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Youth, university and inclusion: outreach experiences from the workshop “Creating with AI: what does it know about us?”

Youth, university and inclusion: outreach experiences from the workshop “Creating with AI: what does it know about us?”

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Summary

This article is about a training activity that took place within the Winter School extension project.

“Paths of Technodiversity: Youth, Knowledge and Inclusion at the University - Unesp *Experience*: experiences at the university for young people”, promoted by the Faculty of Architecture, Arts, Communication and Design (FAAC/Unesp), in Bauru, in the year 2025. The initiative, linked to the Postgraduate Programs in Media and Technology (PPGMiT) and in Communication (PPGCOM), aimed to bring high school students closer to university life, fostering inclusion, citizenship and youth protagonism through interdisciplinary extension practices.

The event included workshops, lectures, exhibitions, and discussion panels, and was attended by over three hundred students from public and private schools. Aiming to report on the outreach experience provided by the workshop “Creating with Artificial Intelligence (AI): what does it know about us?”, within the set of training activities carried out during the Winter School; this article raises a discussion about the educational and social impacts of events like this, highlighting the strengthening of the university-school link and the perception of belonging to the public university space; the democratization of access to science; and the relevance of outreach practices for promoting inclusion and technodiversity.

Keywords: Technodiversity. Winter School. Teenagers. Belonging. Reflective experience report.

Abstract

This article describes a training activity that took place within the Winter School extension project –

“Paths of Technodiversity: Youth, Knowledge and Inclusion at the University – Unesp *Experience*: experiences at the university for young people”, promoted by the Faculty of Architecture, Arts, Communication and Design (FAAC/Unesp), in Bauru, in 2025. The initiative, linked to the Postgraduate Programs in Media and Technology (PPGMiT) and in Communication (PPGCOM), aimed at bringing high school students closer to youth university life, fostering inclusion, citizenship and protagonism through interdisciplinary extension practices. The event included workshops, lectures, exhibitions and discussion groups, and received more than three hundred students from public and private schools. The objective is to report on the extension experience provided by the workshop “Creating with Artificial Intelligence (AI): what does it know about us?”, within the set of training activities carried out during the Winter School; The article raises a discussion regarding the educational and social impacts of events like this, highlighting the strengthening of the university-school link and the perception of belonging to the public university space; the democratization of access to science and the relevance of extension practices for the promotion of inclusion and technodiversity.

Keywords: Technodiversity. Winter School. Teenagers. Belonging. A reflective experience report.

1. Introduction

University extension programs play a strategic role in consolidating the social mission of...

Brazilian public universities. By linking teaching and research with the demands of society,



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It constitutes a space for dialogue, transformation, and the collective construction of knowledge.

In this sense, it expands the possibilities of converting academic knowledge into concrete practices, making it if it is an instrument of inclusion and citizenship.

Inspired by this perspective, the Winter School, entitled: "Paths of Technodiversity: Youth, Knowledge and Inclusion at the University - Unesp *Experience*: "University experiences for young people," held between August 25 and 27, 2025, was configured as as an outreach activity, made possible by the Faculty of Architecture, Arts, Communication and Design (FAAC/Unesp) in partnership with the Postgraduate Programs in Media and Technology (PPGMIT) and Communication (PPGCOM), FabLab, RTVI, Public Relations and Design (RUIZ; SANTOS; VIOLA, 2025).

The idea of technodiversity, as a principle of the event, followed Hui's conception. (2023) on the term, since the theorist emphasizes the relevance of recognizing the "[...] plurality of "cultural, epistemological and technical modes of knowledge and technology production" as explained by Ruiz, Santos and Viola (2025, p. 13), from the event's organizing team.

The initiative's central goal was to bring high school students closer to life. university, with the purpose of sparking their interest in science, technology and education. Public higher education. More than 340 young people from public and private schools in the city of Bauru-SP participated. of the in-person activities, carried out in different digital languages and collaborative practices. The event facilitated a dialogue on technodiversity, youth empowerment, and social inclusion. to promote formative experiences, using active methodologies and technological resources, such as Gamification and *maker workshops*.

The objective of this article is to report on the outreach experience provided by the workshop "Creating With Artificial Intelligence (AI): what does it know about us?", within the set of training activities. conducted during the FAAC/Unesp 2025 Winter School, aimed at high school students.

