Peru Immersion: Ec 70

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Plan

• Concept
• Details about the course
• Application
Concept

• Immersive teaching is a powerful pedagogic tool that is at the core of Econ 70.

• Three possible pedagogies:
  • Lectures:
    • Unidirectional communication channel,
    • We study the world from the classroom, but the world stays outside the classroom
  • Case method:
    • Multi-lateral communication channels,
    • Bring the world to the classroom
  • Immersive teaching:
    • We not just communicate among ourselves but with the protagonists as well as with the environment
    • Transcends the classroom by taking place in the studied environment
    • Has the potential to transform the object of study (have a local impact)
Concept

• Theme: Economic development articulated around four axis:
  • Informal economy
  • Rural-urban divide, including migration
  • Agriculture, technology adoption
  • Tourism /Environment

• Structure:
  • on-campus portion:
    • develop key questions, frameworks for analysis, and prepare projects
  • off-campus portion
    • interact with the environment, conduct activities and conclude projects.
On campus portion

• Provide introduction to issues, and tools to study them
• Develop significant part of the projects
• Method: Diversity of methods including:
  • Interactive discussions of books, articles and case studies
  • Presentations via zoom from external speakers about the issues we’ll study as well as about the contextual factors relevant during the immersion
• All this typically led by students; each class is run by a group. A portion of the grade is linking to the design of the class and the management of the discussion
Off-campus portion

• Will take place after Thanksgiving for about 12 days
• We will visit Lima, Chachapoyas, Paracas/Ica
• Each location is related to the four axis, with different loadings
• Type of activities
  • Individual meetings with relevant partners
  • Common activities that cut across themes
  • Activities that are mostly related to a theme, where we help those that have projects
  • Cultural activities
Projects

• A key tool to focus efforts, interact with locals, make specific general ideas discussed in the course
• Your window to the theme
• Your opportunity to have a local impact
• Examples of past projects:
  • Design a plan to evaluate the impact of training programs in tourism using changes in customer satisfaction from tripadvisor.
  • Help a large engineering company redesign its internal training division
  • Design and implement a survey to understand why farmers do not adopt technologies
  • Study the impact of introduction of high value added fishing techniques
What makes a good project?

• Good projects come in many forms and flavors, the only requirement is that they are related to at least one of the 4 angles around the theme.

• The goal may be about studying an important issue, or about solving a relevant problem for the local population (develop an app that helps them in some particular way, organizing the provision of a service in a sustainable manner, etc...), for example.

• It is in principle very desirable that the project has a local partner: somebody that is the direct beneficiary or that represents the beneficiaries.
Projects and application to Econ 70

• The application consists of three parts.
  1. Your proficiency in Spanish (not very important)
  2. Motivation to participate in immersion
  3. **Proposal about a project:**
     A. What type of project: Research or impact
     B. Issue and related topic
     C. Methodology
     D. Local Partner
     E. Intended deliverables

• Even though I require everybody to submit a proposal for a project in the application, we will not implement all of them as projects will be conducted in teams.
Logistics of the immersion and application

• Peru portion is fully covered by college
• Plane ticket is covered only for those on financial aid
• Proposals are due May 1st at 5 pm.