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Information literacy: university extension and contributions to Sustainable Development Goals

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ABSTRACT: This study analyzes several strategies for developing information literacy on the topic of the Sustainable Development Goals (SDGs), presenting extension activities carried out at two universities in the city of Bauru, São Paulo, Brazil, during and after the period of social isolation caused by the Covid 19 pandemic. Information literacy requires people to recognize when information is needed and to have the ability to locate, evaluate, and effectively use the necessary information. The qualitative methodological approach used action research, carried out in close association with an action or resolution of a collective problem in which researchers and participants are involved cooperatively. The work to develop information literacy skills included discussions on the topic, proposals for solving problems collectively, presentation of projects, discussion of information search strategies and how to select sources, as well as processes for public dissemination of the work carried out. The context examined enables the training of professional citizens

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and connects the University with the demands of the population in the production of knowledge to overcome social inequalities. As a result, students produced scientific articles and posts, communication plans, and an interdisciplinary event open to the community. They worked as a team and delved deeper into the topic of the SDGs.

KEYWORDS: Information Literacy, Sustainability, University Extension.

INTRODUCTION

In Brazil, after the most critical period of the pandemic, many universities mixed hybrid teaching with extracurricular activities as a daily didactic pedagogical practice. This situation led to the search and implementation of more active teaching and learning methodologies, to allow students to develop integrated skills. In this context, the development of information literacy skills, in this blended learning modality, was one of the strategies implemented. Thus, the student was placed in problem-solving situations in which it was necessary to search, select, and disseminate information, aiming for continuous learning in a changing scenario.

This study aims to describe pedagogical strategies for developing information literacy (IL) competencies in association with the theme of the Sustainable Development Goals (SDGs), which are a universal call by the United Nations (UN) for action to end poverty, protect the planet and ensure that all people have peace and prosperity. The work done with the students took place within the scope of Extension activities developed at two universities in the city of Bauru, São Paulo, Brazil, from 2022 to 2023, during and after the period of social isolation caused by the COVID-19 pandemic. The actions carried out and the results obtained are described and analyzed: first, at the public university Universidade Estadual Paulista, Unesp, in the Public Relations course, in the subject “Public Opinion Research Laboratory”; second, in the subject “Interdisciplinary Law Work”, in a university extension program, in the Law course at a private university (Instituto de Ensino Superior de Bauru - IESB).

The central purpose of the pedagogical work performed by teachers and students was the development of IL, defined primarily as a set of skills that requires people to recognize when information is needed, and to have

the ability to locate, evaluate and effectively use the necessary information (ALA, 1989). The activities were more specifically linked to the following SDGs: SDG 4 – Quality Education; SDG 5 – Gender Equality; SDG 16 – Peace, Justice and Strong Institutions; SDG 17 – Partnerships for the Goals. The articulation between these two domains would allow the practical application of research procedures by students, integrating the skills associated with IL, in connection with the search for a deeper knowledge of the SDGs and their social implications. The university extension area was considered the most appropriate pedagogical setting for this intersection, which ultimately led to the production of artifacts by students representing the various competences developed.

In the chapter, we begin by explaining some elements related to the guiding concepts for the work carried out with students: Information Literacy (IL) and Sustainable Development Goals (SDGs), in connection with the context of higher education. Next, we describe the methodology, based mainly on action research, and specify the pedagogical actions that were followed by teachers and students, which are subsequently the object of analysis.

THEORETICAL FRAMEWORK

INFORMATION LITERACY IN HIGHER EDUCATION

By establishing itself as a privileged space for the development of specific basic knowledge, the University stimulates new horizons of theories and practices. In university extension, the development of transversal skills appears as a way of relating different subjects and expanding the analytical and knowledge production capacity of students who dedicate themselves to extension activities.

It is worth highlighting that the concept of competence has different perspectives in the view of authors dedicated to this field of study (Fleury & Fleury, 2001; Fleury & Lacombe, 2003) and permeates different areas of knowledge such as Economics and Strategy (Wernerfelt, 1984; Porter, 1991), Education (Perrenoud, 1999; Takahashi & Fischer, 2009),

Sociology of Work (Hirata, 1994), and Communication and Information Science (Dias & Belluzzo, 2003; Valentim, 2008; Belluzzo, 2017), among others.

