

CURRICULARIZATION OF EXTENSION IN COMMUNICATION: Formative Transformations in the Communication: Radio, TV, and Internet Program at UNESP

CURRICULARIZAÇÃO DA EXTENSÃO EM COMUNICAÇÃO: Transformações Formativas no Curso de Comunicação: Rádio, TV e Internet da UNESP

CURRICULARIZACIÓN DE LA EXTENSIÓN EN COMUNICACIÓN: Transformaciones Formativas en el Curso de Comunicación: Radio, TV e Internet de la UNESP

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ABSTRACT

The article examines the implementation of the curricularization of extension activities in the Communication: Radio, TV, and Internet (RTVI) program at UNESP, highlighting the integration of extension initiatives and specific courses into the curriculum in accordance with national legal and pedagogical guidelines. Based on the analysis of institutional documents and projects such as *Cultura Lá e Cá* and *Cineclube FAAC*, the study demonstrates how extension activities foster technical, ethical, and civic training, strengthen the relationship between university and society, and encourage the co-production of knowledge. The findings reveal that extension activities not only fulfill legal requirements but also promote a technical, critical, and civic education by articulating theory and practice in real contexts. The results indicate the inclusion of 270 hours of extension-related activities and specific courses, replacing traditional components such as the mandatory internship and fostering closer engagement with schools, cultural collectives, social movements, and themes aligned with the Sustainable Development Goals (SDGs). By bringing students closer to diverse realities and promoting the co-creation of knowledge, this experience transforms the curriculum and enhances the university's commitment to the democratization of communication, social inclusion, and the construction of a more ethical and innovative higher education.

KEYWORDS: University extension; Curriculum development; Citizenship education; Communication; Dialogic interaction.

Introduction

Brazilian public universities, as socially referenced institutions, have a constitutional commitment to articulate teaching, research, and extension as inseparable dimensions of their academic activities, as determined by Article 207 of the Federal Constitution of 1988. This guideline not only grants autonomy to universities but also links them to a social project that values knowledge as a public good and an instrument of social transformation. In this context, university extension emerges as a

privileged space for dialogue between the university and various sectors of society, promoting the circulation of knowledge, active listening to social demands, and the co-production of solutions to concrete challenges. Therefore, consequently, university extension activities can be an important way of highlighting the university's social function, contributing to the improvement of society and revealing the importance of encouraging extension activities as a beneficial practice that reaffirms the academic commitment to meeting the demands of the community in which it operates.

The National Education Guidelines and Framework Law [Lei de Diretrizes e Bases da Educação Nacional] (Law No. 9,394/1996), in Articles 43 and 52, and Resolution CNE/CES No. 7/2018, reinforce this perspective by recognizing extension as a mandatory and formative component of undergraduate courses. These provisions were strengthened by Strategy 12.7 of the National Education Plan (Law No. 13,005/2014), which establishes the goal of integrating at least 10% of the total curriculum hours of higher education courses into extension activities, ensuring that these are focused on citizen training and addressing the country's social, economic, and cultural inequalities. Thus, extension is no longer a complementary activity but rather a structuring axis of university education.

In the Communication: Radio, TV, and Internet (RTVI) course at São Paulo State University (UNESP), this principle takes on specific contours, given the interdisciplinary, technical, and reflective nature of the proposed training. Working in traditional and digital media requires professionals to have not only technical and aesthetic mastery of audiovisual languages, but also social sensitivity, critical analysis skills, and ethical commitment, articulated in a training program that allows them to deal with the complexity inherent in the content production process, with the ability to reflect on their own professional activity and the social demands of the contemporary world. In this scenario, extension enhances training by allowing students to interact with diverse realities, experience communication processes in community, educommunicative, cultural, and artistic contexts, and actively participate in the construction of narratives that represent the plurality of Brazilian society.

The extension projects developed within the scope of UNESP's RTVI course are coordinated with public schools, cultural collectives, social movements, non-governmental organizations, and public agencies, allowing for the practical application of knowledge acquired in the classroom and promoting critical reflection on the role of the communicator in contemporary social dynamics. At the same time, these projects strengthen the university's ties with its surroundings, promoting the democratization of

access to information, university leadership, the appreciation of local cultural expressions, and digital inclusion.

