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New Practices in Higher Education: Three Case Studies at Corporación Universitaria Minuto de Dios – UNIMINUTO

Nuevas Prácticas en la Educación Superior: Tres Estudios de Caso en la Corporación Universitaria Minuto de Dios – UNIMINUTO

Novas Práticas no Ensino Superior: Três Estudos de Caso na Corporación Universitaria Minuto de Dios – UNIMINUTO

Abstract

Introduction: the issues and transformations faced by formal education allow us to examine and redefine the meaning of "teaching" and "learning," and to include the concept of expanded education in classroom didactics. **Objective:** to highlight the existing gap between expanded education and traditional teaching methods. **Method:** a historical-hermeneutic perspective was applied, employing case studies and participant observation, as well as information collection tools (expert interviews, documentary review, and audiovisual analysis of experiences). Three cases from the Minuto de Dios University Corporation – UNIMINUTO were selected, where expanded education is recognized as a transformative pedagogical practice in higher education. **Results:** indicate that one of the key factors in teaching processes is acknowledging the space and manner of education, in order to perceive the individual and group pedagogical environment, and to reflect on how learners think, learn, and identify with their surroundings. **Conclusion:** expanded education is a key tool for legitimizing learning as a dynamic and collaborative process, capable of adapting to the current needs of an evolving society.

Keywords: education, expanded education, invisible education, teaching-learning, educational practices

Resumen

Introducción: los problemas y transformaciones que ha enfrentado la educación formal permite examinar y redefinir el significado de "enseñar" y "aprender", e incluir el concepto de educación expandida en las didácticas del aula. **Objetivo:** evidenciar la distancia existente entre la educación expandida y los métodos tradicionales de enseñanza.

Método: se aplicó la perspectiva histórico-hermenéutica, recurriendo al estudio de caso y observación participante, así como herramientas de recolección de información (entrevistas a expertos, consulta documental y audiovisual de las experiencias). Se tomaron tres casos de la Corporación Universitaria Minuto de Dios – UNIMINUTO, en los que se reconoce la educación expandida como práctica pedagógica transformadora de la educación superior. **Resultados:** indican que uno de los factores determinantes de los procesos de enseñanza consiste en reconocer el espacio y la manera de educar, a fin de percibir el ambiente pedagógico individual y grupal, y reflexionar sobre la forma en que piensan, aprenden y se identifican con su entorno. **Conclusión:** la educación expandida es una herramienta clave para legitimar el aprendizaje como un proceso dinámico y colaborativo, capaz de adaptarse a las necesidades actuales de la sociedad cambiante.

Palabras clave: educación, educación expandida, educación invisible, enseñanza aprendizaje, prácticas educativas

Resumo

Introdução: os problemas e transformações enfrentados pela educação formal permitem examinar e redefinir o significado de "ensinar" e "aprender", além de incluir o conceito de educação expandida nas didáticas de sala de aula. **Objetivo:** evidenciar a distância existente entre a educação expandida e os métodos tradicionais de ensino. **Método:** aplicou-se a perspectiva histórico-hermenêutica, recorrendo ao estudo de caso e observação participante, bem como ferramentas de coleta de informação (entrevistas com especialistas, consulta documental e análise audiovisual das experiências). Foram selecionados três casos da Corporación Universitaria Minuto de Dios – UNIMINUTO, nos quais a educação expandida é reconhecida como uma prática pedagógica transformadora no ensino superior. **Resultados:** indicam que um dos fatores determinantes dos processos de ensino consiste em reconhecer o espaço e a forma de educar, a fim de perceber o ambiente pedagógico individual e coletivo, e refletir sobre a maneira como os alunos pensam, aprendem e se identificam com seu entorno. **Conclusão:** a educação expandida é uma ferramenta fundamental para legitimar a aprendizagem como um processo dinâmico e colaborativo, capaz de se adaptar às necessidades atuais de uma sociedade em constante transformação.

