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University extension as a field for information literacy actions for sustainability

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Abstract: This text presents a university extension project at the Universidade Federal do Rio de Janeiro, in partnership, focusing on informational and educational initiatives, referred to as information literacy in Brazil. The project is based on the proposals of Agenda 2030 and its Sustainable Development Goals and is being developed with the community of young people who are in high school, both in public and private schools in the city of Rio de Janeiro. They participate as scholarship recipients in the Scientific Vocation of the Escola Politécnica de Saúde Joaquim Venâncio at Fiocruz as part of their Scientific Initiation. The initiative aims to promote information literacy as the clue to the fight against disinformation based on the principle of dialogicity between this project and the contemporary information ecosystem, as both are constructed through social interactions. In this perspective, the interlocution between theory and practice in the critical, ethical and solidary evaluation of information sources is highlighted. It anticipates, as a result, that the informational actions enable an exchange of knowledge and experiences among all participants, raising awareness about the need for civic engagement in issues related to sustainable development. Ultimately, through information education, the aim is to combat disinformation practices.

KEYWORDS: Information literacy, University extension, Information practices, Sustainability.

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INTRODUCTION

In the period spanning November to December 2023, the 28th UN Conference of the Parties (COP 28) on climate change was held in Dubai, United Arab Emirates. In order to deliberate upon solutions and propose actions aimed at addressing the impacts of the climate crisis, representatives from governments worldwide convened at a Conference fraught with contradictions. This is evident from the selection of the host country, one of the foremost producers of fossil fuels globally, whose production and consumption serve as significant catalysts for climate collapse.

Amidst the myriad contradictions, a noteworthy instance, particularly observed by some in Brazilian territories, was the announcement of Braskem's participation in COP28. Alongside other Brazilian companies, Braskem intended to leverage the Conference to showcase its conscientious and sustainable initiatives. The presence of this petrochemical sector company at COP28 is particularly striking, given that in the same week, entire neighborhoods in Maceió, Alagoas, were being evacuated due to Braskem's mining activities in the city (Vidal, 2023; Angelo, 2023).

In a report published by Revista Fórum, Iara Vidal highlights that in 2018, because of mining activities, seismic events and ground subsidence started to transpire in various neighborhoods of Maceió. Since then, over 200 thousand individuals have been displaced from their homes. Nevertheless, this did not deter Braskem from sponsoring cultural industry events, such as Lollapalooza or Big Brother Brasil, with the purported aim of promoting sustainable practices (Vidal, 2023).

Such contradictions are inherent in the daily dynamics of capitalist societies, and it is not the aim of this work to conduct a detailed analysis of these contradictions. However, cases like that of Braskem serve as "clues" for engaging in a dialogical exercise regarding our infocommunication practices. For the purposes of the proposed reflections here, some of the motivating questions revolve around the possibilities for a critical reading by the population that consumes sustainable narratives from actors (companies, governments, individuals) whose practices contribute to climate collapse. How is a sustainable discourse from an extractive

company, whose actions cause the destruction of thousands of lives in a capital city, accepted? Why is the organization of a Climate Conference in a country whose economy is based on fossil fuel extraction normalized? Whether in the Brazilian context or internationally, there appear to be discrepancies between the proclaimed and consumed discourses and the practices concerning sustainable actions.

The starting point is the assumption that we are facing a polycrisis (Fernandes, 2023) that manifests itself in different dimensions, with a particular emphasis on the deepening of socioeconomic inequalities, the current infodemic, and the interrelated climate crisis (Zattar et al., 2022). The discourse on climate collapse, sustainability, and actions seeking to mitigate its effects and adapt cities and societies are directly linked to discussions on inequalities and current infocommunication practices. This connection is established through communicational and mediatic infrastructures that facilitate the circulation of misinformation.

The current polycrisis scenario poses challenges for various institutions, including universities. What are the potential avenues for universities to engage with issues affecting the daily lives of populations? In what ways do universities dialogue with these challenges?

One of the hallmarks of the Brazilian Public University is the integration of the so-called tripod, involving research, teaching, and extension, manifested through the discursive formulation of inseparability. The emergence of university extension in public higher education institutions in Brazil is the result of a prolonged process of reflections and debates, institutionalized in 1996, which recognizes the inseparability of teaching, research, and extension. It is important to highlight that university extension is not detached from research and teaching; however, it differs in its approach by engaging directly with the non-academic community. In addition to expanding the disciplinary boundaries of student education, university extension enables social transformations by acting directly in various territories.