Logically, the concept of competence is not homogeneous but has similarities in the different fields with which it can be related, adapting to each of them. In this context, skills associated with IL emerge with particular importance, as this is a transversal area that allows students to research and apply knowledge following the most appropriate parameters for each topic studied.

The concept of information literacy has become more complex since Paul Zurkosky created it in 1974. Current contexts, in which digital environments have assumed increasingly more importance, also require this enrichment of the concept and the constellation of terms that have been associated, as with media literacy or even digital literacy. The definition presented by UNESCO (2013) has been considered as the one that encompasses the most important elements: media and information literacy is defined as “a set of competencies that empower citizens to access, retrieve, understand, evaluate and use, create as well as share information and media content in all formats, using various tools, in a critical, ethical, and effective way, in order to participate and engage in personal, professional, and societal activities.” (UNESCO, 2013, p.29).

In Higher Education, it is important to consider the development of these competencies, not only within the scope of academic work but also to build the student's skills for the future work context and from a lifelong learning perspective. This is to the extent that the individual will need, on an almost permanent basis, to put into practice the skills developed in the field of IL. To guide work in these various training scenarios, several frameworks and models have also been created. We highlight here, in the context of the experiences analyzed in this article, the *Framework for Information Literacy for Higher Education*, by ACRL (2016), for the coherence, flexibility, and scope of its proposal, which has led to its wide implementation in international terms. The Framework defines IL as a standard of integrated competencies that contemplates the reflective discovery of information, the understanding of how information

is produced and valued, and the use of information in the ethical and legal creation of new knowledge.

Regardless of the concepts or models used, in higher education, it is understood that learning is not viable without IL, that is, without the development of transversal skills that allow students to interact with information in critical and productive ways. It is also essential to create conditions for students to have more meaningful learning experiences that help them understand the various dimensions of the topics studied. To achieve this, it is essential to develop research skills and use information in an appropriate and meaningful way for their academic and professional trajectories.

The specific context that is analyzed in the practical part of this article, linked to the Sustainable Development Goals, will also have a potential impact on students' personal and social development, educational success, personality formation, and autonomy, as well as their way of being and understand the space in which they are inserted (Bawden & Robinson, 2018). It is therefore important to bear in mind that in learning that is intended to be socially situated (Lave & Wenger, 1991), it is necessary to consider that the development of IL skills must have in mind the fields of knowledge in which they will be implemented in practice. A generalist approach has been the subject of discussion by several authors (for example, Grafstein, 2002; Tuominen et al., 2005), who point out that information skills cannot be taught independently of the knowledge domains, organizations, and practical tasks in which these skills are used. This was also the point of view involved in the work carried out with students in the case studies we analyze.

THE SUSTAINABLE DEVELOPMENT GOALS IN HIGHER EDUCATION

The United Nations Member States adopted the 2030 Agenda for Sustainable Development in 2015, which at its core contains the 17 Sustainable Development Goals (SDGs). These goals are related to several challenges that our global society is facing, including poverty and well-being, inequality in various domains, climate change, ecological damage,

and peace and justice (cf. <https://sdgs.un.org/goals>). Every country should be committed to the Agenda and create national strategies to implement the SDGs.

Universities and other higher education institutions have a key role in helping society achieve the SDGs, namely through their research, learning, and teaching (SDSN, 2020). In the European context, for example, in 2018 the University Association published a document with an overview of how universities facilitate social, environmental, and economic development. The most recent strategic plan presented by EUA (2020) also explicitly records its commitment to the implementation of the SDGs. The impact ranking score developed by the Times Higher Education (THE) since 2019, which uses the SDGs to evaluate societal impact, has increased the interest of institutions in the 2030 Agenda and their concern in publicizing actions related to the SDGs. As information, UNESP, one of the universities participating in this study, is ranked 25th in SDG 9 - Industry, Innovation, and Infrastructure (THE, 2023).

Several studies have focused on how these institutions have supported the implementation of the SDGs, recognizing that this action can be carried out in multiple ways (Murillo-Vargas et al., 2020; Serafini et al., 2022) and with varying effects, depending on the institutional approach and the intended purposes (Cuesta-Claros et al., 2023). In particular, the systematic literature review done by Serafini et al. (2022) displays this variety of approaches, showing, among other aspects, how HEIs are incorporating the SDGs in various dimensions of their activities, including management, teaching, research, and outreach. In the analysis carried out, they found that in terms of representation, the area of governance is the most represented, slightly above the area of teaching and, with a less significant presence, the area of research and outreach (p. 11). In this sense, it is particularly pertinent to present studies focused on the actions of teachers and students, and in the present case studies also with a strong connection to dissemination and the wider community.

