

# **Impacts of HEIs on an Information Society: The role of CS/IT curricula**

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# Contents

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- Background
  - Information Society
  - HEIs & CS/IT Curricula Roles
  - Research Design
  - Results
  - Conclusion
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# Background

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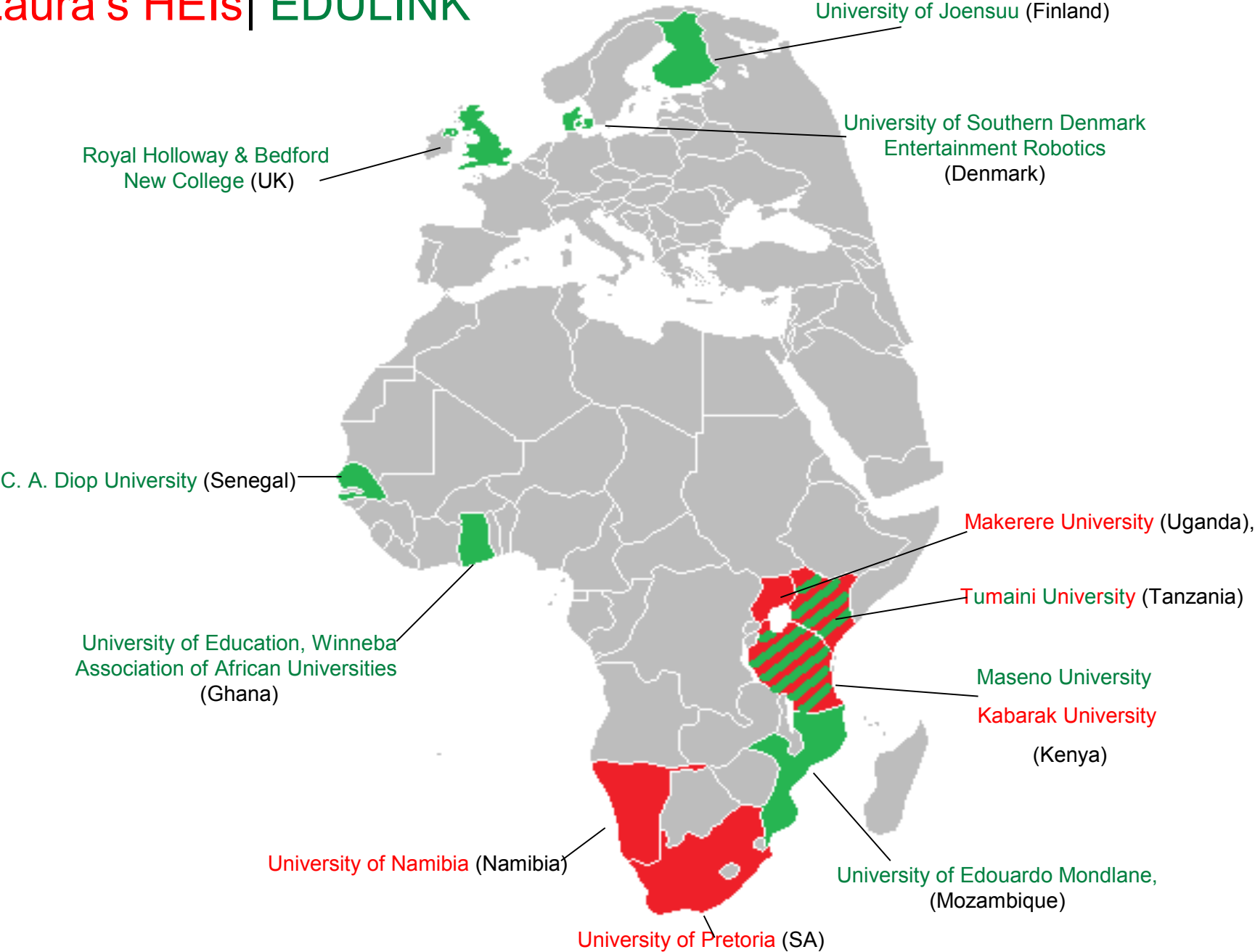
- Laura Cheptegei's master research:
    - Standards and Contextual Sensitivity in CS/IT degree curricula: A Case of five Sub Sahara African Universities.
      - Aim: Find out the extent to which CS/IT curricula models address the needs of their local societies
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# Background

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- EDULINK: Consortium of African & European HEIs
    - Socio-economic development in Africa
      - Strengthened curricula
      - ICT4D teaching and research
      - Knowledge exchange
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# Laura's HEIs | EDULINK



