

Curricularization of extension in undergraduate courses: academic productions in the period (2018-2023) in Paraná-Brazil

Curricularização da extensão nas licenciaturas: produções acadêmicas no período (2018-2023) no Paraná-Brasil



Vanderleia Martins de Almeida¹, Sueli Pereira Donato²

ABSTRACT

This bibliographic review study aims to analyze what the academic-scientific production (theses and dissertations) produced in the context of the Stricto Sensu Graduate Programs in Education of Paraná-Brazil indicate, on the theme of curricularization of university extension within the scope of Bachelor's Degrees. A descriptive-exploratory research and bibliographic procedure of the state of knowledge type were carried out, referenced in Romanowski and Ens (2006) and Vosgerau and Romanowski (2014), through the mapping of the theses and dissertations available in the Catalog of Theses and Dissertations of the Coordination for the Improvement of Higher Education Personnel (Capes), produced between the years 2018 and 2023. Of the 37 researches found, only 3 belonged to the PPG in Education of the referred region, of which after a floating reading, 1 thesis and 1 dissertation were selected. Silva's dissertation (2023) produced at the State University of Maringá (UEM) investigated the curricularization of extension in undergraduate courses with a focus on curricular obstacles to identity formation. The thesis produced by Zanon (2022) investigated the process of curricularization of extension in the training of UEPG undergraduates. The results reveal the lack of research on this topic within the limits of this study, from which it is inferred that the relevance of the curricularization of university extension, due to the complexity that accompanies it, constitutes the object of intense discussion and analysis by the scientific-academic community, since it is not a matter of implementing it only in compliance with the accounting of credits, on the contrary, it is necessary to break paradigms and assume it to meet teacher training from the emancipatory critical perspective and enhance social transformation.

Keywords: University extension. Extension curriculum. Formation teacher. State of knowledge.

RESUMO

Esse estudo de revisão bibliográfica tem como objetivo analisar o que apontam a produção acadêmico-científica (teses e dissertações) produzidas no contexto dos Programas de Pós-Graduação Stricto Sensu em Educação do Paraná-Brasil, sobre a temática curricularização da extensão universitária no âmbito das Licenciaturas. Realizou-se uma pesquisa descritivo-exploratório e procedimento bibliográfico do tipo estado do conhecimento referendada em Romanowski e Ens (2006) e Vosgerau e Romanowski (2014), por meio do mapeamento das teses e dissertações disponíveis no Catálogo de teses e dissertações da Coordenação de Aperfeiçoamento de Pessoal de Nível Superior (Capes), produzidas entre os anos 2018 e 2023. Das 37 pesquisas encontradas, apenas 3 pertenciam à

¹ Undergraduate student - Pedagogy. Universidade Tuiuti do Paraná (UTP). Curitiba, PR, Brasil. E-mail: vanderleia.almeida@utp.edu.br. Orcid: <https://orcid.org/0009-0006-9652-7289>

² PhD in Education. Professor of Universidade Tuiuti do Paraná (UTP). Curitiba, PR, Brasil. E-mail: sueli.donato@utp.br. Orcid: <https://orcid.org/0000-0002-2759-5900>

PPG em Educação da referida região, que após uma leitura flutuante selecionou-se 1 tese e 1 dissertação. A dissertação de Silva (2023) produzida na Universidade Estadual de Maringá (UEM) investigou a curricularização da extensão nas licenciaturas com foco nos entraves curriculares à formação identitária. A tese produzida por Zanon (2022) investigou o processo de curricularização da extensão na formação de licenciados da UEPG. Os resultados revelam a carência de investigação com relação a presente temática nos limites deste estudo, ao que infere-se a relevância de que a curricularização da extensão universitária, decorrente da complexidade que a acompanha, constitua objeto de intensa discussão e análise da comunidade científico-acadêmica, pois não se trata de implementá-la apenas no cumprimento da contabilização dos créditos, pelo contrário, é preciso romper paradigmas e assumi-la ao encontro da formação docente sob a perspectiva crítica emancipadora e potencializar a transformação social.

Palavras-chave: Extensão universitária. Curricularização da extensão. Formação docente. Estado do conhecimento.