Specifically about the pedagogical work with students, it is important to remember one of the recommendations presented in the guide *Accelerating Education for the SDGs in Universities* (SDSN, 2020): “To help

learners develop cross-cutting ESDGs skills, competencies, and mindsets, universities will also need to develop new «transformative learning» activities, which employ interdisciplinarity, action-based learning, and multi-actor involvement, and which are not currently standard practice within universities.” (p.vii). It is in this field, for example, that the interdisciplinary and extension activities that are presented in the empirical part of this study are inserted, enabling students to have more direct involvement with the topic studied and with the search for effective ways of making the SDGs addressed closer to the community. The intersection with the development of information literacy skills also gained a more evident experiential dimension, due to the proposed connections between the work carried out and the broader social context, in a more practical and immediate way. In this sense, students were involved in information research, reflective writing, and creation of new knowledge.

METHODOLOGY

The study carried out falls within the so-called exploratory studies. According to Gil (2008), exploratory research aims to provide greater familiarity with the problem, to make it more explicit. With more flexible planning, different aspects can be considered. Our study took also a qualitative and interpretive approach, “attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them” (Denzin & Lincoln, 2005, p.3). Furthermore, according to Neves (1996, p.1), qualitative research does not seek to enumerate or measure events, it serves to obtain descriptive data that explain the meaning of phenomena. In this same sense, the method used was deductive.

In relation to the scenarios and contexts in which the study took place, it refers to the post-social isolation scenario caused by the COVID-19 pandemic. For our analysis, extension activities carried out at two universities in the city of Bauru, São Paulo, Brazil, were selected. One, in the subject “Interdisciplinary Law Work”, on an extension basis, in a Bachelor of Law program at a private university, and another at the public university Unesp, in a bachelor’s degree in Public Relations, in the

subject “Public Opinion Research Laboratory”. The authors are teachers in the two programs, and the investigation of their practices took place in the semesters of 2022 to 2023, in association with two other researchers.

Subjects and object: the analysis refers to the narration of didactic strategies for the development of IL associated with the theme of the Sustainable Development Goals and the results obtained through the presentation of work carried out by students.

Collection procedures: this research adopts participatory observation carried out by the teacher, who at the same time participates in the pedagogical action and carries out its analysis. Participant observation occurs when the researcher is in contact with the members of the researched group and participates in their normal activities (Marconi & Lakatos, 2018, p.79). Participatory research “[...] is characterized by the interaction between researchers and members of the situations investigated.” (Gil, 2008, p.61). It implicates planned action that can be social, educational, or technical. The study also involves action research, social research carried out in close association with an action or resolution of a collective problem in which researchers and participants are cooperatively involved (Thiollent, 2018). The development of information literacy was observed through practical activities, in which students were able to learn when information is needed and developed the ability to locate, evaluate, and effectively use the required information.

Data analysis instruments: in this case, the authors of the article used the description of teaching-learning strategies to report the development of information literacy skills during the period analyzed. Among the work developed by the students, scientific articles and posts for social networks, communication plans, and the holding of an interdisciplinary event open to the community were analyzed in this study.

RESULTS AND DISCUSSION

The purpose of this article is to demonstrate that, based on research and action activities, the development of desired skills was observed through

the tasks carried out by students in subjects applied to university extension projects in higher education courses at the Faculty of Architecture, Arts, and Communication (FAAC) of São Paulo State University (UNESP) - Bauru, and IESB University. These activities generated a change in skills, with an impact not only on the target audience segment but on the entire community participating in the project. These actions were carried out in the years 2022 to 2023.

It is worth clarifying that university extension establishes a dialogical relationship between university and society, with an emphasis on theory and practice mediation, from the perspective of an exchange of knowledge, essential for student training, teacher qualification, and exchange with society. University extension consists of a space for future professionals to perform in activities whose pedagogical dynamics are part of the process of training and producing knowledge and skills.