In this text, we propose a reflection on the role of university extension in the training of students in the Communication: Radio, TV, and Internet course at the São Paulo State University (RTVI-UNESP), considering its legal, pedagogical, and social frameworks. We analyze how the integration between extension activities and the undergraduate curriculum contributes to the construction of a comprehensive education that is civic-minded and committed to the principles of public, democratic, and transformative communication. To this end, we will examine the normative foundations of extension, as well as concrete experiences of extension practices carried out in the program, highlighting their impacts on the educational processes and on the university's relationship with society.

The University Extension Program and the Communication: Radio, TV, and Internet course at São Paulo State University (RTVI-UNESP)

The inclusion of extension programs in the curriculum, as established by Resolution CNE/CES No. 7/2018, represents a milestone in the repositioning of the role of Brazilian public universities in response to social demands. By establishing guidelines for the systematic inclusion of extension programs in undergraduate curricula, this regulation seeks to ensure that the knowledge produced in the academic environment contributes directly to the transformation of social reality. In the RTVI-UNESP course, this integration not only complies with a legal requirement, but also enhances the training of critical, creative professionals committed to the principles of a more just and democratic society.

The audiovisual field, due to its direct interface with the media and media languages, has great potential for interaction with the community. Extension projects carried out within the scope of this course often involve workshops, community audiovisual productions, educational podcasts, coverage of local events, and partnerships with schools, cultural collectives, and social movements. Such initiatives not only expand students' technical repertoire but also insert them into real contexts of production and dialogue with diverse audiences, favoring the development of communication, ethical, and political skills.

In the case of UNESP, the institutional role of the extension centers and the offices of the vice-rectors for undergraduate studies (PROGRAD) and extension and culture (PROEC) in organizing and monitoring extension activities is noteworthy. The

university has sought to align the projects developed in undergraduate courses with national guidelines, promoting training, public notices, and spaces for the exchange of experiences between teachers and students. In the RTVI course, this articulation has been expressed in actions that combine applied research, laboratory practices, and community involvement, reaffirming extension as a space for meaningful learning.

Theoretical Framework

In recent decades, university extension has been understood as a pedagogical and political dimension essential to the mission of Brazilian public universities. Based on the inseparability of teaching, research, and extension, as defined in Article 207 of the Federal Constitution of 1988, this practice is guided by the logic of dialogical integration between the university and society, breaking with unidirectional models of knowledge transfer and valuing the collective production of knowledge. University extension can be a means of building links between the university and society, which, as a result of this endeavor, leads to the exchange of useful information for the generation of collective knowledge. Therefore, it is noteworthy that the planned association between teaching, research, and extension in public universities can contribute significantly to the evolution of society.

According to Paulo Freire (1996), critical education presupposes active listening, horizontal dialogue, and recognition of popular wisdom as a starting point for the construction of knowledge. As the author states, "there is no dialogue, however, if there is no deep love for the world and for mankind" (Freire, 1996, p. 89), emphasizing that educational practice, to be truly transformative, must be rooted in respect and appreciation for the knowledge of popular subjects. This concept inspires extensionist practice, which distances itself from a welfare-based approach and commits to social transformation, the emancipation of individuals, and the fight against inequality. Along the same lines, Arroyo (2004) understands extension as a space for exchange and collective construction, stating that "the knowledge of the popular classes is not waste or leftovers, but meanings of life" (Arroyo, 2004, p. 27). Thus, extension presents itself as a territory of mutual learning, where academic and popular knowledge meet, clash, and strengthen each other.

From a regulatory standpoint, Resolution CNE/CES No. 7/2018 establishes that extension activities in undergraduate courses must comply with principles such as dialogic interaction, interdisciplinarity, citizenship training, and social transformation. Opinion CNE/CES No. 608/2018 complements this understanding by emphasizing the

centrality of extension in the professional and ethical training of students, especially in areas such as communication, whose practice demands social responsibility and commitment to human rights.