INTRODUCTION

This study addresses the curricularization of extension in the context of undergraduate degrees, based on a state-of-the-art review. Provided for in the National Education Plan (PNE) established by Law No. 13,005/2014 and regulated by Resolution No. 7 of September 18, 2018, the curricularization of university extension in undergraduate courses presupposes an integrated, interdisciplinary, and transdisciplinary relationship between theory and practice. However, adopting and implementing this perspective has not been an easy task for Higher Education Institutions (HEIs) in Brazil, as it requires an epistemological break in Higher Education.

Extension practices have long been associated with modern universities, marked in the 18th century by extension experiences. The Córdoba Reform of 1918 was a major milestone in the conceptual construction of extension. According to (FORPROEX, 2012, p.24), the concept of extension is procedural, with a political character, articulating teaching and research, with a social commitment from the institution. Extension gained increasing importance in legal norms and in the Federal Constitution of 1988, with an emphasis on the inseparability of teaching, research, and extension in the National Education Plans (PNE) in 2001-2014 and 2014-2024, achieving strategy 12.7, with the goal of ensuring at least 10% of the credits required for a degree in university extension programs and projects. This process can be characterized as the “curricularization” of extension, “crediting of inclusion,” or “curricular insertion of extension.” In the curricularization of extension, university institutions must combine different techniques and methodologies with discourses and products of the methodologies, with the intention of understanding the results achieved and the engagement of the academic community in the curricularization of university extension.

The proposal of extension is to bring the university and society closer together, with the aim of meeting the needs of the population, focused on the development, updating, and improvement of knowledge, combining theory and practice, based on a “relationship of exchange or confrontation of knowledge,” as Rocha (1983, 1984, p. 60) teaches us. The authors also clarify that “university extension in a dimension of social change towards a more just and egalitarian society, [...] should be a function of communication between the university and its environment, thus enabling its feedback in the face of society's problems [...]” (ROCHA, 1983, 1984, p. 60). In this regard, Reis and Sarti (2022, p. 81) corroborate this view, based on the thinking of Freire (2013) and Gadotti (2017), emphasizing the concept of non-welfare-based university extension, conceived through the communication of knowledge. Reis and Sarti (2022, p. 81) summarize that it is a matter of “[...] effectively bringing together and valuing popular knowledge, understanding education as a two-way street, a dialogue, where everyone is incomplete and important in the construction of new knowledge.”

In view of the above, the objective of this study is to analyze what academic and scientific production—theses and dissertations produced between 2018 and 2023 in the context of *Stricto Sensu* Graduate Programs in Education offered in the State of Paraná—points to regarding the curricularization of university extension in the context of teaching degrees. The research is characterized as a qualitative, quantitative, bibliographic, and state-of-the-art study based on Romanowski and Ens (2006) and Vosgerau and Romanowski (2014).

CURRICULARIZATION OF UNIVERSITY EXTENSION IN TEACHER TRAINING

In the definition of FORPROEX (2012, p.28),

University Extension, under the constitutional principle of the inseparability of teaching, research, and extension, is an interdisciplinary, educational, cultural, scientific, and political process that promotes transformative interaction between the University and other sectors of society.

Article 3 of Resolution No. 7, dated December 18, 2018, defines Extension in Brazilian Higher Education as

the activity that is integrated into the curriculum and research organization, constituting an interdisciplinary, educational, cultural, scientific, and technological process that 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 (BRAZIL, 2018, p.2).

For this extension to occur, it is necessary to use new pedagogical models and teaching methodologies, linking new knowledge in the curriculum with teachers and students. The curriculum needs to be flexible and inclusive so that activities can be planned and developed together with those involved, in order to develop their skills and competencies as outlined in the curriculum, in which students are the protagonists in the organization and execution of activities and transformative action as subjects in society (Rocha, 2004). In the words of Cano Menoni (2015, p. 357 apud Oliveira, 2023, n/p), extension

[...] involves relationships with the university curriculum, educational objectives, methods of assessment and accreditation of learning and processes, methods of organizing educational activities, educational positions, “educational disciplines” (Puiggrós, 1994), and types of educational relationships (level of the educational model).