ACTIVITIES CARRIED OUT AT UNESP

The Extension is part of UNESP's commitment to creating, preserving, organizing, and transmitting knowledge, art and culture through the inseparability of teaching, research and university extension. Therefore, it is worth highlighting the objectives of the extension, by UNESP Resolution 102, of 11/29/2000, article 8:

- I - Integrate teaching and research with the demands of society, seeking the commitment of the university community to the interests and needs of society, at all levels, establishing mechanisms that relate academic knowledge to popular knowledge;
- II - Democratize academic knowledge and the effective participation of society in the life of the University;
- III - Encourage academic practice that contributes to the development of social and political awareness, training professional citizens;
- IV - Critically participate in proposals aimed at regional, economic, social and cultural development;

V - Contribute to reformulations of the University's curricular concepts and practices, as well as to the systematization of the knowledge produced (Universidade Estadual Paulista, 2000).

The pedagogical proposal, mediated by the teachers, was the active search for information about the SDGs, both in digital media and in scientific databases, and physical and digital libraries at the university. Work was carried out to develop skills in IL through discussions on the topic, proposals for solving problems collectively, presentation of projects, discussion of information search strategies, and how to select sources. The discussion with students, based on triggering questions, inquired: Why is the topic important? What is our reality on the subject? Who is most affected by this problem? What do people need to know?

The following skills developed during the activities and projects stand out: a) team information literacy skills; and b) information literacy for the community.

- a) Competence in information literacy in a team (internal): From the perspective of active methodology (Bastos, 2006; Berbel, 2011), the teacher acts as a learning mediator based on a pedagogical model that articulates the different contents or subjects, promoting learning comprehensive that contemplates a humanistic, critical and ethical vision.

In this sense, an active, multidisciplinary methodology application was used in the classroom, with a participatory and collaborative approach, to relate different knowledge, subjects, and skills, and expand the analytical and knowledge production capacity of students who dedicated themselves to extension projects. The participants had different obligations and activity plans, but they all experienced the practice of developing responsibilities, rights, duties, and the required professional attitude. Ultimately, the group's social protagonism was exercised when each of the members sought to foresee problems, going beyond the obvious, showed themselves to be proactive when carrying out project tasks

and activities, taking initiative in applying research, contacting audiences and the leader's community members involved in the topics, promptly answered questions correctly and was willing to continually learn.

- b) Competence in information for the community: drawing attention to SDG themes, especially violence against women in the community, can also be considered one of the specific objectives achieved, as this competence was developed through meetings and broad interaction of the students, the teachers who authored this article and the representatives of the Municipal Council for Policies for Women (CMPM) in the city of Bauru, in the interior of the State of São Paulo, the city where the universities involved in the projects are located.

Interviews were carried out with CMPM counselors and managers, support for lives on the topic of violence against women on the council's social networks, disseminating quality information that was also shared by local media (Unesp TV, Unesp FM Radio, and City Newspaper) and between those involved. In this way, we managed to expand also the knowledge and competence of these segments on the topic, due to the credibility, accuracy and security of the data and information shared. Remembering that to disseminate quality information, it is essential to search and select information from reliable sources on the topic, and one of the sources of support for students was the website of the United Nations - UN Women. The steps for developing information literacy were followed by defining the topic; discussing the problem; raising questions; searching, selecting, and classification of information, according to criteria such as timeliness, relevance and origin of the source. Then there was the production of scientific summaries and content for social networks, with information disseminated through university websites.

Figure 1: Publicizing the topic of violence against women on TV Câmara – Bauru.



Source: Print of TV Câmara's YouTube screen. Available at: <https://www.youtube.com/watch?v=t2qjLPyRhis>

Extension activities enable the training of professional citizens and connect the University with the demands of the population in the production of knowledge to overcome social inequalities (Sousa, 2000). As a result, students produced scientific articles and posts, communication plans, and an interdisciplinary event open to the community. They worked as a team and delved deeper into the topic of the SDGs. At the end of the subject “Opinion Research Laboratory”, an event was held to present the results of the communication plans prepared by the students to publicize the topic of violence against women in the community, the event was titled: I Interdisciplinary Seminar on Research and Planning in Public Relations, held on August 18, 2022, at 7 pm, in room 1 of Unesp, Bauru campus, with the presence of members of the community, specifically the counselors of the Bauru Municipal Council for Women's Policies (CMPM).

