

CONTRIBUTION OF EXTENSION TO AN INNOVATIVE UNIVERSITY TEACHING: A STUDY FROM THE NURSING LEAGUE PROGRAM OF STATE UNIVERSITY VALE DO ACARAÚ

CONTRIBUIÇÃO DA EXTENSÃO PARA UMA DOCÊNCIA UNIVERSITÁRIA INOVADORA: UM ESTUDO A PARTIR DO PROGRAMA DE LIGAS DA ENFERMAGEM DA UNIVERSIDADE ESTADUAL VALE DO ACARAÚ

CONTRIBUCIÓN DE LA EXTENSIÓN A UNA INNOVADORA ENSEÑANZA UNIVERSITARIA: UN ESTUDIO DEL PROGRAMA LIGA DE ENFERMERÍA DE LA UNIVERSIDADE ESTADUAL VALE DO ACARAÚ

Rejane Maria Gomes da SILVA¹
Adriana CAMPANI²
Jaqueline Gomes NEGREIROS³

ABSTRACT: Our studies (CAMPANI; SILVA; PARENTE, 2018; CUNHA, 2005; SANTOS, 2008) have shown that, more than new information/communication technologies and active teaching-learning methodologies, pedagogical innovation in universities requires epistemological disruptions in construction and in relation to scientific knowledge. This process goes through reinventing intercultural experience sustained by a constructed epistemology designed and socially embodied by an extensive/inclusive curriculum (POPKEWITZ, 1997; HALL, 2001). The reinventing dimension of this process challenges university teaching to fulfill an important role of mediation, disruption and reinventing practices in formative processes. To broaden this discussion, this article aims to present an analysis of the contribution of university extension to innovative teaching from a research that we conducted with the group of coordinating teachers of the Nursing Extension Program at State University Vale do Acaraú. Considering the university extension a theoretical-methodological way of knowledge production through the experience that allows the interface of the knowledge of the academic culture and the ones that integrate the university (BONDIA, 2002; SANTOS, 2000), this research, in its first analysis stage, identified that the extension experience contributes to an innovative process in university teaching because it stimulates the production of knowledge with social responsibility; challenges to create pedagogical strategies to include expectations; student discoveries and experiences; streamlines lesson planning; exercises and qualifies the listening and strengthens uncertainties, thus challenging university teaching to reinvent itself as a mediator for the strengthening of interculturality and inclusion of knowledge.

KEYWORDS: University extension. Pedagogical innovation. University teaching.

¹ State University Vale do Acaraú (UVA), Sobral – CE – Brazil. Professor of the Pedagogy Course at UVA. OIIPE member. ORCID: <https://orcid.org/0000-0003-2215-0686>. E-mail: rejanemgs@gmail.com

² State University Vale do Acaraú (UVA), Sobral – CE – Brazil. Professor of the Pedagogy Course at UVA. OIIPE member. ORCID: <https://orcid.org/0000-0002-4524-7694>. E-mail: campaniadriana@gmail.com

³ State University Vale do Acaraú (UVA), Sobral – CE – Brazil. Professor of the Geography Course at UVA. OIIPE member. ORCID: <https://orcid.org/0000-0003-3119-4509>. E-mail: jaque.negreiros@hotmail.com

RESUMO: *Nossos estudos têm demonstrado que, mais do que novas tecnologias da informação/comunicação e metodologias ativas de ensino-aprendizagem, a inovação pedagógica na universidade requer rupturas epistemológicas na construção e na relação com o conhecimento científico. Esse processo passa pela experiência intercultural reinventiva sustentada por uma epistemologia socialmente construída desenhada e corporificada por um currículo incluyente/inclusivo. A dimensão reinventiva desse processo desafia a docência universitária a cumprir um papel importante de mediação, rupturas e práticas reinventivas nos processos formativos. Para ampliar essa discussão, o presente artigo objetiva apresentar uma análise sobre a contribuição da extensão universitária para docência inovadora a partir de uma pesquisa que realizamos com professoras coordenadoras do Programa de Extensão ligas de enfermagem da Universidade Estadual Vale do Acaraú. Considerando a extensão universitária um caminho teórico-metodológico de produção de conhecimento por meio da experiência que possibilita a interface dos saberes da cultura acadêmica e das que integram a universidade, essa pesquisa, em sua primeira etapa de análise, identificou que a experiência de extensão contribui para um processo inovador na docência universitária porque estimula a produção do conhecimento com responsabilidade social; desafia a criar estratégias pedagógicas para incluir expectativas, descobertas e experiências dos alunos; dinamiza o planejamento das aulas; exercita e qualifica a escuta e fortalece as incertezas, desafiando, assim, a docência universitária a se reinventar numa condição mediadora para o fortalecimento da interculturalidade e inclusão de saberes.*

