic and administrative leadership for the Faculty of Science Education.
- Coordinate academic planning, programme development, curriculum review, and quality assurance initiatives across departments within the faculty.
- Contribute to faculty governance, policy implementation, and institutional decision-making through relevant university committees and statutory boards.

- Promote research, innovation, interdisciplinary collaboration, and professional development among academic staff.

- Facilitate university–industry partnerships, external collaborations, and stakeholder engagement to advance teaching, research, and student development.
- Support the implementation of faculty strategic priorities, including digital transformation, emerging technologies, and innovative approaches to teaching and learning.

Head, Department of ICT Education August, 2023 – October, 2026

- Provide academic and administrative leadership as Head of Department, including staff coordination, student support, and departmental planning.
- Represent the department on the University Academic Board and Faculty Appointments and Promotions Board.
- Lead university-industry engagement to strengthen student learning through seminars, industry attachments, and applied projects (partners include ICP Ghana blockchain, AyaHQ blockchain, SUI Ghana blockchain, LearnWay, Binance, Google Research Ghana, eTransact, Stanbic Bank Ghana, Cosbyte Ghana, Focus Agency Ghana, Wyllnet Ghana, Angolan Embassy and Techtopia Ghana).
- Organise departmental summits and exhibitions to showcase student innovations (Girls in tech summit for selected Senior High Schools in the central region, artificial intelligence summit for staffs in the university, and software innovation and exhibition summit to showcase student's technological projects).
- Curriculum development to introduce new programmes in the department. The following programmes have been developed and advanced to Ghana Tertiary Education Commission (GTEC). The programmes include, BSc, MPhil, PhD Computer Science; PhD ICT Education, and BSc Data Science. In addition, the academic board of the university have approved eleven (11) technological short courses developed to improve the skills of SHS students, civil servants, artisans, and entrepreneurs
- Teaching at the undergraduate and postgraduate levels. Courses being taught at the undergraduate level include Computer Systems and Applications, Database Management Systems, and Programming. At the postgraduate level, the courses include Data Mining, Advanced Database Management System, and Computer Systems and Applications in Education

Exams Officer, Department of ICT Education August, 2021 – July, 2023

- Coordinate all examinations within the Department, including timetabling, invigilation, and results processing to ensure smooth assessment administration.
- Print examination questions under the supervision of the Head of Department while ensuring confidentiality and accuracy of examination materials.
- Maintain accurate and up-to-date academic records of students to support academic administration and progression.
- Compile and present departmental examination results and performance summaries for Departmental and Faculty Board meetings.

Jobweb Africa **Global**

Founder and Chief Executive Officer August, 2010 – Date

- Founded and manage an online job aggregation and recruitment platform operating across eight African countries (Ghana, Nigeria, Kenya, Uganda, Ethiopia, Rwanda, Zambia, Tanzania).

- Provide digital recruitment solutions, career guidance services, and employment information support for jobseekers and employers.

GOVERNMENT, POLICY, AND NATIONAL SERVICE

National Council for Curriculum and Assessment (NaCCA) **Accra, Ghana**

Lead Curriculum Writer May, 2026 – Date

- Contribute to the review, writing, and finalisation of Ghana's national KG–Primary 6 Computing/ICT curriculum through structured workshops, panel evaluations, and curriculum development processes

Ghana Tertiary Education Commission (GTEC) **Accra, Ghana**

Programme Assessor October, 2025 – Date

- Contribute to programme evaluation and academic quality assurance for Engineering, Computer Science, and Information Technology programmes across tertiary institutions in Ghana.

Ministry of Communication, Digital Technology and Innovations **Accra, Ghana**

Coordinator, One Million Coders Programme (OMCP) April, 2026 – Date

- Coordinate programme implementation, nomination of training centres, and promotion of student participation at University of Education, Winneba under the Government of Ghana's national digital skills initiative.