Thus, by aiming to collect quality data and information, to contribute to the construction of a society that is competent in information on the topic of violence against women in the city of Bauru, this action developed in the classroom responded to the aspirations of the Sustainable Development Goals. In particular, by providing reliable information on

the topic of violence against women, it met SDG 5. Gender Equality - Achieve gender equality and empower all women and girls; and SDG 16. Peace, Justice, and Strong Institutions - Promote peaceful and inclusive societies, provide access to justice for all, and build effective, responsible, and inclusive institutions at all levels (Organização das Nações Unidas Brasil, -(2015).

Figure 2: Students and faculty organizers of the 1st Interdisciplinary Seminar on Research and Planning in Public Relations.



Source: the authors

ACTIVITIES CARRIED OUT AT IESB UNIVERSITY

The Extension and Social Responsibility Project:

The IESB Law Course, through the subject “Interdisciplinary Integrated Work on Law II”, after deliberation and approval by the Course Board, offered students regularly enrolled in the 4th semester the following extension and social responsibility project: “AGENDA 2030 – Objectives of Sustainable Development”. This plan is ruled by important principles: Leave no one behind; Universality; The integrity and indivisibility of the UN Sustainable Development Goals (SDGs); The inclusive and participatory approach; National appropriation; The approach based on

human rights. Research and a proposal for an informative intervention (informative posts) were suggested, on one or more of the DSGs, with the contextualization of the 2030 Agenda.

ACTIVITIES DEVELOPED:

The strategies applied by teachers in the “Interdisciplinary Law Work” subject focused on: a) The development of Information Literacy skills was carried out in a team (internal): between students and teachers through the Google Classroom platform, with synchronous meetings through the Meet application; b) Competence in information for the community: application of active methodologies, using guided and weekly activities, preparation of reports and informative posts for social networks on the subject covered and presentation of these as part of the semester assessment.

- a) Competence in information literacy as a team (internal): The Google Classroom application can be used on Android and iOS mobile devices. The platform allows the management of teaching and learning, facilitating the organization of student and teacher tasks, increasing collaboration, and facilitating communication. As Moreira *et al.* (2020) point out, the platform enhanced the interaction and collaboration of teachers and students, namely as a flipped classroom. It provided adequate control to the teacher to manage the pace of learning. The authors also considered that the platform must be well presented and explained to students for greater efficiency.

How it was used: Before the class, the teacher shared the activity and supporting material on the platform, and the students accessed the material and solved the pre-class activities. During class, the subject previously studied was discussed and explored in depth with the class.

- b) Competence in information for the community: In all classes, students were asked to carry out activities about the work being

developed. Therefore, the development of a project was proposed, which consisted of:

- 1 - Research and define which SDGs would be studied by each team;
- 2 - Develop a study project;
- 2 - Prepare intermediate reports and a final report;
- 3 - Create an informative post for social media.

For the report about the SDGs, in which each team discussed and researched some of the objectives, research sources were indicated by the teacher, such as articles from scientific journals. Appendix 1 presents the summary of the report prepared.

At the end of the semester, students sent the reports and the informative posts to social networks (figure 3) on the Classroom platform, and made the presentation as part of the subject evaluation, in an Online Event with the participation of all students and course coordination.

Figure 3: Examples of relevant posts prepared by students.





• **Definição:** O ODS 3 tem como objetivo "assegurar uma vida saudável e promover o bem-estar para todos, em todas as idades". Ele aborda uma variedade de questões de saúde, desde a redução da mortalidade infantil até o combate a doenças infecciosas e a promoção da saúde mental.

• **Medidas de Solução:**

- **Redução da Mortalidade Infantil e Materna:**
 - Implementação de cuidados de saúde materna e infantil acessíveis e de qualidade.
 - Promoção de práticas seguras de parto e apoio pré-natal.
- **Combate a Epidemias e Doenças Transmissíveis:**
 - Prevenção, tratamento e controle de doenças como HIV/AIDS, malária e tuberculose.
 - Reforço de sistemas de saúde para responder a emergências de saúde pública.
- **Saúde Mental e Bem-Estar:**
 - Promoção da saúde mental e prevenção de transtornos mentais.
 - Acesso a serviços de saúde mental e apoio comunitário.



Definição: O ODS 13 tem como objetivo "tomar medidas urgentes para combater a mudança do clima e seus impactos". Ele reconhece a importância de conter o aumento da temperatura global, adaptar-se aos efeitos já em andamento e promover esforços para fortalecer a resiliência e a capacidade de adaptação.