PALAVRAS-CHAVE: *Extensão universitária. Inovação pedagógica. Docência universitária.*

RESUMEN: *Nuestros estudios (CAMPANI; SILVA; PARENTE, 2018; CUNHA, 2005; SANTOS, 2008) han demostrado que, más que las nuevas tecnologías de información/comunicación y metodologías activas de enseñanza-aprendizaje, la innovación pedagógica en la universidad requiere rupturas epistemológicas en la construcción y en la relación con el conocimiento científico. Este proceso pasa por la experiencia intercultural inventiva sustentada por una epistemología socialmente construida, diseñada y encarnada por un plan de estudios que incluye/inclusivo (POPKEWITZ, 1997; HALL, 2001). La dimensión inventiva de este proceso desafia a la enseñanza universitaria a cumplir un papel importante de mediación, interrupción y reinención de prácticas en los procesos formativos. Para ampliar esta discusión, este artículo tiene como objetivo presentar un análisis de la contribución de la extensión universitaria a la enseñanza innovadora a partir de una investigación que realizamos con el grupo de maestras coordinadoras del Programa de extensión ligas de enfermería de la Universidade Estadual Vale do Acaraú. Considerando la extensión universitaria un camino teórico-metodológico de producción de conocimiento a través de la experiencia que permite la interfaz de los saberes de la cultura académica y de las que integran la universidad (BONDIA, 2002; SANTOS, 2000), esta investigación, en su primera etapa de análisis, identificó que la experiencia de extensión contribuye a un proceso innovador en la enseñanza universitaria porque estimula la producción de conocimiento con responsabilidad social; desafia a crear estrategias pedagógicas para incluir expectativas; descubrimientos y experiencias de estudiantes; dinamiza el plan de las clases; ejercita y califica la escucha y fortalece las incertidumbres, desafiando así la enseñanza universitaria para reinventarse como mediadora para el fortalecimiento de la interculturalidad y la inclusión de los saberes.*

PALABRAS CLAVE: *Extensión universitaria. Innovación pedagógica. Enseñanza universitaria.*

Introduction

Extension has been discussed at the university level as a strong premise for strengthening university pedagogy, as well as for providing pedagogical innovation. Therefore, it has been seen as an educational, cultural and scientific process that has articulated teaching and research in an inseparable relation, transforming the relationship between university and society.

Discussions about the inseparability between teaching, research and extension at the university point to the importance and possibility of reflecting on what started separately. In this sense, university extension would be an institutional space for interdisciplinarity, which welcomes transversality by uniting the different areas of knowledge, by the possibility of responding to the challenges imposed on it and multiplying the spaces for dialogue between theory and practice, through multiplication of teaching and learning spaces.

We consider University Extension the key to a new model of student education; a two-way street, based on the interface of theoretical, practical, cultural and everyday knowledge, which goes beyond the walls of higher education institutions, where we find in it the possibility of multiplying and disseminating university life in its unique way of dealing and operating with the scientific knowledge, which makes it possible to include society in the university's reflective process. In this sense, we defend that University Extension is the privileged locus for the production of (re)emancipatory knowledge (SANTOS; ALMEIDA FILHO, 2008), constituting one of the paths for the construction of a more open, ethical, solidary university that allows education be thought of in a more transgressive and autonomous way.

The university has a fundamental role in overcoming the many social issues that have made people sick and even weakened as a society. It has been challenged in coping with illnesses that plague communities, especially the peripheral ones, which are almost totally neglected by the State.

University extension contributes to pedagogical innovation through the mediation process of building transversal knowledge between theory and practice, promoting the integration between the university and society, opening horizons for a more creative and innovative knowledge, strengthening a more comprehensive, meaningful learning, autonomous, reflective, productive, interdisciplinary, complex and dialogical, provoking the protagonism in the learning process.