Conceived and taught by the first author, the workshop served 58 young people at the Central de Computer Labs – CLI/FAAC/UNESP. The experience raised questions about Regarding how an extension activity, offered within a university event (intensive and of (short duration), it can enable critical reflection on the uses of AI and its ethical implications and, simultaneously foster discussions on inclusion, technodiversity, and democratization of access to science; which led to the idea of scrutinizing it through a reflective account of experience.



2. Theoretical Framework / Results

2.1 Extension, youth and technodiversity: foundations for inclusive education

University extension, as an inseparable dimension of teaching and research, is understood as an educational, cultural, and scientific process that articulates academic knowledge and popular. According to the Forum of Pro-Rectors of Extension of Brazilian Public Universities (FORPROEX, 2012), extension is a privileged space for transformative interaction between university and society, which aims to contribute to the democratization of knowledge and the promotion of social inclusion.

From this perspective, Paulo Freire (1983) emphasizes that education should be understood as The practice of freedom, founded on dialogue and the collective construction of knowledge. For the author, the Knowledge arises from the encounter between subjects and contexts, which makes university extension a... fertile ground for the exercise of critical awareness and student autonomy.

The concept of social inclusion is equally central to this debate, because everyone in their The diversity of perspectives and opinions contributes to this collective "construction" of knowledge. However, According to Sassaki (2003, 2010), inclusion is a complex process that occurs within fields of disputes through which society has historically adapted to accommodate differences. (FERNANDES, 2019), guaranteeing everyone the right to full participation. In the university context, Inclusion goes beyond the physical and architectural dimensions. It involves symbolic and cultural aspects. such as the recognition of the multiple ways of learning, producing, and sharing knowledge.

The National Policy for University Extension (FORPROEX, 2012) contributes to this. establishing that extension activities should foster integration between teaching, research and community, and simultaneously promote social transformations based on equity and justice. Such actions, carried out periodically over a period of time, bring closer the University high school students play an essential role in addressing inequalities in access to public higher education.

Understanding youth as a social category under construction becomes fundamental for To design and implement formative extension experiences that truly bring the public university closer to the university. and the scientific and technological knowledge of high school students, especially from the network public, minimizing inequalities in access to higher education. According to Dayrell (2003), being Youth is a way of being in the world, shaped by historical, cultural, and economic conditions. Educational practices that acknowledge the diversity of youth promote the construction of belonging and social identity. Abramo (2005) adds that the recognition of young people Being a subject of rights implies offering spaces for listening and participation, which are indispensable conditions.



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for the development of their autonomy and leadership.

Within the context of digital culture, the concept of technodiversity emerges, which according to Santos (2018) and Santaella (2020), refers to the multiplicity of forms of interaction between humans and technologies, recognizing different modes of knowledge production, communication, and expression. In this sense, Santos (2018), Santaella (2020) and Hui (2023) agree that technodiversity challenges moving away from homogeneous and hegemonic models of technological culture, and valuing inclusive and creative practices. and sustainable. Including within youth culture.

According to Hui (2023), convergence and synchronization are currently being imposed. of technologies on a global scale, leading to a simultaneous standardization of the idea of homogeneity; which reduces technology to a political tool of domination and power; which The author disagrees. According to him, technological unification does not reach different societies. communities and their cultural expressions are treated the same way. Each locality has its own cosmoethics and their technodiversity practices, as seen in indigenous communities, quilombolas (Oliveira, 2023) and as can also occur with urban tribes of teenagers. (teens)

The idea that technology is not something unique and neutral, as pointed out in Hui (2023), had already been... mentioned in Castells (2012), when observing that the network society redefines the relationships between Information, power, and citizenship. In his work, Castells (2012) presents how the conversion of values, Meanings and demands, based on social networks, made it possible to create meanings and coordinate mobilizations in various parts of the world (from Iceland to Tunisia, in Egypt, in the Arab world, in...). Spain, arriving in the United States of America) and contesting power in each of these regions. Demonstrating the capacity for pressure and influence of social movements in contemporary times. It goes beyond historical, organizational, and cultural constraints; but it also encompasses a diversity of paths, with social impacts also promoted by technological means and communicational.

