RBAAD Revista Brasileira de Aprendizagem Aberta e a Distância

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ORIGINAL ARTICLE

INNOVATIVE PRACTICES FOR CURRICULARIZATION OF EXTENSION APPLICABLE TO UNDERGRADUATE COURSES – DISTANCE EDUCATION

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ABSTRACT

This study aims to present innovative practices for curricularization of extension (Federal Law No. 13,005/2014) applicable to undergraduate courses in the distance learning modality, and the results achieved by the implementation of a pilot project in the cities of Pernambuco: Carpina, Gravatá, Ouricuri, Palmares, Pesqueira, Petrolina, Recife, and Salgueiro. The methodology of the Student Results Assessment Process and implementation of ACEx was adapted to pedagogical methodologies of digital teaching practices for materialization beyond technological mediation. The results indicate dialogical interaction, strategic local partnerships with public agents, private agents formalized with UFPE. Participation of 56 students distributed in all periods of the course (out of a total of 67 enrolled), 4 volunteer teachers, and 9 local agents. Lecture series and workshops were held in public schools and with local entrepreneurs, with the theme of tax education and the accounting profession. The results of the students' self-assessment indicated initial and basic levels of knowledge in the categories of critical-reflective sense to seek solutions to social problems. For the category of professional skills, an acceptable level for the following Skills: Intellectual, Technical and Functional Skills, Personal and Interpersonal, and Communication. Regarding the added value in their professional and civic training: good and very good level.

Keywords: Extension Curricularization; Undergraduate Courses; Distance Education; Innovative Practices.

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PRÁTICAS INOVADORAS PARA CURRICULARIZAÇÃO DA EXTENSÃO APLICÁVEL A CURSOS DE GRADUAÇÃO – EAD

RESUMO

Este estudo tem como objetivo apresentar práticas inovadoras para curricularização da extensão (Lei Federal nº 13.005/2014) aplicáveis a cursos de graduação na modalidade Ensino a Distância (EaD) e os resultados alcançados pela implementação de um projeto piloto nos municípios pernambucanos de Carpina, Gravatá, Ouricuri, Palmares, Pesqueira, Petrolina, Recife e Salgueiro. A metodologia do Processo de Avaliação de Resultados para os Estudantes e a implementação das Ações Curriculares de Extensão (ACEx) foram adaptadas a metodologias pedagógicas de práticas de ensino digital para a materialização para além da mediação tecnológica. Os resultados apontam interação dialógica, com desenvolvimento de parcerias estratégicas locais com agentes públicos, privados, formalizando novos conhecimentos de interação com a Universidade Federal de Pernambuco (UFPE). Contou com a participação de 56 alunos distribuídos em todos os períodos do curso (do total de 67 inscritos); 4 professores voluntários e 9 agentes locais. Foram realizados ciclos de palestras e workshop nas escolas públicas e com empreendedores locais, com o tema de educação fiscal e a profissão contábil. Os resultados de autoavaliação dos alunos apontaram níveis de conhecimento inicial e básico nas categorias de: senso crítico-reflexivo para buscar soluções de problemas sociais. Para a categoria das habilidades profissionais, nível aceitável para as habilidades: Intelectual, Habilidades Técnicas e Funcionais, Pessoais e Interpessoais, e de Comunicação. Quanto ao valor agregado em sua formação profissional e cidadã: nível bom e muito bom.

Palavras-chave: Curricularização da Extensão; Cursos de Graduação; Educação a Distância; Práticas inovadoras.

PRÁCTICAS INNOVADORAS PARA LA CURRICULARIZACIÓN DE LA EXTENSIÓN APLICABLE A LAS CARRERAS DE PRE-GRADO – EDUCACIÓN A DISTANCIA

RESUMEN

Este estudio tiene como objetivo presentar prácticas innovadoras de curricularización de la extensión (Ley Federal nº 13.005/2014) aplicables a los cursos de grado en la modalidad a distancia, y los resultados alcanzados con la implementación de un proyecto piloto en los municipios de Pernambuco: Carpina, Gravatá, Ouricuri, Palmares, Pesqueira, Petrolina, Recife y Salgueiro.
La metodología del Proceso de Evaluación de Resultados Estudiantiles e implementación de ACEx fue adaptada a las metodologías pedagógicas de las prácticas docentes digitales para su materialización más allá de la mediación tecnológica.

