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ACADEMIC MULTIPLE COMMUNICATION IN GEOSCIENCES: INNOVATION AND CURRICULAR TRANSVERSALITY AT THE UNIVERSIDAD NACIONAL DE RÍO NEGRO

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The Universidad Nacional de Río Negro -Argentina- offers a BSc program in Geology, with a staff including mainly researchers and graduate scholars affiliated to the Consejo Nacional de Investigaciones Científicas y Técnicas (CONICET). The average age of staff is under forty years old, and it is a group very proactive in pedagogical innovation. This work deals with transversality across three of the courses offered, i.e. *Academic Reading and Writing (ILEA)*, *Introduction to Geology* and *Workshop on Methodology in Geology and Paleontology I*. These courses are analyzed in the light of the pedagogical ideas set forth at the beginning of the program in 2010 and the curricular reform initiated in 2016. An important aspect is skills and, related to these, the building of knowledge --in replacement of a content-focused approach-- strengthening transversality and a transdisciplinary perspective. The work is a case-study based on the teaching practice analyzed by the staff itself. It renders results contributing towards curricular transversality among areas and stresses multiple communication skills, circularity of knowledge, generation of logical and argumentative thought, creativity development and autonomy of the learning process.