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Exploring large group dynamics

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Abstract content
 (Max 300 words)

Due to high intake, teaching large groups of students has become an inevitable feature of the learning process at institutions of higher learning. This article explores large group dynamics in a teaching-learning activity involving first year students (National Diploma Programme) at the University of Johannesburg. This exploration is premised fundamentally on the essential tenets such as the teaching approach employed during the teaching-learning activity, the impact of audio-visual media, the nature of support provided by the qualification offering department, the limitations of the online learning tool (Edulink), availability and suitability of lecture venues, as well as student-lecturer interaction. Insights gained from this exploration are largely based on the notion that the teaching-learning activity is by its very nature a dynamic process. In addition, these insights provide interesting pedagogical dimensions to the teaching-learning activity described in this article.

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