RESEARCH SUPERVISION, EXAMINATION, AND QUALITY ASSURANCE

- Internal supervision at UEW: supervised approximately 200 undergraduate theses, 10 MPhil theses, and 2 PhD theses.
- External assessor/examiner for academic promotions and staff dossiers (IUM - Namibia, Heritage University, KNUST, UPSA, UENR, USTED, BlueCrest University).
- External examiner for MSc/MPhil/PhD theses (University of the Witwatersrand – Johannesburg, IUM – Namibia, KNUST, UPSA, BlueCrest University).
- Led curriculum development and programme proposals advanced to the Ghana Tertiary Education Commission (GTEC), including BSc/MPhil/PhD Computer Science; PhD ICT Education; and BSc Data Science.
- Developed eleven (11) technology-focused short courses aimed at improving digital skills among SHS students, civil servants, artisans, and entrepreneurs.

GRANTS AND STRATEGIC COLLABORATIONS

- Instrumental in securing and coordinating the University of Education, Winneba's participation in the Africa AI Upskilling Programme (Google.org–FATE Foundation–AIMS), resulting in a competitive international AI education subgrant to implement the Google DeepMind AI Research Foundations Curriculum and strengthen institutional capacity in AI teaching, research, innovation, and student talent development through a train-the-trainer model (2026–2029).
- Instrumental in brokering a five-year MoU signed on 16 October 2025 between UEW and eTranzact Ghana Limited, establishing a Professorial Chair in ICT Education, an ICT incubation hub, annual excellence awards (overall best and best female graduating students), and industrial attachment and recruitment pathways.

- Instrumental in brokering and coordinating a MoU signed on 24 April 2026 between UEW and Trainora Consulting Firm, establishing a Pearson VUE Authorized Testing Center at the University of Education, Winneba, the first of its kind in the Central Region of Ghana, expanding local access to globally recognised ICT certification examinations (including Microsoft, Cisco, CompTIA, AWS, PMI, ISC2 and others), strengthening student and workforce employability, enabling structured professional ICT learning pathways, and positioning UEW as a regional hub for international testing and certification delivery.
- Instrumental in brokering and coordinating a three-year MoU signed on 12 January 2026 between UEW and AyaHQ, a Web3 and remote-talent development organisation, establishing joint curriculum development in emerging technologies, student hackathons and incubation programmes, global remote talent pipelines, co-creation of founder development pathways, and the exploration of an investment vehicle to support student-led startups.
- Huawei ICT Academy Institutional MoU (Under Final Evaluation by the Vice-Chancellor's Office) between the UEW and Huawei Technologies (Ghana) S.A. Ltd., aimed at authorising the Department of ICT Education as a Huawei ICT Academy for the delivery of industry-aligned ICT training, instructor certification, student skills development in networking and emerging technologies, and access to Huawei learning platforms and certification pathways.
- Recipient, USD 2,000 travel grant (SIGCSE) to support ACM Task Force Working Group 5 project on ethical and societal impacts of generative AI in higher computing education (June–October 2025).

EDITORIAL AND PEER-REVIEW ACTIVITIES

- Serve as a peer reviewer for over twenty-seven international journals published by Springer Nature, ScienceDirect, MDPI, Taylor & Francis, ACM, and other reputable publishers. Reviewing activities span artificial intelligence, computing education, data science, educational technology, information systems, and interdisciplinary applications of machine learning.

Table 1. Peer-Reviewed Scopus Journals

Scientific Reports (Springer Nature)	Education and Information Technologies (Springer)
Cluster Computing (Springer)	Discover Computing (Springer)
Discover Artificial Intelligence (Springer)	Discover Internet of Things (Springer)
Discover Global Society (Springer)	Humanities and Social Sciences Communications (Springer Nature)
BMC Medical Informatics and Decision Making (Springer Nature)	BMC Oral Health (Springer Nature)
Frontiers of Digital Education	Journal of Network and Systems Management
Image and Video Processing	Education Sciences (MDPI)
F1000Research (Taylor & Francis)	Journal of Visualized Experiments (JoVE)
PeerJ Computer Science	International Journal of Information and Education Technology