Meanwhile, concerning prevalent discursive formulations in contemporaneity, the discourse surrounding sustainability, the United

Nations' (UN) Agenda 2030, and its Sustainable Development Goals (SDGs) have gained prominence in the public sphere of universities and the realm of libraries and other information agents. In the case of libraries, it is noteworthy that the inclusion of these themes in discussions is one of the outcomes of collaborations between the International Federation of Library Association (IFLA) and the UN, as manifested in Brazil by the Federação Brasileira de Associações de Bibliotecários, Cientistas de Informação e Instituições (FEBAB). In 2017, the Congresso Brasileiro de Biblioteconomia e Documentação (CBBDD), one of the most significant events in the field of Librarianship in the country, centered its theme on "United Nations Sustainable Development: How libraries can contribute to the implementation of Agenda 2030" (Geraldo & Pinto, 2021).

The Agenda 2030 is a global action plan that aims, through 17 thematic objectives, to achieve sustainable development. This proposal is related to the notion of misinformation in various phenomena and manifestations, while scientific denialism, false testimony, hate speech, fake news, and post-truth become part of the infocommunicational ecosystem. Discursive disputes within this ecosystem influence and are influenced by preferences characterized by a lack of environmental commitment and power struggles.

Considering that issues surrounding climate collapse and the pursuit of sustainable actions are critical in the current historical moment, coupled with the objectives of SDG 4 - Quality Education, particularly target 4.7, which aims to ensure that everyone acquires the knowledge and skills necessary to promote sustainable development, this articulation through the development of research and extension projects, especially in public higher education institutions, seeks to emphasize the importance of education as a public good.

In this context, the extension project "Educação em informação no combate à desinformação" is introduced, aiming to promote information literacy in the fight against disinformation based on the principle of dialogicity of the project and information, since both are constructed through social interaction. In a scenario of worsening climate crisis, it allows the fight against disinformation, including in the climate context,

as it seeks to stimulate informational dynamics (such as search, retrieval, and production of information) in a critical, ethical, and supportive way. Indirectly, it is expected to contribute to place the theme at the center of debates, both in public and private spheres.

The “Educação em informação no combate à desinformação” project is part of the extension activities of the Curso de Biblioteconomia e Gestão de Unidades de Informação da Universidade Federal do Rio de Janeiro (CBG/UFRJ). It involves faculty and librarians from collaborating institutions for the development of thematic sessions, including the Universidade Federal Fluminense (UFF), Universidade Federal do Estado do Rio de Janeiro (UNIRIO), Instituto Brasileiro de Informação em Ciência e Tecnologia (IBICT), and the Rede Baixada Literária. The project team also includes faculty, student fellows, and volunteers from CBG, as well as professional librarians from FIOCRUZ, an institution established in 1900 and affiliated with the Ministério da Saúde no Brasil. FIOCRUZ stands out in the field of health science and technology in Latin America. The project aims to incorporate interdisciplinary, multidisciplinary, and transdisciplinary dynamics through the involvement of various stakeholders, thus surpassing disciplinary knowledge by integrating diverse perspectives and expertise in the project’s construction and the knowledge it seeks to propose. Thus, this article aims to present the aforementioned extension project and discuss the urgency of actions aimed at information education, with a view to confronting the growing wave of disinformation in Brazilian society.

EXTENSION IN HIGHER EDUCATION

In Brazil, as noted by Paula (2013), university extension has been outlined in our education system since 1931, through Decree No. 19,851 of 11/04/1931, which established the foundations of the Brazilian university system. However, the Decree does not explicitly mention extension as a university function, limiting itself to the dissemination of research, with a focus on elites (Gadotti, 2017). Subsequently, both the Reforma Universitária de 1968 - Lei nº 5.540/1968, and the 1988 Constitution, in

Article 207 (Brasil, 1988), as well as the 1996 Lei de Diretrizes e Bases da Educação (Brasil 1996) assert and reinforce the inseparability of teaching, research, and extension.