In the field of communication, authors such as Jesús Martín-Barbero (2001) and Guillermo Orozco (1997) offer important contributions to thinking about university extension as a process of cultural mediation, in which communication practices are intertwined with the sociocultural contexts of the subjects involved. For Martín-Barbero (2001, p. 65), “mediation is the place where the meaning that the sender wants to convey intersects with the meaning that the receiver constructs”, highlighting that the act of communication is imbued with symbolic, cultural, and ideological tensions. Orozco (1997, p. 41), in turn, emphasizes that “communication is a process of meaning construction that depends on the life experience of the subjects and their everyday cultural practices”. In this sense, audiovisual production should be understood not only as a technical activity, but as a cultural and political practice. Including RTVI students in extension projects is, therefore, an opportunity to experience dialogue with different social realities, as Martín-Barbero and Orozco (1997, p. 27) state: “the media are spaces for the construction of everyday knowledge, where informal learning and life experiences intersect”. This experience strengthens the ethical and civic dimension of communication education.

The integration of the extension into the curriculum, as recommended by Strategy 12.7 of the National Education Plan (Law No. 13,005/2014), promotes training that goes beyond technique, combining theory and practice in real and challenging contexts. This proposal is in line with the objectives of UNESP's Communication: Radio, TV, and Internet course, which seeks to train critical communicators who are sensitive to social changes and capable of acting ethically and innovatively in various media environments.

Methodology

This study adopts a qualitative, exploratory, and descriptive approach, with the objective of analyzing the implementation of extension curricularization in the Communication: Radio, Television, and Internet (RTVI) course at São Paulo State University (UNESP), based on document review and normative analysis. The methodological choice is justified by the nature of the object of study, which involves institutional guidelines, pedagogical practices, and public policies focused on higher education and university extension.

Data collection was carried out using primary and secondary sources. The primary sources comprise the following institutional documents:

- Political-Pedagogical Project for the Communication: Radio, Television, and Internet Course – PPP 2018, which provides an overview of the previous structure of the course and the elements that justified the need for restructuring;
- Political-Pedagogical Project for the Communication Course: Radio, Television, and Internet – PPP 2023, which presents the new curriculum structure, highlighting the formal inclusion of University Extension Curricular Activities (ACEUs), the replacement of curricular components, and the organization of extension courses;
- Extension Program “Audiovisual, Networks, and Territoriality”, a document that details the proposed extension actions, pedagogical objectives, institutional and community partnerships, implementation schedule, and target audiences.

The document analysis focused on identifying curricular and pedagogical strategies used to integrate university extension into the curriculum, as well as the theoretical and legal foundations that support this integration. The justifications, learning objectives, assessment formats, and links with the principles of the inseparability of teaching, research, and extension were examined.

In addition to institutional documents, the normative frameworks that underpin university extension in Brazil were mobilized, namely: (01) Federal Constitution of 1988 (art. 207); (02) Law of Guidelines and Bases for National Education – LDB (Law No. 9,394/1996); (03) National Education Plan (Law No. 13,005/2014), especially Strategy 12.7; and (04) Resolution CNE/CES No. 7/2018 and Opinion CNE/CES No. 608/2018.

The data analysis followed the principles of content analysis, as proposed by Bardin (2016), who defines it as a set of systematic techniques for processing communications, with the aim of obtaining indicators that allow the inference of knowledge related to the conditions of production/receptivity of these messages. The investigation was guided by thematic categories such as: “curricularization of extension”, “dialogic interaction”, “citizen training”, and “production of applied knowledge”. The analytical approach sought to understand how the documents express the university's commitments to the democratization of knowledge, the valorization of local cultural expressions, and the promotion of digital inclusion, considering the specificity of the field of communication and audiovisual media.

This methodology allowed for a critical approach to the institutional and pedagogical practices that guide the RTVI course, encouraging reflection on the impacts of university extension on the comprehensive training of students and the

strengthening of the link between the university and society. The practices in the RTVI course at FAAC – UNESP highlight the relevance of university extension activities, fostering a comprehensive education system and, in doing so, confirming the university's role as a promoter of development and positive changes in the social collective.

Research Development

An analysis of institutional documents from the Communication: Radio, Television, and Internet (RTVI) course at São Paulo State University (UNESP) reveals a continuous process of curricular transformation driven by legal guidelines for the curricularization of university extension programs. Resolution CNE/CES No. 7/2018, supported by Opinion CNE/CES No. 608/2018, established the requirement to integrate at least 10% of the course load of undergraduate programs into extension practices linked to the students' educational process. This requirement was echoed in internal pedagogical discussions within the course, which culminated in the reformulation of its curriculum in 2023.

