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## The Challenges of Educating Children in Low-Income Contexts: A Book Review of Learner-Centred Pedagogy in the Global South Pupils and Teachers' Experience

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## The Challenges of Educating Children in Low-Income Contexts: A Book Review of Learner-Centred Pedagogy in the Global South Pupils and Teachers' Experience

### Abstract

*Learner-Centred Pedagogy in the Global South: Pupils and Teachers' Experience*, published by Routledge in 2022 is a book written by Nozomi Sakata. The purpose of writing this book review is to guide readers through a case-based and mixed methods investigation of Learner-Centred Pedagogy (LCP) implementation in the global South, which has primarily been investigated through qualitative methodologies. This book can shed further light on the connection between students' learning attitudes and their academic achievement, particularly those of low-income students. This book serves as a link between early education, which was still founded on culture, and modern education, which is rife with political philosophy, especially in low-income communities.

### Keywords

global south pupils, learner-centered pedagogy, low-income contexts, teachers' experience, challenges of educating

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### Acknowledgements

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# **The Challenges of Educating Children in Low-Income Contexts: A Book Review of *Learner-Centred Pedagogy in the Global South Pupils and Teachers' Experience***

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## **Introduction**

The successful adoption of LCP in low-income nations in the global South is highlighted in Sakata's work from 2022 in a book titled *Learner-Centred Pedagogy in the Global South: Students and Teachers' Experience*. The evaluation of the literature on LCP implementation in Tanzania received criticism from both the teacher's and the student's perspectives. Sakata correctly informs the reader that the term "pedagogy" refers to the classroom environment created by teacher and student interaction rather than the method the teacher employs. Political, cultural, and historical considerations are also a part of the essence of pedagogy, in addition to cognitive and educational considerations. People in the nation in question should have the freedom and opportunity to select the pedagogy that is best suited to their unique sociocultural context, given the close relationship between pedagogy and the sociocultural environment. As part of this procedure, the opinions of students who have been disregarded in the LCP policy dialogue are considered as local policy actors who can offer insightful information. The goal of this multidisciplinary book is to further the study of pedagogy and find more effective ways to educate kids in low-income environments. It does this by drawing on theories and approaches from a range of fields.

## **Book Content**

The author's critical analysis of Tanzania's pedagogical innovations serves as the driving force behind this work. According to the author's analysis, the implemented pedagogical reforms did not sufficiently consider students' viewpoints and experiences during the implementation of LCP, nor did they examine historical and cultural impacts. This book is capable of informing readers with extensive information about historical and cultural

influences as well as the opinions of students regarding the use of LCP in the classroom. I note that Sakata follows a planned pattern with four steps in order to make the content in this book obvious and to make the conversation on pedagogical reform more thorough.

Finding areas in need of pedagogical reform is the first step. Sakata outlines the theoretical and philosophical underpinnings for evaluating and analyzing the literature on the use of LCP in the global south in Chapter 2. The author presents pedagogy in a holistic manner by highlighting the fact that the educational conceptual framework has three dimensions: the class dimension, the policy dimension, and the cultural dimension of society. Constructivism is the paradigm employed to investigate this multifaceted pedagogy. For examining LCP implementation in low-income environments, the constructivist paradigm offers a lens. A further claim made by constructivists is that reality is not a monolithic concept but is instead molded by cultural and social factors. When conducting pedagogical research, it is possible for policymakers, educators, schools, and students to have various perspectives on the same occurrence. It is possible that students' viewpoints on a given issue or circumstance will differ from teachers' assessments of their behavior and interactions with their pupils. Following that, John Dewey (1859–1952) positioned the learner as the focal point in the framework of education.

In the second step, the author offers a methodological framework using a comparative case study (CCS) approach (Bartlett & Vavrus, 2014). The best way to investigate how LCP is being implemented in the global south is to use CCS in conjunction with the three axes of the methodological framework (horizontal, vertical, and transverse). Chapter 3 goes into detail regarding this methodological framework. The author claims that research gaps can be filled by the CCS methodological paradigm. The CCS promotes a transversal historical analysis of the evolution of Tanzanian education within the cultural/societal domain of the conceptual framework. In addition to incorporating a constructivist paradigm, CCS incorporates student perspectives and experiences in systems, policies, and grade levels.

The discussion of the results and analysis, which the author explains in detail in the following four chapters (Chapters 4, 5, 6, and 7), is the third step. The backdrop for the examination of empirical evidence in the next three chapters is provided in Chapter 4 on a historical, social, and cultural level. The author explores longitudinal and transversal studies of the Tanzanian sociocultural environment in relation to LCP in Chapter 4. Chapter 4 offers historical and epistemological justifications for the observed teaching methods, particularly for Chapter 5. As part of the LCP implementation process, teachers and students are both observed in Chapter 5. According to Barrett's (2007) argument, teachers frequently instruct in a manner akin to the way they were instructed. Students might learn teaching techniques from the teacher. The similar teaching strategies that were identified in this study between teachers and students suggest that teachers not only transmit knowledge, but also knowledge-transmission strategies. The focus of the discussion in Chapter 6 is on elements other than education, such as sociocultural aspects and student experiences outside of the classroom, that have an impact on the implementation of LCPs. The conclusions of Chapter 6 attempt to explain the teaching practices of instructors, the value of resource abundance, degrees of academic concentration, and student-teacher interactions when adopting LCP in the classroom. Students' experiences with the LCP's implementation are also highlighted in this chapter. In instance, student interactions and family socioeconomic situations anchored outside the school entity might contribute to student centeredness in classes and at school. The discussion of the statistical implications of student learning outcomes in the LCP implementation is highlighted in Chapter 7. In tests of English and mathematics, students in private schools did better than those in public schools. Urban public schools perform substantially better on standardized tests than rural ones. Urban students are better than rural pupils, and private students are better than public students. The variables of learning motivation, curiosity, self-confidence, and their behavior following

