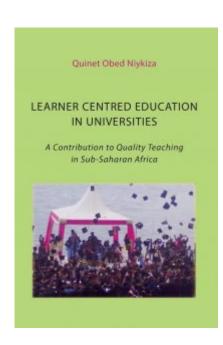
Quinet Obed Niykiza ~ Learner Centred Education In Universities ~ A Contribution To Quality Teaching In Sub-Saharan Africa



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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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