

Review of: "Implications of Large Class Size on Effective Teaching and Learning in Nigerian Tertiary Institutions: Lecturers' Perception"

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Potential competing interests: No potential competing interests to declare.

The authors have provided a very interesting study on an important topic for tertiary education. The study raised many more questions as well.

Introduction

1st paragraph: Class size as a teaching tool needs to be clarified, particularly since it seems more of an administrative choice.

2nd paragraph: It seems more logical to say that "Nigerian institutions had to drastically cut back on reliance or dependence on government funding."

The segue to "This led Corrigan to observe rising entry rates" lacks coherency with the previous sentence about the lack of personnel and material.

The need for greater active participation and student-centred strategies is not in jeopardy; however, implementing strategies and fostering participation is in jeopardy.

Yelkpieri et al. is repeated.

The part starting with Muhammad, Mohammed, and Fatihi, where ratios are provided, goes better with the paragraph "Studies have shown numerous sorts of deviations from this benchmark". The benchmark mentioned five paragraphs later refers to the ratios provided here.

3rd paragraph: "Levels of student engagement" is repeated; explain what is meant by "course commitments."

Perhaps the problem should be "addressed" instead of "handled."

There is also the interactive lecture method. Have any lecturers used this method?

Literature review

I suggest using this part as the Theoretical Framework, which comes after the Literature Review. Are there any sources for the theory of "continuous improvement"? However, it is unclear how this is relevant to the current study.

Literature Review

Large Class

This is the Literature Review of findings from previous studies.

Provide clearer terminology for “higher schools.” If this is a common term in Nigeria, please explain the meaning.

Provide an example of pedagogical changes for the writing process found in the literature.

Poorly worded sentence: While class size has long been...

Lecturers' Perception...

Include this part in the Literature Review. You may want to determine where to insert this part, or reorganise, because it logically follows the benchmark many paragraphs earlier.

Krueger's observation: Unclear what “it” refers to.

Does Arzt recommend these class sizes only for science undergraduate programmes, or are other faculties included? Unclear if the ratio 1:10 refers to the increased enrolment rate.

Paragraph: “According to Kokkelenberg et al.” corresponds to the Literature Review.

Challenges of Teaching...

Include in Literature Review; ensure to avoid repetitions.

You might use bullets or some other way of organising the challenges, maybe a Table.

Lecturers' Perception...

If you think about using a Table, you might have two columns listing the challenges and the perceptions. No need to correspond across the table.

(In my experience, high-performing students will perform well with or without instructor intervention. Weak students will be left behind because the instructor does not have time to focus on their variety of needs. So instructors teach to the middle group to try to raise their performance. It's a sad situation.)

Lecturers' Coping...

Are Plickers the same as Clickers?

(I use TBL in all my classes. I have found some good technology platforms for team quizzes and teammate peer assessment. My short lectures are pre-recorded voice-over PowerPoints that students watch before coming to class. They also complete some readings or watch other videos before coming to class to take quizzes. The rest of class time

is devoted to active learning as teams are actively engaged completing activities with their teams.)

Hypotheses

No. 1: Are there any studies that look at gender differences, or the other variables taken into account, or is this study the first to do so?

Results

The study focussed on lecturers' perceptions of the effect of large class sizes on teaching. This was determined statistically using variables of gender, lecturer qualification, institution, and teaching experience. My expertise is in qualitative research. Others may have commented on the statistical analyses.

Discussion

Results are lacking to determine the effect of large class size on student performance as Muhammad et al. found when they compared class size and grades. Student grades were not used in this study, and no correlation was carried out between class size and student learning. Thus, it is difficult to conclude whether class size has a negative effect on student performance. A comparison of student grades from classes that respect the NUC guidelines and from classes that do not respect these guidelines would be useful in determining if class size affects student performance.

You might also control for GPA. If students in a large class are high performers, then perhaps class size doesn't make any difference, and students will learn regardless. On the other hand, a class of high, medium, and low performers might show differences in learning achievement both in small and large class sizes.

Conclusion

Provide some sources to support the idea that these detrimental effects result in a poorer quality of education. For example, student engagement. Why do students learn better?