Imbernón (2000) contributes with relevant reflections to think about innovation in higher education, highlighting four key ideas on the basis of change to project education aiming at a promising future:

The recovery by teachers and other educational agents of control over their work process; the valorization of knowledge, both that already acquired and developed by previous generations and cultures, which has its value and importance even today, as well as the new knowledge that is currently investigated and produced under new conditions of number of information, speed of communication and proliferation of knowledge sources; the valorization of the community as a true member of the educational process, of the learning community, co-responsible for the educational project of the institution; diversity as a cultural and educational project (IMBERNÓN, 2000, p. 80).⁴

The role of the teacher as an educator responsible for pedagogical mediation is reinforced, which encourages student learning as a personal and group process, guides his work and discusses his doubts, his problems, encouraging him to advance in the knowledge process. The university student is the protagonist of the learning process, which radically changes the traditional practice of delivering all the information already ready and systematized by the teacher for memorization and reproduction. The sense of change brought about by Imbernón (2000) corroborates the perspective of Cunha (2010, p. 23), when he understands innovation as a “necessary rupture that allows reconfiguring knowledge beyond the regularities proposed by modernity [...], therefore, a paradigmatic rupture and not just the inclusion of novelties, including technological ones”⁵.

We understand that university formation requires innovative formative practices. Such practices are understood here as those that break with the paradigm of technical rationality, based, among other aspects, on disciplinary logic and on the transmission of scientific knowledge.

Innovative formative practices require curricular innovation at the university. A curriculum that recognizes differences, the development of investigative attitudes, the

⁴ A recuperação por parte dos professores e demais agentes educativos do controle sobre seu processo de trabalho; a valorização do conhecimento, tanto daquele já adquirido e desenvolvido pelas gerações e culturas anteriores, que tem seu valor e importância mesmo nos dias de hoje, quanto dos novos conhecimentos que são investigados e produzidos atualmente em novas condições de número de informações, de velocidade de comunicação e de proliferação de fontes de conhecimento; a valorização da comunidade como verdadeira integrante do processo educativo, da comunidade de aprendizagem, co-responsável pelo projeto pedagógico da instituição; a diversidade como projeto cultural e educativo (IMBERNÓN, 2000, p. 80).

⁵ “ruptura necessária que permita reconfigurar o conhecimento para além das regularidades propostas pela modernidade [...], pois, uma ruptura paradigmática e não apenas a inclusão de novidades, inclusive as tecnológicas”

strengthening of knowledge through the active participation of university students, the legitimacy of the multi-university curriculum (SANTOS, 2011).

The pluri-university curriculum feeds on the ecology of knowledge, based essentially on the university's emancipatory extension practices. Extension practices in an emancipatory perspective recognize that the simple right to difference between different cultures is insufficient, it is necessary to be in favor of changes. In this case, an *inverted extension* is sought (SANTOS, 2011), that is, the university being epistemologically contaminated by society in a process of sharing and exchanging experiences.

Innovative university teaching reconfigures knowledge by recognizing other forms of production, it does not ignore the socio-historical dimension of knowledge; it builds learning networks strengthening the complex dimension of knowledge, manages the pedagogical acts with participatory and democratic actions for an inclusive, intercultural pedagogy, places itself in the condition of mediator of the learning processes.

In this condition, a protagonist teaching in the creative processes of its practice is claimed, respecting and recognizing other authorship from the perspective of knowledge production. Innovative teaching is always open to new perspectives, new directions, new perspectives. For this, it has to deal with the permanent challenge of re-creating, reinventing, relocating, re-encountering, resuming, sharing.

The university's Extension Policy, according to the Organizational Plan, is oriented towards “decoding academic knowledge”; “Delivering the results of their research and knowledge to the community”; “Emphasis on cultural extension” and “permanent harmony with the community for the provision of formation and services”⁶ (PLANO ORGANIZACIONAL; UVA, 2008, p. 22). In this sense, extension at UVA is organized in academic activities identified according to its purposes, seeking to strengthen the relation between university and society, which, consequently, seeks to contribute to raising the quality of education.