University extension is an integral part of the tripod, alongside teaching and research, comprising the actions and concerns of the university and university education. This is because, on the one hand, it recognizes that the university is not self-sufficient in knowledge construction, and on the other hand, it is expected that the university is not detached from society. Thus, some challenges for universities in the current historical moment are highlighted. On one hand, there is a need to secure the concrete material conditions to provide comprehensive education to individuals, motivating them to transform reality (Santos, 2010; Calil Junior et al, 2021). On the other hand, it involves embracing university extension as “a two-way path between University and Society, the meeting place between academic knowledge and various forms of popular knowledge” (Gadotti, 2017).

As reported by Moacir Gadotti (2017), historically in Brazil, university extension has been situated within a field of tensions between two models: one that carries an assistentialist understanding of extension and the other that points towards the opposite, a non assistentialist view. According to Gadotti (2017), in one form, university extension is seen as an action of transmitting knowledge from those who supposedly possess it (academic knowledge) to those who lack it (communities external to the university). In this perspective, extension plays the role of an assistentialist service, a one-way path from universities to communities.

On the other hand, the second perspective is inspired by and aligns with the proposal formulated by Paulo Freire, considering the concept of extension from the perspective of communication. In this view, extension is understood as “communication of knowledge. It is a non-assistentialist, non-extensionist vision of University Extension” (Gadotti, 2017).

Moreover, university extension appears as the weakest link in the Brazilian higher education system, reflecting a field of tensions and disputes around different projects for higher education in the country. Chauí (2003) points out that, from a historical perspective, it is possible

to assert the Public University as a social institution associated with the ideas of democracy and the democratization of knowledge. However, it is noticeable that throughout the 20th century, the idea of the public university as a social organization focused on service provision gains strength as a model to be adopted.

Extensionist practices are not detached from the struggles and tensions present in universities and society at large. In this perspective, it is urgent to consider these practices in relation to the prevalent information ecosystems, as the information and misinformation circulating within and between these ecosystems impact the meanings attributed to the world and the relationships established. Thus, it is possible to assert that current practices of producing, circulating, and consuming misinformation, as well as the emergence of denialist discourses and the constant and growing attacks on scientific knowledge, are part of and align with the ongoing project of attempting to (re)adjust and (re)arrange the capitalist mode of production. In this context, there are movements towards (re)signifying concepts and practices, such as the notions of “social rights” and “public goods” (Calil Junior et al., 2021).

In the face of this scenario, extension projects gain significance as they enable public universities to reclaim channels of communication and dialogue with popular knowledge. As reminded by Florestan Fernandes in writings from the 1970s, amidst the Brazilian university reform of 1968, universities should not distance themselves from the youth, separating them from processes of social reconstruction. According to the author, the university should serve as a hub for conscious and responsible social participation, where dialogues with society and diverse social groups become crucial in seeking collective solutions for the climate emergency and sustainable development (Calil Junior et al., 2021).

PROJECT

The project is coordinated by the Curso de Biblioteconomia e Gestão de Unidades de Informação (CBG) from the Universidade Federal do Rio de Janeiro (CBG) in partnership with individuals affiliated with the

Rede de Competência em Informação do estado do Rio de Janeiro(Rede CoInfo). The collaborators represent the Escola de Biblioteconomia (EB) and Programa de Pós-Graduação em Biblioteconomia (PPGB) at the Universidade Federal do Estado do Rio de Janeiro (UNIRIO), the Centro de Filosofia e Ciências Humanas(CFCH), the Programa de Pós-graduação em Educação (PPGE) at UFRJ, the Departamento de Ciência da Informação (GCI), the Programa de Pós-Graduação em Ciência da Informação (PPGCI), the Departamento de Comunicação Social, and the Programa de Pós-Graduação Mídia e Cotidiano from the Universidade Federal Fluminense(UFF).

Additionally, partners include the Instituto Brasileiro de Informação em Ciência e Tecnologia (IBICT) with its respective Programa de Pós-Graduação em Ciência da Informação (PPGCI), the Coordenação de Articulação, Geração e Aplicação de Tecnologia (COTEC), the Fundação Getúlio Vargas(FGV), the Rede Baixada Literária, and the Instituto de Comunicação e Informação Científica e Tecnológica em Saúde(Icict) of the Fundação Oswaldo Cruz (Fiocruz). All partnerships involve collaboration in planning and participating in thematic sessions.

