

THEMATIC AXES IN THE EDUCATIONAL RESEARCH OF THREE UNIVERSITIES IN PERU (2016-2020)

Ygnacio Tomaylla-Quispe¹, Olger Gutierrez-Aguilar 1, Juliana Bautista-López 1, Estefany Sanchez-Meza 1, Yuma Condori-Surco 1, Elias Sanz-Casado 2

¹ Universidad Nacional de San Agustín de Arequipa (Peru)

² University Carlos III of Madrid (Spain)

itomaylla@unsa.edu.pe , ogutierrez@unsa.edu.pe , jbautistal@unsa.edu.pe , esanchezme@unsa.edu.pe , ycondorisur@unsa.edu.pe , elias@bib.uc3m.es

Abstract

Research published on issues related to education is collected and analyzed, developed by research professors from private universities, Católica de Santa María (UCSM), Católica San Pablo (UCSP) and the Universidad Nacional de San Agustín (UNSA) in Arequipa, Peru, South America. A comparative analysis of the published literature (2016-2020) was made, classifying the most recurrent thematic axes in the line of educational research and their different categories for their analysis.

The Systematic Mapping of Literature methodology was applied to a sample of 156 open access indexed articles available in the Web of Science and Scopus databases, using inclusion and exclusion criteria to determine the sample studied.

The topics with the greatest interest on the part of researchers are at the university higher education level and are associated with the use of Information and Communication Technologies (ICT) as support in teaching-learning. It is followed in second order by studies on contemporary educational processes and trends, teacher professional development in the classroom and the didactics used in teaching and learning processes. The study shows that, to a lesser degree, institutional management and curricular design, development and evaluation are researched.

Keywords: educational research; systematic mapping of the literature; methodological strategies; didactics; education.

1. Introduction

1.1 Educational research at the higher level

Research on educational topics at the higher university level should serve to identify the main gaps in knowledge and establish the lines of research that merit a more in-depth analysis of the topic in the future. (Lafuente-Ruiz-de-Sabando et al., 2018) in such a way that identified deficiencies allow filling a gap and generating knowledge about a certain field, as a result of adequate analysis processes.

Research is constituted as one of the pillars in the contemporary university (Alvarez Ochoa, Román-Collazo, Conchado-Martínez and Cordero, 2020). The primary work in the educational field is to generate new contributions, findings and problem solving that contribute to the progress of science and human development. (Gómez Escorcha, 2018) likewise, all higher-level institutions will seek, within their structural organization charts, lines of research that serve as the axis and starting point for research within their area. In such a way that there is no longer the need to discuss the role of teaching, its professional development, the evaluation criteria and the impact of research on the learning of undergraduate and/or graduate students (Cabral and Huet, 2011), in this order of ideas, it becomes necessary to research to contribute new knowledge to society and improve its teaching/learning strategies within and outside the university environment.

The development of investigative competences not only concerns teachers, but also students and has as a transversal axis of their training: research. Thus, the university purpose is to strengthen research in higher education institutions and promote more relevant studies for the country in the medium and long term (Huayanay-Espinoza et al., 2019).

Universities in Peru are implementing different policies that allow them to strengthen the development of specific research skills in teachers and students, likewise, they seek to execute actions for the production and conduct of research in their different professional schools. The definition and implementation of its lines of research begin with a detailed analysis of the conditions and expectations of regional and national development. In that attentive look at the research production in three universities in the region; The Faculty of Education Sciences of the Universidad Nacional de San Agustín de Arequipa (UNSA), has 4 lines of research that refer to Educational Technology, Management and Educational Policies, (INVEX-FCE, 2021).