


The curricularization of extension in the context of distance education

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ABSTRACT

Educational practices have evolved over time, above all, due to the challenges faced by educators, who constantly need to combine factors that involve human formation inserted in a context of an imperfect and contradictory society.

Keywords: Distance education, Educators, Human formation.

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INTRODUCTION

Educational practices have evolved over time, above all, due to the challenges faced by educators, who constantly need to combine factors that involve human formation inserted in a context of an imperfect and contradictory society.

From this perspective, the inseparability between teaching, research and extension has been undergoing intense resignification, since the National Education Plan (PNE/MEC - 2014-2024), determined the obligation that at least 10% of curricular credits, in undergraduate courses, be fulfilled in extension activities.

Complying with the provision described in CNE Resolution 7/2018, Higher Education Institutions (HEIs) sought to adapt their Course Pedagogical Projects (PPC), aiming to ensure ways of complying with the extension, through programs, projects, courses, workshops, events and provision of services that impact the local community.

Thus, there is no doubt that the extension curriculum has been an opportunity for higher education institutions to improve the curricular structure and the training of students who opt for distance education, the object of our study. However, there are still challenges in its implementation, especially considering the obligation to comply with the extension practices carried out within the scope of higher education courses in the distance education modality.

This time, through a deductive and bibliographic technique, using, above all, evolutionary data from university extension, the challenges involving the face-to-face integration of university extension will be pointed out, in a region compatible with the face-to-face support center, in which the student is enrolled, concluding, in the end, that hybrid practices are capable of strengthening the interrelationship between teaching, research and extension of higher education courses in distance education.

THE INTERFACE OF UNIVERSITY EXTENSION: CONCEPT AND HISTORICAL EVOLUTION

University extension is an important academic activity developed by higher education institutions, with the objective of promoting interaction between students, professors and the community, seeking to apply the knowledge produced in academia to solve social, economic, cultural and environmental problems.

This interaction can occur through projects, courses, events, programs and the provision of services that involve the participation of students, professors and technicians of the university, as well as members of the external community surrounding the university.

In addition to meeting social needs, it will be possible to personalize teaching-learning, treating students individually who have asymmetric and unequal appropriation of knowledge,



science, and technology, providing improvement and personalized training to deal with complex, real, social and environmental problems.

On the other hand, considering that people are not metaphorically a blank page and learn in a diversified way, university extension can foster the potential and autonomous development of students, placing them in front of a social reality that can be changed, from the practice of their knowledge acquired in life and in the course, that is, The academic community contributes to a just and egalitarian society.

This time, University Extension is considered one of the inseparable functions of the HEI, which aims to promote social development, through the implementation of extension activities, which combine popular knowledge and practices, ensuring the democratic values of respect for the dignity of the human person, non-discrimination, equality and environmental and social sustainability.

University extension is not recent, since there were already reports of its first manifestations in England, in the second half of the century. Evando Mirra (2009) details about this:

The University of Cambridge, in 1871, was probably the first to create a formal program of "extension courses" to be taken by its professors to different regions and segments of society. Starting with Nottingham – the land of Robin Hood – Derby and Leicester, his courses in Literature, Physical Sciences and Political Economy soon garnered a vast clientele and, in a short time, reached all corners of the country. Almost at the same time, another strand emerged in Oxford, with activities conceived as a kind of social movement aimed at pockets of poverty. The first actions took place in London and soon expanded to regions of workers' concentration. Workers in the Northumberland mines, for example, hired a series of history courses in 1883. The century of Pericles was presented in the manufacturing center of Sheffield, Greek tragedy was offered to the coal miners of Newcastle and astronomy classes to the workers of Hampshire (MIRRA, 2009, p.77).

Subsequently, the extension practice spread throughout the European continent, England, Belgium, Germany, reaching the United States, with the *American Society for the Extension of University Teaching*, which boosted extension activities, pioneering, at the University of Chicago, in 1892 (MIRRA, 2009).

Thus, the roots of university extension can be observed at the end of the 23rd century, however, it was from the nineteenth century onwards that higher education institutions began to engage in community service activities, especially in the fields of agriculture, engineering and medicine, focusing on transferring technical knowledge to improve the lives of local communities.

Next, Ana Luiza Cunha (2020) highlights that, during the Popular Education Movement, university extension expanded and, in the 1920s and 1930s, played a fundamental role in the dissemination of knowledge beyond the walls of higher education institutions, through literacy programs, continuing education courses, and community health services.