Also, there is a connection with the research project “Avaliação da informação pelo nativo digital” within the Scientific Initiation Program (2022/2024), the university extension event “Fórum sobre Competência em Informação: pesquisas e práticas no Rio de Janeiro,” and the research group “Laboratório de Competência em Informação – LabCoInfo/CNPq.”

The concept of information literacy as a starting point draws on the theoretical and practical dimensions of information literacy but goes beyond by considering information as a social action. It also relates to sustainable development by promoting critical and ethical information practices enabled by solidarity and harmony in social relations. Based on these relationships, this project aims to promote information literacy in combating disinformation, grounded in the principle of dialogicity in both the project and information, as they are constructed through social interaction. The expectation is that criticism in different information actions can help avoid misinformation by recognizing the complexity of the current informational context, problematizing the citizen's perspective

in the informational sphere, and encouraging information practices that encompass critical thinking and ethics.

The activities were offered to sixty high school students from 15 educational institutions in the state of Rio de Janeiro, affiliated with 60 scientific initiation projects part of the Programa de Vocação Científica (Provoc) of the Escola Politécnica de Saúde Joaquim Venâncio (EPSJV)/ Fundação Oswaldo Cruz (Fiocruz). It is noteworthy that the students are adolescents and young people (between 14 and 19 years old), and the Provoc is an educational proposal for Scientific Initiation (SI) in the health field for young people. One of the main objectives of SI conducted by Provoc is to stimulate the learning of technical and scientific knowledge through research practice. Established in March 1986 at the Fundação Oswaldo Cruz (Fiocruz) campus in Manguinhos, it has always been coordinated by the Escola Politécnica de Saúde Joaquim Venâncio (EPSJV). Currently, it includes all technical-scientific units of the Foundation, even regional ones, working with about 60 adolescents and young people in each new class who have educational ties to federal, state, and private schools.

The development of the project within the community has a total time commitment of 30 hours, with 24 hours dedicated to thematic sessions to be held in person on Thursdays between 2 pm and 5 pm from August 2023 to July 2024. The remaining hours are allocated to the evaluation process.

As previously mentioned, it is important to highlight that the project is linked to the research project “Avaliação da informação pelo nativo digital” and the university extension event “Fórum sobre Competência em Informação,” which in 2023 focused on “Literacies and information practices in health: dialogues and knowledge” in its ninth edition. It is also associated with the research group “Laboratório de Competência em Informação – LabCoInfo.” Both research and university extension projects, along with the research group registered in the Diretório de Grupos de Pesquisa do Conselho Nacional de Desenvolvimento Científico e Tecnológico (CNPq), are coordinated and led by Professors Nysia Oliveira de Sá and Marianna Zattar.

The project also relates to the research project “Práticas infocomunicacionais e ações de competência em informação em territórios de in/exclusão: as bibliotecas e as crise contemporâneas do capitalismo em tempos de desordem informacional “ and the extension project “Círculos de estudos como prática política: percursos de saberes em contextos de desinformação,” both coordinated by Professor Alberto Calil Junior.

It is noteworthy that the Forum is an event organized by the Rede de Competência em Informação do estado do Rio de Janeiro (Rede CoInfo), created in 2018 to bring together individuals from different institutions with the aim of sharing research and promoting information literacy practices in Rio de Janeiro. It is also essential to know that the ninth edition of the event took place in a hybrid format, allowing both in-person and remote participation. The Forum was part of the XVII Encontro da Rede de Bibliotecas da Fiocruz e da Semana Brasileira de Educação Midiática . The Week is part of the formulation project of the Estratégia Brasileira de Educação Midiática (EBEM) to consolidate the field of Media Education as a public policy of the State. The federal government commits to recognizing that citizenship involves building a safer and more reliable digital environment.

The structuring of the sessions on different themes, guided by dialogues and relationships among the contemporary and undergraduate and graduate students, librarians), the PROVOC youth, and the Fiocruz library team, facilitated the articulation between information literacy, the issue of disinformation (in its various nuances), and the contemporary issues. Thus, the schedule was organized as follows:

