

Active Learning Techniques as Pedagogical Interventions to Enhance Academic Performance in Large Classrooms: A Case of Selected State Universities in Zimbabwe

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Abstract

This chapter explores the potential of active learning techniques as transformative pedagogical interventions to address learning challenges and enhance educational outcomes. The chapter begins by contextualizing the challenges of large classrooms that often hinder meaningful interaction and personalized feedback. It then examines the theoretical underpinnings of active learning, drawing from constructivist theory. Through an analysis of various active learning techniques, the chapter demonstrates how these methods can be adapted to large classroom environments. The chapter also addresses the role of technology in scaling active learning in large classes. However, the research also uncovers notable challenges in implementing these interventions. Despite these challenges, the chapter argues that integrating active learning in large classrooms is both feasible and beneficial with appropriate institutional support. The study employs a mixed-methods approach, combining classroom observations, surveys, and interviews with both students and lecturers in state universities in Zimbabwe. Data is analyzed thematically.