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Implementation of applied storytelling in the teaching of Geosciences

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Introduction

Storytelling, initially applied in the fields of Marketing and Advertising, has been progressively incorporated into the educational environment as a methodology that stimulates active learning (Carrilho; Markus, 2014; Valença; Tostes, 2019). Based on the art of storytelling, this technique favors the transmission of content in a more dynamic and meaningful way. Studies show that integrating visual images with written texts enhances and accelerates student comprehension, as well as making the content more cohesive and attractive (Burmark, 2004 apud Vieira et al., 2021). Teachers who have used digital stories in the classroom have reported greater student attention and the facilitation of discussions, making abstract topics clearer (Robin, 2008 apud Vieira et al., 2021). Thus, storytelling must be integrated into pedagogical planning in order to achieve its objectives and maintain the perspective between teacher and student (Valença; Tostes, 2019) storytelling, initially applied in the fields of Marketing and Advertising, has been progressively incorporated into the educational environment as a methodology that stimulates active learning (Carrilho; Markus, 2014; Valença; Tostes, 2019). Based on the art of storytelling, this technique favors the transmission of content in a more dynamic and meaningful way. Studies show that integrating visual images with written texts enhances and accelerates student comprehension, as well as making the content more cohesive and attractive (Burmar).

Method

The work began with in-depth bibliographic research into the use of storytelling in education, followed by the selection of content that could be covered using this technique. The methodology was applied to three subjects on the Oil and Gas Engineering course: Geophysical Well Profiling, Petroleum Geology and Geophysics Applied to the Petroleum Industry. Presentations were prepared using digital tools such as Canva, Google Presentations and the Gamma website, as well as resources such as flowcharts, concept maps and timelines to facilitate understanding. At the end of each presentation, questionnaires were administered to assess the effectiveness of the technique and collect feedback from the students.

Results and Conclusions

The introduction of storytelling as a pedagogical tool in the Oil and Gas Engineering course has proven to be effective and successful. Most students (95%) understood the historical content involved and 85% considered that the storytelling format facilitated the assimilation of the topics. The resources used, such as flowcharts, concept maps and timelines, were developed to make the concepts clearer and more accessible. The experience reinforces the importance of innovation in pedagogical practices, adapting to the needs and expectations of contemporary students. In addition to improving the understanding and retention of information, storytelling has proven to be a useful tool for teaching geosciences, opening up new possibilities for its application in different educational contexts and contributing to the training of more challenging professionals in the oil and gas sector.