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Autore	Hassana Hamidou, Dr. phil
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Nota di contenuto	Dedication Acknowledgments 1 Introduction: The Problem of Sociocultural Backgrounds (SCBs) and Quality Teacher Education (QTE)

in Cameroon, Africa 1.1 Introductory remarks about QTE reforms in Cameroon, Africa 1.2 Preliminary Backgrounds of the Pedagogical Reform Principles of the UEC 1.3 Empiric Introduction to the Problem of the Study 1.4 The Problem of the Study, Related Research Questions, and the Scope 1.5 Interest and Significance of the Study 1.6 Organization of the Book Part 1: Contextual and Theoretical Frameworks of the Concepts of Sociocultural Backgrounds and Quality Teacher Education in Cameroon, Africa 2 Understanding the Concepts of Sociocultural Backgrounds (SCBs) and Quality Teacher Education (QTE) from a Theoretical Perspective of Bildung as a Transformative Process, according to and beyond Bourdieu's Theory of Habitus and Capital Forms 2.1 Understanding the Concepts of SCBs and QTE within the Complex Multi-Cultural Context of Cameroon, Africa 2.2 SCBs and the QTE in Cameroon, Africa: An Empiric Research Perspective of the Theory of Bildung as a Transformative Process (BTP) 2.3 SCBs as World-Self-Relations, Habitus, Frame of Orientation, Social and Cultural Capitals and the Conjunctive Space of Experience? 3 General Trends in Education, Teacher Education Reforms in Cameroon 3.1 An Overview of the Educational Systems in Cameroon 3.2 Some Reforms of the Education Systems in Cameroon 3.3 The Teacher Education Systems in Cameroon 4 Reconstructing and Discussing Pedagogical Reform Ideas Sustaining the EEC Educational Projects in Mbouo 4.1 Backgrounds to the Pedagogical Reform Principles of IPSOM-UEC 4.2 Principle of the Diversity of Meaning vs. the Principle of Unique Meaning (Sens Divers vs. Sens Unique) 4.3 The Development of the Principe d'Interaction (Principle of Interaction) in EP-ER, IPSOM-UEC 4.4 The Development of the Principe de la Responsabilité Réciproque (Principle of Reciprocal or Corporate Responsibility) 5 Reconstructing the Development Process of the Pedagogical Reform Projects of EEC in Mbouo-Bandjoun 5.1 The Project Ecole Pilote (EP) and Ecole de Référence (ER) of Mbouo 5.2 The Project IPSOM 5.3 The UEC's Development from the SCB of Power Relations 5.4 Conjugation of Individual Interests as a Building Block of the Projects? 6 The Reception of the Pedagogical Reform Ideas in EP-ER and IPSOM-UEC 6.1 Moukoko Priso's Contribution to the Discussion and Development of the Pedagogical Reform Principles at the UEC 6.2 Philosophical Reflection on the Principles 6.3 Pedagogical and Didactic Contributions to the Discourse on the Principles 6.4 Fonssi's Contribution to the Conceptualization of the Principles 6.5 Practical Mechanisms Claimed to Sustain the Founding Principles of the UEC Part 2: A Qualitative Study of Features of SCBs and their Significance for QTE in Cameroon: An Empiric Reconstructive Analysis of Classroom Activities and Autobiographical Narrations 7 Methodological Framework 7.1 The Empiric Reconstructive Research Perspective of the Study 7.2 A Perspective of a Sequential Analysis of the Documentary Method 7.3 The Perspective of the Inference Analysis 7.4 Research Design 8 Empirical Analysis and Interpretation of the SCBs of the Actors Involved in a Class Conference Session in Class 4 of Monsieur Paul (MP) 8.1 Formulating Interpretations 8.2 Reflecting Interpretation 8.3 Significance of the SCBs of the Participants of the Class Conference in Shaping the Classroom Action/Interactions 9 Group Discussion with MP and MT: How Could "Arranger" Reflect the actors' SCBs in the Group Interaction and the Communal Decision-Making Process? 9.1 Formulating Interpretation 9.2 Reflecting Interpretation 9.3 The Significance of SCBs in Structuring the Group Discussion and Informing on the Frame of Orientation of Problem-Solving or Decision-Making Practices 10 Reconstructing the Frames of Orientation of the Sens Unique and the Sens Divers in the Lesson of MT in class 6: "L'o ne s'aire a rin" 10.1 Formulating Interpretation 10.2 Reflecting Interpretation

10.3 The Significance of Participants' SCBs in the Lesson and Momentums of Innovation 11 Becoming a Teacher in the Private Education Sector in Cameroon: Reconstructing the Features of the SCBs of Primary and Secondary School Teachers in Autobiographical Group Interviews 11.1 Biographical Experiences of Becoming or Being Private Primary School Teachers in Cameroon 11.2 Biographical experiences of Becoming/Being Private Secondary School Teachers in Cameroon 11.3 How Can the Case of MD Portray Momentums of the Transformation of Fundamental Figures of World-Self-Relations about Becoming a Private College Teacher in Cameroon? 12 Conclusion: The Significance of the SCBs for the Improvement of the QTE in Africa, Cameroon 12.1 How far Did the Actors' SCBs Play a Certain Role in the Process of the Institutional Development in the History of the Target Projects? 12.2 How Did the Features of SCBs Shape the Participants' Activities in Class Conference? 12.3 How did Features of Actors' SCBs Shape the Interaction Dynamics in the Lesson of MT in Class 6? 12.4 How did the Features of SCBs Shape the Autobiographical Career Experiences of the Participating Teachers? 12.5 How Significant Are the Findings for the QTE in Cameroon, Africa? 12.6 Suggestions for Further Research on the Roles of Actors' SCBs for Quality Teaching and Learning Processes in Cameroon, Africa References Abbreviations and Acronyms Transcript Codes List of Tables List of Figures Annexes Index

Sommario/riassunto

Eine qualitätsorientierte Lehrer*innenbildung verbessert die Qualität von Lehr- und Lernprozessen. Welche Rolle spielt dabei der soziokulturelle Hintergrund? Das Buch beleuchtet, wie der soziokulturelle Hintergrund der Akteur*innen die Qualität der Lehrer*innenausbildung im Rahmen eines pädagogischen Reformprojekts mit Teilnehmer*innen aus Kamerun und Deutschland beeinflusst. Die Analyse und Interpretation qualitativer Daten zeigt, dass die soziokulturellen Hintergründe der Akteur*innen wichtige Faktoren sind, die den internationalen, interkulturellen Dialog über Lehrer*innenbildung sowie die Lehr-Lern-Interaktionsdynamik im Klassenzimmer beeinflussen. Das Buch erörtert darüber hinaus den Einfluss soziokultureller Kontexte auf einen lerner*innenorientierten Unterricht, der auf den Prinzipien von Vielfalt, Interaktion und gegenseitiger Verantwortung beruht. 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.