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)
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.
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