

Efective impact of university extension: the Institute of Exact Sciences (IE) during the university week at University of Brasília (UnB)

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Abstract. It is known that one of the great commitments of the university is to constitute itself a space/time for production and dissemination of knowledge as well as social inclusion. Thus, university extension at the Exact Science Institute (IE) of UnB is understood as an interdisciplinary, educational, cultural, scientific and political process. It is argued that it can re-signify the interaction between the university, its students, its professors and the community in general. This way, the IE rebuilt its extension policy based on three pillars: 1/ integrate students and professors from its courses (Mathematics, Computer Science, Computer Engineering, Mechatronics Engineering and Statistics) in the production and promotion of extension actions; 2/ offer these actions regularly to students and teachers from Basic Education (EB) and the community in order to reconstruct negative social representations, still in force in our society, which points the exact sciences as inaccessible to all, especially to girls and women; 3/ evaluate its actions in order to build new knowledge and improve future offers. Therefore, in this paper, it is reported an evaluative process carried out during the XVIII University Week of UnB (SU), in 2018, aiming to understand the impact of university extension on the school and personal life of three groups of participants, namely: EB students and teachers who participated in the offered actions and monitors (IE undergraduate students who helped in offering and organizing IE's participation in the SU). To this end, the three groups were invited to collaborate voluntarily by answering questions, organized in electronic forms, such as: age, gender and education level; previous participation in extension actions; evaluation of the university's functions and responsibilities; evaluation of interest in the different areas of knowledge, in particular, those that compose the IE; evaluation of the activities offered and their impact on future professional choice, among others. Data analysis favored the quantitative and qualitative treatment of the responses provided, seeking to comprehend the impact factor in the participants' understanding. The results show that the EB teachers perceived the SU as a pedagogical tool of excellence to reframe the content already worked in the classroom, as an element of motivation to awaken scientific nature interests among students and teachers. As for the EB students, the data reveal that they perceive the SU as an opportunity to access information on: areas of knowledge, scientific research, career, labor market, professional remuneration and social ascension. Monitors, on the other hand, perceive the SU differently, according to their area. Licenciante undergraduates from the last semesters, for the most part, assess that the SU presents them with the future professional field by creating opportunities for mediating concepts with the EB students; among the bachelors undergraduates, they perceive the SU as field of professional development due to the access to research, to public policies and to the identification and resolution of problems demanded by the community. The study is configured as an important indicator that will greatly assist the internal of evaluation and management policy in extension of both IE and UnB.

References

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