

The Perfidious Experiences of Handling Large Classes in Tertiary Institutions in South Africa with Examples Drawn From Formerly Disadvantaged Universities

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ABSTRACT In many universities, especially in the developing part of the world, with South Africa leading the pack, the phenomenon of large classes is hypothesized to affect learners' motivation, morale and throughput; while encouraging the use of traditional lecture method. The aim of the present research is to engage in debate and discourse on the perfidiousness of large classes. The study has used a desk study review methodology. Findings indicated the following perfidious state of large classes: prompts lessened control and lowered productivity of the learners; encourages the use of lecture method at the expense of interactive method; it de-motivates learners and impedes their classroom engagement; and lowers learners' mental, thought and cognitive development. The following have been suggested as strategies to cope with large classes: facilitates the division of classes and have more staff deployed so that classes are ideal; adopt or introduce learners' peer assessments; and increased use of technology in the lecture venues.