Medidas de Solução:

Mitigação das Emissões de Gases de Efeito Estufa (GEE):

Promoção de fontes de energia renovável e eficiência energética.
Transição para práticas agrícolas sustentáveis e florestamento.

Adaptação às Mudanças Climáticas:

Desenvolvimento e implementação de estratégias de adaptação em setores vulneráveis.
Construção de infraestrutura resiliente às mudanças climáticas.

Educação e Conscientização:

Sensibilização sobre os impactos da mudança climática e a importância de ações individuais e coletivas.
Educação sobre práticas sustentáveis e a necessidade de reduzir a pegada de carbono.

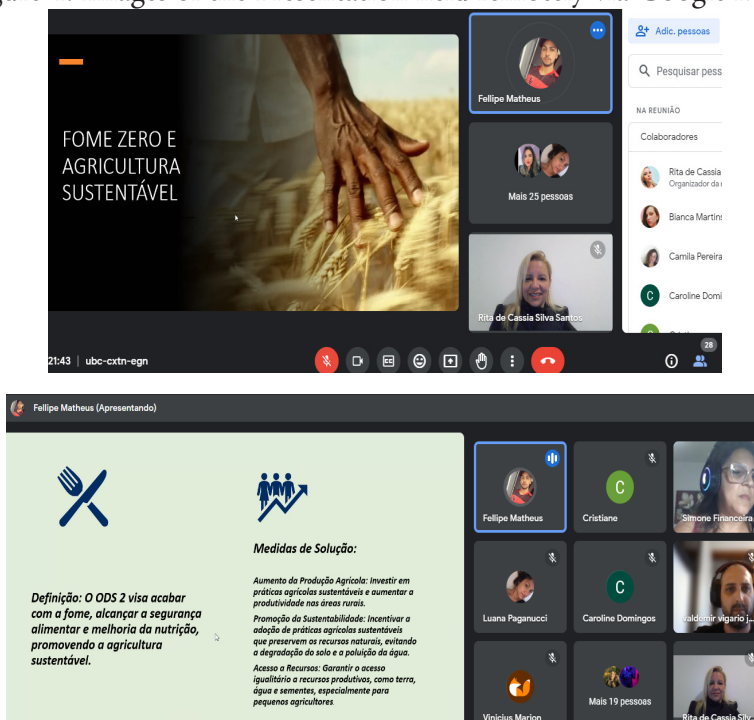


Source: Selection prepared by the authors (2023).

The images included here are visual indicators of the outcomes achieved through the university extension activities focused on developing information literacy (IL) skills in alignment with the Sustainable Development Goals (SDGs). They illustrate the practical application of the knowledge and skills gained by students, highlighting examples of projects and actions undertaken in an autonomous way, and with a dissemination in the local community. These examples of students work not only validate the effectiveness of the pedagogical approaches employed but also emphasize the importance of connecting higher education with contemporary social issues and needs.

Below (figure 4) are some images from the day of the TIID 2023 presentations. They were carried out remotely, via Google Meet, and had the participation of students, the teacher, and the course coordinator.

Figure 4: Images of the Presentation held remotely via Google Meet.



Source: Prepared by the authors (2023).

The results found, through the analysis of the work presented by the students, demonstrated that the proposed activities provided active learning in the search and use of information. Information literacy was exercised appropriately and contributed to making students more autonomous. The teacher acted as a mediator, facilitating the understanding of a topic in the classroom, promoting access to reliable information, meeting informational needs, encouraging dialogue and the mutual construction of knowledge, which is of paramount importance in the context of today's society called the Knowledge Society. Other aspects of the study carried out are that the students experienced dynamic learning, outside the standard format of face-to-face classes, encouraging the students to develop their knowledge through research and search for information.

SUMMARY OF THE WORK CARRIED OUT AT THE TWO UNIVERSITIES

These actions culminated in the recognition of the students' relationships as subjects in the studied environment, the understanding of available resources, and the purposes and perceptions sought by the other actors involved, adding new knowledge. Thus, students' competence, understood as a set of knowledge, skills, and attitudes (individual), was also modified.

Students' work in extension projects certainly develops information literacy skills, by doing research and disseminating significant information and data to develop skills on the topic, adapting them to the community's priorities and suggestions. The promotion of the topic of violence against women on TV Câmara in Bauru (cf. Figure 1) also exemplifies the students' ability to utilize media channels to raise public awareness on critical issues, supported by reliable data and accurate information.