Thus, according to what is established in the Organizational Plan (2008), the extension at UVA aims to develop social thinking that, together with its student body, seeks to link teaching and research activities with the demands of society, thus seeking to ensure social commitment of the university. Extension acts as a link between university and society, constituting an indispensable element in the realization of the theory-practice relation, where the relation between teaching and extension points to significant transformations in the teaching

⁶ “decodificação do saber acadêmico”; “entrega à comunidade dos resultados de suas pesquisas e saberes”; “ênfase na extensão cultural” e “permanente sintonia com a comunidade para a oferta de treinamento e serviços”

process, where students and teachers constitute subjects of the act to learn, thus enabling the socialization and democratization of academic knowledge through exchange between academia and communities.

Up to the present moment, our study has identified that at State University Vale do Acaraú - UVA, locus of the study, the extension is formally conceived as an “interdisciplinary, educational, cultural, scientific and political process that promote the transforming interaction between the University and society”⁷ (CEPE/UVA Resolution 27/2018). We have not yet clearly identified this principle in the registration documents that describe the objectives of the extension actions. However, the development of actions in the form of a project has elements that portray principles in addition to those we identified in its objectives. We are in the stage of getting to know these elements better.

Since 2017, the university has been debating extension curricula. The CEPE/UVA Resolution 27/2018 is the result of this debate. An extension committee was formed from it, with representatives from each undergraduate course. The main objective of this committee is to build an institutional extension policy that can enable ways to curricularize extension, integrate the university with the community and articulate the extension with teaching and research.

These actions have enabled reflections on the role of extension, as well as its resignification in HEI, considering that we still do not perceive in the discussions and also in extension actions developed a clarity regarding the concept of extension, as well as a policy that shows the paths through which the institution intends to follow it, especially in this current scenario with the curricularization process, where the Pedagogical Political Projects of the Courses will have to insert 10% of the extension component in their matrix, according to goal 12 of the National Education Plan (2014) and the Curriculum Guidelines for University Extension approved in December 2018.

Our studies (CAMPANI; SILVA; PARENTE, 2018) and (SILVA; CAMPANI; PARENTE, 2018) have reaffirmed the conception that in university extension there are fruitful paths for pedagogical innovation in the university and everything that it demands such as curricular innovation, innovation in teaching and innovation in process management. In this perspective, we initiated a research entitled: *University extension at State University Vale do Acaraú: experiences of inclusion, interculturality and pedagogical innovation*, whose objective is to analyze extension actions at State University Vale do Acaraú, in the period from 2015 to

⁷ “processo interdisciplinar, educativo, cultural, científico e político que promovem a interação transformadora entre a Universidade e a sociedade”

2016, which present experiences of social inclusion, interculturality and pedagogical innovation at the university. In the first stage of this research, it was possible to understand that the extension establishes a theoretical-practical relation with the communities, allowing the experience of curricular contents studied in the classroom with the challenges inherent to the social reality, therefore the university extension produces pedagogical innovation when establishing a dialogical relation between the university and society, by enabling students to reconfigure their knowledge and guarantee their role in this process. In this way, their role in the curriculum is fundamental in providing the ecology of knowledge in the inverted extension (SANTOS, 2008).

In the continuity of the research, we are dedicated to analyzing the contribution of university extension to innovative teaching from the perspective of the teachers about their experiences in the extension projects of the Leagues of the Nursing Course at the State University Vale do Acaraú. Keeping the qualitative approach of analysis, we selected the Nursing Course Leagues for being continuous extension projects, with a reputation for being successful for students and already having a tradition in the institution. In the second moment, we contacted the five Teaching Coordinators of the referred Leagues to conduct the interviews. The objective was to hear from teachers, through semi-structured interviews, how they see the contribution of university extension to teaching and, from this view, to infer the potential for innovative teaching. The interviews were recorded and transcribed. We opted for content analysis with previously defined categories.

The contribution of UVA nursing leagues to innovative teaching

Academic leagues (LA) are conceptualized as extracurricular activities developed by students under the coordination of a teaching advisor; however, according to Azevedo and Dini (2006), there is no closed concept of what an LA is, despite the significant increase in its creation in undergraduate courses; in the specific case of our research, this fact is evidenced in the Nursing course of our HEI, which currently has five LA, all born out of the protagonism of the students who, given the need and interest to deepen their knowledge about a certain area and the need to strengthen dialogue with communities.

