

1. Record Nr.	UNISA996214913103316
Titolo	Canadian journal of African studies = : Journal canadien des études africaines
Pubbl/distr/stampa	Montréal, : Published for the Committee on African Studies in Canada by Loyola College, Montréal, 1967-
ISSN	1923-3051
Descrizione fisica	1 online resource
Disciplina	916/.005
Soggetti	Education Afrikastudies Études africaines Histoire Periodicals. Czasopismo historyczne Périodique électronique (Descripteur de forme) Ressource Internet (Descripteur de forme) Africa Study and teaching Canada Periodicals Afrique Étude et enseignement Canada Périodiques Afryka Canada Africa Afrique
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Periodico
Note generali	Title from title screen (viewed Dec. 12, 2002). Publisher varies: Committee on African Studies in Canada, fall 1969-spring 1970; Canadian Association of African Studies, fall 1970- Place of publication varies: Ottawa, 1969-1985; Toronto, 1986- Some issues also have a theme title.

2. Record Nr.	UNINA9910254974203321
Autore	Lange Sarah
Titolo	Achieving Teaching Quality in Sub-Saharan Africa : Empirical Results from Cascade Training // by Sarah Lange
Pubbl/distr/stampa	Wiesbaden : , : Springer Fachmedien Wiesbaden : , : Imprint : Springer VS, , 2016
ISBN	9783658146832 3658146834
Edizione	[1st ed. 2016.]
Descrizione fisica	1 online resource (XV, 235 p. 14 illus.)
Collana	Springer VS Research
Disciplina	370.711
Soggetti	Teachers - Training of International education Comparative education Learning, Psychology of Teaching and Teacher Education International and Comparative Education Instructional Psychology
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	Teaching quality, teacher professionalism, measuring educational quality -- Empirical analysis of the effects of the cascade training -- Success and risk conditions for the implementation of cascade training in professional development.
Sommario/riassunto	Sarah Lange examines the effectiveness of cascade training, which constitutes a cost-effective training model in teacher training. In development cooperation countries, teaching quality is expected to improve with teacher professional development; for this purpose, she explores the effectiveness of training multipliers in schools in Cameroon. This research question is analysed with a design, which encompasses a questionnaire survey provided to teachers, students and principals as well as a teacher video survey and a student achievement test. The empirical results show the effects of cascade training on the learner-oriented teaching practice, if the trained teachers are supported in their role as change agents. Among the

conditions for the conceptual quality and the implementation of cascade training, the continuity of school-based professional development is particularly emphasized in light of the results. Contents Teaching quality, teacher professionalism, measuring educational quality Empirical analysis of the effects of the cascade training Success and risk conditions for the implementation of cascade training in professional development Target Groups Researchers and students in international and comparative education Teachers and teacher trainers working with cascade models The Author Dr. Sarah Lange is a researcher at the institute of educational science at the Otto-Friedrich-University in Bamberg, Germany.

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