Curricularization is the combination of knowledge, new learning, skills, abilities, experiences, and values organized in such a way as to contribute to the training of competent professionals and citizens for a contextualized society and a specific historical space (Jezine, 2004). Curricularization of extension must be directly related to extension. At the institutional level, we can refer to what should be included in curricularization, such as Institutional Development Plans (IDPs), (PDIs), Institutional Political Projects (PPIs), according to the graduate profile, in addition to those established in the Pedagogical Political Projects of the Courses (PPC) and other specific normative documents (OLIVEIRA, 2023).

Extension enables new and different relationships between teacher training courses and Basic Education, which is extremely important for the consolidation of Bachelor's degrees (SANTOS; GOUW, 2021). In turn, FORPROEX (2001, p. 06), highlighting that the National University Extension Plan, developed by the National Forum of Pro-Rectors of Extension of Brazilian Public Universities, establishes that working with the public education system should be one of the priority techno-scientific guidelines and collaboration in the construction and dissemination of citizenship values.

The purpose of incorporating extension into undergraduate programs is to develop professional experiences that students can work on and experience in practice, while addressing and helping to meet the needs of the community, with an emphasis on redefining the relationship with schools (SANTOS; GOUW, 2021). University extension makes it possible to strengthen the ties between the university, teachers, students, and other individuals involved in the context and practice of extension, thereby contributing to the construction of knowledge, experiences, and life lessons. It

is clear that opportunities for experiences and learning in the development of extension activities that enable effective student-school-society interaction in the pursuit of praxis are valuable. Silva and Vasconcelos (2003 apud SANTOS; GOUW, 2021, p. 928) corroborate this when they state that:

The professional training of graduates based on extension experiences has proven to be noteworthy, as the lack of opportunities to relate the knowledge acquired at university to a social context ultimately triggers academic training linked to extension activities, which can lead to the training of professionals with the skills to apply this knowledge to real-world problems.

There are many challenges in teacher training, such as the production of knowledge from a critical-emancipatory perspective to understand the real problems surrounding schools and society. It is clear how important extension courses are and why it is important to include extension courses in the curriculum, as they are designed to contribute to the training of teachers and others involved, promoting the development of student training and assisting with the needs of the community (SILVA; QUIMELLI, 2006 apud SANTOS; GOUW, 2021, p. 929).

According to Gadotti (2017, p. 2), university extension was understood as

an educational, cultural, and scientific process that inextricably links teaching and research and enables a transformative relationship between the university and society. For FORPROEX, university extension is a “two-way street” between the university and society. Academic knowledge and popular knowledge come together again.

For Souza (2017), facing the challenges of training by ensuring that students and practicing teachers are enchanted by values and offering reciprocity in training means, for example, promoting respect through respectful practices, promoting access to knowledge for all through teaching that understands the trajectory of each teacher in training and enables conditions for overcoming obstacles.

Paulo Freire, in his book “Extension or Communication,” uses two different perspectives to analyze the term extension: the linguistic meaning of the word and a critical view based on the philosophical theory of knowledge and the study of its relationship with cultural invasion. He emphasizes communication to reach man, not as an abstract being, but as a concrete being, inserted in historical reality. He encompasses the concept of extension through actions that transform the peasant (man) into something. Freire (2013, p.6) conceives the term extension from a humanistic perspective, stating that subjects are beings of transformation. For the author,

Knowing is not an act through which a subject transformed into an object docilely and passively receives the content that another gives or imposes on them. Knowledge, on the contrary, requires a curious presence of the subject in relation to the world. It requires their

transformative action on reality. It demands constant searching. It implies invention and reinvention (FREIRE, 2013, p. 6)

Paulo Freire also emphasizes that the problem with extension lies in the absolute possession of knowledge, which cannot be exchanged, being hierarchical in nature, with the agronomist as the holder of knowledge and the farmer as a passive recipient. He exposes the need to work on dialogue so that the peasant can be taught and transformed, becoming a subject who reflects and is critical, without the agronomist's sense of superiority due to his greater knowledge. There is therefore an urgent need to (re)think the processes of initial teacher training.

a problematizing/dialogical perspective (Freire, 2019) with the city as a potentially educational space, full of knowledge that invalidates monoculture in favor of the ecology of knowledge (Santos, 2011). This leads us to think of education as intertwined with territories, as part of the “spontaneity” of societal relations, but requiring an intentional set of educational composition with/in and for the city (DONATO; SILVA, 2023, p.1657).

