Statement of Teaching Philosophy

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I love to teach and my philosophy in this undertaking is guided by a desire to provide a learning environment that is both stimulating and rigorous for my students. Firstly, I try to prepare my students to be life-long learners by ensuring that they are well versed in the fundamentals of a given subject and then teaching them how to fish for new resources when they encounter new problems. I try not to only prepare students for the technology and management careers that are out there today, but to also help them identify and prepare for the careers of the future. In this regard, many jobs now require subject matter experts who work as part of cross-functional teams, so whenever possible in my courses I try to encourage teamwork by making group projects a part of the coursework. I always encourage my students to thinking critically and to reflect on any new concepts introduced in class in relation to other subjects or experiences, often through the use of class discussions.

I have taught graduate and undergraduate courses in C/C++ programming, software engineering and information management. I developed all of the courses that I taught and I have consistently received very good evaluations. I can also teach courses on computer architecture, VHDL, database systems, operating systems. While I delight in rigor and constructive methods, I have tended to find that students learn more when the practical applications of the course material are introduced fairly quickly.

I make extensive use of technology in my courses. I encourage active learning in the classroom. For example, in my MBA class on information management, which students take as an online class using the Blackboard Learn platform, I have the students complete a semester-long group project. For the project they have to propose an enterprise system and then write a few of the functional requirements as use cases with enough details such that they can be handed over to a software engineer for implementation. I have the groups use a commercial online collaboration platform (Google Apps/Google Drive or Office365). Since most of the students live and work in different part of the world they have an opportunity to do this group assignment as real distributed teams. I also conduct frequent surveys during the class and if the survey results (which are also shared the students) fall out of certain ranges that I’ve been tracking; I make immediate adjustments to the course. One of the objectives of the course is to teach the students about data-driven businesses, in this way students get to see some of those principles in action.

Finally, I use my broad industry experience whenever possible to provide real life examples from the trenches and link them to the concepts presented in class.

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