• **Paper / Proposal Title:**
Introducing research thinking into the architect’s mindset. The case of the planning postgraduate programme at Saint Augustine National University – UNSA (Peru)

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• **Abstract (300 words):**
The approval of the 2014 University Law in Peru meant a major paradigm shift in the orientation of higher education in the country. It went from valuing lectures’ professional experience to appreciating lectures’ academic research. As expected, many lectures were not prepared to meet these new demands. However, it seems that architecture schools and planning programmes were the worst prepared to respond pertinently. Architecture’s higher education is still based on the development of artistic intuition and, therefore, marginalises the inclusion of theory, methodology and research-based evidence within the curricula. Likewise, very little research conducted follows the logic of quantitative research applied by the natural sciences. Finally, there is widespread confusion regarding the nature, purpose and content of research, which negatively impacts the quality of research methodology courses and dissertation advising.

Within this context, the author developed a teaching methodology inspired by inquiry-based learning and reflective practice theory that gently introduced students, who have never been socialised within the academic research culture, into the logic and ethos of research. It was used within the Master programme in planning and urban development (UNSA), where the majority of students are architects. It is pinned down by three major phases. The first one aims to make it clear the differences between a
design/urban/planning problem and a research problem. The second one centres on the importance of theory in developing research. The third one introduces students into the logic of research methodology and method selection and application. The results obtained so far, have been encouraging. There has been a major change in the scope and orientation of dissertation topics. Likewise, some students’ work has been accepted in international academic conferences, which is a novelty for the programme. To conclude, this experience shows that learning-by-doing is essential in adjusting the mindsets of students and in moving forward from pragmatic thinking to the abstract thinking required to develop deep reflection and critical thinking.

• Author(s) Biography (200 words each):
Invited lecturer and researcher on urban issues, planning and city management at the Faculty of Architecture and Urbanism of the Saint Augustine National University (Peru). She is an architect and urban planner, Master of Sciences in Geo-information Sciences (Holland) and in Planning and Urban Environmental Management (Peru). Doctor (PhD) in Planning and Environmental Management (United Kingdom). She has post-doctorates in Japan and Chile. She has extensive professional experience in urban planning and management, particularly in cities in southern Peru, and also extensive academic and research experience in Peru, the United Kingdom, Japan and Chile.