International Journal of Engineering Research	Association for Computing Machinery (ACM) – Conference Proceedings
Computer Science Education (Taylor & Francis)	Scientific African (ScienceDirect)
Heliyon (ScienceDirect)	BMC Cardiovascular Disorders
International Journal of Reasoning-based Intelligent Systems - Inderscience	International Journal of Communication Systems - Wiley
Social Sciences & Humanities Open (SSHO) - ScienceDirect	Journal of Data Science and Intelligent Systems
BMC Medical Education	Smart Learning Environments
BMC Digital Health	Computers in Human Behavior Reports
Frontiers in Physiology	Data Science and Management (ScienceDirect)
Engineering Applications of Artificial Intelligence (ScienceDirect)	Analytics (MPDI)

INVITED TALKS, KEYNOTES, AND THOUGHT LEADERSHIP

- Speaker at the Centre for United Nations Constitutional Research (CUNCR). The AI Sovereignty Paradox: Can Africa Govern Technologies It Does Not Control? International discussion on AI governance, technological sovereignty, and global regulatory cooperation, Brussels, Belgium (4th November, 2026).
- Speaker at the Research Integrity Training Program (RITP). How AI Tools Are Shaping, Enhancing, and Challenging the Norms of Academic Writing. University of Ghana, in partnership with New York University, delivered to fellows of the programme (31st March, 2026).
- Speaker at the 4th TeProD Project. Tools and Strategies for Designing AI-Resilient Assessment. Joint event under the TeProD Project with the European Union and partners from Finland, Slovakia, Namibia and Ghana, an Erasmus+ Capacity Building initiative supporting professional development in higher education (25th February, 2026).
- Speaker at the 3rd TeProD Project. Teaching in the Digital-Green Era: Harnessing the Twin Transition in Teacher Education. University of Education, Winneba (UEW). International session with participants and facilitators from Namibia, Slovakia, and Finland (8th December, 2025)
- Speaker at Ghana Youth Tech Summit. I delivered a talk on GenAI Ethics in African Higher Education (7th November, 2025 at Accra Digital Center)
- Speaker and Chairman at Adaklu Dudengor Festival in the Volta Region. I delivered a talk on embracing technology for the development of Adaklu District (1st November, 2025 at Adaklu Goefe)
- Speaker at Africa Fintech Summit. I delivered a talk on Bridging Academia and Fintech Talent – exploring how universities can prepare future-ready professionals by closing the ICT and finance-literacy gap to power Africa's digital-finance growth (8th October, 2025 at Accra International Conference Centre, Accra-Ghana)
- Speaker at Digital Asset Africa Summit (DASA). I delivered a talk on Empowering Africa's Future: Advancing Inclusive Growth Through Digital Asset Literacy (29th September, 2025 at The Ghana-India Kofi Annan Centre of Excellence in ICT, Accra - Ghana)

- Keynote Speaker at the youth in tech and real estate summit organized by the National Union of Ghana Students (NUGS- UEW) (20th June, 2025 at University of Education, Winneba)
- Speaker at the TeProD Co-Creation Workshop on Digitalisation and Green Transition. I delivered a talk on Global and Institutional Policy Drivers (9th May, 2025 at University of Education, Winneba)
- Keynote Speaker at the 6th Biennial National Conference and Exhibition on Harnessing Artificial Intelligence (AI) in Enhancing Vocational and Technical Education Development (7 – 11th April, 2025 at Abuja Nigeria)
- Speaker at Graduate Students Association of Ghana summit on Ethical use of AI tools in Academia (21st February, 2025)
- Speaker at the 2nd Global Summit on Artificial Intelligence 2024 - Heighten Science Publications Inc (USA 21 - 22nd August, 2024)
- Speaker at the Ghana Data Science Summit 2024 - Indabax Ghana (KNUST, Ghana 17 - 19th July, 2024)