Given this perspective, critical digital education becomes indispensable for young people. understand media and technological dynamics, acquire discernment about the types of Information circulating in electronic media, especially on social networks, and how algorithms work; Generative AI; *Big Data* and Data Analytics; "Platformization" of Transportation and Services (*Uber*, *iFood* (among others); Ubiquitous Computing; *Blockchain* and Digital Financialization; Culture of Performance (constantly validated by likes) and screen addiction are shaping daily life. contemporary. Thus, outreach activities that address Artificial Intelligence from a contemporary perspective. Ethical and reflective workshops, such as "Creating with AI: What does it know about us?", become valuable content. Relevant training programs for the understanding, updating, safety and health of young people.



3. Materials and Methods

The relevance of choosing experience reports as a method of producing educational knowledge (FORTUNATO, 2018) is related to the object of study involving Extension practices, which raise questions about how training actions Intensive, short-term workshops can foster discussions and enable critical reflection.

According to Moreira (2024; p.18):

The know-how of teachers, necessary in their daily work, often stigmatized as a secondary culture derived from a source science, finds a voice in electronic media, which provides opportunities to disseminate pedagogical approaches to teaching, such as those presented in the "Workshops," allowing for progress in teacher training and minimizing the "theory-practice" dissociation.

To scrutinize the process for conducting a workshop, training session, or event.

Education goes beyond simply prescribing what to do, as if it were a recipe.

According to Fortunato (2018), in a report as a method of educational research, it is necessary to discriminate

The context, qualify the actions sequentially, until the experience is complete.

The absence of markers makes it difficult for other educators to follow a similar route to carrying out their educational work; since there are no ready-made recipes in education, but rather ideas for a path. to be contextualized and evaluated. Furthermore, to be familiar with previously explored paths, in which paths indicate possible directions to follow and which are unfeasible; prevents that "Let the wheel be invented," with each planning and execution of a workshop, training activity, or event. However, in order to construct a robust reflective account of an action such as those mentioned; there is need to benchmark it with theoretical references and similar educational experiences because This involves a literature review, both before starting the project, that is, during the planning phase. of the action, as in its final analysis and discussion.

In light of the above, to report on the "Creating with AI" workshop, the materials that underpinned the activity are presented.

These were: - the direct observations of the first author and the reflection on her notes by the second.

author. The annotations were highlighted in this text through the conjugation of the verb in the first person.

The plural form and the use of *italics* were incorporated into the report. Public data obtained from the following were added:

records produced by the event organization and - from the responses to the satisfaction questionnaire with

The workshop, without individual identification of participants and without risk to their safety. The data

Public information is available both in the Final Report (UNESP, 2025) and in the publication.

performed by Ruiz, Santos and Viola (2025).

Using a qualitative and descriptive approach (GIL, 2019), the text was structured based on topics highlighted in Fortunato (2018), to report an educational experience and adapted for this workshop, the following are the criteria: Background; Location, activities, promotion and target audience;

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Reason; Agents; Those involved; Epistemology for action; Planning; Execution of activities in

The workshop and the perceived impacts; as detailed in the Workshop Results section. The Discussion section...

incorporated the topic that Fortunato (2018) calls the theoretical lens of analysis, *in which*

We have chosen to add some reflections to the text.

4. Results and Discussion

4.1 Results of the “Creating with AI” workshop

• Background

The Winter School: “Paths of Technodiversity: Youth, Knowledge and Inclusion”

at the University - Unesp *Experience*: university experiences for young people” from 2025 started from

assuming that:

The critical and emancipatory education of youth in the context of digital technologies requires the appropriation of dialogical, horizontal pedagogical practices centered on the protagonism of the subject, as emphasized by Freire (1996). Extension here assumes a strategic role as a transformative communicative process, capable of overcoming the banking logic of knowledge transmission to build collective and contextualized knowledge. (RUIZ, SANTOS; VIOLA, 2025, p.3).

His pedagogical approach drew upon the assumptions of Dewey (2010), a theorist who values the

Education through experience and scientific curiosity, which fosters the autonomy of each student.

but which highlights the importance of collaboration among peers. From this perspective, the organizing team

The “Winter School 2025” program predicted that the existing barriers between basic education and higher education would be overcome.

superior barriers could be broken; since there is a demand from public and private schools for

basic education in establishing sustainable partnerships with Unesp, and with regard to this event, the

The focus is on providing digital literacy initiatives, as highlighted by Ruiz, Santos, and Viola.

(2025).

• Location, activities, promotion, and audience

The university event was held between August 25 and 27, 2025, at the Unesp *Campus* in

Bauru, within the Faculty of Architecture, Arts and Communication (FAAC), in the following

Facilities: Room 1, laboratories and COONECTA room.