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Los resultados apuntan a la interacción dialógica, asociaciones estratégicas locales con agentes públicos y privados formalizadas con la UFPE. Participación de 56 alumnos distribuidos en todos los periodos del curso (de un total de 67 matriculados); 4 profesores voluntarios y 9 agentes locales. Se realizaron ciclos de conferencias y talleres en escuelas públicas y con empresarios locales, sobre el tema de la educación fiscal y la profesión contable. Los resultados de la autoevaluación de los estudiantes indicaron niveles iniciales y básicos de conocimientos en las categorías de: sentido crítico-reflexivo para buscar soluciones a los problemas sociales. Para la categoría de competencias profesionales, nivel aceptable para Habilidades: Intelectuales; Habilidades Técnicas y Funcionales, Personales y Interpersonales, y de Comunicación. Respecto al valor añadido en tu formación profesional y cívica: nivel bueno y muy bueno.

Palabras clave: Extensión Curricularización; Cursos de Pregrado; Educación a Distancia; Prácticas innovadoras.

1. Description of the Situation Prior to the Experience and the Rationale for the Innovation

The curricular integration of extension activities, or the curricular accreditation of extension, is established in the National Education Plan (Federal Law No. 13,005/2014) and in Resolution No. 7/2018 of the National Education Council (CNE/CES). Goal 12 – Strategy 12.7 represents a challenge for Higher Education Institutions (HEIs), particularly for programs offered through distance education modalities, as it requires the adaptation of pedagogical methodologies for digital teaching practices so that learning can be materialized beyond technological mediation. This process must reach the social spaces of students' lived realities and everyday contexts, while fostering humanized, interdisciplinary, and collaborative learning processes developed in partnership with local social actors.

One of the challenges lies in seeking to make learning processes within territories more flexible, understanding territory as a space of social relations, since, according to Milton Santos (1978, p. 22), "the use of territory by people creates space." This perspective is particularly relevant in the contexts where educational centers are located, recognizing that the university is not the sole site of knowledge production. Rather, citizenship is exercised by agents of social transformation, promoting accessible opportunities for the practical application of theoretical knowledge through Curricular Extension Actions (ACEx) carried out within students' local municipalities and communities.

It is understood that the importance of the curricular integration of extension activities in distance education for academia lies in seeking to "perceive" the current situation of productive processes within the category of space, through a perspective grounded in historical and contextualized construction shaped by the economic and social conditions of territories.

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This approach frames space as a fraction of a normative local territory Milton Santos (1996, p. 271), not merely as a social reflection, but as a social factor itself. As Santos (1978, p. 45) states, "[...] space, although subject to the law of totality, possesses a certain degree of autonomy."

From the perspective of the possibility of autonomy, it is essential to engage and act in a dialogical, continuous, and participatory manner alongside local actors within communities, creating conditions for disruptive and innovative spaces while enabling the reconstruction of local history. Within this framework, the role of the teacher-researcher becomes a fundamental prerequisite in this process, as it requires moving beyond the traditional lecture-based approach centered on abstract theoretical content toward a historically grounded and context-based pedagogy. Such an approach results in meaningful learning processes for students, in which new knowledge interacts with prior knowledge Marco Antonio Moreira (2000, p. 3). This, in turn, creates a dialogical space between the university and the community through the mediation of students, since they are the individuals who will ultimately act as both professionals and citizens within these territories.