Palavras-chave: educação, educação expandida, educação invisível, ensino-aprendizagem, práticas educacionais

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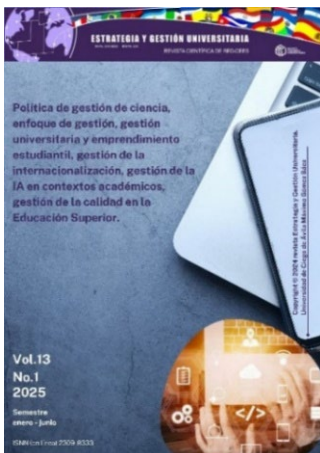
Introduction

Formal and non-formal educational practices associated with expanded education are characterized by reducing the distances between formal and informal education, drawing on theoretical and practical references from digital culture, promoting interdisciplinary and multigenerational dynamics, advocating for an open approach to citizenship, and emphasizing participatory and experiential methodologies over curricular reductions (Uribe, 2019; Simac et al., 2021; Souto-Otero, 2021; Kalenda & Kočvarová, 2022; Essomba et al., 2022; Jackson, 2023; Gómez Cano et al., 2024; Sánchez Castillo et al., 2024; Barrera et al., 2024). Through educational practices, knowledge is acquired in various everyday contexts, where information is received and internalized inadvertently or unconsciously through some physical, sensory, or social stimulus; this type of learning is referred to as "invisible education."

Expanded education broadens the horizons of formal education through learning practices both inside and outside the classroom. Consequently, this approach is more natural and freer, devoid of hierarchies or structured constructions. This perspective does not dismiss or invalidate traditional education; rather, it suggests an alternative means of acquiring knowledge.

The guiding research question is: What are the expanded communication and education practices present in higher education? This question led to the diagnosis, identification, and categorization of expanded education practices present in two programs at UNIMINUTO (the Master's in Communication and Education in Culture and the Specialization in Educational Communication, the latter of which examined the first case called "Open Classrooms"), and at the Center for Education for Development, Bogotá Virtual and Distance Headquarters (from which two cases were taken: Digital Citizenship and ExpresArte).

Expanded education is linked to the work of Paulo Freire in the 1970s, the analyses conducted by Jesús Martín-Barbero (1989) and Mario Kaplún (1983) in the 1980s, and the compilation by Roberto Aparici in 2010, which highlights the developments that digital technologies have generated in educational matters such as participation, dialogue, and social learning (important issues for the construction of new citizenships).

Countries pursuing transformations governed by innovative conceptions, based on ideas and thoughts that have been successfully implemented in other nations, foster social and economic progress (Herrera-Pérez & Ochoa-Londoño, 2022; López González, 2023; Cardeño Portela et al., 2023). Thus, communication (and currently Information and Communication Technologies – ICT) has often been considered the medium for disseminating educational content.

Additionally, regarding experiential learning experiences, Muyolema (2022) emphasizes the importance of active methodologies that integrate everyday life with academic life, generating a real level of training. Accordingly, the pedagogical experience is incorporated into experiential learning, creating a learner-centered environment where individuals are interdependent in their education and develop an awareness of the historical realities they inhabit (Ossa & Barón, 2024). In this way, school is conceived as a place for interaction and storytelling.

Beyond this approach, there is the method of invisible teaching or learning. Velásquez (2022) posits that relationships are established between content learning in the classroom and the more overwhelming learnings of this era, which have led students to become adept at developing digital competencies, rapidly outpacing educators. Students utilized virtual environments more effectively to socialize, share, produce content, paint, and play; they transferred video game strategies into classroom settings, proposing activities, platforms, and magazines from which, perhaps, some of us continue to learn today (Velásquez, 2022).

ZEMOS98 (2012) exemplifies an expansive pedagogy applied to various contexts such as the pandemic, where practices are reinvented to address global problems using acquired knowledge (Advisory, 2021). Cultural mediation during the pandemic reflects how teaching is increasingly aligning with both formal and informal education, as was already occurring in expanded education.