INSTITUTIONAL LEADERSHIP, COMMITTEES, AND BOARD SERVICE

INSTITUTIONAL

- Chair, Investigate committee on theft of outdoor air-conditioner at UEW – April 2026 – Present
- Member, Exam leakage investigative board (UEW) – March 2026 – Present
- Member, Investigative committee on security lapses leading to assault on a student at UEW – February 2026 – Present
- Member, Astria Learning AI-driven eCampus Committee (UEW) — December 2025–Present
- Member, Draft Leave Policy Committee (UEW) — October–December 2025
- Chair, Merging of ICT Policy and Social Media Policy (UEW) — October 2025–Present
- Chair, Intellectual Property Policy Committee (UEW) — August 2025–Present
- Member, Housing Committee (UEW) — August 2025–Present
- Chair, Investigative Committee on Voice of UEW X and Facebook Handle — August–October 2024

NATIONAL AND INTERNATIONAL

- Advisor to BITs Tech Fair Ghana by Prémanni Technologies, August 2026–Present
- Academic Advisory Council Member representative for Africa, Mogaland Academy (Germany) — October 2025–Present
- Board Chairman, Innville Foundation — October 2025–Present
- Board Member, Turbines Ghana IT Company — March 2025–Present

PROFESSIONAL MEMBERSHIP AND AFFILIATIONS

- Member, Association for Computing Machinery (ACM) (December 2025 – Present)
- Member, ACM Working Group on the Ethical and Societal Impacts of Generative AI in Higher Computing
- Member, ACM Special Interest Group on Computer Science Education (SIGCSE) (August 2025–Present)
- Partnerships Coordinator and Member, Ghana AI Research Network (GAIN) (November 2025–Present)

- Member, Informing Science Institute (ISI) (March 2025 – Present)
- Member, University Teachers Association of Ghana (UTAG) (July 2014 – Present)

CONFERENCE PARTICIPATIONS AND SUMMITS

- Nominated representative of the Vice-Chancellor, University of Education, Winneba, at the Stakeholder Consultation on the Validation of the UNESCO AI Readiness Assessment Methodology (RAM). Ministry of Communication, Digital Technology and Innovations, in collaboration with UNESCO, contributing to national discussions on Ghana's preparedness for ethical, inclusive, and responsible AI development and deployment (11th March, 2026).
- Virtual Delegate, AI Policy Summer School 2026 – Africa Artificial Intelligence Policy Lab & Lawyers Hub (17–18 February 2026; University of Cape Town, South Africa). Participated in high-level policy discussions on AI governance frameworks, data governance, national AI strategies, and responsible AI deployment in Africa.
- In-person Delegate at Association for Computing Machinery (ACM) Conference (21st – 25th October, 2025; University of Botswana, Botswana) – ACM Ethical AI Working Group Fellow; part of a team of 10 global scholars on Ethical AI.
- In-person Delegate at National Cyber Security Awareness Summit (7th October, 2025; Mövenpick Hotels & Resorts, Accra, Ghana)
- In-person Delegate at 1st Pan African AI Summit (PAAiS, 2025) (23–24 September 2025; Palms by Eagles Airport City, Accra, Ghana)
- In-person Presenter at International Conference on Computers, Data Management, and Technology Applications (ICCDTA) (16–17 August, 2025; Dubai UAE)
- In-person Delegate at Africa Premier AI Conference (APAIC, 2025) (25 – 28 August 2025; Mombasa, Kenya)

Selected Research Report

Lawyers Hub AI Policy Lab. (2026). *Africa AI Governance Index (AAIGI): Inaugural Report (2026 Edition).* Contributing Researcher and West Africa Regional Co-Lead. Available at: https://www.lawyershub.org/Resources/reports

Publications

Journal Articles and Accepted Papers

Dake, D. K., Ofori, E., & Adablanu, S. (2026). From Education to Employment: A Deep Learning Approach to Understanding Job Market Trends in Africa. *International Journal of Information and Education Technology, 16*(4), 1007-1019. https://doi.org/10.18178/ijiet.2026.16.4.2571

Dake, D. K. (2026). Cluster Pattern Analysis of Students Stress using Machine Learning Algorithms with Feature Engineering. International Journal of Modern Education and Computer Science (IJMECS), 18, 147-162. https://doi.org/10.5815/ijmecs.2026.02.09

Ofori, E., & Dake, D. K. (2026). Deep Embedded Clustering and Statistical Validation for Student Modality Profiling. *Interdisciplinary Journal of Information, Knowledge, and Management*, *21*, 06.