The 2018 Political-Pedagogical Project (PPP) already signaled the importance of university extension in the training of RTVI students, although it did not formally incorporate it as a mandatory component. In this document, extension appears associated with projects such as FAAC Web TV, "Loco de Ouro", "RTV Week", and PET RTVI (Tutorial Education Program for the Communication Course: Radio, TV, and Internet) activities, with a clear emphasis on practical production and contact with the community. However, these activities were mostly extracurricular, with no defined workload or systematic link to the curriculum. Thus, the inseparability between teaching, research, and extension, provided for in Article 207 of the Federal Constitution of 1988 and reinforced in Articles 43 and 52 of the LDB, was still only partially present.

With the approval of the new PPP and its start in 2023, there has been a significant methodological shift. The curricularization of extension was achieved through the introduction of two specific subjects — "Principles of University Extension and Communication I and II" — and the requirement of 270 hours of University Extension Curricular Activities (ACEU), totaling more than 10% of the total course load, as established by Strategy 12.7 of the National Education Plan (PNE 2014–2024). These activities are distributed throughout the semesters and articulated with the theoretical

and technical training of students, representing a structural change in the curricular organization and teaching-learning logic of the course.

The restructuring also involved the removal of the subjects "Theories and Methods of Communication Research" and "Mandatory Supervised Internship" to make way for extension activities, whose theoretical orientation was redistributed to other subjects, such as "Theories of Communication I and II". This pedagogical decision reveals the adoption of a training model that recognizes the value of situated learning, engagement with real problems, and the production of knowledge in dialogue with territories and social subjects.

The Extension Program "Audiovisual, Networks, and Territoriality" is the main institutional platform for carrying out these activities in the RTVI course. Coordinated by professors from the Department of Audiovisual and Public Relations and the Department of Human Sciences at FAAC, the program proposes extension activities based on actively listening to local communities and coordinating with public policies and social movements. The program's methodology is based on cultural mediation, digital literacy, and the co-production of audiovisual content with the community. Among the planned actions, the following stand out:

- Provision of cultural and media services in partnership with Rádio Unesp FM and local cultural institutions;
- Audiovisual Culture Week and the "Loco de Ouro" University Audiovisual Festival, which promote the circulation of productions and public debate on communication;
- Projects such as "Papo com legenda" (Chat with subtitles) and "PET Discute" (PET Discusses), aimed at critical reflection on media representations, cultural accessibility, and student leadership;
- Workshops and practical courses held with public schools and cultural collectives in the city of Bauru, covering topics ranging from podcast language to the use of social media as a tool for citizen expression.

These actions are designed based on pedagogical principles that prioritize interdisciplinarity, citizenship education, respect for cultural diversity, and the promotion of social justice, as recommended by Resolution CNE/CES No. 7/2018. Dialogic interaction with social subjects goes beyond the logic of extension as a mere application of academic knowledge, constituting a space for mutual learning and shared knowledge production, in the terms of Paulo Freire (1996) and Arroyo (2004).

From the point of view of professional training, these practices help RTVI students develop technical skills and social sensitivity in a coordinated manner. Contact with different audiences, languages, and realities stimulates creativity, ethical sense, and the ability to work in teams, while providing a broader understanding of the role of the communicator in contemporary society. Furthermore, by placing students in contexts of cultural mediation and participatory production, the extension program reinforces the university's commitment to digital inclusion, the democratization of communication, and the appreciation of popular cultural expressions.

Finally, we emphasize the incorporation of the Sustainable Development Goals (SDGs) into university extension, in the strategic guidelines for UNESP's RTVI course, which seeks to align its training with global agendas for social justice, inclusion, and sustainability. The extension activities promoted by the course directly address goals such as quality education (SDG 4), gender equality (SDG 5), reduction of inequalities (SDG 10), and promotion of peaceful and inclusive societies (SDG 16), by enabling communication actions aimed at the democratization of information, the appreciation of cultural diversity, and the empowerment of historically marginalized social groups. By integrating the SDGs into pedagogical practices, extension reinforces its transformative and interdisciplinary character, as pointed out by Sachs (2015), for whom "the implementation of the SDGs in universities requires the connection between academic knowledge and social action in concrete and territorialized contexts". Thus, the articulation between the principles of the SDGs and the logic of extension contributes to training communicators committed to sustainable human development and collective rights.

