

Exploring integration of research into teaching at National Agrarian University La Molina, Peru

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Theoretical framework

- Most western universities are based on the model of Humboldt who promoted the unity of research and teaching. However that unity was never truly established.
- One important issue regarding the identity of a university is the link between research and teaching
- Our university is looking for ways of uniting research and teaching, that may benefit both research and teaching, and academics as well as students.

Collaborative project (*Innovation of university education in Agriculture and Natural Resources*) is being conducted with the Flemish Consortium of universities led by KU Leuven (2009-2019)

Con el apoyo de
LA COOPERACIÓN BELGA
AL DESARROLLO



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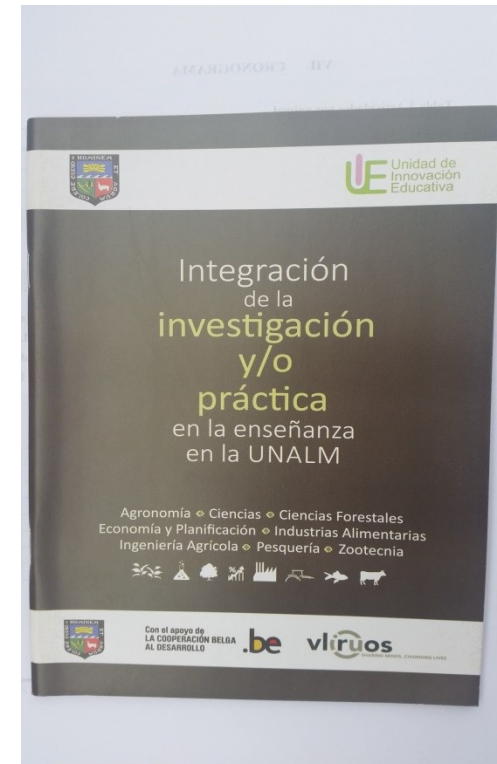
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Different strategies have been implemented in the last six years in order to improve education offered at National Agrarian University La Molina, among them the integration of discipline-specific research in teaching.

For this three main activities have been conducted in the past 5 years

A. – Identification, analysis and dissemination of good cases of research teaching integration which already are occurring at course level in different colleges.

For this a publication was prepared and distributed widely in printing and the web. This was accompanied by introductory training activities as part of the strategy.



B. - Educational Projects (lasting one or two semesters each) originated by course supervisors and presented to open calls. Limited funding and pedagogic support if given to awarded team projects.

Educational projects

- * Research integration into teaching
- * Technology integration
- * On campus – in field

Fourteen of those projects have already finalized their activities in relation to research integration. Among all the awarded projects this focus was the less number.

C. - Discussion among professors of the theory and practice of integration of research into teaching in the framing of a broader open community of learning initiative.

This activity is composed by 6 to 9 professors of different colleges meeting every other week during a semester and facilitated by an educational professional during a semester. Four of those groups have already finalized their activities.

Comunidad de aprendizaje de docentes (CAD)

- Project 4 VLIR/UOS-UNALM

- Education Innovation Unit



CONCLUSIONS

- Good complementarity has been observed among these three strategies
- There is not equal interest among colleges in the topic
- Educational projects and community of learning strategies are adequate but the impact in number of professors involved is limited
- More effort should be taken for getting attention of a larger number of professors
- One extension of current approach might be a focus on building on educational research in academic education



Thanks
for your
attention

