A REVIEW OF HANOVER RESEARCH AND THE UNIVERSITY OF CHARLOTTE'S FACULTY FOR LEARNING'S REPORT ON TEACHING LARGE UNDERGRADUATE CLASSES: ITS APPLICATION IN THE UNIVERSITY OF PORT HARCOURT

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ABSTRACT

Undergraduate classes in the University of Port Harcourt are always with high enrolment so teaching the classes can be difficult for lecturers. These classes are most often taught by a lecturer teaching a sizeable group of students, creating a situation that can sometimes be inefficient and unrewarding for both students and lecturers. The difficulties in these classes have remained the same over the years. The goals for lecturers teaching large classes are to find ways to make the class feel smaller in order to give room to the students to participate in the classes and make themselves available to the students. For lecturers to achieve these goals it is important they make use of a variety of organizational and teaching methods. In this study we reviewed a Hanover research report on how large undergraduate classes are taught at higher education institutions in the USA, Australia, Canada and UK and the University of Charlotte's faculty for learning's report on how faculty members in the universities across USA are solving the problems related to teaching large classes. Our aim is to see if some of these strategies and procedures can be applied to the University of Port Harcourt's large undergraduate classes. After the careful review of these procedures and strategies, the researchers are of the opinion that despite the challenges of implementing some of them, there are still a good number of these strategies and procedures that can be implemented to provide an effective and engaging learning environment to the students in the University of Port Harcourt's large classes.

Keywords: Large class size, teaching methods, university of Port Harcourt, Hanover report, University of Charlotte report.