In addition to the initial welcome for the students, eleven activities were scheduled, distributed...

Over three days, in an intense and immersive way. To demystify the academic environment, [the following was made available]

For the general public, a guided tour of the *Campus* and FAAC facilities, and the following activities:

two roundtable discussions, two audiovisual screenings, one lecture, and five thematic workshops.

addressing topics such as AI and digital ethics, *podcast* production and youth narratives, social networks and

Misinformation, *maker* practices, and immersive technologies.



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The promotion of the 2025 Winter School involved a combination of print and digital communication channels. and a direct invitation to schools in Bauru, especially public schools. To make it feasible Participation in the event was made possible through a partnership with these schools, “[...] which had facilitated access through free transportation provided by the university, reinforcing inclusion initiatives [...]” (RUIZ, SANTOS; VIOLA, 2025, p.4) and synergy between public institutions.

The 2025 edition of the Winter School: “Paths of Technodiversity: Youth, Knowledge and Inclusion at the University - Unesp *Experience*: experiences at the university for The youth program included the participation of 344 high school students, 62 undergraduate students, and postgraduate studies, 14 technical-administrative staff and 15 professors, according to the official report of organizing committee (UNESP, 2025).

It is worth noting that, according to the number of places offered in the activities, public registrations will be open. External factors and frequency of participation in training activities; workshops stood out as pedagogical strategies. of approaching and engaging with the adolescent public, as according to Ruiz, Santos and Viola (2025, p.6) were the type of training activity with the highest participation (110%).

Regarding the workshop “Creating with AI: what does it know about us?”, it took place on the first Winter School day, August 25th, from 10 AM to 12 PM, taking place at the Central Laboratories of Computer Science – CLI, certifying participants with two hours of training. It was the workshop that offered more places (60), with 58 participants registered, of which 97% had their Frequency of participation in the activity. It is relevant to include data obtained by the event organizers. (RUIZ, SANTOS; VIOLA, 2025, p.5), which reinforces the emphasis on this specific workshop: the number of Attendance of those enrolled in all Winter School activities on 25/08 (59%); 26/08 (100%) and 27/08 (86%). Analyzing the frequency/day, the first one had the lowest school attendance. Even so, the “Creating with AI” workshop had 97% student attendance, which... They registered in advance.

- Reason

To reflect critically on Artificial Intelligence (AI) and its ethical and social implications. Cognitive and intellectual development is an emerging discussion in contemporary society, especially when it comes to... The target audience was teenagers. The “Creating with AI” workshop aimed to introduce young people to... Understanding Artificial Intelligence in a critical and accessible way, exploring how Algorithms and automated systems influence daily life. The pedagogical proposal stemmed from the idea... that AI should not be seen merely as a consumer technology, but as a field of Knowledge that can be understood, questioned, and given new meaning.

When discussing the topic of Motive, Fortunato (2018, p. 43) emphasizes that: “[...] in a place that does not It is your responsibility; a relationship of mutual trust must be established between external members and the... representatives of the internal community[...]”, so that participants can feel comfortable and



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Welcomed to express their ideas, debate them critically, with ethical and political reflection.

Although there may be some questioning whether the stated goal is difficult. to be achieved in two hours with 58 teenage students; the fact that to initiate a questioning with them, within an academic environment, with practical use of generative AI and digital equipment at the university, We believe the initiative is worthwhile because it encourages young people to think critically and autonomously. It's a start.

- Agents

The workshop was held at the FAAC/UNESP Computer Lab Center by

First author, graduated in Advertising and Public Relations, currently pursuing a Master's degree in the Postgraduate Program in Media and Technology PPGMiT/FAAC/UNESP, researcher affiliated with the Research Group IPTECHI - Pedagogical and Technological Innovations and their Histories in Education and Health (FCT/UNESP); Participating researcher in the GELIMA Research Group - Language and Media Accessible. Has worked as an Account Manager at the Clube de Comunicação System since 2015. TV Bandeirantes affiliate in Ribeirão Preto. Owner and Director of Circulô Mídias Publicitárias. since 2018.