Documentary analysis

The document analysis carried out in this study followed the content analysis procedures outlined by Bardin (2016), organized into three main stages: (1) pre-analysis; (2) exploration of the material; and (3) treatment of results, inference, and interpretation. The corpus consisted of institutional and normative documents that were fundamental to understanding the process of curricularization of extension in the Communication: Radio, Television, and Internet (RTVI) course at UNESP.

In the pre-analysis phase, the criteria for selecting the documents were established, and a preliminary reading was conducted to familiarize ourselves with the material. The central documents for the study were then identified: the 2018 and 2023 Political-Pedagogical Projects of the RTVI course and the Extension Program

"Audiovisual, Networks, and Territoriality", in addition to the legal frameworks for university extension.

The exploration of the material consisted of coding and categorizing relevant excerpts, based on a process of cutting and aggregating record units. The guiding thematic categories were defined a priori, based on the theoretical framework and normative guidelines, namely: (1) "curricularization of extension"; (2) "dialogic interaction"; (3) "citizen training"; and (4) "production of applied knowledge". The categorization allowed us to identify recurrences, absences, and transformations in institutional discourses over time. Table 1 below summarizes the analysis.

Table 1
Summary of Content Analysis of Institutional Documents

Thematic Category	Recordings Units	Documentary Evidence	Interpretation
Curricularization of Extension	Workload, subjects, ACEUs	Inclusion of 270 hours of ACEUs and the subjects "Principles of University Extension and Communication I and II" in the 2023 PPP	The extension goes from being an extracurricular activity to a mandatory and structuring part of the curriculum.
Dialogic Interaction	Active listening, co-production, community participation	Projects such as workshops with cultural collectives, initiatives in public schools, partnerships with social movements	Strengthening ties with the community and valuing popular knowledge
Citizen Training	Social inclusion, ethics, human rights, student leadership	Projects focused on media accessibility, critical education, and public debate	Emphasis on ethical, critical, and socially just education
Applied Knowledge Production	Theory-practice articulation, cultural mediation, situated learning	Replacement of mandatory internships with extension practices, audiovisual co-production, use of participatory methodologies	Learning based on concrete experience, aligned with the sociocultural reality of the territories

Source: Prepared by the authors.

In the category "curricularization of extension", the analysis revealed a substantial change between the 2018 and 2023 documents. In the 2018 PPP, extension appears as a peripheral activity, linked to extracurricular projects, with no formal workload defined. In the 2023 PPP, however, extension has been institutionalized as a structural component of the curriculum through the inclusion of University Extension Curricular Activities (ACEUs), totaling 270 hours, and the creation of specific courses.

This change highlights the alignment of the course with the requirements of Resolution CNE/CES No. 7/2018 and Strategy 12.7 of the National Education Plan.

In the category of “dialogic interaction”, the analysis identified a strengthening of the commitment to active listening and the collective construction of knowledge in the most recent documents. The Extension Program highlights participatory methodologies, such as collaborative workshops, audiovisual co-production with cultural collectives, and articulations with public schools and social movements. Such practices indicate a conception of extension inspired by Freirean pedagogy, which values dialogue and horizontality in the relations between the university and the community.

In this area, the highlight is the Cultura Lá e Cá extension project, developed by teachers and students from the RTVI course, with the aim of working in the field of culture and audiovisual media. The project enabled participants to learn and apply theoretical and audiovisual knowledge in practice, develop interpersonal and communication skills, and broaden their view of the potential of the territory, the city of Bauru. The university students' work with the community brought the university closer to society, in an interaction that promoted audiovisual culture in different environments, especially public schools.

Figures 1 and 2

Workshops held at a State Public School



Source: The authors.

The project's outputs were audiovisual in nature and enabled the improvement of communication, teamwork, and audiovisual production skills, using Instagram and YouTube as active laboratories to publicize the project's activities.