The consolidation of the extension practice occurred in the post-World War II period, a time when community development programs, technical assistance and professional training became common, fulfilling the mission of HEIs, with a renewed focus on solving social, economic and technological problems.

However, the institutionalization and academic recognition of university extension only occurred in the 1960s and 1970s, when there was the creation of departments or units dedicated exclusively to extension activities, the insertion of specific academic credits, as well as the inclusion of extension courses in university curricula.

In recent decades, university extension has diversified its activities to cover a wide range of areas, including Environmental Education, Human Rights, Social Inclusion, Entrepreneurship, Ethnic-Racial and Gender Relations, among others. In addition, there has been an increase in international collaboration, with outreach projects involving partnerships with institutions and communities around the world.

Currently, there is an increasing emphasis on assessing the impact of university extension activities, as well as promoting the long-term sustainability of projects. This involves measuring the results achieved, actively participating in the beneficiary communities, and developing strategies to ensure continuity of the initiatives.

In summary, university extension has undergone a significant evolution over time, expanding its performance, consolidating its academic status and diversifying its activities to meet the emerging needs of society, believing in the transformation of society, through the responsible exercise of citizenship.

According to Tuttmann, the presence and absence of University Extension are related to each historical moment conditioned by social, economic and political influences, which impacted the role attributed to Higher Education Institutions throughout history. This is because it cannot be forgotten that the HEI is also political and cultural, in many moments, a neoliberal space that privileges research and trains human resources to meet the labor market, in others, it acquires an emancipatory face, as a space of multiple thoughts and plural formations, gaining space as a place of social transformation (TUTTMAN, 2004)

Considering the importance of the theme, it is essential to develop a careful academic program that contemplates university extension, providing for activities that impact the academic life of students, professors and, at the same time, fulfill the mission of the Higher Education Institution to transform the country through education.

In view of the historical context presented, the process of curricularization of extension in the Brazilian education system is verified.



THE CURRICULARIZATION OF EXTENSION IN BRAZIL

Considering Higher Education Institutions as social organizations that follow the evolution and complexity of contemporary society, the importance of their role as didactic-pedagogical mediators between science, technology and society emerges every day.

In fact, it has never been more necessary to reflect on the transformation of science and education than now, in the cybernetic world of the twenty-first century, made up of young people who live with fragmented information available at a click on the internet, however, they carry in their baggage doubts and uncertainties in relation to their professional future.

Although each person is unique and plural, there are behavioral characteristics shared by a generation, which must be considered when planning quality teaching-learning, that is, it is necessary to recognize students in order to propose practical activities that make sense for the academic community.

In this context, there is a growing understanding that research and extension should be part of the daily life of distance higher education courses, placing them at the same level as face-to-face courses. The notion is that the student of the distance course has access to the three areas of activity inherent to higher education institutions, namely, teaching, research and extension, in order to provide opportunities for social experiences that allow putting into practice the theoretical knowledge acquired in academia (CUNHA, 2024)

Following this perspective, Law No. 13,005/2014 approved the National Education Plan (PNE - 2014-2024) and determined guidelines, goals and strategies for Brazilian educational policy, for a period of ten years, specifically establishing, in Goal 12, Strategy 12.7, that higher education institutions must "ensure, at least, 10% (ten percent) of the total curricular credits required for graduation in university extension programs and projects, orienting its action, primarily, to areas of great social relevance" (BRASIL, 2014)

As a result of the provisions of the PNE, Resolution No. 7 of 12/18/2018 CNE/MEC was enacted, defining the guidelines for the Curricularization of Extension in Brazilian Higher Education, by which the following articles stand out, *in verbis*:

Art. 2 The Guidelines for Extension in Brazilian Higher Education regulate the academic activities of Extension of undergraduate courses, in the form of curricular components for the courses, considering them in their aspects that are linked to the training of students, as provided for in the Institutional Development Plans (PDIs), and in the Institutional Political Projects (PPIs) of the educational entities, according to the profile of the graduate, established in the Pedagogical Projects of the Courses (PPCs) and in other specific normative documents.

Sole Paragraph. The Guidelines for Extension in Brazilian Higher Education can also be directed to higher education courses, according to the Pedagogical Political Project (PPP) of the higher education institution.

