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Quality Teacher Education in Cameroon

The Role of Sociocultural Backgrounds in Pedagogical Reform Projects

2022. 390 pp. Hardcover.
69,90 € (D), 71,90 € (A)
ISBN 978-3-96665-052-6

Quality teacher education improves the quality of teaching and learning processes. What role do the sociocultural backgrounds play here? The book highlights how actors' sociocultural backgrounds influence the quality of teacher training within a pedagogical reform project involving participants from Cameroon and Germany. The analysis and interpretation of qualitative data shows that actors' sociocultural backgrounds are important factors influencing international, intercultural dialogues on teacher education as well as teaching-learning interaction dynamics in classrooms.

The book further discusses the influence of sociocultural contexts on learner-centered classrooms based on principles of diversity, interaction and reciprocal responsibility.

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