Dake, D. K., & Gbagbo, F. Y. (2025). ChatGPT's benefits, acceptance, and ethical challenges for teaching and learning in key African countries: a systematic review of literature from 2022 to 2024. *Discover Education*. https://doi.org/10.1007/s44217-025-01074-5

Ofori, E., & Dake, D. K. (2025). Explainable artificial intelligence in LSTM transformer models for student performance analysis. Discover Computing, 28(1), 313. https://doi.org/10.1007/s10791-025-09814-9

Dake, D. K. (2025). Information technology graduates employability prediction model in a low-income country using tree-based machine learning classifiers. Discover Global Society, 3(1), 158. https://doi.org/10.1007/s44282-025-00304-3

Szabo, C., Falkner, N. J., Munienge, M., Sheard, J., Enock, M., Clear, T., Dake, D.K., Ogunyemi, O., Ola, O., Taukobong, T. & Wadhwa, B. (2025, October). Ethical and Societal Impacts of Generative AI in Higher Computing Education: An ACM Task Force Working Group to Develop a Landscape Analysis-Perspectives from the Global Souths and Guidelines for CS1/CS2/CS3. *In Proceedings of the ACM Global on Computing Education Conference 2025* Vol 2 (pp. 371-372). https://dl.acm.org/doi/10.1145/3736251.3749526

Dake, D. K., & Gyimah, E. (2025). Using Machine Learning Algorithms to Cluster and Analyse Students' Acceptance of Mobile Learning Management Systems. Informing Science: The International Journal of an Emerging Transdiscipline, 28 (24). https://doi.org/10.28945/5596

Gyimah, E., Dake, D.K., Mawusi, C., & Ofori, E. (2025). Deep Learning and Statistical Models to Analyse Online Misinformation and Hate Speech Impact on African Youth. Journal of Information Systems and Informatics, 7(2), 1914 - 1938. https://doi.org/10.51519/journalisi.v7i2.1141

Dake, D. K. (2025). Post-pandemic Recovery: investigating Factors that Affected Students' Online Engagement during the Pandemic in Ghana – A Machine Learning Approach. International Journal of Computer Applications, 186(72), 19 – 33. https://doi.org/10.5120/ijca2025924518

Alakuu, A., & Dake, D. K. (2025). Cloud Computing in Education: A review of Architecture, Applications, and Integration Challenges. International Journal of Computer Applications, 186(66), 49 – 65. https://doi.org/10.5120/ijca2025924472

Dake, D. K., Bada, G. K., & Dadzie, A. E. (2023). Internet of Things (IoT) Applications in Education: Benefits and Implementation Challenges in Ghanaian Tertiary Institutions. Journal of Information Technology Education: Research, 22, 311 - 338. https://doi.org/10.28945/5183

Dake, D. K., Nwiah, E., Klogo, G. S., & Ativi, W. X. (2023). Instructor - assisted question classification system using machine learning algorithms with N - gram and weighting schemes. Discover Artificial Intelligence. https://doi.org/10.1007/s44163-023-00073-5

Dake, D. K., Gyimah, E., & Buabeng-Andoh, C. (2023). University Students Behaviour Modelling Using the K-Prototype Clustering Algorithm. Mathematical Problems in Engineering. https://doi.org/10.1155/2023/5507814

Dake, D. K., & Bada, G. K. (2023). Unveiling learner emotions: Sentiment analysis of Moodle-based online assessments using machine learning. Journal of Information Technology Education: Innovations in Practice, 22, 109-132. https://doi.org/10.28945/5174

Dake, D. K. (2023). Artificial Intelligence Self-Organising (AI-SON) Frameworks for 5G-Enabled Networks: A Review. Journal of Computer and Communications, 11(04), 33–62. https://doi.org/10.4236/jcc.2023.114003