Article 3. Extension in Brazilian Higher Education is the activity that is integrated into the curricular matrix and the organization of research, constituting an interdisciplinary, political, educational, cultural, scientific, and technological process, which promotes transformative



interaction between higher education institutions and other sectors of society, through the production and application of knowledge, in permanent articulation with teaching and research.

Art. 4 - Extension activities must make up at least 10% (ten percent) of the total student curricular workload of undergraduate courses, which must be part of the curricular matrix of the courses.

[...]

Article 8. The extension activities, according to their characterization in the political pedagogical projects of the courses, are inserted in the following modalities: programs; projects; courses and workshops; Events; provision of services (NATIONAL COUNCIL OF EDUCATION, 2018).

In this regulatory perspective, University Extension activities have become part of the curricular matrices of undergraduate courses, and can be developed through programs, projects, courses, events, provision of services, advisory services and consultancies in the technical, scientific, artistic, cultural and sports areas, organized in thematic lines that may involve Communication; Culture; Human Rights, Justice; Education; respect for the Environment; Health; Technology, ethical-racial and indigenous relations, Production and Decent Work, among others, which are renewed as Brazilian society develops.

And, for a better development of extension, the PDIs, PPCs and respective normative documents of higher education courses must comply with the provisions of article 2 of the aforementioned Resolution, directly invoking the responsibility of the Structuring Teaching Centers – NDEs and the Course Collegiates, to take the lead in the approval of extension proposals, which make sense for the environment in which they are inserted.

Thus, in compliance with the National Education Plan (PNE) and article 19 of Resolution No. 7/2018 of the National Education Council, as of the first academic semester of 2023, at least one tenth of the workload of the curriculum of Brazilian undergraduate courses must be integrated in the form of extension activities, whether the course is face-to-face or distance learning.

Having demonstrated the regulatory framework of the mandatory extension, we proceed to analyze the compliance with the extension, within the scope of distance higher education courses.

THE EXTENSION DEVELOPED WITHIN THE SCOPE OF HIGHER EDUCATION COURSES IN DISTANCE EDUCATION

Before entering the central theme, it is necessary to make considerations about the concept and impact of distance learning.

Well.

In Brazil, Decree No. 9,057/2017 of the Presidency of the Republic, which regulates article 80 of the Law of Guidelines and Bases of National Education (LDB), conceptualizes distance education in its article 1, *in verbis*:



Distance education is considered to be the educational modality in which the didactic-pedagogical mediation in the teaching and learning processes occurs with the use of information and communication means and technologies, with qualified personnel, with access policies, with compatible monitoring and evaluation, among others, and develops educational activities by students and education professionals who are in different places and times (BRASIL, 2017).

Distance education, therefore, is the educational modality in which teachers and students participate in the teaching-learning process in different places and times, interacting through the most diverse communication technologies.

Such didactic-pedagogical mediation facilitates and makes more flexible access to knowledge, especially by breaking the barrier of geographical and temporal distance between teacher, student and HEI, allowing the student the opportunity to learn at a time and place that best suits him, through the management of technological tools for interaction, such as discussion forums, video classes, glossaries and wikis. among others.

For Hack, the distance learning modality is a way of teaching and learning that provides students who are unable to attend school daily the opportunity to acquire the content that is passed on to students in face-to-face education (HACK, 2024)

Thus, the geographical separation, the logistical ease, the more affordable value of the monthly fee and the freedom to develop asynchronous educational activities, in different places and times, throughout the higher education course, are striking characteristics of distance education, which have led to an exponential growth of the modality.

It should be noted that, according to the Higher Education Census released on October 10, 2023, by the National Institute of Educational Studies and Research Anísio Teixeira – INEP and the Ministry of Education – MEC, the distance education modality had an exponential increase of 288.8% in enrollments, in the period from 2012 to 2022, being present in 3,219 Brazilian municipalities and totaling more than 4 million enrollments in 2022 (4,330,934) (INEP, 2024).

As can be seen, distance education has grown, above all, because it is more accessible and breaks geographical barriers, a circumstance that leads us to seek alternatives on the regulatory determination of face-to-face compliance with the extension workload in distance learning higher education courses.

It should be noted that, according to article 9 of Resolution No. 7/2018 CNE:

In higher education courses, in the distance modality, extension activities must be carried out, in person, in a region compatible with the face-to-face support center, in which the student is enrolled, observing, where applicable, the other regulations, provided for in the proper ordinance for the provision of distance education (NATIONAL COUNCIL OF EDUCATION, 2018, emphasis added).