As Freire (2013, p. 28) points out, “dialogue is the loving encounter of men who, mediated by the world, ‘pronounce’ it, that is, transform it, and, in transforming it, humanize it for the humanization of all.” Therefore, the extension proposal cannot consist of mere transmission of knowledge and learning. According to the author, knowledge “[...] requires a curious presence of the subject in the face of the world. It requires its transformative action on reality [...] knowing is the task of subjects, not objects. And it is as a subject, and only as a subject, that man can truly know” (FREIRE, 2013, p.18). The author reinforces the need for dialogue in communication, which Freire understands as a space for reciprocity and enabling the transformation and formation of a critical subject.

Therefore, incorporating extension into the curriculum brings the University closer to the major challenges facing society. We can cite the challenges faced in basic education, national development, and public social problems. It should be noted that when proposing an extension course for the curriculum, attention must be paid to the content, the location where it will be held, and the objective to be achieved. The interesting thing about incorporating extension into the curriculum is the possibility of carrying out actions and work in practice, making use of laboratories, classrooms, and other locations provided for extension courses. According to the articles analyzed, different forms of action were observed in the implementation of extension courses and the incorporation of extension into the curriculum. One of these was “The curricularization of extension in the Physics degree course at Passos Fundos,” where different methodologies were used, including workshops, lectures, and other activities involving the discipline of Physics and other university courses, interacting with Basic Education teachers in the region (CORTEZ et al., 2023). Extension contributes to

broadening students' knowledge in specific areas and enhancing their involvement in institutional curricular activities, putting into practice with the community the search for new experiences, aiming to improve the student's training process, meeting the needs of society, and is carried out through educational, cultural, scientific, or technological actions. Examples include courses, events, services, productions, and publications, among others (FORPROEX, 2012).

METHODOLOGY

This qualitative and quantitative study, with a descriptive-exploratory objective and bibliographic character, presents the results of a “state of knowledge” research endorsed by Romanowski and Ens (2006); Vosgerau and Romanowski (2014), which sought to investigate the characteristics of academic and scientific production that discusses the curricularization of extension – in Bachelor's degrees, produced between 2018 and 2023 in the context of *Stricto Sensu* Graduate Programs in Education offered in the State of Paraná. The interest in this type of research “derives from the scope of these studies to point out paths that have been taken and aspects that are addressed to the detriment of others” (ROMANOWSKI; ENS, 2006, p. 37-38).

Thus, the purpose of this article is to map the bibliographic production in Paraná on the chosen theme available at Capes. It is a matter of “identifying the production, but also analyzing it and revealing the multiple approaches and perspectives” (ROMANOWSKI; ENS, 2006, p. 39) that guide them. The authors add that these analyses enable

examine the emphases and themes addressed in the research; the theoretical frameworks that underpinned the investigations; the relationship between the researcher and pedagogical practice; the suggestions and proposals presented by the researchers; the contributions of the research to change and innovation (ROMANOWSKI; ENS, 2006, p. 39).

To this end, a survey was conducted of the theses and dissertations available in the Thesis and Dissertation Catalog of the Coordination for the Improvement of Higher Education Personnel (Capes). The descriptors used in the search between double quotation marks and with the Boolean operator “and” were: “university extension” and “curricularization.” The inclusion criteria established were the time frame from 2018 to 2023, works belonging to the broad Area of Knowledge: Humanities and Multidisciplinary Sciences within the scope of Higher Education Institutions located in Paraná, and which contained in their titles, abstracts, and keywords the two research descriptors associated with the educational space of Bachelor's Degrees. Table 1 shows the results obtained in the search.

Table 1 – Annual distribution of academic production on the curricularization of university extension at the interface with the theme

Year of defense	Research type	Quantity	Amount referring to PPGs – Paraná	Selected quantity – analysis corpus
2023	Dissertation	12	2	1
2022	Thesis	25	1	1
Total		37	3	2

Source: Own work, based on research at CAPES (2023).

To constitute the corpus for analysis in this research conducted during August 2023, a cursory reading of the titles, abstracts, and keywords of the works found was carried out in order to map the central themes of each work and their adherence (or not) to the object of this study. Among the 37 results obtained, only three studies met the inclusion criteria, but only one thesis and one dissertation were selected for establishing greater adherence to the study theme (Table 01). The excluded study addressed the curricularization of extension, but in the higher education technology courses of the Federal Institute of Paraná (IFPR).