# Information Society

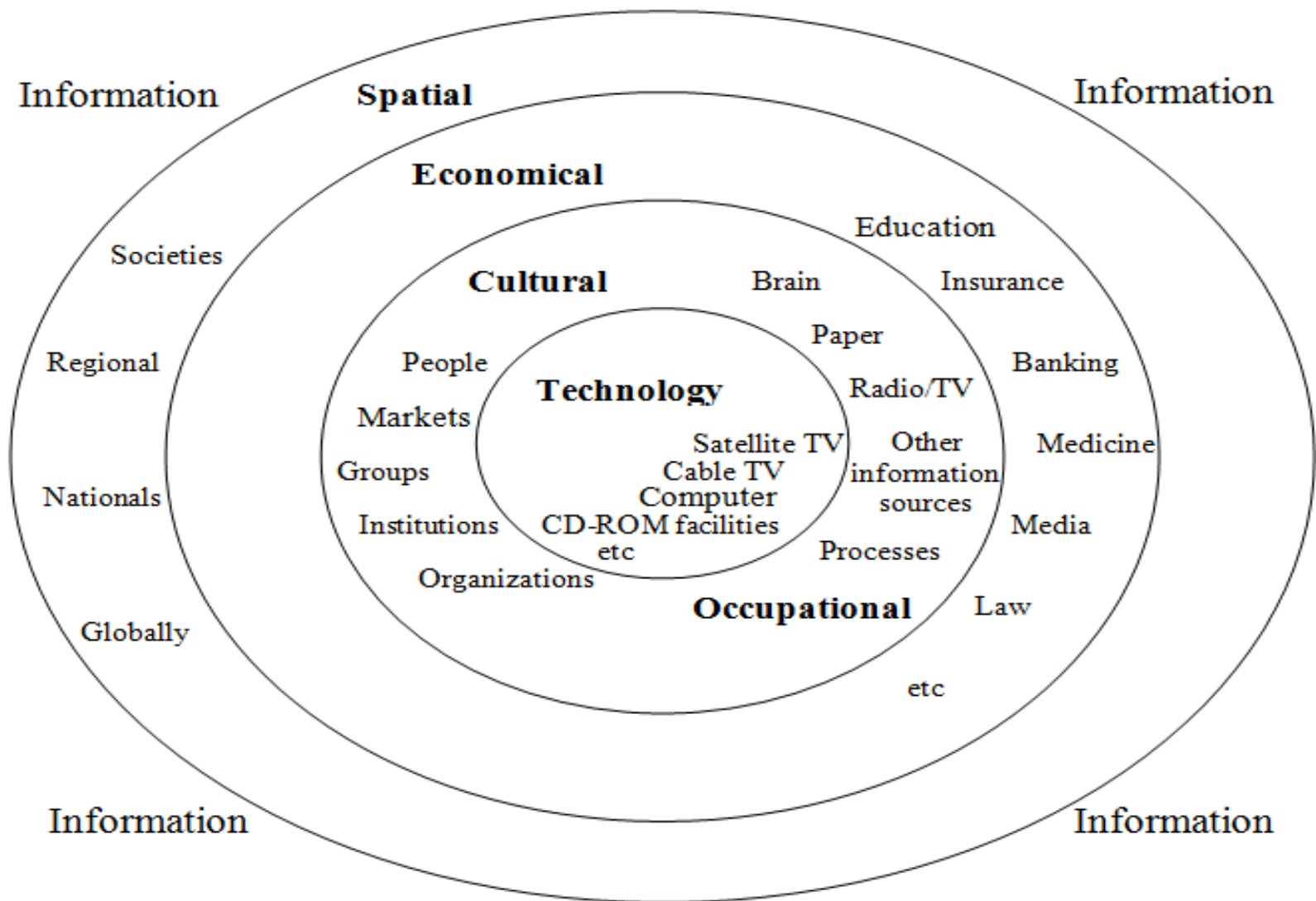


**“An inclusive global information society is one where all persons, without distinction, are empowered freely to create, receive, share and utilize information and knowledge for their economic, social, cultural and political development”. (1)**

