Perceptions of Higher Education Online Learning Faculty in Lebanon

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Abstract : The purpose of this case study was to explore faculty attitudes toward online learning in a Lebanese Higher Education Institution (HEI). The research problem addressed the disinterest among faculty at the Arts, Sciences, and Technology University of Lebanon (AUL) in enhancing learning using online technology. The research questions for the study examined the attitudes of the faculty toward applying online learning and the extent of the faculty readiness to adopt this technological change. A qualitative case study design was used that employed multiple sources of information including semi-structured interviews and existing literature. The target population was AUL faculty including full-time instructors and administration (n=25). Data analysis was guided by the lens of Kanter's theoretical approach, which focused on faculty's awareness, desire, knowledge, ability, and reinforcement model (ADKAR) for adopting change. Key findings indicated negative impressions concerning online learning such as authority (ministry of education, culture, and rules); and change (increased enrollment and different teaching styles). Yet, within AUL's academic environment, the opportunity for the adoption of online learning was identified; faculty showed positive elements, such as the competitive advantage to first enter the Lebanese Market, and higher student enrollment. These results may encourage AUL's faculty to adopt online learning and to achieve a positive social change by expanding the ability of students in HEIs to compete globally.

Keywords : faculty, higher education, technology, online learning

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