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**ENVIRONMENTAL ANTHROPOLOGY: CONCEPTS OF ENVIRONMENT AND ECOSYSTEM IN ENVIRONMENTAL SPECIALISTS IN SAN FERNANDO DEL VALLE DE CATAMARCA**

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The concepts of "environment" and "ecology" are pivotal worldviews in the planning and execution of environmental investigation. The analysis of the epistemological foundations of these concepts provides the basis for understanding the theories and methodologies used in environmental studies. The aim of this study was to determine whether the conceptions of environmental specialists were part of three environmentalism trends: cult of the wildlife, ecoefficiency and environmental justice. The first trend relates to the biocentric conservation of nature, the second to the balance between human activity and environmental recovery, and the third to the irrational exploitation of natural resources and environmental destruction. The methodology used was the ethnographic interview. The sample comprised 15 specialists who work in Secretaría de Estado del Ambiente, whose specialties are 90% biology and 10% geology and engineering. Environmental specialists have a combination of concepts from the first and second trends, which in many cases – such as defense of nature reserves and mining - contradict each other. This implies the need for a greater degree of correspondence between theory and practice.

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**DYNAMICS OF A WORKSHOP FOR BEEKEEPERS**

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This work describes the learning process of beekeepers in Buenos Aires during the 2012-2013 period. The aim is to develop a quality handbook for extraction. Initiation Phase: Formation of groups, with 2 representatives/organization, and establishment of three work areas: N, SW and SE. Preparation Phase: Meeting in each area of the Gantt Chart display and handbook documents developed in the workshops. Agreement on dates for the beginning and end of each activity, venues and dates for the exchange of product from each activity. Explanation Phase: participants were presented with an outline of the tasks to be developed; aspects to consider in the development of each document were clarified. Working groups were formed with an organizer and the printed and digital document to be filled out was handed out. Interaction Phase: groups worked with the documents, there were consultations within and between groups and with the organizers. Presentation Phase: Each group presented its products, which were discussed and agreed upon by all participants. Evaluation Phase: The whole workshop discussed results, prospects for implementation, and evaluation of the learning process. In conclusion, the choice of a workshop on adult learning allowed participants to acquire knowledge and generated a product from individual contributions. It also established an interaction between the different organizations, contributing to the formation of relational networks.

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**TEACHING-LEARNING STRATEGY IN BIOLOGY BASED ON RESEARCH PROJECTS**

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The present work had as aim to implement learning based on research projects to favor the integration of concepts and comprehension of the subjects dealt with in the subject General and Cellular Biology. The methodology consisted in the formation of work teams, the choice of an integration topic that is relevant and identical to students' interests and skills; presentation of the project, formulation of hypotheses and aims, bibliographic investigation, laboratory activities, interpretation of the results and oral presentation of the work done. The following evaluation criteria were established: degree of integration of concepts, level of scientific knowledge and development of critical and reflexive thought. The analysis of the results shows that the application of the selected strategy significantly increased the number of students who regularized the subject (80% in 2012 as against 60% in 2011). With regard to the students, the conclusion is that teaching based on research projects succeeded in the integration of concepts, promoted research ability and became a tool and a methodology to learn new things effectively. Greater autonomy than in a traditional class was achieved since the creativity and motivation of the students were stimulated.