Table 1: Project Activities

Topic	Points addressed	By	Research interests
Research and Science	Discussion on the definition and role of science and research, along with an introduction to the principles of scientific communication.	Robson Santos Costa (CBG-UFRJ) Nysia Oliveira de Sá (CBG - UFRJ)	Social memory, discursive genres, comic books, cinema, culture, information sources, documentary classification systems, information literacy. Reference Service. Information sources. Information education. Information literacy.
Information and disinformation	Presentation of the concepts that constitute the scope of misinformation and promotion of solidarity practices in informational dynamics.	Marianna Zattar (CBG-UFRJ) Isadora Cristal de Souza e Silva Escalante (Rede Baixada Literária e PPGCI IBICT/UFRJ)	Information education. Misinformation. Information sources. Information literacy. Community Libraries. Information practices. Information literacy. Community studies. Gender studies. Cultural policies.
Forum on Information Literacy.	Health Literacies and Information Practices: Dialogues and Knowledge	Rede CoInfo	Individuals from diverse institutions with the aim of sharing research and promoting information literacy practices in Rio de Janeiro.
Search, retrieval, and evaluation of information.	Presentation on the development of search strategies. Discussion on the use of communication and information technologies and artificial intelligence in the context of knowledge production.	Simone Faury Dib (ICICT-Fiocruz) Érica Resende (CFCH-UFRJ/ PPGE-UFRJ)	Research libraries in health. Library administration. Management and sharing of research data. Information literacy. Bibliographic normalization. History of libraries. Reference services. University libraries. Information literacy.

Living in the bubble: algorithms and internet addiction.	Presentation of infocommunicational structures from the perspective of critical information theory.	Arthur Coelho Bezerra (IBICT)	Critical theory of information. Information ethics. Political economy of information. Misinformation. Critical information literacy.
		Marco André Feldman Schneider (IBICT e UFF).	Information ethics. Political economy of information. Misinformation. Critical information literacy.
Documentary standardization, ethics, and plagiarism in research.	Recognition of patterns for research presentation. Discussion on plagiarism and research ethics.	Simone Faury Dib (ICICT-Fiocruz) Érica Resende (CFCH UFRJ/PPGE UFRJ).	Research libraries in health. Library administration. Management and sharing of research data. Information literacy. Bibliographic normalization. History of libraries. Reference services. University libraries. Information literacy.
Research data.	Discussion on the trajectory of scientific research from the perspective of data storage, use, reuse, and sharing.	Marcelle Costal de Castro dos Santos (FGV/ COTEC-IBICT) Antonio Victor Rodrigues Botão (CBG-UFRJ)	Organization of knowledge. Controlled vocabularies. Thesaurus. Research data management. Information literacy. Organizational Content Management. Knowledge Information Management. Document Management. Information Professional Competencies. Archivology and its applications.

Climate urgency and information.	Discussão sobre a noção de desinformação socioambiental e a problematização da participação cidadã.	Alberto Calil Elias Junior (EB UNIRIO/PPGB UNIRIO)	Socio-environmental misinformation. Information education. Public libraries. Community libraries.
		Marielle Barros de Moraes (GCI UFF/PPGCI-UFF).	Information literacy. Reference services. Librarian education. Curriculum.

Source: The authors.

In the formulation of the project, it is acknowledged that contemplating a solidarity-based practice necessitates the recognition of the specificities inherent in the context and community. According to Bell Hooks (2017), education should not be conceived within a universal model. Likewise, an expectation did not exist for the undertaking of a knowledge transfer perspective, denoted by Paulo Freire (1997) as banking education.

Consequently, the starting point involved an examination of the community's informational practices and the sensitization of the Fiocruz library team to the systematization of thematic meetings (September to December) and various project evaluation methods.

The activities encompass an array of expository, interactive, and dialogical elements, grounded in the understanding that knowledge construction is fundamentally a social process, inherently shaped by socio-historical determinants. Thus, the project endeavors to incorporate, at all stages, the recognition that both mediators and students are traversed by contemporary issues of our time.

In this perspective, it is understood that the student's involvement will contribute to the achievement of project objectives by actively participating in all stages. The student is expected to engage in tasks such as conducting searches in databases and other information sources to support the development of content for the thematic topics of each meeting. Additionally, their participation includes attending in-person meetings, assisting the instructor/librarian in lesson development, and contributing

to the formulation of questions as well as the consolidation of responses for the evaluation questionnaire to be administered to course participants.

