Curriculum Development and Studio Based Approach for Teaching Information Systems in Uganda

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Abstract
Curriculum at Doctoral Information Systems (IS) level is complex, advanced and unique in context. The Uganda National Council of Higher Education requires of all Universities to come up with teaching curricular for PhD students. At Mbarara University of Science and Technology, this is totally new with no contextual example to suite our dynamic information systems world. At this conference we hope to get feedback from IS and IT experts on PhD research curricular as professional expertise in handling curriculum issues. Additionally, Information Systems curriculum at graduate level of learning especially its experimental components continue to lag behind in a resource constrained environment is faced with a gap on innovative interactive ways of teaching versus a dynamic IS world. A studio-based approach of teaching has shown fruitful results in developed countries in Monash-Australia (Lynch et al., 2002). It has widely been used in various teaching areas such as (Moody, 2011; Welch, 2007). It merges collaborative, problem based, learning as an approach for modern teaching and learning information system. However little is known of the conditions, consequences and acceptance as a teaching method of graduate Information Systems in a Ugandan case. At the TREO AMCIS 2016 conference, we will seek to learn from Information systems and information technology experts on its feasibility within a unique context.