Considering the determination that extension activities be carried out in person, in a region compatible with the face-to-face support center, in which the student is enrolled, it becomes necessary to guide the actions of the distance education centers, seeking to bring the center closer to the academic and local community.

Only in this way will it be possible to provide educational activities that transform each distance education center into an active place of knowledge, science and technology, providing a cultural meeting for the training of professionals, a space for discussion and reflection on real and current issues, leading to elucidations of the community about the problems experienced by it, strengthening the training of students and teachers of distance learning (CUNHA, 2024).

In this scenario, the university extension practice in distance education centers has been a challenging approach, which aims to extend the activities of HEIs beyond their physical campuses, reaching students, professors and communities in different regions, through synchronous digital platforms and face-to-face support centers.

This is because, understanding that extension creates an opportunity to be ahead of our time, the practice of hybrid and flexible actions composed of innovative and technological approaches is advocated, in the search for solutions to the community's problems. For Evandro José Lemos da Cunha (2024):

The construction of the extension work process, at first, is revealed as a facilitator for an effective integration between the university institution and the community with which it proposes to interact. Such a process presupposes disseminating the knowledge produced within the university and, at the same time, creating conditions that make it possible to absorb the knowledge and culture existing in the communities selected for the execution of the proposals.

In order to establish a dialogue that presupposes this two-way idea when thinking about Distance Education actions, it is necessary to build differentiated university extension mechanisms with diffusion and access to the community, which are both face-to-face and technological diffusion.

Extension proposals should always consider the centers (students and community) as unique and special units. The insertion of the university in these poles aims to contribute to its transformation through the daily practice of research, teaching and extension, but, fundamentally, to open itself, in the search to transform itself and absorb new knowledge. As good examples, we can mention the proposals for the integration of academic knowledge with popular knowledge, the democratization of knowledge, the development of social awareness, the respect and dissemination of the cultural roots of the communities and the proposals for the interiorization of education, health and quality of life. In these situations, both distance learning and extension can establish transformative actions (CUNHA, 2024).

Taking into account the need to build differentiated university extension mechanisms, with dissemination and access to the community, it is essential that the organization of extension work be institutionalized and operationalized, in the form of courses, programs, projects and services that provide a dialogue with various segments of local society.

From this perspective, university extension courses can be offered in a hybrid way, through virtual learning platforms, allowing students to participate in synchronous activities of continuing



education, professional training, language improvement, among others, without the need to be physically on campus. In this regard, it is important to emphasize that the courses offered must be related to the social problems around the distance education centers, to which the students are linked, creating learning communities that will have contact with diversified social realities.

In fact, one cannot lose the richness that hybridity provides, especially considering the possibility of carrying out "synchronous extension courses", with live monitoring by the teacher, being a great opportunity to improve and update knowledge in new areas of training.

In addition, in hybridity, it is possible to optimize the use of HEI spaces, reproducing synchronous activities in digital environments, in order to create learning communities, which can then be part of projects and other face-to-face experiences, which put into practice the knowledge acquired in the respective extension courses. It is the application of an integrated extension, a practice that must be well outlined and articulated in the planning of the HEI.

Lévy is opportune, who, when analyzing the future of education and training systems in cyberculture, highlighted a new relationship with knowledge, influenced by new technologies that alter human cognitive functions. For the author, intellectual technologies favor:

- New ways of accessing information: navigation through hyperdocuments, hunting for information through search engines, knowbots or software agents, contextual exploration through dynamic data maps,
- New styles of reasoning and knowledge, such as simulation, a true industrialization of the experience of thought, which comes neither from logical deduction nor from induction from experience (LÉVY, 1999. p. 157).

In this way, the use of synchronous digital platforms, in the field of university extension, can promote impacts on the training of undergraduate students at a distance, expanding knowledge and enhancing the construction of collective knowledge, which involve different regions at a single time.