In Brazil, the first experiences arise during the dictatorship, with the creation of the first league in the health area in 1920, the League for Combating Syphilis, on the initiative of the Academic Center Oswaldo Cruz of the College of Medicine of the University of São Paulo (MELO; BERRY; SOUSA, 2019).

Currently, leagues in the case of Nursing courses find legal support in the Curricular Guidelines for Undergraduate Nursing Courses through National Resolution No. 3, of 7 November 2001, which advocates as one of its objectives learning to learn, which is the synthesis of learning to be, learning to do, learning to live together and learning to know.

In this perspective, the activities of the leagues are fundamental for the strengthening of the teaching, research and extension triad as far as it allows academics to develop a reflection on their formation and to work with communities in the search to meet their demands and as a way of dialoguing and learn as exchanges between knowledge and experiences occur. Academic Leagues in the Nursing Course arise in this context, with the same objectives of strengthening academic formation and dialogue with communities. Currently the course has five leagues, as shown in the table below:

Table 1 – Academic Leagues in the Nursing Course

League	Objectives	Target audience
Interdisciplinary League on Mental Health – LISAM	Mobilize and guide students in the Nursing, Physical Education and Pedagogy courses at the State University Vale do Acaraú - UVA, interested in studying Mental Health in the fields of research, teaching and extension. The object of study is a range of subjects that covers Mental Health.	- Schools - University - Casa Acolhedora - Fazend Esperança - CAPS General
League for the Promotion of Adolescent Health - LIPSA -	Contribute to the experience of nursing students and to the teaching-practice relation; Promote educational actions with adolescents in accordance with the guidelines of Comprehensive Health Care for Adolescents and Youth in various social spaces.	Adolescents
LENUE – Nursing League in Urgency and Emergency	Promote nursing students the opportunity to deepen their knowledge in the field of nursing care in urgency and emergency.	Community of the municipality of Sobral
Academic League of Family Health Nursing - LESF	Mobilize and guide students of the Nursing Course interested in studying Family Health in the fields of research, teaching and extension. The object of study is subjects covering Basic and Primary Care;	Health Units
Nursing League in Cardiology - LECARDIO	Promote nursing students with theoretical and practical deepening in the field of nursing care for patients with heart disease	Hospital do Coração of Sobral
Interdisciplinary League of Gerontology - LIGER	Develop gerontological knowledge, skills and attitudes in its members for the care of the elderly in the municipality of Sobral	Seniors

Source: Devised by the authors

For the teachers of the leagues, who are also coordinators of the projects, the extension means “a continuous, dialogued and impactful action with the community”. By establishing an

interactive and reflective relation between what teaches, research and what society needs, extension plays a “two-way” role (SANTOS, 2008).

Extension is the action itself; the ideal is [...] that these activities are not short-term, that they have a beginning, that they have development, and that the objective is to impact that community, [...] it is of a continuous, dialogued and impacting action for the community. [...] extension that is when the university reflects this knowledge with the community, so it is this stronger interaction between what we are studying, between what we are researching, you know, and society.⁸

The teachers affirm that the work in the leagues encourages the student to have “contact with popular knowledge”, to have “a vision of the social dynamics with the territories” and to commit to the community in which it operates. This learning process develops in the student “a sense of social responsibility, of empathy” that goes beyond the technical dimension of nursing.

We identified in the interviewees' statements that the experience with academic leagues reflects in the dynamics of the classroom because “they are new learnings, and every time you learn you have to take this into your classroom practice [...] and when you leave the scope of the university and go to the territories, [...] there is no way you go the classroom and not use what you have learned [...]”⁹.

The teachers emphasize that in addition to technical learning, leagues provide them and students with contact with people, with other forms of knowledge that will be fundamental to their formation process: “I learn to deal with people, extension is exactly that, it is dealing with people, it is negotiation, all that is not in the books, right?”¹⁰. These learnings favor the good performance of students in the classroom, in a better understanding of the contents of the subjects because “[...] they better understand what they are learning in books, it makes more sense for them (students)”¹¹.

