

Review of: "Encounters with Others: Student Growth through Fieldwork Studies in Rural Areas"

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Potential competing interests: No potential competing interests to declare.

The article addresses a relevant and essential topic to understand the need to revalue the rural and integrate higher education and rural areas, especially in agricultural sciences and rural development.

The study ignores that agriculture has, despite neoliberalism, an enormous wealth of traditional knowledge that largely shapes the agriculture that supports a large part of the healthy foods in several of these countries. There is also an effort of some educational initiatives planned from traditional knowledge that is worth strengthening through processes of interaction with other conventional education approaches.

I believe that the bibliographical sources consulted are few and that there is an imbalance in their use. The ideas presented in the article do not always have sufficient bibliographic support.

The methodology followed in the study is NOT precise. Although it mentions that interviews were carried out between 2022 and 2023, among these 40 graduates, it does not mention the profile of the other interviewees or the total number of participants in the study. The categories used for the analysis of the study are also not mentioned.

The results are generally descriptive; they result from a more sociological ethnographic study but do not show clarity regarding findings regarding some predetermined categories.

The discussion can take relevant results from many other similar studies in other regions of the world. It is important to analyze the perspective of the teachers who participate in this type of experiential training. In this regard, it is suggested to read the study:

Álvaro Acevedo-Osorio · Susanne Hofmann-Souki & Juana Cruz Morales. 2019. Holistic competence orientation in sustainability-related study programmes: lessons from implementing transdisciplinary student team research in Colombia, China, Mexico and Nicaragua, Sustainability Science, DOI: 10.1007/s11625-019-00687-8