

Hybrid And Traditional Teaching in Higher Education: Lecturers' Perspectives from A Qatari Institution

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Abstract

The study focuses on the experiences of lecturers relating to the hybrid and traditional teaching models in a Qatar higher education institution. The more educational institutes use hybrid models that involve using both in-person and online education, the more importance the faculty places on them. The theoretical framework based on role theory was utilized in this qualitative study that investigated the effects of teaching modalities on the professional experiences and perceived efficacy of lecturers. Five faculty members in business-related and applied disciplines, with more than five years of experience in teaching in both a hybrid and non-hybrid format, were interviewed through semi-structured classes. Thematic analysis indicated the presence of five themes, namely problems with hybrid teaching, traditional teaching effectiveness, faculty adaptation and innovation, institutional support and role ambiguity, and subject-specific differences in teaching models. The results show that hybrid teaching is more flexible and can encourage student independence, yet it takes a significant amount of time to complete, requires technological skills, and institutional resources. The traditional teaching method also enables face-to-face interaction and instant response, which most lecturers are used to as a pedagogical model. There were also specific issues in discipline, as more quantitative subjects were struggling with hybrid formats. The research leads to comprehension of the perspectives of the faculty on the effective teaching models and offers practical suggestions to institutional policy formulation, institutional faculty support, and professional development plans in higher education settings.

Keywords: Hybrid Teaching; Traditional Teaching; Higher Education; Faculty Experiences; Qatar