WHAT THE ANALYSED ACADEMIC PRODUCTION REVEALS

The analysis of the selected production that constitutes the corpus of analysis (Table 01) was carried out based on a “reading of the abstracts” (FERREIRA, 2002).

Box 01 – Dissertation and thesis analysed

Author(a) Type	Title	Year of defense IES
Fernando Lazaretti Onorato Silva Dissertations	From curricular obstacles to identity formation: an analysis of the curricularization of extension in undergraduate courses	2023 UEM
Denise Puglia Zanon Thesis	The process of curricularization of university extension in the training of undergraduate students at UEPG	2023 UEPG

Source: Own work, based on research at CAPES (2023).

Silva's dissertation (2023) investigated the curricularization of extension in undergraduate programs, focusing on curricular barriers to identity formation. Considering the observances of an education based on commodity assumptions, the author established as a general rule “to analyze the impacts of the implementation of Resolution CNE/CES No. 07/2018 on the constitution of teaching identity, based on curricular changes and the perception of the coordinators of the teaching degree courses at UEM.” Methodologically, he used data triangulation, supported by documentary analysis, integrative review, and descriptive research, resulting from the application of a questionnaire. The author clarifies that the results indicate the potential of extension as a curricular policy to significantly impact the initial training of teachers by promoting integration between teaching, research, and extension, while relating theory and practice through a rapprochement between the university and the external community (SILVA, 2023). He emphasized that the dialogue established between the knowledge produced inside and outside the university corroborates/favors the training of a critical and reflective individual, capable of acting in a contextualized manner in the job market. However, the author points out weaknesses in the process of curricularizing extension, especially the strategies for implementation, which must be thought out in a contextualized manner and consider the specificities of each course. In addition, Silva (2023) points out the coordinators' warning about the need for government investment to improve conditions so that the action is effectively meaningful, as well as the need to be careful with bureaucratization in the implementation process, since it can occur figuratively in course curricula without the extension being effectively implemented as a curricular policy. Finally, he highlights the contribution of the curricularization of extension to the constitution of the teaching identity of future teachers in initial training, in which the feeling of belonging is revealed through contextualized experiences, which make the learning process more meaningful by integrating theory and practice, through a closer relationship between civil society and academic society.

Zanon's thesis (2022) investigated the process of curricularization of extension in the training of graduates from the State University of Ponta Grossa (UEPG). The author, based on the inseparability between teaching, research, and extension and considering goal 12, strategy 12.7 of the National Education Plan – Law No. 13,005, of June 25, 2014 –, which determines the curricularization of extension, she chose as her research problem “How has the process of curricularization of extension for teaching degrees been constituted at the State University of Ponta Grossa and on what foundations is it based?” In seeking to answer the proposed question, he outlined as his general objective “to reveal how the process of curricularization of extension for teaching degrees has been taking shape at the State University of Ponta Grossa based on

the foundations produced at the institution, which support the concept of university extension.” To achieve the general objective, Zanon (2022) sought to examine how the legislation on the curricularization of extension at UEPG is interpreted; as well as to investigate the meanings of curricularization of extension in undergraduate programs assumed by different subjects at and by UEPG; to identify the determining factors that influence/influenced decision-making on the curricularization of extension, in addition to highlighting the conceptions of university and university extension announced by the research participants in the process of curricularization of extension in undergraduate programs at UEPG. The main theoretical contribution of the thesis for understanding and defending university extension was based on the authors Freire (1969, 1987a, 1987b, 2001) - concept of dialogicity; and Habermas (1997, 2000, 2012a, 2012b) - theory of communicative action. Methodologically, the author adopted a qualitative research approach, using documentary analysis based on Cellard (2008) on university extension. She conducted a semi-structured interview with 17 participants from the researched institution. The author clarifies that the research results “revealed an understanding of the process of curricularization of extension in undergraduate programs at UEPG, based on the conception of the university as a public good and social institution, with university extension conceived as an academic process, dialogical interaction, and service provision” (ZANON, 2022). She also pointed out the inseparability between teaching, research, and extension, as well as the relationship between the university and society and the conceptions of curriculum as the main foundations that underpin the dialogues on the curricularization of extension at UEPG. Finally, he emphasized that the process of curricularization of extension is not linear, facing challenges ranging from budgetary issues to teaching policy and the break with pedagogical concepts and practices that privilege teaching and research, disregarding extension.

