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# Teaching and Delivery Methods in Computer Science Higher Education (2020–2025): A Systematic Review

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## *Abstract*

This article presents a systematic review of teaching and delivery methods in university-level computer science education in recent years. Following the PRISMA methodology, 113 articles were initially identified for abstract screening; irrelevant studies were excluded, and full-text reviews were conducted on the remaining articles. Studies not aligned with the scope of this review were further eliminated. By synthesizing evidence from 11 core studies, the review identifies a significant transition from traditional lectures toward interactive, student-centered approaches such as blended learning, project-based learning (PjBL), and flipped classrooms. The findings indicate that these methods effectively enhance student engagement, academic performance, and the development of transferable soft skills, although significant gaps remain regarding standardized assessment and instructor support. This review contributes by providing a consolidated understanding of current methods and offering directions for future research, ultimately supporting the advancement of computer science education.

**Keywords :** *Blended and Project-Based Learning; Behavior-Driven Development; Computer Science higher education; Teaching and Delivery Methods*

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