The university extension is seen by the teachers as an important element in the construction of the knowledge of the ligand, because it is the place where the student tries to “assure himself of something”, “to know more about some type of mental illness”, to know

⁸ *A extensão é a ação propriamente dita, [...] o ideal é que essas atividades não sejam de curto prazo, que elas tenham começo, que elas tenham desenvolvimento, e que o objetivo seja impactar aquela comunidade, [...] é de uma ação contínua, dialogada e impactante para a comunidade. [...] extensão que é quando a universidade reflete esses saberes com a comunidade então é essa interação mais forte entre aquilo que a gente está estudando, entre aquilo que a gente está pesquisando, né, e a sociedade.*

⁹ “são novos aprendizados, e cada vez que você aprende você tem que levar isso pra sua prática de sala de aula [...] e quando você sai do âmbito da universidade e vai pros territórios, [...] não tem como você não chegar a sala de aula e não utilizar aquilo que você aprendeu [...]”

¹⁰ “Eu aprendo a lidar com gente, a extensão é exatamente isso, é lidar com pessoas, é negociação, tudo isso que não tem nos livros né”

¹¹ “[...] entendem melhor o que estão aprendendo nos livros, faz mais sentido para eles (alunos)”

more about himself even when you think “I’m vulnerable too”. It contributes to the construction of knowledge from experience with social responsibility because “they are new learnings, and every time you learn you have to take this to your classroom practice”¹².

The teachers emphasize that the students who participate in the leagues strengthen skills, especially communication, problem identification, diagnosis, listening, develop security and empowerment in the themes of the subjects they teach in the nursing course and establish a relation with the popular knowledge.

[...] the things that we most perceive in the classroom is the strengthening of these skills, first is the ability, communication skills, all actions they have that, even the most timid, they are have an easier time to approach and to talk, to make a conversation circle [...].¹³

[...] they feel more empowered to be able to discuss the theme they studied [...], they feel safer, they demonstrate it in the classroom, so it is perfectly possible for you to understand how the student develops when goes through an extension project in particular of the leagues, and the students of the leagues, they themselves give this testimony.¹⁴

The experience of the leagues favors innovative teaching at the university because it causes the planning and development of pedagogical actions based on the demands of the actions developed by the nursing leagues. It favors dynamic planning because “you bring it back into the classroom to discuss your course, to discuss with your teachers with that knowledge, and also to research, right?”¹⁵.

The experience and the knowledge that derives from it are what allow us to appropriate our own life. We understand that university extension is a space that claims the knowledge of experience as the founding knowledge of innovative teaching and everything that derives from it. Bodia (2002) suggests the experience as an event that touches us, it happens to us. The knowledge originating from this experience is the result of the relation between knowledge and human life. It is a kind of mediation between the two. For this reason, the knowledge of

¹² “são novos aprendizados, e cada vez que você aprende você tem que levar isso pra sua prática de sala de aula”

¹³ *[...] as coisas que a gente mais percebe em sala de aula é o fortalecimento dessas habilidades mesmo, primeiro é a capacidade, habilidade de comunicação, todas as ações eles têm que, mesmo os mais tímidos, eles ficam com mais facilidade de chegar e de conversar, de fazer uma roda de conversa [...].*

¹⁴ *[...] sentem-se mais empoderados pra poder discutir a temática que eles estudaram [...], se sentem mais seguros, demonstram isso em sala de aula, então dá perfeitamente pra você perceber como é que o aluno se desenvolve quando passa por um projeto de extensão em especial das ligas, e os alunos das ligas, eles mesmo dão esse depoimento.*

¹⁵ “você traz de volta pra dentro da sala de aula pra discutir no seu curso, pra discutir com os seus professores com aqueles saberes, e também pra pesquisar né”

experience is, in the perspective of this author, a particular, subjective, relative, contingent and personal knowledge.

In this sense, university extension, for students, teachers and also for the community, can be an event of multiple knowledge originated from the multiple meanings of what can happen. The interviewees' statements reveal that the experience of academic leagues places the student and the teacher in the condition of epistemological vulnerability, where knowledge is finite, linked to the existence of an individual or a particular human community.