Fortunato (2018, p. 44) asserts that "[...] the term agent can be in the plural, since even the Since the account is personal, the experience can be carried out collectively, or the actions can be discussed. "with an academic advisor." As is the case with the second author, who works as a professor at Unesp. and leader of the IPTECHI/FCT/UNESP Research Group; with higher education in the areas of Social Communication, Education and Health, and PhD in School Education.

- Involved

The 58 participants in the "Creating with AI" workshop were predominantly students of High school students, aged 15-17, both sexes, who participated in the event in large groups, such as classes in school units; each of these groupings participated in only one day of the 2025 Winter School (RUIZ, SANTOS; VIOLA, 2025).
Epistemology for action

The workshop was inspired by the principles of dialogical and critical education by Paulo Freire (1983); demonstrating that knowledge is not transferred or assimilated simply through exposure or Memorization is not the answer; rather, it is constructed through interactive dynamics that promote dialogue. horizontal, which in the case of the proposed workshop should occur between the facilitator of the training activity and the participants.

Another important epistemological pillar is the attention given to the nature of the construction of knowledge, which encompasses the convergence between academic (theoretical and scientific) knowledge and practical knowledge. daily life; which, in the case of this proposal, relates to the experiences of young people on social media, in



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games and the use of virtual assistants.

For this epistemological process to flow, the physical and social environment of the formative action
It needs to be welcoming, collaborative, and facilitate active listening, encouraging collective engagement and
Individually, the students take the lead through creative challenges or challenges inspired by...
Ethical reflections and critical debates. In the case of the "Creating with AI" workshop, these "provocations" can...
to be raised through a thematic approach (uses of generative AI, exposure and data collection).
online, privacy and digital identity, creativity and human authorship *versus* automation, literacy
digital and scientific, among others), as well as being fostered by guiding questions.
For example: What does Artificial Intelligence know about us? How is our information used by them?
Digital platforms? How can we develop an ethical and conscious relationship with them?
technologies?

Finally, expand the concept of inclusion referenced in Sasaki (2010) to inclusion
Epistemic, it enables the recognition, appreciation, and integration of different forms of
knowledge and the acceptance that it is only legitimate if it is inclusive knowledge.
Planning

The planning for the workshop took into account the location and environment where it would be held.
developed, the number of people and the profile of this audience, the expected date (August 25, 2025), the shift
The morning session lasted two hours. The planned activities were:

- Presentation of real-world applications of Artificial Intelligence;
 - Hands-on experimentation by participants, with opportunities to handle and test the technologies;
 - Creative dynamics, using generative AI tools by students to
content creation;
 - A moment for collective reflection on the results generated by the AIs and the analysis of this feedback.
- Regarding what was requested, among other parameters, the identification of patterns and discussion about
The limits of automation *versus* human creativity.

- Execution of activities in the workshop and the perceived impacts

The development of the planned activities for the workshop was based on a combination of...
Practical exploration and critical debate in a collaborative environment. The questions raised by
Participants demonstrated curiosity and engagement, especially regarding privacy and...
Social networks and the transformations in the world of work.

The activity sparked reflections on digital ethics, authorship, disinformation, and identity.
virtual, themes that engage with the "Paths of Technodiversity" axis proposed by the event.
Many participating students reported that they had never critically discussed AI in the classroom.
class, which reinforced the relevance of the workshop as a unique experience in digital and scientific literacy.

The workshop was received positively, according to the responses obtained in...



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satisfaction questionnaire administered by the event organizers. In it, the

Students rated this workshop as "excellent" or "very satisfactory".

*highlighting the clarity of the explanations, the dynamic conduct of the activities and
an open space for dialogue.*

The results observed during the workshop indicated a strong formative impact.

Many participants stated that they had gained a closer and more critical understanding of AI, realizing that it is possible to use it in a creative and responsible way.

The workshop also helped to bring young people closer to the public university, allowing them to-
To provide them with an environment of research and technological innovation. The action further reinforced the social role. University extension as a bridge between academic knowledge and everyday knowledge. The dialogue
The relationship established between the instructor and the students revealed a feeling of belonging to the space.
University life is awakened when young people are welcomed, listened to, and invited to participate actively.
of knowledge construction.

