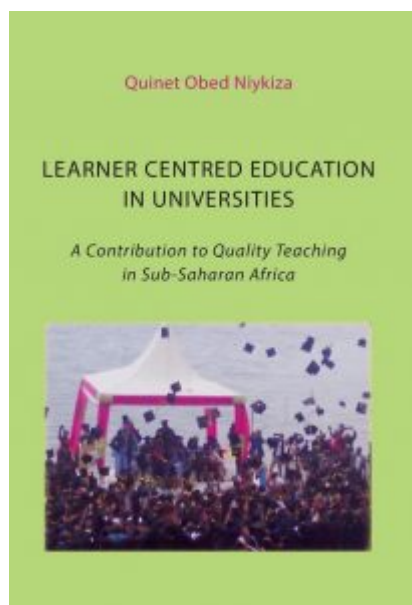


Quinet Obed Niykiza ~ Learner Centred Education In Universities ~ A Contribution To Quality Teaching In Sub-Saharan Africa



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Effective university teaching and learning is an intellectually demanding task (Brown & Atkins 1988; Freire 2006; Escobar, Fernandez & Guevara-Niebla 1994 Susan & Wijeyesinghe 2011). The lecturer is not only expected to be versed with the course, but also to develop teaching strategies based on the contexts of education (Brown & Atkins 1988: 1-2). Knowledge, to believe the words of McLaren, has no intrinsic value per se but depends on the context in which it is produced as well as its purpose (Escobar, M., Fernandez & Guevara-Niebla, 1994). This leads me to quote Meirieu's book (2010), titled "*Apprendre ... oui, mais comment?*" "To learn ... yes, but how?"

One of the major difficulties in higher education (HE) occurs when students leave the university with a very low growth of skills. The motivation for this research is the lack of quality education characterized not only by the insufficiency of its content, but also by a teaching method that is mostly magisterial.

Students are neither expected to actively participate in class nor to work independently. The development of critical thinking, intrinsic motivation and self-

responsibility are hardly encouraged and sometimes are destroyed. The improvement of education is of a major and important concern. Thus, this study is a contribution to the ongoing debate on quality university education and a study on the awareness and perception of LCE in the teaching-learning process in Higher Learning Institutions.

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