Figure 3

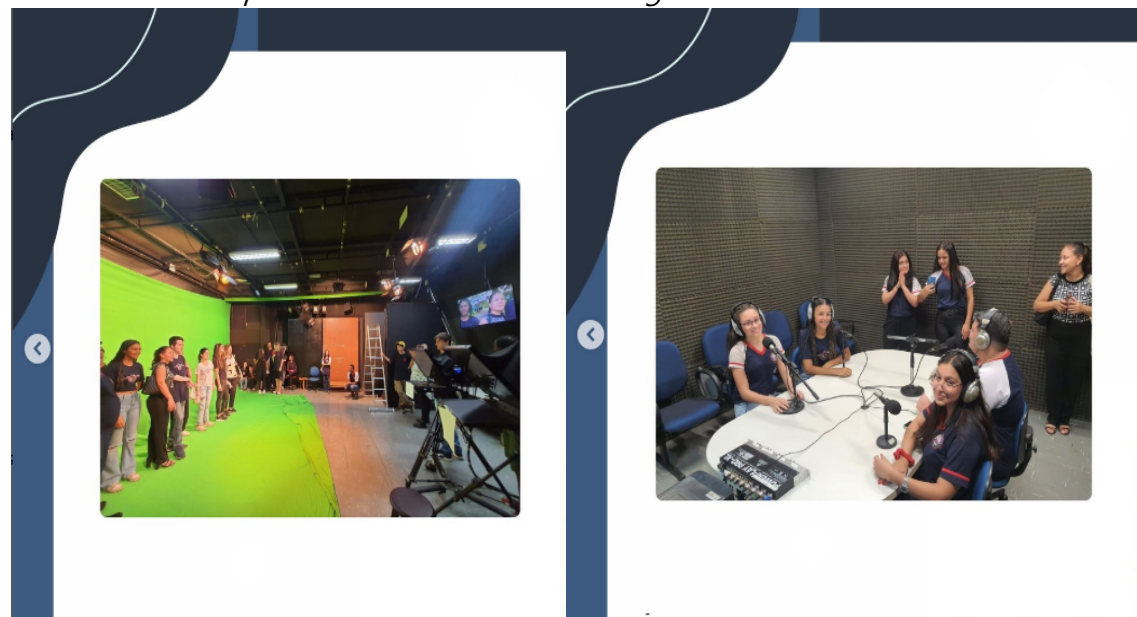
Extension actions published on the course's Instagram



Source: Instagram.

Figure 4

Extension actions published on the course's Instagram



Source: Instagram.

As for "citizen training", the data show that the inclusion of extension in the curriculum aims to develop, in addition to technical skills, an ethical stance committed to human rights, social inclusion, and cultural justice. The projects described in the documents analyzed propose activities that encourage students' social responsibility,

such as media accessibility actions, educommunication, and coverage of community events.

An example of this category is the Cineclube FAAC extension project, which in 2024 received part of the programming for the 13th Cinema and Human Rights Exhibition. This initiative is carried out by the Ministry of Culture and the Ministry of Human Rights, and the RTVI course was one of the screening venues selected through a call for proposals by the MinC. The films screened had representatives from the five regions of the country and debated and addressed issues related to the rights of black people, women, the elderly, children, people with disabilities, indigenous peoples, and the LGBTQIAPN+ community. The screening was open to the entire community, and at the end, there was a debate and chat with guest Prof. Dr. Clodoaldo Cardoso, director of the Human Rights Education Observatory, with contributions from students and teachers from the course.

Figure 5
Actions of the FAAC Film Club



Source: The authors.

