



A Case Study of Teachers' use of Instructional Methods in Online Learning at Eastern Mediterranean University

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Abstract:

Online learning in higher education has been increasingly popular all around the world. One of the main online educators' issues is creating effective online teaching methods that foster actual learning and teaching with curiosity, energy, creativity, and problem-solving skills. The purpose of this study was twofold: first, to identify the online teaching methods that are used for online classes, and, second to find the degree of interactivity of online instructors in online courses at Eastern Mediterranean University (EMU). This case study was done within the qualitative research paradigm, analyzing data through content analysis methods. Semi-structured interviews with predetermined open-ended questions were used to collect data about the existing online courses. Findings indicated that the traditional lecture method is the main online teaching method and the degree of interactivity in online classes is low. The findings also showed that due to the low level of interaction between teachers and students in online classes, teachers do not get feedback from the students. At the end of this research, it is concluded that replacing the traditional lecture method with another interactive strategy such as the reflective teaching method can affect the quality of online programs in the university.

Keywords: Online learning, teaching methods, interaction, reflection