Having a social commitment to the contributions of space, in relation to the educational process, with theoretical content being reinterpreted by students as they bring their lived experiences into the classroom, influences curriculum development not only through didactic-pedagogical solutions, but also through emancipatory educational practices made possible by the inseparability of research and extension, teaching and extension, and by extension itself serving as the central axis of dialogical interaction between the university and society. This process results in significant changes and impacts on both student education and the broader social space.

2. Description of the Pedagogical, Operational, and Technological Contexts Surrounding the Innovation Scenario

The context of the ideological foundations underlying extension-based pedagogical practices is grounded in the principle that such practices emerge from and are sustained by social situations within a given context, bringing innovations into the university through a new approach that places extension activities at the center of the educational process. This represents a disruptive stance in relation to existing patterns of teaching practices and pedagogy in higher education, reversing the traditional teaching-learning logic by focusing on the development of competencies rather than solely on content, while restructuring the relationship between research and extension through the integration of teaching.

Within the logical framework of teaching and research, the curricular integration of extension activities redefines these relationships such that teaching serves extension, and research exists in support of extension. Academic content becomes directly connected to social problems and demands, while research is oriented toward the development of technologies and innovations aimed at social transfer and social transformation. Another structural rupture lies in the understanding that the classroom will no longer be the sole space for learning; rather, learning environments themselves will be reinvented.

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Through these actions, the university effectively assumes its dialogical social role as a bridge connecting with society, in which the curriculum becomes an Integrated and Transformative Political/Strategic Pedagogical Project Paulo Freire (1997). In this framework, teaching and research are articulated within a specific and strategic context, positioning the student/learner as the central protagonist, fostering a sense of responsibility and belonging within their own realities.

Thus, one of the first dialogical actions undertaken in relation to the realities and contexts of the municipalities where our distance education students are located through educational centers was to understand local demands/problems, opportunities, and productive potentialities. This initiative sought to identify what was already being proposed by social actors, whether public or private, within the institutions responsible for policies related to social and economic development, as well as policies aimed at job creation, the strengthening of entrepreneurial culture, and the generation of employment and income.

Conceiving the territory as a subject means seeking to understand the economic vocations that drive local development, in which the curricular integration of extension activities—encompassing all its service and product modalities—can enable the collaborative practical application of professional education. This involves identifying productive ecosystems and their strategies for innovation and entrepreneurship, mapping and diagnosing their characteristics in order to design actions through strategic interventions that create value for the development of products and technologies capable of generating meaningful impact.

3. Objective of the Experience

To present innovative practices for the curricular integration of extension activities applicable to undergraduate distance education programs, as well as the results achieved through the implementation of a pilot project in the municipalities of Carpina, Gravatá, Ouricuri, Palmares, Pesqueira, Petrolina, Recife, and Salgueiro.

To achieve this purpose, a methodological framework was developed for the Student Outcomes Assessment Process, along with the creation of a Municipal Demands Mapping system for the implementation of Curricular Extension Actions (ACEx) within the Bachelor's Degree Program in Accounting offered through the distance education modality.

4. Methodology

The methodology adopted for the professional training assessment process selected the metric scale criterion based on the possibility of employing multiple items and constructing a historical matrix throughout the student's educational trajectory. A point scale with verbal descriptions encompassing extreme categories was used, consisting of 10 perception levels: None/Poor (1–2), Deficient (3–4), Acceptable (5–6), Good (7–8), and Excellent (9–10). This structure allowed respondents to select different levels of opinion intensity for each statement Naresh K. Malhotra (2006), regarding the value added to their academic training, based on the application of subjective perception scales.

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None/Poor		Deficient		Acceptable		Good		Excellent	
1	2	3	4	5	6	7	8	9	10

All the concepts of educational practice proposed for this study, together with the described parameters, are grounded in the principle of hope for student protagonism as an expression of resistance to pragmatic training, while seeking to build a bridge toward social change by connecting theoretical content with social experience and students' critical reflection.