Based on the analysis of the production, we conclude how significant it is to work on the curricularization of extension in universities and in the context of undergraduate courses, also highlighting the importance of adding theory and practice to the academic curriculum. This not only serves to fulfill the 10% of curricular credits, but also with the intention of bringing the university and society closer together, showing that teaching, research, and extension cannot be separated. The importance of dialogue between the

university, professor, student, and other subjects involved during the extension action is emphasized.

This mapping study of the works available in the Capes Thesis and Dissertation Catalog from 2018 to 2023, focusing on works from the state of Paraná, shows that the topic of incorporating university extension into teaching degrees has been little studied. The research by Zanon and Silva emphasizes the contribution of university extension to the training of teacher education students connected to the surrounding reality, combining knowledge and expertise and assisting in the needs of the communities where the extension takes place in order to materialize the relationship between the university and society. They also highlight the relevance of dialogue during extension activities, the relationship between theory and practice, bringing meaningful experiences and lessons, in order to promote teacher training for critical emancipation and social transformation.

FINAL CONSIDERATION

If authors include acknowledgments, place the section before The objective that guided this ‘state of knowledge’ study was to analyze the findings of academic and scientific publications (theses and dissertations) produced in the context of Stricto Sensu Graduate Programs in Education offered in Paraná, Brazil, on the theme of curricularization of university extension in the context of teaching degrees.

The methodological approach included mapping the publications based on a survey of the CAPES Thesis and Dissertation Catalog from 2018 to 2023, focusing on publications from the state of Paraná. This mapping allowed us to find one dissertation produced at UEM and one thesis produced at UEPG.

It appears that the results obtained in this bibliographic review reveal a lack of research on the subject within the limits of this study, from which we infer the relevance of the curricularization of extension, due to the complexity that accompanies it, being the subject of intense discussion and analysis by the scientific-academic community, because it is not a matter of implementing it only in terms of credit accounting; on the contrary, it is necessary to break paradigms and assume it in line with teacher training under critical emancipatory permanence and to enhance social transformation.

ACKNOWLEDGE

We would like to thank the Tuiuti University of Paraná (UTP) for awarding the Institutional Scientific Initiation Program (PIC) scholarship to the author, who is currently in her fourth semester of the Bachelor's Degree in Education.

REFERENCES

BRASIL. **Resolução CNE/CES nº 07, de dezembro de 2018**. Estabelece as Diretrizes para a Extensão na Educação Superior Brasileira e regimenta o disposto na Meta 12.7 da Lei nº 13.005/2014, que aprova o Plano Nacional de Educação 2014-2024 e dá outras providências.

BRASIL. **Lei nº 13.005, de 25 de junho de 2014**. Aprova o Plano Nacional de Educação - PNE (2014-2024) e dá outras providências. Brasília: Câmara dos Deputados, Edições Câmara, 2014.

CANO MENONI, A. La extensión universitaria en la transformación de la Universidad Latinoamericana del siglo XXI: disputas y desafíos. In: ACOSTA SILVA, A *et al.* **Los desafíos de la universidad pública en América Latina y el Caribe**. Ciudad Autónoma de Buenos Aires: CLACSO, 2015. p. 287-380.

CORTEZ, J. et al. Curricularização da extensão no curso de licenciatura em Física da Universidade de Passo Fundo. **Revista Conexão**, UEPG, v.15, n. 2, p.165-171, maio/ago. 2019.

DONATO, S. P.; SILVA, M. T. da. Formação inicial de professores para educação básica e sua interface com os territórios educativos: estado do conhecimento. **Revista Diálogo Educacional**, Curitiba: Editora PUCPRESS, v. 23, nº 79, p. 1652-1669, out./dez. 2023.

FERREIRA, N. S. de Almeida. As pesquisas denominadas “estado da arte”. **Educação & Sociedade**, ano 79, ago., 2002.

FORPROEX - FÓRUM DE PRÓ-REITORES DE EXTENSÃO DAS INSTITUIÇÕES PÚBLICAS DE EDUCAÇÃO SUPERIOR BRASILEIRAS. **Política Nacional de Extensão Universitária**. Gráfica da UFRGS. Porto Alegre, RS, 2012 (Coleção Extensão Universitária; v. 7).

