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Exploring teaching-learning activity in large class groups

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Abstract content
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Due to steadily increasing national matric pass rates over the last few years, teaching large groups of students has become a norm in higher education institutions as more and more students gain admissions. This article examines the complexities associated with the teaching-learning activity involving first year students in the National Diploma programs at the University of Johannesburg. Teaching-approach, the impact of audiovisual media; the availability and suitability of lecture venues, as well as the student-lecturer interactions were scrutinized. These insights provide interesting outcomes towards teaching and learning activity detailed in this article.

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