# HEIs & CS/IT Curricula Roles

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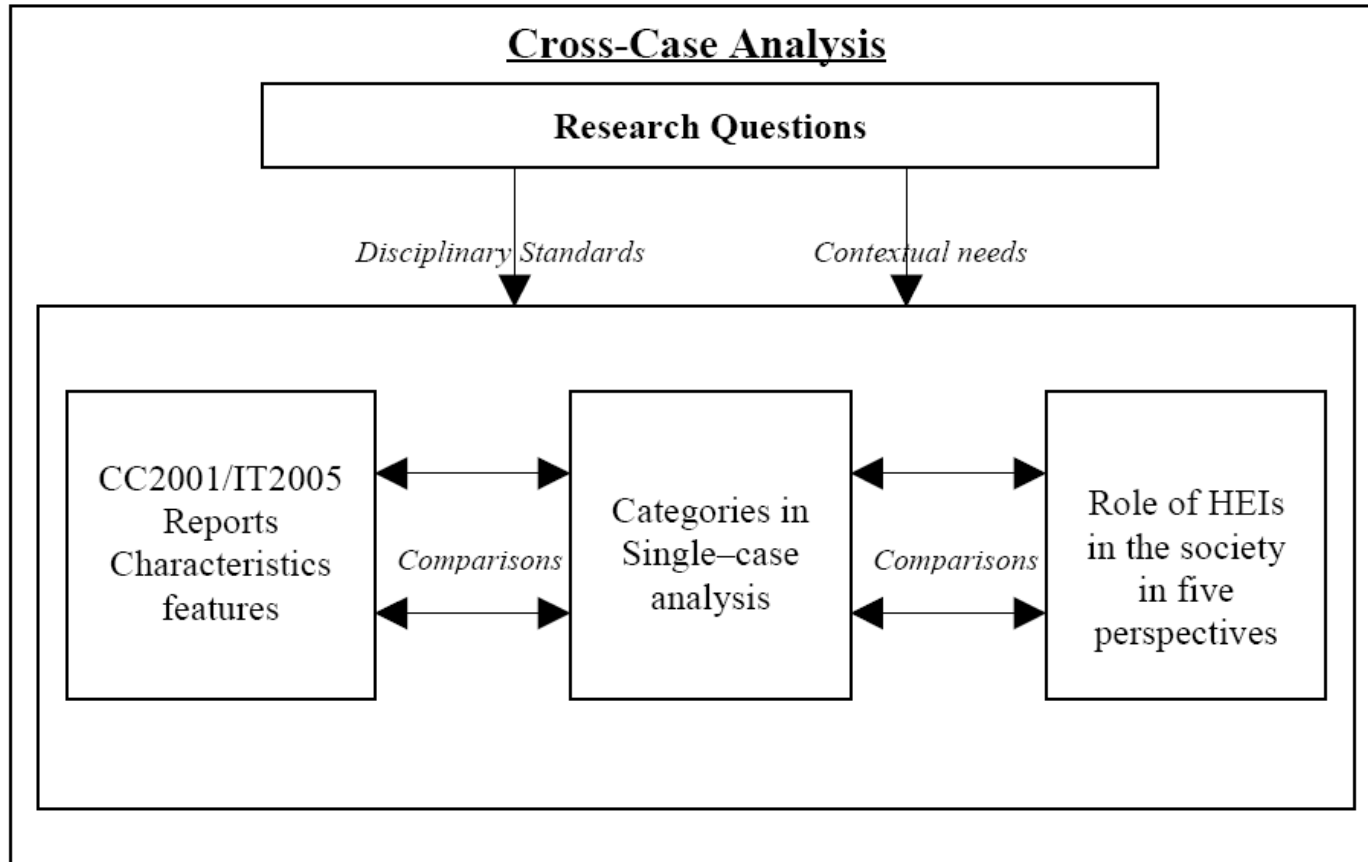
- HEIs are service institutions that provide skilled human capital
    - curricula programs form the foundation of the degree programs for different professions.
  - Therefore, CS/IT degree curricula cater for the ICT needs of the society
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Scope of ICT in an Information society (2)

# Research Design

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# Results

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<b>Perspectives</b>	<b>Curricula models' contextual sensitivity</b>
1. Technological	<ul style="list-style-type: none"><li>-They providing technological solutions to problems in the society.</li><li>-They provide training on the existing and new technologies and knowledge on application domains.</li></ul>
2. Economical	<ul style="list-style-type: none"><li>-They identify problems in the society</li><li>-They provide collaborations with the local IT industries in various development projects.</li><li>-They integrate case studies in curriculum</li><li>-They provide industrial attachments and research projects for development.</li></ul>
3. Occupational	<ul style="list-style-type: none"><li>-They produce graduates with knowledge and skills in computer science and information technology.</li><li>-They provide industrial attachments in local IT industries.</li></ul>
4. Spatial	<ul style="list-style-type: none"><li>-They facilitate collaborations between universities</li><li>-They facilitate collaborations with IT industries</li><li>-They provide distance learning and E-learning opportunities.</li></ul>
5. Cultural	<ul style="list-style-type: none"><li>-They integrate of case studies from the society in the curriculum</li><li>-They produce knowledgeable and skilled human resource capital for the society.</li><li>-They provide technological solutions to problems in the society.</li><li>-They improve the standards of living of the members of the society.</li></ul>

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# Conclusion

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- ❑ CS/IT curricula form the foundation on which HEIs are built
  - ❑ During CS/IT curricula development HEIs should take into consideration both the disciplinary standards and contextual needs of the societies
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# References

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- The Information Society “ICT Strategies and Technologies”, retrieved on 6.9.2008 from
  - Cheptegei, L., (2008), Standards and Contextual Sensitivity in Computer Science/Information Technology degree curricula: A Case of Five Sub-Saharan Africa Universities. University of Joensuu, Finland
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**Thank You**

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