

Promoting Active Learning in Large Class University Teaching: Prospects and Challenges

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ABSTRACT Teaching and learning in universities should embrace latest philosophies. These philosophies have moved away from the transmission models of instruction to transformative models. This discussion paper located in the social constructivist approaches to learning argues that though the lecture method remains integral as a method of teaching in the university, it requires to be transformed through the inclusion of active learning strategies within the lecture set up. The use of active learning strategies is discussed in the context of large class teaching in the South African higher education context. The researchers conclude that active learning should be imbedded in the lecture set-up and recommend the staff development of lecturers in the university through the institutionalization of academic development programmes to assist lecturers in enhancing teaching. Lecturers without teaching qualifications are encouraged to enroll for such courses in order to be fully equipped with skills that enhance their practice.