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An Integrative Literature Review on lecturers' experiences and preferences regarding modes of delivery in Higher Education.

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Abstract

Research shows that the mode of delivery adopted by Higher Education Institutions (HEIs) during and in the wake of the COVID-19 pandemic significantly influenced the teaching experiences of higher education lecturers. This article focuses on the experiences of lecturers who were compelled to adopt online curriculum delivery, reporting on positive and negative themes. An Integrative Literature Review (ILR), as per the PRISMA method, was conducted to examine how lecturers' experiences were influenced by the transition back to different modes of delivery as before the pandemic. The ILR facilitated access to a rich pool of the latest research (2022-2025). The findings indicate that the majority of lecturers initially exhibited a resistance to new technology but were also able to adapt and actively engage with new methodologies, which established their digital competencies and enhanced their e-learning activities. Drawing from the analysis of pertinent studies in academic journals, we set up thematic concerns regarding lecturers' experiences with different delivery modes to inform HEI decision-making on the optimal methods to meet lecturers' needs and preferences. The ILR found that themes such as adaptability, flexibility, innovation in instruction, and professional growth and development were noted as positive experiences, whereas concerns such as technical issues, increased workload, and decreased interaction/engagement emerged as shared negative experiences among lecturers.

Keywords: Curriculum; Delivery; Interaction; Online; Technology