The social construction of knowledge must presuppose the deconstruction of the discourse being transmitted, fostering students' critical awareness regarding the subject matter in a dialogical, respectful, and ethical manner, leading them toward an active stance grounded in social responsibility and political commitment.

The underlying assumption is that students are in a constant process of learning in a historical and contextualized manner, recognizing that reality is dynamic and will not change without the concrete actions of the subjects who belong to it. Allowing classroom spaces to become environments of freedom of expression for students thus becomes a central challenge in implementing the curricular integration of extension activities within teaching practices.

Professors must understand and embrace the meaning of the word "extension" — the act or effect of extending oneself, increasing the development or scope of something — recognizing that the student represents the very materialization of "extension" in human form, actively present within and belonging to the spaces beyond the "invisible" walls of the university.

In this sense, the dialogical process between teacher and student must, first and foremost, assume a humanized character: "[...] tell me your story! [...]" — an active listening approach attentive to personal singularities, perceiving emotions and feelings related to students' lived experiences, and recognizing their uniqueness as individuals.

Subsequently, it becomes necessary to recognize them as citizens, seeking an interconnection between their lived experiences and holistic educational processes José Tavares (2000), which situate them within space and time according to their worldview, as part of a dynamic and organic network of interrelations. This process enables student protagonism to emerge through challenges and the search for solutions to social demands, grounded in the belief that change is possible, based on the epistemological and complex principle of the inseparability of teaching, research, and extension.

5. Theoretical Foundation

5.1 Transformative Learning Theory

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The proposal for pedagogical actions is grounded in Transformative Learning Theory, whose basic principle is the learner's critical reflection, motivating them to create intervention-oriented solutions involving something concrete that adds value and leads to an experiential process related to what is being studied José Francisco de Lima; Maria da Silva (2014).

In order to encourage students to assume their active and responsible social role, faculty advisors and other professionals involved in the implementation of the curricular integration of extension activities must be sensitized to this new proposal of re-signifying education. This involves understanding intervention spaces, engaging in dialogue, and establishing connections with local knowledge systems and public policies being implemented, as well as strategically identifying needs and opportunities aimed at supporting innovation and the municipality's technological development, as illustrated in Figure 3.

This process articulates the three forms of local development capital: Human Capital (individual competencies, knowledge, skills, experience, and the capacity to solve problems); Social Capital (the quality and value of relationships with society in general through the exercise of citizenship); and Relational Capital (alliances and relationships with strategic partners).

In this context, professors and tutors, acting as advisors, together with local actors serving as supporters of this new educational model, interact through the application of active learning methodologies and the promotion of the practical application of knowledge, thereby reducing the gap between academia and the labor market.

This approach enables students to develop critical reflection and stimulates their learning autonomy, preparing them not only for the labor market, but, above all, for the exercise of citizenship. This objective is one of the guiding principles of Curricular Extension Actions (ACEx), as established in the concept of extension adopted by Federal University of Pernambuco (UFPE), developed collectively by the Forum of Extension Pro-Rectors of Brazilian Public Higher Education Institutions (FORPROEX, 2001), and set forth in the National University Extension Policy (PNExU), which defines extension as an "interdisciplinary, educational, cultural, scientific, and political process aimed at transformative interaction between the university and other sectors of society."

This approach enables students to develop critical reflections that stimulate their learning autonomy, preparing them not only for the labor market, but, above all, for the exercise of citizenship with a critical sense and a broader worldview, seeking to confront social problems and injustices while engaging with the Sustainable Development Goals (SDGs), which constitute a fundamental assumption of this intervention-oriented proposal Marília Costa Morosini; Fernanda Ustárroz (2016).

For the purpose of systematizing the Impact Planning Model (in which results are measured and impacts are evaluated), the Theory of Change (ToC) is employed, as it prioritizes the definition of change regarding the undesired situation, while also relating it to the definition of local development indicators.

