

IPID PG/PHD SYMPOSIUM 2008

Evaluation of Implementation of BSc IT Curriculum at Tumaini University

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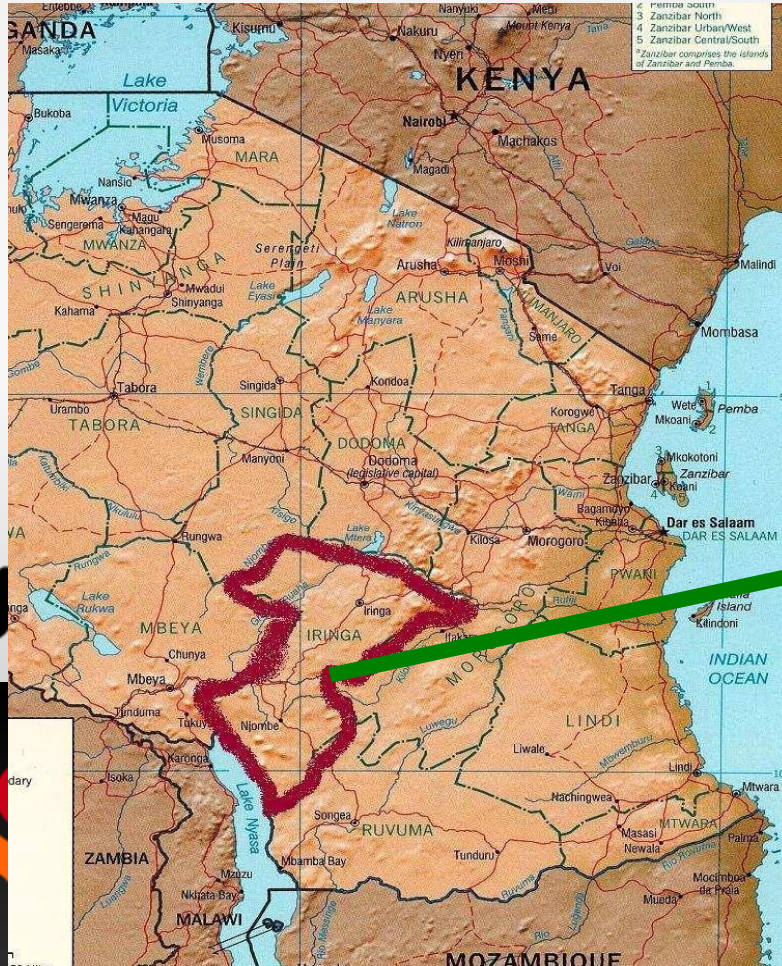
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Introduction



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Information and Communication Technologies

- ICT- What is IT
 - Why "C"
 - Difference to IT
- What is Infrastructural supported ICT and the **ubuntu** video?



ICT in Tanzania

- Background of ICT in Tanzania
- ICT and Education in Tanzania
 - Post Independence situation
 - Development of ICT in Higher learning Institutions (HEIs')
- Role of ICT in developing Tanzania

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- Public sector reforms
 - Small and medium Enterprises (SMEs')
 - Educational institutions

Curricula Standards

- International standard curricula bodies
 - IFIP & Unesco
- Curriculum models and development
 - IEEE & ACM (1991 & 2001)
 - IFIP & Unesco (2000)

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- IT 2005



Tumaini University Iringa

- History
- Subjective purpose for establishment(BSc IT)
- Facuties available
- Number of Students
- Programs Offered

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Curriculum - Design Process

- Curriculum design process
- Need for establishing Bsc IT program at Tumaini University
- Objectives
- Standards as input