In addition, and within the perspective of action research, the teachers were constantly evaluating the development of the students' learning process and introducing the necessary changes, to achieve the intended learning objectives. This aspect is particularly important, considering the context experienced during the first phase of this process, which triggered

the changes introduced in the subjects, specifically the constraints caused by the COVID-19 pandemic.

It should also be noted that the implemented strategies were motivated by the conditions imposed by COVID-19 but continued after that moment. This is because they proved to be an important asset for pedagogical work in the subjects, increasing students' autonomy and the development of IL skills but with a strong component of practical and social connection, which went far beyond what was initially expected.

FINAL REFLECTIONS

Having in mind that knowledge, in general, is what is known about something, acquired through theories, practices, experiences, and relationships, among others, it is observed that a certain intentional act – the performance of students in extension projects – generates the transformation of data into information and, certainly, produces added knowledge. The work process that was followed was related to a pedagogy of inquiry, associated with the development of IL skills. The collaborative work between students and the communication of results to the community (in the case of UNESP) and a wider public, through social networks (in the case of IESB), made students more aware of the acquired skills and the importance and value of the performed tasks.

As explained by Cuesta-Claros et al. (2023), the interest of universities in the SDGs is increasing, but “questions remain about the influence of the SDGs on university transformations” (p. 1). Even on a micro scale, as it happens in the presented case studies, it can be pointed out that these small steps act at several levels: first, in an alignment of the curriculum with the SDGs, through the subjects worked on, leading to students become more aware of the topic and the potential for intervention in the areas covered; and second, in an involvement with the “third space”, that is, with the community, contributing to an increased awareness of the social reach of the SDGs. Active Learning, carried out with a combination of research (training competencies in IL) and action-oriented practices

became more productive and effective, making students critical thinkers and action-takers, like the cases reported here.

Therefore, the active participation of both students and teachers in extension projects and contact with the community is highlighted. Finally, the emphasis on the connection to local issues and the dissemination of actions in the local and regional media, disseminating quality information, contributed to the construction of information and learning skills more broadly, and reaching a greater number of individuals, for example, on the topic of violence against women in the city of Bauru-SP, Brazil.

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Appendix 1

Report template requested from students. Source: the authors (2023).

PLANO DE ATIVIDADES
1. Título: "AGENDA 2030 – OBJETIVOS DE DESENVOLVIMENTO SUSTENTÁVEL".
2. Justificativa: Muitas pessoas são vítimas de Violência Psicológica. Essa realidade decorre de diversos fatores: precariedade na educação, dificuldades financeiras, ineficiência das ferramentas processuais. Essas dificuldades resultam em estatísticas inaceitáveis.
3. Objetivos (Gerais e Específicos)
Geral: Atrair a atenção para o tema Específicos: Estudar a Agenda 2030 e os ODS. - Apontar os aspectos positivos. - Enaltecer a contribuição do trabalho e do tema para a sociedade. - Expor as consequências (negativas) que a falta de reflexão sobre o assunto abordado pode causar.
4. Relevância Social: Contribuir para a Agenda 2030, auxiliar no conhecimento sobre a proposta deste plano. São questões pertinentes à atualidade do mundo, sendo de interesse de todos os países, da população. Está relacionado aos problemas emergentes na sociedade.
5. Atividades de extensão a serem desenvolvidas (breve resumo)
- Como e porque os ODS foram criados. - O que é Desenvolvimento Sustentável. - Qual a importância da Agenda 2030 e os ODS; - Em que consistem os ODS; - Quem pode contribuir para os ODS.
6. Fundamentação Teórica ou Estado da Arte
Colocar aqui as definições sobre o Tema e o que foi encontrado nas pesquisas realizadas no ITEM 5. SEMPRE ACOMPANHADAS DAS DEVIDAS REFERÊNCIAS (FONTES DAS PESQUISAS).

7. Público-alvo:																																																	
Comunidade em geral.																																																	
8. Metodologia																																																	
Uma abordagem exploratória. O principal objetivo é desenvolver familiaridade com o tema de forma a entender a importância do Tema, bem como, alcançar conhecimento sobre a legislação pertinente.																																																	
9. Resultados Esperados																																																	
(descrever objetivamente quais resultados espera encontrar)																																																	
10. Equipe de Trabalho																																																	
11. Recursos Materiais																																																	
12. Cronograma																																																	
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Bauru/SP, ____ de _____ de 2023.