

Large Class Pedagogy: A cross-cultural review

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Since 2013, a cross-cultural teaching community of practice has been developed involving scholars from Australia, South Africa, Canada and more recently India. The focus of the community of community of practice has been twofold: to build cross-cultural understandings of teaching within a large classroom; and secondly, to look at the graduate proficiencies required within our different contexts. This paper focuses the role of the contemporary university and the pedagogical approach in light of the mass increase in class sizes that has occurred on an international scale. While we may look nostalgically back to a time when lectures numbered only a hundred students and tutorials had as few as ten, massification at undergraduate level is an inescapable fact of academic life today. We will present an overview of the approaches taken and what we have learnt from the collaboration. We look at the opportunities and challenges for educators and particularly teacher-researchers, who can and have risen to this challenge to strive for better and more creative teaching practices, without compromising the quality of content or delivery. Finally, we will discuss some of the strategies we have employed in our respective large classes including co-development, skills to develop active citizenship and community engagement.