Corroborating the notion of using technologies in extension practices in undergraduate distance education courses, Carvalho highlights:

In the field of university extension, from an open university conception, considering the differential of Distance Education, it is possible to think - in a participatory and less expensive way than conventional educational methods - an infinity of possibilities of activities, projects and extension programs aimed at literacy; encouragement of reading; consulting activities; access to and democratization of information, knowledge and practices; technical training; digital inclusion; encouragement and development of research; holding cultural and scientific events; management of resources and enterprises; development of action plans; strengthening and promotion of citizenship and/or culture; creation of community and/or cultural centers; development of disease prevention and control plans or unsustainable activities; production of didactic-informative material; provision of services in the spheres of health, environment (defense and prevention of problems), education and others; promotion and support of work and employment opportunities; creation/innovation of new methodologies and technologies in different areas; promotion of technical-scientific development actions, etc. All of this is facilitated by virtual technologies, satellite communication/education, use of the internet, and other technological facilities that distance education brings to the educational experience and that perfectly serves the aforementioned proposals for university extension (CARVALHO, 2024, emphasis added)



Considering the breadth of social networks, the extension practice can be intermediated by a considerable universe of communicative, educational, flexible and updated tools, available in a democratic way to the actors of the teaching-learning process. Such a reality can make university extension rich, eclectic and impactful, composed of combinations of hybrid experiences, which can involve a mix of digital and face-to-face activities interspersed with each other.

In addition, distance education centers can also be the headquarters for carrying out extension experiences that are articulated in the form of cultural and social events; exhibitions; thematic seminars that raise awareness in the local community on relevant topics; practical workshops that complement the theoretical content of the extension courses; professional workshops, which promote training and qualification aimed at the development of professional skills in the community, such as communication techniques, project management, financial management, humanized leadership; academic orientation workshops for the local community, among other subjects, which provide learning and networking opportunities for students, tutors, teachers and members of the local community.

HEIs can also offer technical assistance extension activities in their distance education centers, making available to the local community, consultancies, training and services provided by students.

In this case, university extension can cover free "Legal Advice" for hyposufficient people who do not have access to legal resources; "Medical Assistance" for needy communities, providing services in free health clinics, vaccination campaigns, preventive health exams and guidance on healthy lifestyle; the "Business Consulting", for small businesses and local entrepreneurs, helping them to develop business plans, marketing strategies, financial management, among others; the "Tax Consultancy", providing tax assistance to the needy community; "Technical Training", providing technical training for local workers in areas such as industrial maintenance, electrical installation, welding, among others; "Social Assistance", acting as psychological counseling, family guidance, support for victims of domestic violence, referral to mental health services, etc.; the "Agricultural Development Activities", offering technical assistance to local farmers, with guidance on sustainable agricultural practices, crop management, pest control, water resources management, among others; "Environmental Assistance", through extension projects, which help communities to face local environmental challenges, such as promoting recycling, energy conservation, cleaning rivers and beaches or clarifying environmental education in general.

These are just a few examples of how "Technical Assistance and Service Provision" can be incorporated into the university extension carried out in the distance education centers, benefiting local communities and, at the same time, providing practical learning opportunities for students and teachers.



Cultural and artistic activities also have space in distance education centers, places where artistic presentations can be promoted that stimulate reflection on topics relevant to society, exhibitions of prototypes and creations by students, theatrical presentations, film screenings, documentaries, musical events, in short, experiences that can contribute to cultural enrichment and the strengthening of community ties.

And that's not all. Thinking about the environment where you live, seeking to create new attitudes and behaviors in the face of exacerbated consumerism, is also an excellent opportunity to develop impactful extension projects in distance education centers.

In this regard, the student will be faced with the environmental problems of his community, being able to make reports and photographic records, and then develop an intervention project, informing the local society about behaviors that are harmful to the environment and suggesting changes in behaviors for a healthy and sustainable life. An interesting intervention, in this hypothesis, would be the offer of mini-courses, lectures and workshops promoted by students and teachers, which involve basic education in this process of environmental awareness.

In fact, from the observation of the context in which they are inserted, it will be possible to identify the individual perceptions of the students in relation to the environmental conditions of the places in which they live, to then suggest interventions that can actively contribute to the local society and to the formation of the undergraduates, from a perspective of citizenship, stimulating the development of skills that contribute to the formation of environmental ethical values of the collectivity.

Finally, it should be clarified that the theme is not watertight and that these are just suggestions through which university extension practice can be carried out in distance education centers, offering hybrid, remote and face-to-face opportunities for education, research and service to the community, in order to reach a wider and more diversified audience.

As observed, extension in distance education plays a crucial role in promoting social inclusion, interaction with the community, practical application of knowledge, civic involvement, professional development and knowledge exchange, contributing to the strengthening of the institution's educational mission and the sustainable development of society.