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5.2 Indicators of the Relevance and Innovative Nature of the Experience for the Advancement of Distance Education in National and International Contexts

At the national level, Resolution No. 10/2004 of the National Education Council (CNE/CES) establishes categories related to the desirable profile regarding the competencies, skills, and attitudes required of professionals. At the international level, the American Institute of Certified Public Accountants (AICPA) issued the Core Competency Framework (AICPA, 2018), while, within the context of convergence toward international standards, the International Education Standard 3 (IFAC, 2014b) establishes that skills should be integrated within competencies, alongside professional values and ethics.

Based on Resolution No. 10/2004 of the National Education Council (CNE/CES), the guidelines established in International Education Standard (IES) 3, and the expected impact on student education resulting from the experience of the curricular integration of extension activities, semi-structured data collection instruments were proposed.

1st Indicator – Measuring the Reaction to the Experience: reflecting on the socioeconomic conditions of the region and seeking to understand how curricular content can be transformed into practical technological tools capable of engaging with solutions to social demands. This indicator aims to identify students' perceptions regarding the significance of theoretical content when connected to the practical application of solutions to social problems, generating social benefits and constituting an initial rupture in the reflection upon the learning process.

It also seeks to identify the rupture that occurs upon returning to the classroom, in which students are no longer satisfied with merely receiving content detached from real social needs, nor with remaining passive participants in their own learning process.

2nd Indicator – Perception of Added Value in Education: evaluating the experiences students gained through Curricular Extension Actions (ACEx) regarding their perception of what was added to their academic and civic education, using as parameters Resolution No. 10/2004 of the National Education Council (CNE/CES), aligned with international accounting education standards prescribed in the International Education Standards (IES 2, 3, and 4 – IFAC, 2014a, b, c), published by the International Accounting Education Standards Board (IAESB).

The criterion for selecting the metric scale was based on the possibility of using multiple items, employing a point scale with verbal descriptions encompassing extreme categories and consisting of 10 levels of perception and added value: None/Poor (1–2), Deficient (3–4), Acceptable (5–6), Good (7–8), and Excellent (9–10). This structure allowed respondents to select different levels of opinion intensity for each statement Naresh K. Malhotra (2006).

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5.3 Indicators of the Possibility of Replicating the Experience

1) Collaboration Network: Tutors and educational centers, through their contact networks (networking), have the possibility of fostering a network of local collaborators aimed at encouraging dialogue and knowledge sharing, with trust functioning as an asset legitimized through the ties established within the network, thereby generating relational capital.

The theory of the organic subject, related to local development, presupposes that, across its different dimensions, the exercise of citizenship requires bonds of belonging, while education becomes a social sphere with a political dimension Milton Santos (1978, 1996).

2) Students as Local Leaders: strengthened through democratic spaces that enable them to act with protagonism and leadership from the perspective of historical-social subjects, extension activities become an integral part of the educational process, mediating the interrelations between students and their social contexts. Through active participation in these social contexts, students experience emancipatory methodologies and pedagogical practices as part of their education, leading them toward self-reflection on the antagonism between "banking education" and "emancipatory education" Paulo Freire (1987).

In this process, students come to recognize that content and concepts isolated from social problems within a given reality lose their meaning and become alienating.

3) Local Technical Collaboration Committee (LTCC): the integration of Distance Education Centers (EaD Centers) as operational units for pedagogical activities, recognized within local communities as an extension arm of the university across territories, functioning as reference centers for theoretical-practical reflection aimed at constructing meaningful knowledge through contextual interactions.

6. Fundamental Bases Demonstrating the Innovative Practice Implemented

6.1 Empirical Basis: an exploratory mapping process was conducted to gather information regarding the realities of the municipalities, constructing a framework of prospective scenarios by identifying social and/or economic problems and opportunities within the context of plans, programs, and projects established in public or private agendas. These problems and/or opportunities were classified according to economic sector and the nature of productive activities, after which generative themes were categorized.