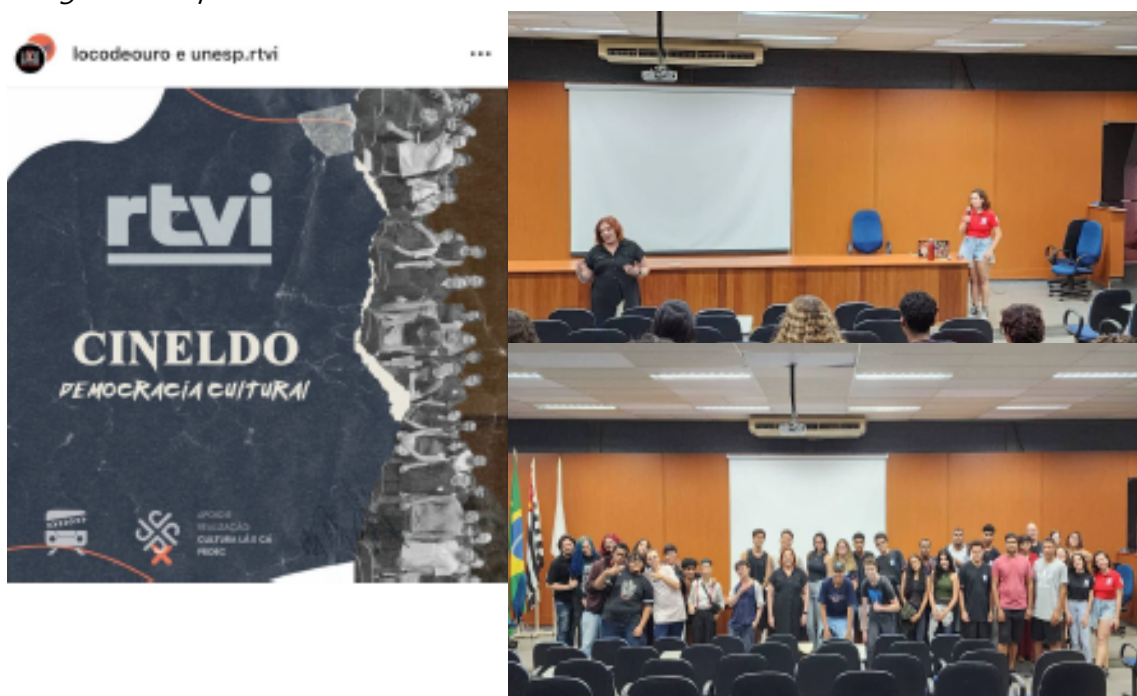
A Short Film Festival specifically aimed at high school students, entitled "Cultural Democracy", is also held annually, showcasing short films produced by Brazilian universities, selected based on LGBTQIA+ themes and cultural diversity. These products were obtained through a partnership with the course's junior company,

Locomotiva Jr. - Junior Radio, TV, and Internet Company, which annually accepts submissions of short films for the university audiovisual award and is a partner of the "Cultural Democracy" Short Film Festival.

After the screening, there is a chat with the students, mediated by teachers and students from the RTVI course. At the Short Film Festival, students are responsible for organizing the products to be screened, coordinating the team present at the festival, promoting the event, and accompanying students from state schools.

Figures 6 and 7

Images of the promotion and realization of the Short Film Festival



Source: Instagram and the authors.

Figure 8

Images of the promotion and realization of the Short Film Festival



Source: Instagram.

Finally, the category “applied knowledge production” revealed that the planned extension activities combine theory and practice, promoting learning in real contexts. The knowledge generated in the projects is constructed in dialogue with popular knowledge and territorial demands, which contributes to the critical and contextualized training of students. The replacement of traditional components, such as mandatory supervised, internships with extension activities reinforces this logic of training based on concrete experience and cultural mediation.

Based on this analytical approach, it can be concluded that the RTVI course at UNESP has incorporated university extension in a structural way, promoting curricular transformations that are aligned with an emancipatory conception of higher education. The content analysis highlighted the institutional strategies that integrate teaching, research, and extension, as well as the formative impacts of these practices on the constitution of critical, creative, and socially engaged communicators.

Conclusions

The analysis of the implementation of the curricularization of extension in the Communication: Radio, Television, and Internet (RTVI) course at UNESP reveals a consistent pedagogical process aligned with legal guidelines and the principles of a comprehensive, critical, and socially referenced university education. Based on the reformulation of the Political-Pedagogical Project in 2023 and the creation of the

Extension Program “Audiovisual, Networks, and Territoriality”, the course not only met the normative requirements of Resolution CNE/CES No. 7/2018, but also incorporated extension as a structuring axis of the educational process.

This incorporation resulted in substantial curricular changes, with the introduction of specific disciplines, the elimination of traditional components such as mandatory internships, and the organization of continuous extension activities articulated with local social realities. More than a formal adaptation, this is an epistemological transformation: the university now recognizes the territories, networks, and knowledge of the community as legitimate spaces for the production and exchange of knowledge.

The extension practice analyzed proves to be a powerful tool for ethical, aesthetic, technical, and political training. By putting students in contact with real subjects, cultures, and challenges, it broadens their capacity for listening, collaborative creation, and critical positioning in the face of communication inequalities. In addition, it strengthens the university's institutional commitment to promoting citizenship, digital inclusion, and the democratization of culture.

In a scenario marked by intense transformations in the modes of production and circulation of audiovisual content, the training of conscious and socially engaged communicators becomes even more urgent. In this sense, the experience of UNESP's RTVI course can be taken as a reference for other initiatives to incorporate extension into the curriculum, as it demonstrates that it is possible to integrate teaching, research, and extension in an organic, innovative way that is committed to building a more just and pluralistic society.