From the interviewees' speeches, we show a strong role of the leagues in providing an experience in which the diagnosis is not based only on technical knowledge, but on the qualified listening of popular knowledge and dialogical communication (FREIRE, 1977) that the communities evoke. The commitment to change established in the experiences of the leagues is sealed in a relationship of horizontality and respect for local culture between university and society.

Contributing to the re-elaboration of teaching practice based on the new learning acquired in the territories, the leagues provoke the exercise of a reinventive teaching in the pedagogical processes because they open up to new formative paths demanded by the students and the community. In this context, innovative teaching can happen, as the reinventing experiences of teaching and learning are built on new forms of sociability, new ways of communicating and relating. Ways to invent and reinvent yourself. In this movement of inventing and re-claiming that the “inventability of difference” (HALL, 2011) happens.

The act of inventing and reinventing oneself in teaching is a political act to weaken the epistemological hierarchies of technical, scientific and instrumental rationality that structure university curricula and strengthen border identities. The curriculum, being a particular reason, historically formed to organize knowledge as forms of social regulation, produced through privileged styles of reasoning (POPKEWITZ, 1997), needs a teaching capable of finding escapes that tension “knowledge embodied in forms to act, feel, speak and see the world and the 'I'”¹⁶ (POPKEWITZ, 2001, p. 176), to open up other ways of acting, feeling, speaking and seeing the world and other 'I'. Therefore, innovative teaching is always intentional and carries the burden of complexity of the initiative, since it presupposes a transformative pedagogical thinking.

¹⁶ “conhecimento corporificado em formas particulares de agir, sentir, falar e ver o mundo e o ‘eu’”

In this scenario, university teaching is affected and transformed from the experiences and learnings made through contact with these new ways of conceiving and doing science as it provokes a rethinking of its performance in the classroom.

Cunha (2005) indicates innovative university teaching as “a process of breaking paradigms in the daily practice of university teaching” that gives rise to the teaching role, that is, the “consideration that the teacher is the main agent of decisions and actions in the field”¹⁷ (CUNHA, 2005, p. 107). Innovative university teaching is conceived as an intentional movement that aims to produce new forms and educational spaces. It mobilizes knowledge and knowledge within the curriculum, in the ways of teaching and learning, in teaching and research.

Innovative teaching is understood here as “an epistemological attitude of knowledge beyond the regularities proposed by modernity”¹⁸ (MOROSINI, 2006, p. 445). Opposing the utilitarian tendency to innovate business discourse on education, innovation in teaching is based on paradigmatic rupture (CUNHA, 2005) and on the role of management and development of pedagogical practice by mainly teachers (LUCARELLI, 2007). The paradigmatic rupture implies breaking with pre-established patterns and models of teaching-learning, giving rise to new forms of behavior that are fed by mechanisms of resistance, singularity, differentiation and opposition in educational processes.

Final considerations

We understand that the extension establishes a theoretical and practical relation with the communities, enabling the experience of curricular contents studied in the classroom with the challenges inherent to social reality. We consider university extension as a pedagogical innovation because it establishes a dialogical relation between the university and society, through student leadership, the reconfiguration of knowledge, the decolonization of curricula, the reinventive practices of teaching and epistemological democratization at the university.

Based on the interviewees' statements, we conclude that the nursing leagues contribute to an innovative teaching because they allow:

a) a active and protagonist participation of the student, enabling him to develop critical, creative and purposeful skills;

¹⁷ “consideração de que o professor é o agente principal das decisões e ações no campo”

¹⁸ “uma atitude epistemológica do conhecimento para além das regularidades propostas pela modernidade”

- b) an ecological movement of knowledge: scientific, professional, technological and experience;
- c) a mediating relation in the cultural diversity that exists between teachers, students and the community;
- d) generate the need to recreate the curricular paths for formative processes;
- e) the production of scientific knowledge with social and ethical responsibility;
- f) rethink the planning of disciplines based on the demands brought by students in the exercise of extension;
- g) reflections on the teaching-learning processes in the university classroom.

University extension via academic nursing leagues at University Vale do Acaraú favors innovative teaching because it challenges it to promote creative, human and contextualized learning, strengthening values such as commitment, empathy and sensitivity, feedback from the knowledge necessary for a relation of respect and appreciation experiences from the territories where the leagues operate.

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