

Faculty Implementation of Online Learning Approaches and Major Challenges Encountered During the Covid-19 Pandemic

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Abstract

Higher education was affected when face-to-face classes were suspended and moved completely online because of the pandemic. The study investigated how faculty implemented online learning approaches (synchronous, Asynchronous, Hybrid) to maintain learning during the transition. Also, the study focused on challenges that faculty encountered during the transition. The data were collected using online questionnaire and a semi-structured interview. After analyzing data from 178 participants, the online synchronous strategy was used the most (n=78, 46%). Additionally, the most common problems encountered throughout the pandemic were student engagement, academic integrity, and practical skills.

Keywords: Covid-19 pandemic, online learning, higher education faculty, synchronous online teaching, asynchronous online teaching, hybrid model