The emerging question is: What challenges lie ahead in mediating between institutions, organizations, or movements? In light of this uncertainty and the current pedagogical challenges, we propose that innovation is the method for representing expanded education. Through new knowledge, we socialize a contemporary and expanded learning experience, yielding tangible results throughout the process. This redefines the role of the teacher as a guide, orienting practices and experiences, while the student, through their investigative nature, reconstructs meaningful knowledge of the world.

The teacher's role as the sole bearer of knowledge is diminishing. The distinction between what is learned as a self-taught individual and what is learned in school is fading. Amid resistance and tension, the outside world enters the school through digital networks, media, and collectives that generate content and redefine access to knowledge. In response to disinterest in reading and difficulties with the mother tongue, alternative formats supported by ICT are promoted, which are more appealing and relatable to young people (Hernández-Domínguez et al., 2022).

In the Anglo-Saxon context, which is less known in Latin America and characterized by a more instrumental focus, Media Literacy has developed. Notable authors in this field include Henry Jenkins and David Buckingham.

In 2009, during the ZEMOS98 Festival (2012) in Seville, the concept of expanded education was introduced, defined as the exploration of boundaries transcending traditional education. The festival emphasized learning as a social construction. The increasing adoption of digital technologies, the internet, and devices like smartphones has created a conducive environment for open virtual settings, where new subjects connect globally through shared interests. These changes promote interactions in digital spaces, where content serves as a pretext for managing self-directed online learning communities.

This situation contrasts with formal education, whose structural elements include curricula, guidelines, pedagogical approaches, specific knowledge, and articulating axes that underpin teaching and learning—a sequence that does not allow for disruptions in its premises and does not recognize knowledge without an educational goal as valid.

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ZEMOS98 investigates alternative learning methods and their transmission, promoting critical citizenship through communication technologies. Their pluralistic approach to expanded education employs innovative didactics, such as the game Commonspoly, which encourages reflection on common goods to build a better world.

Both approaches share an expanded vision of education and an openness to media-technological phenomena. However, while expanded education transcends and sometimes transgresses the boundaries of schooling, digital mediation creates formative spaces where the borders with formal education blur.

Methods and materials

This research was conducted in three stages. The first involved outlining the investigative strategy. The second identified the population. Finally, the information collected was systematized and analyzed according to an epistemological perspective with a didactic and pedagogical focus. Although ideal types, approaches, and theories do not exist in reality in an absolute manner, the classification presented in Table 1 illustrates how each perspective differs from others based on the questions or topics of interest to academic communities, thereby marking paths or strategies and techniques necessary to seek current innovation.
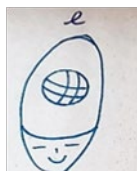
Table 1

Epistemological approaches

| ITEMS

APPROACH	THEORETICAL (speculative)	RATIONALIST (empirical-analytical, scientific, "quantitative")	NATURALIST (historical-hermeneutic, ethnographic, "qualitative")	TRANSFORMATIVE (socio-critical, emancipatory, "qualitative")	SYMBIOTIC (seminal, sacralized, "epistemic")
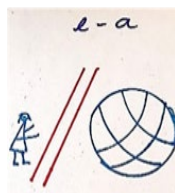| Graphical representation

People and their worldview. | | | | | |
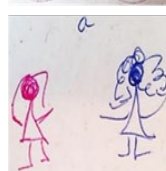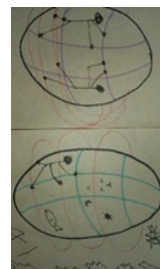| Recommended generator | Draft of dissertation. | Problem-justification questions. | Ethnographic description. | Autobiographical narrative. | Exercise in cosmic communication. |