Simultaneously, social actors were identified (Public Sector, Private Sector, Third Sector organizations, Professional Associations, Educational and Research Institutions, Market Professionals, among others), with the objective of proposing partnerships and structuring a Technical Collaboration Network for the implementation of Curricular Extension Actions (ACEx).

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6.2 Thematic Structure with Interdisciplinarity: once the themes had been identified, the next task consisted of connecting them through a level of integration among fields of knowledge (referred to in academia as curricular components), in a process aimed at relating knowledge surrounding a theme from multiple perspectives, promoting theoretical and methodological interaction and exchange in an interdisciplinary manner aligned with the syllabus structure of the program's pedagogical project.

The innovation lies in identifying whether, and to what extent, the pedagogical projects and their theoretical curricular components are interconnected in order to address social needs in practical ways. At this stage, an agenda was established for awareness-raising, mobilization, and training, constructing actions systematically, complementarily, and continuously within the territories through a learning pathway model known as "Learning Trails." To support this initiative, a space entitled Experiential Learning Center (Núcleo de Aprendizagem Vivencial – NAV) was created within Moodle, using scientific texts, technical documents, municipal regulatory documents, and other theme-related materials made available on the Moodle platform (within the curricular extension section of the Distance Education Accounting Program).

Student participation in municipal agendas becomes innovative because it operates within a proposal aimed at restructuring social relations and strengthening emancipatory social processes (empowerment), with re-educational potential grounded in forms of open reciprocity and cooperation from a network articulation perspective Manuel Castells (2000). According to the study conducted by Silveira (2021, p. 164), this type of local network-based strengthening requires a "[...] concrete historical context of productive restructuring and paradigm shifts, creating the conditions for interconnection among issues of citizenship, access to knowledge, and the reconstruction of the world of work."

6.3 Recordkeeping Protocol: a recordkeeping protocol was used for data collection, serving as a tool for evaluating both the results and the social impacts of the actions undertaken. This protocol included: analysis of the context and the municipality's main demands and potentialities; analysis of the segment and the direct and indirect target audiences benefiting from the actions; analysis of the target situation required to achieve change; diagnostic analysis of the priorities of enterprises that the university could address in the short, medium, and long term; analysis of the social, public, and/or private actors relevant for partnerships; analysis of alternatives for achieving the desired changes and the possibilities for the implementation and/or strengthening of public policies; and the development of the proposal using the Logical Framework approach.

7. Results

Results of the Dialogical Interaction Indicators: the ACEx modalities selected by the students included lecture series, meetings, and workshops. A total of 56 students participated, distributed across all semesters of the program (out of 67 students enrolled in the educational centers during the 2023.2 academic semester), along with 4 volunteer professors and 9 local actors.

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In an effort to understand the reasons behind some students' withdrawal during the semester, as well as to allow them to provide suggestions for improving the ACEx implementation process so that expectations could be better met in the following semester, participants provided the following responses:

Question: What factor(s) influenced your decision not to continue participating in the pilot project for the curricular integration of extension activities?

- Balancing work and academic studies
- Lack of time
- Living far from the educational center where the activities would take place
- Not having someone to care for my children during participation in the activities

We also sought to document the strengths and weaknesses perceived by the students. The responses were as follows:

Weaknesses (Students):

- Greater support from professors
- Lack of financial assistance to cover transportation and meal expenses for attending activities at the educational center
- Lack of involvement of professors responsible for specific online/practical classes aimed at training students to apply course content in field activities during extension initiatives
- Feelings of insecurity because everything was new
- Limited available time and transportation difficulties for carrying out the activities; need for greater integration between practice and theory
- In my case, it was the lack of time to dedicate myself to the activities

Strengths (Students):

- Learning experience
- Promoting an entrepreneurial mindset and positioning us as true protagonists in the labor market through the practical application of knowledge, thereby developing practical skills
- Encouraging self-management
- Providing services to the community
- Putting into practice the knowledge acquired throughout the program
- The practical application of what was studied
- Effective prior preparation through training and planning