Dake, D. K. (2023). Online Recruitment Fraud Detection: A Machine Learning-based Model for Ghanaian Job Websites. International Journal of Computer Applications, 184(51), 20–28. https://doi.org/10.5120/ijca2023922639

Dake, D. K., & Gyimah, E. (2022). Using sentiment analysis to evaluate qualitative students' responses. Education and Information Technologies. https://doi.org/10.1007/s10639-022-11349-1

Dake, D. K., & Buabeng-Andoh, C. (2022). Using Machine Learning Techniques to Predict Learner Drop-out Rate in Higher Educational Institutions. Mobile Information Systems, 2022. https://doi.org/10.1155/2022/2670562

Dake, D. K., Gadze, J. D., Klogo, G. S., & Nunoo-Mensah, H. (2021). Multi-agent reinforcement learning framework in SDN-IoT for transient load detection and prevention. Technologies, 9(3), 44. https://doi.org/10.3390/technologies9030044

Dake, D. K., Gadze, J. D., Klogo, G. S., & Nunoo-Mensah, H. (2021). Traffic Engineering in Software-defined Networks using Reinforcement Learning: a review. International Journal of Advanced Computer Science and Applications (IJACSA), 12(5). http://dx.doi.org/10.14569/IJACSA.2021.0120541

Dake, D.K., & Ofosu, B.A. (2019). 5G enabled technologies for smart education. International Journal of Advanced Computer Science and Applications (IJACSA), 10(12), 201-206.

Dake, D. K., & Gyimah, E. (2019). Using k-means to determine learner typologies for project-based learning: A case study of the university of education, winneba. International Journal of Computer Applications (IJCA), 178(43), 29-34.

Dake, D. K., & Halil, A. (2019). Artificial intelligence modules for higher educational institutions. International Journal of Computer Applications (IJCA), 178(34), 17-21.

Gyimah, E., Dake, D. K., & Agbeko, M. (2018). The role of computer games in the learning of programming among tertiary students in ghana. African Journal of Applied Research (AJAR), 4(2), 242-252.

Dake, D.K. (2018). Using text mining algorithm to track job seeker search patterns in ghana. International Journal of Innovative Research in Computer and Communication Engineering, 6(1), 195-201.

Dake, D. K., & Gyimah, E. (2017). Students grades predictor using naïve bayes classifier: A case study of university of education, winneba. International Journal of Innovative Research in Science, Engineering and Technology (IJIRSET), 6(10), 19301 – 19308.

Gadze, J.D., Dake, D.K., & Diawuo, K. (2013). Adaptive congestion control protocol (ACCP) for wireless sensor networks. International Journal of Wireless & Mobile Networks (IJWMN), 5(5), 129-144.

Conference Proceedings (Selected)

Szabo, C., Falkner, N. J., Munienge, M., Sheard, J., Enock, M., Clear, T., Dake, D.K., Ogunyemi, O., Ola, O., Taukobong, T. & Wadhwa, B. (2025, October). Ethical and Societal Impacts of Generative AI in Higher Computing Education: An ACM Task Force Working Group to Develop a Landscape Analysis-Perspectives from the Global Souths and Guidelines for CS1/CS2/CS3. In Proceedings of the ACM Global on Computing Education Conference 2025 Vol 2 (pp. 371-372).

Dake, D. K., Rockson, G. N. Y., & Bada, G. K. (2025, June). Ensemble Machine Learning Classifier with Multi-Feature Selection Mechanism to Predict Disability Category for Mental Health Disorders. In 2025 IEEE 2nd International Conference on Blockchain, Smart Healthcare and Emerging Technologies (SmartBlock4Health) (pp. 1-7). IEEE.

Dake, D. K., Gyimah, E., & Bada, G. K. (2025). A Deep Learning Model to Predict Information Technology Students Learning Style in Adaptive Learning Systems. In 2025 4th International Conference on Sentiment Analysis and Deep Learning (ICSADL-2025), Bhimdatta, Nepal. (pp. 1209 – 1216). IEEE

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