

Introduction: In the Faculty of Dentistry of the National University of La Plata, an unprecedented process is taking place in this time of pandemic, since it presents us with an unknown challenge for both students and teachers. Objective: to determine the non-contact teaching proposals in the educational community of the FOLP, to face the COVID-19 pandemic and assess the need to use ICT as a methodological strategy to achieve the acquisition of professional skills. Materials and Methods: Given this situation, the use of various ICTs in all areas of the FOLP was established as a teaching-learning methodology, which allows us to communicate fluidly with the highest authorities, undergraduate and graduate teaching staff, non-teaching staff and students in general, managing to continue the university life according to the general regulations established. Some of these technological tools used in this instance, have already been implemented for years in our Academic Unit, such as the Moodle platform, for daily use by students and teachers, for the development of practical work, evaluations, pedagogical didactic exchange, a digital library, virtual transparent communication, chats, among others. Other platforms / applications used is Cisco Webex, which works on various devices, like Zoom, which in addition to offering calls through video, allows you to write messages at the same time, and share any file with other users. Results: All the subjects of the degree are providing virtual education and they found alternative ways, forms of communication and interaction with the students; each one uses one or more digital tools provided by ICT. Conclusions: ICT-based methodologies are considered by university students as motivating and playful, favoring their training. The data obtained from this study provide basic provisional information and experiences of an evaluation that provides feedback to the system, both for decision-making and for future planning, with a view to introducing reforms in the academic planning of the institution. We consider it necessary to continue with this line of research, since it allows us permanent and dynamic learning, it is a challenge in relation to the need to appeal to teaching creativity.

### Evaluación Del Proceso De Enseñanza Y Aprendizaje En Bioquímica Estomatológica.

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Introducción: Este trabajo se desarrolló en el proyecto “Aunar y potenciar conocimientos, dispositivos tecnológicos y articular con la evaluación para elevar el rendimiento académico en la asignatura Bioquímica”. El proceso de enseñanza contempla lo que el alumno obtiene a través de distintos mecanismos, de la orientación docente y desarrollo de destrezas y habilidades. En Este contexto la evaluación es uno de los elementos más importantes del proceso educativo. Con respecto al funcionamiento grupal, cada alumno desarrolla un rol dentro del aula. El docente debe identificar ese rol que cumple para descubrir sus fortalezas y debilidades. Objetivos: Los objetivos son identificar el rol del alumno y verificar su aprendizaje. Materiales y métodos: La metodología utilizada fue descriptiva y se aplicó a una población de 344 alumnos de Bioquímica Estomatológica II. Se utilizaron recursos gráficos, redes semánticas, técnicas audiovisuales y de trabajo colaborativo. Se utilizaron planillas diarias que registraron el desempeño de los alumnos. En ellas se los clasifica como animadores, activadores, colaboradores, interrogantes, discrepantes, marginados y buscadores del conocimiento .Resultados: Los resultados fueron: animadores 13%, colaboradores 32%, activadores 19%, discrepantes 6%, facilitadores9%, Interrogadores 8%, marginados 4% y buscadores delconocimiento9% Conclusiones: Como conclusión destacamos

que 90% favorecieron el aprendizaje, esto surge de la sumatoria de animadores, activadores, colaboradores, facilitadores y buscadores del conocimiento. Los marginados y discrepantes lo entorpecieron.

### Evaluation of the Teaching and Learning Process in Stomatological Biochemistry.

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Introduction: This work was developed in the project "Bringing together and enhancing knowledge, technological devices and animators 13%, collaborators 32%, activators 19%, dissenters 6%, facilitators 9%, interrogators 8% , 4% marginalized and knowledge seekers 9% Conclusions: As a conclusion we highlight that 90% favored learning, this arises from the sum of animators, activators, collaborators, facilitators and knowledge seekers. The marginalized and dissenting ones hindered him articulating with evaluation to increase academic performance in the Biochemistry subject". The teaching process contemplates what the student obtains through different mechanisms, from the teaching orientation and development of skills and abilities. In this context, evaluation is one of the most important elements of the educational process. With respect to group functioning, each student develops a role within the classroom. The teacher must identify the role that he fulfills to discover his strengths and weaknesses. Objectives: The objectives are to identify the role of the student and verify their learning. Materials and methods: The methodology used was descriptive and applied to a population of 344 students of Biochemistry Stomatology II. Resources were used. Graphics, semantic networks, audiovisual techniques and collaborative work. Daily worksheets were used that recorded student performance. They are classified as animators, activators, collaborators, questions, dissenters, marginalized and seekers of knowledge. Results: The results were:

### Quistes Odontogénicos, Una Nueva Mirada

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El Quiste Dentífero es el segundo quiste odontogénico más común, resultan una aberración en algún estadio de la ontogénesis y son originados del epitelio reducido del esmalte. Objetivo: Identificar la etiología, características clínicas, histológicas, radiográficas de los quistes dentíferos, describir tratamientos y complicaciones de los quistes dentíferos y su posible relación con las células madres mesenquimales. Los quistes dentíferos están asociados con un diente que no ha erupcionado. Existen teorías que tratan de explicar su origen y sus características clínicas variadas. Histológicamente está compuesto por una delgada pared de tejido conjuntivo tapizado por un epitelio escamoso estratificado. Suelen descubrirse por un estudio radiográfico de rutina. Su tratamiento depende del compromiso anatómico de la lesión y de no tratarse pueden complicarse. La Odontología regenerativa intenta con la reparación de la cavidad quística.

### Odontogenic Cysts, A New Look

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