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Most frequent uses	Philosophy, law, mathematics, artistic creations resulting from research.	Natural sciences.	Social sciences. Human sciences.	Community work. Psychotherapy.	Sacred encounters.
Purpose	To develop constructs or artistic/theoretical objects that allow for creative, coherent, and reasoned interpretations of reality.	To establish the relationship between two or more variables through hypothesis validation or invalidation for generalization purposes.	To achieve a comprehensive view of the study topic, often holistic.	To support changes in marginalized or vulnerable populations.	To synchronize individually and collectively with the existing.
Type or strategy	Socratic inquiry or maieutics. Discourse analysis (Q-Analysis). Critical discourse analysis. Rigorous participatory methodology (complexity theory)	Experimental and quasi-experimental designs.	Participant observation. Qualitative case studies. Historical recovery. Description. Systematization of experiences. Cartographies.	Communicative or educational participatory action research. Autobiographical narratives.	Respecting the process. Dialogue of knowledges. Inter-historical exercises.
Information collection tools	Comparative matrices. Timelines. Complex graphics.	Standardized tests. Surveys (closed-ended questions). Checklists. Grids.	Field journals. Unstructured interviews. In-depth interviews.	Participatory diagnostics. In-depth interviews. Participatory action plans.	Turning the gaze inward. Narrative comprehension.
Privileged themes and populations	Discourses. Works. Texts-authors by periods or places of production.	Random sampling.	Groups or individuals of interest with the possibility of safe interaction.	Local groups with medium- or long-term access.	Decolonial themes. Indigenous inspirations.
Information analysis	Categorizations. Inductive, deductive, or abductive choices. Regressive, present, or prospective choices.	Verifications. Parametric statistical classifications.	Composition of categories of analysis.	Permanent complementation between theory and practice.	Complementary contrast between intuition and practice.

Source: Epistemological approaches (Plaza & Campuzano, 2022).

It is imperative that pedagogical research is oriented toward liberating

approaches that employ complex matrices. These tools allow for alternative intersections that facilitate inclusive educational processes. Rooted in everyday creativity, pedagogy transitions from mere repetitive technique to a facilitator of vital experiences.

The study adopts a historical-hermeneutic approach (Habermas, 1988) to holistically understand relevant educational cases within expanded education. The research prioritizes critical reflection, enhancing the awareness of both teachers and students regarding their practices, fostering new levels of understanding and transformation.

Investigative Strategy

Montes de Oca (2022) suggests integrating qualitative, quantitative, and hybrid methods in research on university entrepreneurship, evidencing scientific production and impact (H index). This raises the question: What aspects of entrepreneurship generate knowledge for researchers? The pandemic necessitated methodological transformations that include fieldwork, result analysis, and documentation of experiences as 'portraits' of alternative educational practices to deepen the understanding of the phenomenon and its impact on education.

Target Population

The sampling is determined by selection criteria: the authors' access to two groups of programs where they serve as teaching researchers (the Master's in Communication and Education in Culture and the Specialization in Educational Communication, from the Faculty of Communication Sciences). From this, the case study "Open Classrooms" emerged. The other two cases (ExpresArte and Digital Citizens) come from the CED of UNIMINUTO Bogotá, Virtual and Distance, with which the authors relate ongoing teaching and social outreach from the graduate programs.

Sample

The study adopts a historical-hermeneutic approach with intentional sampling, selecting cases according to specific criteria. This methodology allows for the exploration of original contributions to expanded, ubiquitous, and invisible education in formal contexts—areas that have been scarcely researched previously.

The sample was selected through judgment sampling (Martínez, 2012), based on the knowledge and direct participation of the researchers in alternative pedagogies. This ensured viability and credibility for the three studied cases: Open Classrooms, ExpresArte, and Digital Citizens, where the authors served as instructors.

Results and discussion

The following presents the results of the case studies, subsequently classifying the information based on the categories of analysis corresponding to different ways of conceiving educational themes grounded in pedagogy.

Case 1. Open Classrooms: Cabildo de Cota

Open Classrooms, understood within the programs of the Specialization in Educational Communication and the Master's in Communication and Education in Culture, constitute visits to territories where local knowledge is produced and shared with students and teachers, allowing for recognition of knowledge and plurality in communication methods. Thus, communication is not limited to media, and education is not confined to schooling. Open training spaces imply alternative, non-authoritarian forms of education (Red de Comunicación Popular, 2021).