In summary, the analysis shows that the inclusion of extension activities in the RTVI course at UNESP is not merely a matter of complying with a legal requirement, but represents a deliberate pedagogical strategy to redefine university education. Based on a critical approach committed to human rights and the principles of public communication, the course now trains professionals who are more aware, sensitive to social inequalities, and prepared to work in diverse, complex, and constantly changing media environments.

Implications for Future Research

The experience of curricularizing extension in the RTVI course at UNESP opens up several possibilities for future research in the field of higher education, public education policies, and communication. In academic terms, it is recommended to

further empirical studies that assess the concrete impacts of University Extension Curricular Activities (ACEUs) on student training, both from the point of view of academic performance and social and professional integration.

Comparative research between different communication courses at public and private institutions could shed light on the different ways in which extension is implemented and its implications for curriculum matrices. Case studies on specific extension projects — such as workshops, community podcasts, and festivals —, are also relevant, evaluating their methodologies, social outcomes, and ways of articulating with popular knowledge and territorial demands.

Furthermore, it is appropriate to investigate the institutional dynamics that favor or hinder the consolidation of extension as an effective pedagogical practice, considering factors such as financing policies, teacher training, impact assessment, and institutional culture. In particular, it is important to observe how universities have been articulating the dimensions of teaching, research, and extension in an integrated and transformative manner, as guided by the Federal Constitution and current legal frameworks.

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RESUMO

O artigo analisa a implementação da curricularização da extensão no curso de Comunicação: Rádio, TV e Internet (RTVI) da UNESP, destacando a integração de atividades extensionistas e disciplinas específicas ao currículo, conforme diretrizes legais e pedagógicas nacionais. A partir da análise de documentos institucionais e projetos como Cultura Lá e Cá e Cineclube FAAC, o estudo mostra como a extensão promove formação técnica, ética e cidadã, articula universidade e sociedade, incentiva a coprodução de saberes. Os resultados evidenciam que a extensão não apenas atende a exigências legais, mas promove uma formação técnica, crítica e cidadã, articulando teoria e prática em contextos reais, e indicam a incorporação de 270 horas de atividades extensionistas e disciplinas específicas, substituindo componentes tradicionais como o estágio obrigatório e promovendo maior aproximação com escolas, coletivos culturais, movimentos sociais e pautas ligadas aos Objetivos de Desenvolvimento Sustentável (ODS). Ao aproximar os estudantes de realidades diversas e incentivar a coprodução de saberes, a experiência transforma o currículo e amplia o compromisso da universidade com a democratização da comunicação, a inclusão social e a construção de uma educação superior mais ética e inovadora.

PALAVRAS-CHAVE: Extensão universitária; Curricularização; Formação cidadã; Comunicação; Interação dialógica.

RESUMEN

El artículo analiza la implementación de la curricularización de la extensión en el curso de Comunicación: Radio, TV e Internet (RTVI) de la UNESP, destacando la integración de actividades extensionistas y asignaturas específicas en el plan de estudios, de acuerdo con las directrices legales y pedagógicas nacionales. A partir del análisis de documentos institucionales y de proyectos como *Cultura Lá e Cá* y *Cineclube FAAC*, el estudio demuestra cómo la extensión promueve una formación técnica, ética y ciudadana, fortalece la articulación entre universidad y

sociedad, e impulsa la coproducción de saberes. Los resultados evidencian que la extensión no solo cumple con las exigencias legales, sino que también favorece una formación técnica, crítica y ciudadana al articular teoría y práctica en contextos reales. Asimismo, se constata la incorporación de 270 horas de actividades extensionistas y asignaturas específicas, en sustitución de componentes tradicionales como las prácticas obligatorias, promoviendo una mayor vinculación con escuelas, colectivos culturales, movimientos sociales y temáticas relacionadas con los Objetivos de Desarrollo Sostenible (ODS). Al acercar a los estudiantes a realidades diversas y fomentar la coproducción de saberes, esta experiencia transforma el currículo y amplía el compromiso de la universidad con la democratización de la comunicación, la inclusión social y la construcción de una educación superior más ética e innovadora.

PALABRAS CLAVE: Extensión universitaria; Desarrollo curricular; Educación para la ciudadanía; Comunicación; Interacción dialógica.