the implementation of LCP are examined in this assessment. Multiple regression analysis is used to examine the relationship between LCP and learning outcomes in more detail. There is a cultural and social attachment to pedagogy, as shown by the findings of this horizontal exploration.

The fourth and last step is covered in Chapters 8 and 9 in more detail. The information offered in the first four chapters is combined in Chapter 8 and suggests a shift in teaching methods. Aligned social, cultural, and political underpinnings are necessary for these changes, together with appropriate educational environments and policies. This book presented the idea of LCP, which emphasizes the importance of student-centered learning, especially in low-resource nations. Chapter 8 presents the author's analytical interpretation of locally relevant pedagogical discourse by incorporating the conceptual and methodological frameworks that have been used in this book. This leads to Chapter 9, which discusses how this book has helped further education. Chapter 9 presents findings about the use of LCP in the global south for further research in addition to analyzing the book's contribution to science.

The application of learner-centered pedagogy (LCP) in social, historical, and cultural contexts in Tanzanian schools has been successfully covered in this book. Sakata approaches pedagogy from the perspective of the student since up until now, the application of pedagogy has only been concentrated on how to instruct teachers. The concept of pedagogy is centered on what students encounter at school and how they interpret that encounter (Fielding, 2004). Although this book is interdisciplinary and pulls from a range of theories and approaches, its overarching goal is to find better ways to instruct pupils in low-income settings.

### **Reviewers' Argumentation**

For instructors looking for a base for a student-centered learning philosophy, this book is an excellent resource. This book can assist teachers in comprehending the link between student learning attitudes and academic success, particularly among low-income children. With a focus on both how students learn and how teachers teach, this book can provide policymakers with a more thorough understanding of the use of pedagogy. Because it shines a bright light on history in the context of local culture that can be developed in pedagogical aspects in schools, this book is also very helpful for practitioners who work for local government agencies. This book bridges the gap between modern education, which is heavily influenced by political philosophy, especially in low-income areas, and ancient education, which was still founded on culture. The studies in this book are quite intricate. The philosophy employed, the rules, guidelines, and applications of the pedagogy mentioned from the epistemological presumptions common in Tanzania can all be used to identify the complexity.

For academics researching the application of learner-centered learning methodologies or strategies, this book might be a thorough resource. Beginning with the thoroughly stated steps and duties of each level, this book has provided simple research procedures. The author has been successful in influencing readers' perspectives, particularly those of younger academics who still struggle to identify research gaps. The process of identifying research gaps is briefly covered in this book. The offered methodological framework—the comparative case study (CCS)—is likewise more organized and focused. This book has been able to demonstrate the CCS approach, which has the potential to be employed with mixed techniques, in terms of methodology. The results of this study also demonstrate that the CCS approach can examine the picture of pedagogical research from the trajectory of culture, policy, and history of education through comparisons in various places. The CCS approach combined with mixed methodologies is still infrequently employed in research on LCP implementation in low-income countries, according to findings from prior studies. This book presents fresh research, specifically for pedagogical practitioners, showing how the CCS mixed technique and the

mixed method can be successfully applied. The reader can better grasp the stages involved in this framework because it is shown with thorough images. so that the reader understands how simple it is to conduct effective research. This book can help the reader see that solid educational research identifies every aspect that has to be looked at. Moreover, inquiry shouldn't be restricted to in-class activities; it should be able to pinpoint students' opinions after using the pedagogy. The goal of this book is to increase the applicability of CCS and LCP in research on educational policy and the global south. This book is filled with technical assumptions that LCP as a straightforward teaching approach may be readily imported and utilized there, regardless of the sociocultural and environmental situations in low-income nations. As a result, teaching approaches that overlook history, culture, and epistemology are unlikely to be effective. Local policy actors frequently improve, restructure, and change policies in specific settings. Throughout this book's horizontal exploration, it is emphasized how important it is to have sufficient resources, academic credentials, and student-teacher connections because these factors affect the breadth and environment in which LCP implementation takes place.

I noticed the flaws in this book that result from combining the CCS technique with the mixed method. The method's complexity necessitates a protracted amount of investigation. Yet, it is emphasized in this book that the research in each school to watch student behavior and activities is only a few days so that it cannot observe kids in detail. It is important to observe pupils for an extended period, especially when considering their cultural and social backgrounds. Researchers will be able to maintain trust and forge stronger bonds with the participating instructors and children by spending more time in each school. Despite what might appear to be a short period of data collection, this book has been successful in demonstrating that, in addition to the teacher's perspective, there are other LCP implementation factors that should be taken into consideration, including student, historical, and social perspectives in specific cultures.

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