FORPROEX - FÓRUM DE PRÓ-REITORES DE EXTENSÃO DAS INSTITUIÇÕES PÚBLICAS DE EDUCAÇÃO SUPERIOR BRASILEIRAS. **Avaliação Nacional da extensão Universitária**. [Brasília]: MEC/SESu; [Paraná]: UFPR; [ilhéus (Bahia)]: UESC, 2001. 98p. (Coleção Extensão Universitária; v.3).

FREIRE, P. **Pedagogia da Autonomia**: saberes necessários à prática educativa. 60. Ed. São Paulo: Paz e Terra, 2019.

FREIRE, P. **Extensão ou comunicação?** [recurso eletrônico] /Paulo Freire; tradução Rosiska Darcy de Oliveira. – [1.ed.] - Rio de Janeiro: Paz e Terra, 2013. Recurso digital.

GADOTTI, Moacir. **Extensão Universitária para quê?** Instituto Paulo Freire, 2017.

JEZINE, E. As práticas curriculares e a extensão universitária. In: CONGRESSO BRASILEIRO DE EXTENSÃO UNIVERSITÁRIA, 2., 2004. **Anais eletrônicos** [...]. Belo Horizonte: UFMG, 2004.

OLIVEIRA, L. V. “Curricularização” da extensão Universitária: proposta de impactos para sua implementação no ensino superior brasileiro. **Revista Cocar**. v.18, n. 36, 2023. p.1-120.

PUIGRRÓS, A. História y prospectiva de la Educacion Popular latino-americana. In: GADDOTTI, Moacir; BRANDÃO, Carlos Alberto torres (orgs). **Educação popular: Utopia latino-Americana**. São Paulo: Cortez/Editora da Universidade de São Paulo, 1994.

REIS, Y.A. L. SARTI, R. extensão universitária: as concepções em ações orquestradas por licenciandos. **Revista extensão em foco**. Palotina, n. 26, p.74-91, jan./jul.2022.

ROCHA, G. Extensão Universitária: Comunicação ou domesticação? **Revista Educação em Debate**, Fortaleza, v. 6/7, n. 2/1, jul./dez. 1983 jan./jun. 1984.

ROMANOWSKI, J. P.; ENS, R. T. As pesquisas denominadas do tipo “estado da arte” em educação. **Diálogo Educacional**, Curitiba, PR, v. 6, n. 19, p. 37-50, set./dez. 2006.

SANTOS, P. M.; GOUW, A. M. S. Contribuição da curricularização da extensão na formação de professores. **Interfaces da educ**, Paranaíba, v. 12, n. 34, p. 922-946, 2021.

SILVA, F. L. O. **Dos entraves curriculares à formação identitária: uma análise da curricularização da extensão nos cursos de licenciatura**. 2023. 100 f. Mestrado em EDUCAÇÃO. Universidade Estadual de Maringá, Maringá, PR.

SILVA, M. D. S.; VASCONCELOS, S. D. Extensão Universitária e Formação Profissional: avaliação da experiência das Ciências Biológicas na Universidade Federal de Pernambuco. **Estudos em Avaliação Educacional**, 17, n. 33, jan./abr. 2006. 119-136.

SILVA, S. P.; QUIMELLI, G. A. de Sá. A Extensão Universitária como espaço de formação profissional do assistente social e a efetivação dos princípios do projeto ético-político. **Revista Emancipação**. Ponta Grossa: Editora da UEPG, ano 6, n.1, p.279-296, jan./jun., 2006.

VOSGERAU, D. S. R.; ROMANOWSKI, J. P. Estudos de revisão: implicações conceituais e metodológicas. **Revista Diálogo Educacional**, Curitiba, v. 14, n. 41, p.165-189, jan./abr. 2014.

ZANON, D. P. **O processo de curricularização da extensão universitária na formação de licenciandos na UEPG**. 2022. 293f. Doutorado em EDUCAÇÃO. Universidade Estadual de Ponta Grossa, Ponta Grossa/PR, 2022.

DOI: <https://doi.org/10.5380/ef.v1i35.95475t>

Received: May 14, 2024.

Accepted: August 08, 2024.