4.2 Discussion: analysis through a theoretical-reflective lens

According to Ruiz, Santos and Viola (2025, p. 4), of the 420 people registered, 344 were students of high school students and 62 undergraduate and graduate students; representing 82% and 18% of the audience, respectively. With broad participation from a young external audience, but one that was able to get closer to For undergraduate and graduate students, the Winter School 2025, as an extension program, combined the principles of the National Extension Policy (FORPROEX, 2012), with the training actions offered, integrating teaching, research, and community during the event. The idea of integration in Events like this can be expanded by considering the interaction between the youth audience and the... university students. On one side you have young people seeking new experiences (including vocational ones), that helps them choose a career or think about their next steps, and on the other hand, undergraduates and post-graduates. Undergraduate students of various ages who have already chosen a path and have diverse experiences. to share.

When considering young people as subjects of rights and knowledge; all activities
The extension services offered at the event valued their voices, knowledge, and experiences. This premise
This was evident from the planning to the execution of the event; seeking to make the physical spaces dedicated to the Winter School 2025, in legitimate social environments of learning and belonging.
For invited external audiences. The welcoming atmosphere during guided tours, workshops, exhibitions, and discussions.
Conversations and lectures contributed to a redefinition of young people's perception of
university and scientific knowledge; showing that direct contact awakens empathy,
curiosity (including scientific curiosity), critical thinking, and professional aspirations.



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According to Dayrell (2003), youth seek spaces for recognition and experimentation, in which they can express themselves and construct meaning about the world. By feeling welcomed, the young person When someone is able to express themselves and share ideas, it becomes more fluid. It's worth giving another example of... a reinterpretation that can occur during the moment of collective reflection during the workshop "Creation with "AI." *In response, one of the students spontaneously commented that it showed the human side. behind the technology.*

Regarding the formative and social impact of the 2025 Winter School, in addition to the qualitative reports mentioned in Ruiz, Santos and Viola (2025), during the workshop "Creating with AI", there were several moments of sharing equipment, ideas, solutions, and inclusion; highlighting the potential of the actions carried out also as instruments of social inclusion and democratization of scientific knowledge. According to Sasaki (2010), inclusion is effective when spaces and Social processes transform themselves to embrace differences. In this sense, university extension... It presents itself as a privileged field for the construction of inclusive practices, as it allows... university to open its doors and establish links with communities historically distanced from higher education.

Technodiversity and digital ethics as emerging dimensions of contemporary inclusion. The proposals by Santaella (2020) and Santos (2018) were also present in the activities carried out. in the workshop "Creating with AI", which articulated technological, ethical and cultural dimensions. By promoting In an educational setting, the discussion on the topic contributed to broadening the audience's understanding. of the participants and to question the inequalities in access to and use of digital technologies.

Through a reflective lens, the event as a whole demonstrated the social role of extension and how it can become a bridge between knowledge and an instrument of Democratization of knowledge and social inclusion. Welcoming, Listening and the invitation to participate actively, associated with vocational impact. The event brought many of the young participants from remote communities to see themselves as future university students, which confirms the role of outreach programs. as an instrument of social transformation.

Final Considerations

The report presented demonstrates that the "Winter School - Paths of Technodiversity: Youth, Knowledge and Inclusion at the University - Unesp *Experience*: experiences at the university for young people", has established itself as a model outreach program, bringing students closer to high school education, university life, and promoting an educational experience marked by inclusion, by diversity and dialogue.



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The workshop “Creating with AI: what does it know about us?” highlighted the potential of these technologies. Digital tools for critical reflection, experimentation, and youth empowerment. The approach A dialogical and participatory approach contributed to the students recognizing that Artificial Intelligence is not... not only as a technical instrument, but as a cultural and ethical phenomenon that demands awareness and responsibility.

The observed results included high engagement, active participation, and positive evaluations. They reaffirm the importance of university extension programs in the civic and scientific education of young people, as well as... as in the democratization of access to science and public universities. The project demonstrated that it is It is possible to transform the academic space into a welcoming, diverse, and inspiring territory, capable of... To awaken a sense of belonging and to encourage vocations.

In addition to fulfilling its educational objectives, the Winter School strengthened the social role of FAAC/Unesp and the graduate programs involved, highlighting the impact of integration. between teaching, research and outreach. The experience also points to the need for continuity of these actions, ensuring that new editions can broaden the reach and participation. of students from different educational backgrounds.

Thus, we conclude that the connection between youth, university and Inclusion is not limited to the physical insertion of young people into the academic space. But it involves recognizing their voices, knowledge, and ways of being. A University extension, in this sense, constitutes a fundamental path for the construction of a transformative education, guided by ethics, by Technodiversity and social commitment.

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