

CURRICULARIZATION OF UNIVERSITY EXTENSION IN A BLENDED LEARNING COURSE IN HEALTH MANAGEMENT TECHNOLOGY – A TEACHING EXPERIENCE REPORT

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Grupo Temático: Educação

Resumo: This work refers to the teaching experience in conducting the Extension Curricular Unit discipline, offered in the Higher Technology Course in Health Management at the Federal University of Paraíba (UFPB), presenting, for the first time, the implementation of the curricularization of extension in a blended learning course, through decentralized face-to-face activities in the centers of the Open University of Brazil (UAB). The action was developed in the municipalities of João Pessoa, Araruna, Pitimbu, Cuité do Mamanguape, and Lucena, targeting students regularly enrolled in the course. The discipline was structured in five thematic units, with three execution phases. Initially, a theoretical discussion was held, addressing the fundamentals of university extension and its integration into the curriculum. Following this, the planning of extension activities was developed with the students of each center, considering the specificities of each territory. In this process, the teacher moved between centers for direct guidance, while the others had the support of face-to-face tutors. Subsequently, the action development phase began, including defining the target audience, creating materials, engaging with the community, and developing evaluation strategies. Key aspects include student involvement in planning, engagement with different local contexts, and the production of proposals external to community demands. Although the actions are still in the execution phase, the strengthening of competencies such as critical thinking, autonomy, and knowledge of the social role of extension are already evident. The experience highlights challenges related to the logistics of faculty placement, methodological adaptation to the blended learning format, and student familiarization with university extension, while simultaneously revealing potential in promoting critical and contextualized training. Thus, it is clear that the proposed objective is proving promising, consolidating itself as a relevant formative strategy.

Keywords: Professional and Technological Education, Undergraduate course, Teaching