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- Experiencing the activities in practice and observing each participant's development throughout the implementation process

Regarding areas for improvement, the students expressed the following suggestions:

- Financial assistance to cover transportation and meal expenses for attending activities at the educational center
- Creation of workshops addressing the main activities performed by accountants, such as filing income tax returns, understanding tax withholding procedures, reading invoices, identifying different types of invoices, understanding existing taxes and their application, and preparing income statements and balance sheets for small businesses
- Training in public speaking skills
- Encouraging the class to put into practice what was discussed during the meetings
- Assigning grades or academic credit to extension activities as part of course assessments
- My suggestion is that extension activities should not coincide with examination weeks. Since I live far away, in the state of Paraíba, and my educational center is located in Pesqueira, I needed to arrive at the center the night before. That same evening, I had an exam to complete. As a result, I took the exam while extremely tired from the trip, with divided attention, in addition to experiencing internet connectivity problems.

Lecture series on tax education and the accounting profession, as well as workshops, were conducted in public schools. Students evaluated the difficulties encountered throughout these activities, as well as the learning outcomes achieved. The level of knowledge regarding critical-reflective thinking for seeking solutions to social problems was assessed using a five-level scale, defined as follows:

- **Level 1** (I do not know how to apply it, but I am familiar with the content) – Initial (0% to 20%)
- **Level 2** (I understand the content, but I do not use it) – Basic (20.1% to 40%)
- **Level 3** (I understand the content and use it partially) – Intermediate (40.1% to 60%)
- **Level 4** (I apply the content and know how to analyze it) – Enhanced (60.1% to 80%)
- **Level 5** (I apply, analyze, and know how to propose innovations) – Advanced (80.1% to 100%)

The results indicated the need for improvements in the following knowledge categories: problem-solving tools; the practical application of theoretical content; partnership negotiation; action plan development; social technology tools; innovative proposals; the development of learning process strategies; critical-reflective thinking; and solutions to social problems.

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An Acceptable level was identified for Intellectual Skills, which contribute to problem identification and resolution, critical analysis, and decision-making. Acceptable and Good levels were identified for the following categories of skills: Technical and Functional Skills (encompassing both specific and general accounting competencies); Personal Skills (related to the attitudes and behaviors expected of accounting professionals); and Interpersonal and Communication Skills (which enable professionals to interact with other fields of knowledge).

Seeking to assess students' perceptions regarding the added value to their professional and civic education, a five-level scale was used: Level 1 – Weak/Poor (0% to 20%); Level 2 – Fair (20.1% to 40%); Level 3 – Good (40.1% to 60%); Level 4 – Very Good (60.1% to 80%); Level 5 – Excellent (80.1% to 100%); and N/A – Not applicable/prefer not to answer.

The results indicated Good and Very Good levels for values applied in students' daily lives. Fair and Good levels were identified for personal leadership capacities; attitudes and practices in difficult or critical situations; and vision, knowledge, institutional frameworks, and analytical tools related to their locality, region, or country.

Regarding the planning and implementation of the ACEx activities, a Likert scale was adopted: Excellent (1), Good (2), Fair (3), Poor (4), and Very Poor (5). The results showed a Fair level for the proposed schedule for carrying out the activities and the time allocated for the completion of planned activities. A Good level was identified for in-person participation at the educational center during the planning process; the tutor's role in supporting the activities; the professor's role as advisor for the practical content; and the proposed schedule for carrying out the activities.

Through this pilot project, we sought to contribute to the initiation of debates and theoretical-practical reflections regarding this new phase of student education in Higher Education, aiming for effective implementation while encouraging students to assume an active and responsible social role.

Faculty advisors and other professionals involved in implementing the curricular integration of extension activities must be sensitized to this new proposal for re-signifying education. This involves understanding intervention spaces, engaging in dialogue, and establishing connections with local knowledge systems and the public policies being implemented, as well as strategically identifying needs and opportunities aimed at supporting innovation and the technological development of municipalities.

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