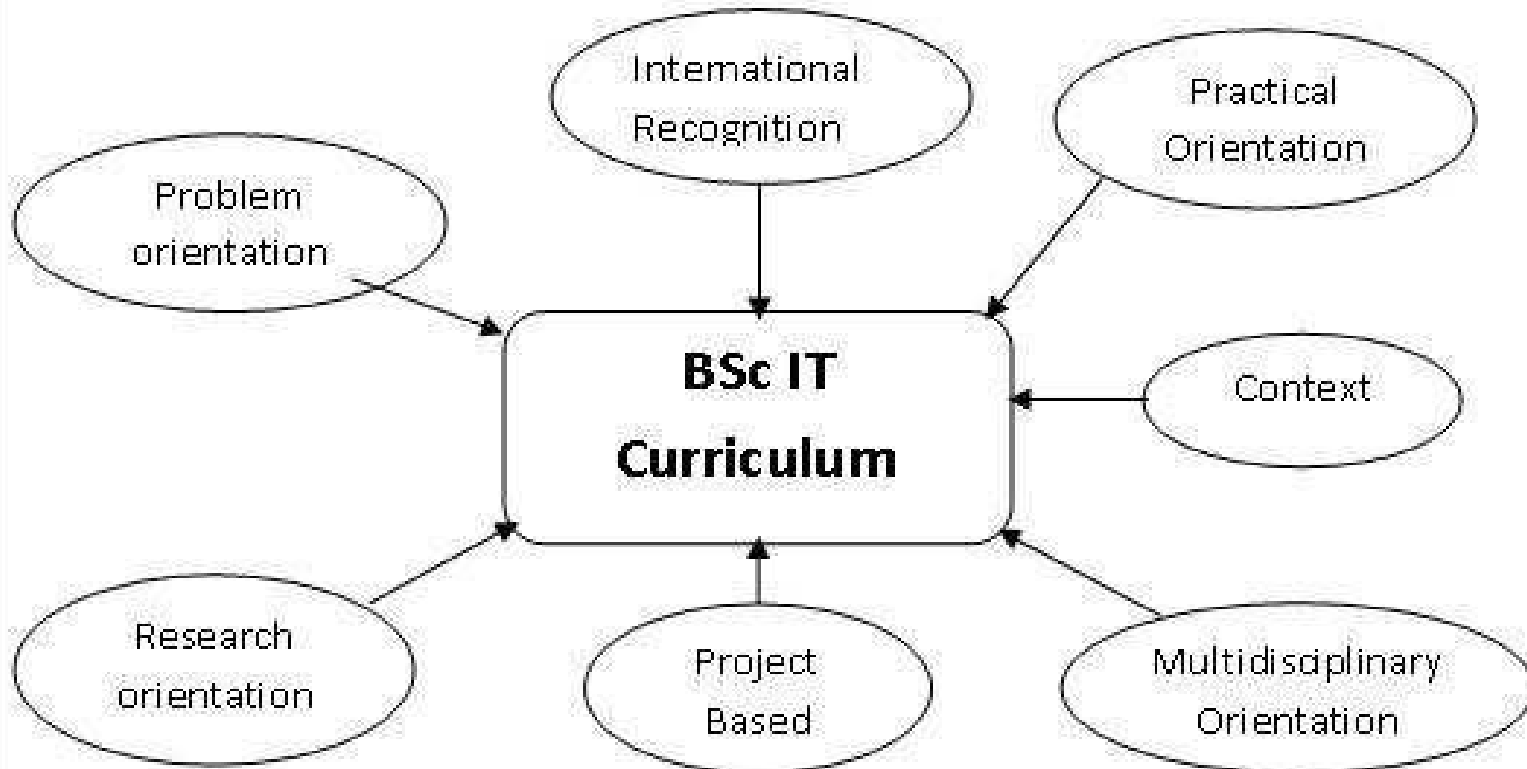
- The six principles as input

- Contextualization, International recognition, project based, practical orientation, research based, interdisciplinary orientation



Curriculum – Six Principles

Tumaini University: Case Selection



Bsc IT Curriculum - Design Process

- Challenges

- Understanding the use of ICT
- ICT as a tool to promote change
- Societal expectations

ubuntu ▪ Efficiently use of ICT in facilitating development



Bsc IT Curriculum - Design Process (2)

- Organization of the curriculum
 - Program Experience
 - Learning Process
 - Assessment Process
 - Fieldwork/Practical Experience

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Bsc IT Curriculum- Design

- Areas of competence
 - Hardware and support competency
 - Network administration competency
 - Programming and software engineering competency
 - Web development and e-business competency

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Academic competency

Future benefits



Curriculum Implementation at Tumaini University

- Approach
- Data collected
- Organization and field work

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Findings (1)

- Understanding Curriculum and the development process.
- Discovering age groups and Gender Issues
- Understanding the transitions to Bsc IT

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- Constructing foundational use of ICT
- Learning by doing: Hands on experience
- Contextual fr



Findings (2)

- Concretizing on practical orientation
- Understanding technology contribution in learning
- Pedagogical thinking in contextualised ICT

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education

- Emphasizing on Internationalization



Findings(3)

- Missing variables
 - Technology availability
 - Strategic thinking in implementation
 - Preparing community for curriculum adaption
- **Smoothness** in knowledge delivery



Suggestions (1)

- Students
 - Learning attitude
 - Use of internet and other online resources
 - Extended leaning:Overcoming knowledge limitations

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Suggestions (2)

- Lecturers
 - Keep updated with knowledge on current ICT issues
 - Interactive tutoring

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Suggestions (3)

- Administrators
- Pedagogical design and practical sessions
- Incorporating other views to improve the curriculum.

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Conclusion & Future work (1)

- On current situation
- Bottlenecks
- Priorities in implementation
- Contextualization vs Internationalization

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Conclusion and Future work (2)

Where is the Bsc IT curriculum heading to?

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End

Thank you very much
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