This project is closely aligned with academic training in Library Science, as it provides students with the practical experience corresponding to the theoretical knowledge acquired in mandatory courses such as “Serviço de Referência,” “Recursos Informacionais I,” “Recursos Informacionais II,” and “Competência em Informação” at CBG/UFRJ. Similarly, it aligns with the course “Fontes de Informação Gerais” at EB/UNIRIO. It is noteworthy that, through the established connections within the project between teaching, research, and extension, potential pathways for integrating extension activities into the curriculum can be identified, as has been discussed in Brazilian universities (Gadotti, 2017).

The significance in the professional development of librarians is evident through the opportunity for students to engage in all stages of project development, coupled with the experience of working directly with a specific community.

From a civic education perspective, the importance lies in the recognition that the work transcends the mere transfer of knowledge, emphasizing the exchange and construction of knowledge through active participation.

All individuals are involved in every stage of the process and project, thus avoiding segmentation of responsibilities and actions, as collaboration and shared responsibility lead to a collective effort. There is a synergy derived from the collaboration and co-responsibility among all participants.

The conclusion of the project anticipates an evaluation involving the community, student participants, extension scholars, volunteers, and collaborating individuals/institutions. This comprehensive assessment aims to gauge the project’s impact and effectiveness across various stakeholders and contributors.

CONCLUSION

This project is currently ongoing in 2024, but its origins trace back to 2015 when faculty and students from two Library Science schools in Rio de Janeiro initiated information literacy projects within their communities. On one hand, at CBG/UFRJ, professors Nysia Oliveira de Sá and Marianna Zattar undertook an information literacy project with a high school integrated in Environmental Studies, in collaboration with the library of Colégio Pedro II, São Cristóvão unit. Simultaneously, at EB/UNIRIO, Professor Daniela Spudeit and Professor Alberto Calil Elias Junior implemented an information literacy project with a middle school class, also in partnership with the school library at the Humaitá unit of Colégio Pedro II. Although these projects were initially developed independently, it can be asserted that both were part of an interconnected exchange and dialogue around the theme, occurring both internally among faculty and students from both universities and externally, culminating in the realization of the first edition of the Information Literacy Forum of the State of Rio de Janeiro and the formation of the Information Literacy Network of the State of Rio de Janeiro.

It is evident that despite a trajectory spanning almost ten years, the opportunity to encounter new contextual and communicative specificities within the informational domain influences and is influenced by the proposals formulated as dialogues are practiced in interactions. In this perspective, while substantial transformations occurred in contemporary communication infrastructures with the emergence of digital social media platforms and consequently in the info-communicational practices of individuals, the extension actions outlined here engaged in close dialogues with the context, seeking to address the harmful effects caused by misinformation and its ramifications such as hate speech, fake news, among others. These actions were and continue to be grounded in the articulation between teaching, research, and extension in the field of Library Science education, considering varied contexts and diverse perspectives, drawing from experiences with groups of students, faculty, librarians from different institutions and organizations at municipal, state, and national levels.

If, starting from 2015, practices of resistance to misinformation through the lens of information literacy became central to the extension actions of the described project, the effects of the COVID-19 pandemic opened new dialogical perspectives and introduced other “issues” to the public agenda. On one hand, there is a need to consider information literacy practices based on the connections between the fields of information, education, and communication, stemming from information education. On the other hand, the urgency of actions aimed at addressing climate collapse is undeniable and cannot be overlooked. Thus, these issues are incorporated into the formulations and debates present in the extension actions.

In 2024, the year of production of these reflections, Rio Grande do Sul - a state located in the southern region of Brazil - was strongly hit by an extreme weather event. After heavy rains, about 90% of the municipalities in the state suffered the effects of the rain, accounting for more than 2 million people affected and the destruction of the infrastructure of many municipalities. 2024 is also shaping up to be a year marked by world temperature records on all continents. However, despite these extreme events that spread across the planet with greater frequency and intensity, socio-environmental and climate disinformation has been systematically disseminated through different information ecosystems. Thus, actions aimed at information education such as those developed in this project, particularly with school-age communities, are urgent and necessary to face the multiple contemporary crises.

The next steps anticipate the completion of this presented project and the initiation of its continuation through the adaptation of other proposals with different individuals and communities. It is acknowledged that the primary challenge of practices like these lies in the creation, use, and dissemination of misinformation, as well as the systematization of digital social networks as the main source of information for individuals.

In conclusion, the growing need for actions of this nature is evident so as to contribute to the confrontation of false and/or decontextualized narratives, both in the field of sustainable development and in maintaining the democratic principles of the country.

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