CONCLUSION

University Extension, in summary, is related to the actions planned by the HEIs, which articulate the scientific knowledge arising from teaching and research to meet the needs of the local community, in order to interact and transform the social reality. In short, extension is a way of learning hands-on, that is, learning by acting for the common good.



In this context, the extension curriculum was presented, a strategy provided for in the National Education Plan (PNE), regulated by Resolution No. 7/2018 MEC/CNE/CES, embodied in the allocation of 10% of the workload of undergraduate courses to extension activities, an action that should have been implemented in 2023, by all HEIs.

The central objective of the mandatory integration of extension is the integral training of students for their professional performance, making teaching and research intrinsic elements of learning, seeking to benefit the reality of the community close to the institutions. The involvement of students with society takes place with the guidance of professors focused on dialogical interaction with the various sectors of society.

In this sense, once extension is implemented in distance education curricula, at some point in their academic life, the student will need to get involved with extension activities related to the curricular components of the undergraduate course.

It was demonstrated that the rules of accreditation of extension imply complex discussions about the curricular matrix, the relationship between IES and society, interdisciplinarity, transdisciplinarity and the inseparability of teaching-research-extension. This is because the Extension Curriculum must be aligned with institutional proposals, inserted in the Institutional Development Plans (PDIs), in the Institutional Political Projects (PPIs), in addition to what is established in the Pedagogical Projects of the Courses (PPCs) and other specific normative documents of the HEI.

The curriculum of HEIs, in this scenario, came to be conceived as a living, non-linear process, through which learning is promoted beyond the contents of the disciplines, promoting a space for the production of collective knowledge, accompanied by new discoveries and questions. Such a measure offers students a solid and critical process of professional training, thus making curricular flexibility effective in the perspective of a curriculum that breaks with the predominance of disciplines and inserts transdisciplinarity as a reference axis for learning.

It was also evidenced that the undergraduate degree in distance education requires a careful and challenging extension operational model, in view of its mandatory face-to-face compliance, linked to the different centers in which students are enrolled.

Notwithstanding this, proposals were presented for hybrid practices that converge to the formation of the student, through planning, diagnoses and intervention in society, which can occur in person or intermediated by technological tools, opening possibilities for HEIs to innovate their curricula and fulfill their regulatory commitments, through significant experiences, which offer communities the best that the academic environment can produce for its development and reduction of social differences.



In this perspective, university extension courses and projects can be offered in a hybrid way, through virtual learning platforms, allowing students to be in front of community problems, participating in synchronous activities of continuing education, professional training, language improvement, among others, without the need to be physically on campus.

It was stated that one cannot give up the breadth and benefits of the use of technologies in the extension practice, as it can be intermediated by a considerable universe of communicative, educational, flexible and updated tools, available in a democratic way to the actors of the teaching-learning process. Such a reality can make university extension rich, eclectic and impactful, composed of combinations of hybrid experiences, which can involve a mix of digital and face-to-face activities interspersed with each other.

In addition, the distance education centers can be the headquarters for the realization of extension experiences that are articulated in the form of cultural and social events; exhibitions; thematic seminars that raise awareness in the local community on relevant topics; practical workshops that complement the theoretical content of the extension courses; professional workshops, which promote training and qualification aimed at the development of professional skills in the community, such as communication techniques, project management, financial management, humanized leadership; academic orientation workshops for the local community, among other subjects, which provide learning and networking opportunities for students, tutors, teachers and members of the local community.

Thus, from the engagement of students and teachers, through online and face-to-face tools, it becomes possible to generate hybrid and pragmatic extension projects, which develop students' technical and socio-emotional skills and, at the same time, contribute to the common good of the local community.

Therefore, the process of extension curricularization was an important path for the development of the academic community as a whole, both in the face-to-face modality and in distance learning, enabling a real dialogue between teaching, research, extension practice and the student's commitment to society.

However, the success of the extension process depends on the insertion of impactful activities for the academic and social community, as well as continuous evaluations that seek to improve the articulation of teaching and research, teacher qualification, student training, firm partnerships with society, all of which aim to contribute to the professional, comprehensive, ethical and humanistic training of students.

It is concluded, therefore, that, by communicating with the local, regional or national reality, the HEI will have the possibility of constantly renewing its own structure, curriculum and actions, allowing the democratization of knowledge from the various courses and areas, leading them to meet



the social, cultural and economic problems of our country. In short, transforming the country through education.



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