The Master's in Communication and Education proposes reconfiguring school communication action toward a horizontal and multidirectional model that highlights diverse cultures and knowledge, constructing an ecology of knowledge where multiple narratives converge (Santos, 2006). From a cultural perspective, it promotes critical interculturality (Walsh, 2010) that integrates traditional and emerging knowledge through performative languages and relational pedagogies, surpassing the traditional transmissive model and the hegemonic alphabetic text (Martín-Barbero, 2006).

The Universidad de la Tierra Orlando Fals Borda, Potocine, the Center for Historical Memory, the Corridor of Resistance, the Muisca Council of Suba, and the Muisca Reserve of Cota have been some of the territories for the Open Classrooms. Professors from the programs participated, and from these experiences, students created field diaries, podcasts, and graduation projects, including master's theses. Internships were conducted in Mexico, Cuba, Bolivia, Ecuador, Argentina, and Colombia.

In one of the open classrooms held in the Muisca Reserve of Cota, industrial designer Estiven Castro Muisca presented his company "Somos Mhuyscas," showcasing lines, figures, and symbols woven into tapestries, shawls, hats, and other elements. A former principal introduced games designed to teach Muisca culture, and to conclude, the mayor Lourdes led a healing session with a rope and tobacco blowing in a Chunzúa, a sacred place for the event's closure.

The facilitator of the open classroom was the elder Alfonso Fonseca Balcero, who, through his ancestral research on the native language and customs, fostered interaction to demonstrate the importance of language use and its role in recognizing oneself as indigenous in the inhabited territory. Due to the pandemic, the open classroom was held virtually via YouTube, generating knowledge-sharing spaces based on local wisdom and experiences.

The activities developed in this project included interviews, dialogues among participants sharing life stories, and spaces for exchanging knowledge through experiences, anecdotes, and cultural insights.

One impact on the pedagogical processes generated by these actions was the recognition of the space and manner of education. The open classroom enabled participants to perceive both individual and collective pedagogical environments. Furthermore, this experience led participants to question and reflect on how they think, learn, and identify their roots.

Another activity involved recreating the process of making chicha in an educational laboratory. This experience allowed for appreciation of both the

traditionally transmitted oral knowledge and the cultural meanings implicit in each stage: the cultivation and grinding of corn, the preparation of cuchuco, and the final fermentation.

Knowledge holders like Alfonso Fonseca embody the transmission of ancestral cultural heritage, serving as community pillars by integrating formal and informal education. Their practice constitutes expanded education: they preserve traditions and knowledge through intergenerational teaching, ensuring cultural continuity.

Case 2. Digital Citizenship

In 2017, UNIMINUTO Bogotá Virtual and Distance implemented a project for virtual social practices, allowing students to fulfill their social responsibility through asynchronous ICT tools. This mission-driven initiative utilizes digital networks to address contemporary issues such as solidarity economy, gender, coexistence, and the environment, fostering civic awareness through online educational activities.

The program featured participation from experts such as Julie Andrea Duarte (Rare Diseases), Yisel Aguirre (Psychology), Héctor Zabala (Solidarity Foundation), Andrea Nontoa (Occupational Health), and Alex Rodríguez (Efficacy Organization), along with various organizations (Ecological Foundation Bacatá, Hogar La Última Milla, etc.). A total of 38 webinars, 38 interviews, 30 challenges, 50 exchange workshops, and 19 educational pages were developed.

Each activity demonstrated enthusiastic interaction among students, teachers, and the digital community. Additionally, it prompted reflection on the various issues currently affecting society and potential solutions from an otherness perspective, emphasizing the values and importance of teamwork. This project enabled students and teachers to create and lead processes of social construction, where their disciplinary and transdisciplinary skills were put to the test.

Digital networks proved to be pedagogical tools for social change, reaching remote communities through playful strategies. The project illustrated how these networks transform realities, especially for users with limited technological proficiency. Cyberspace transcends its communicative function: it teaches, facilitates autonomous learning, and resolves conflicts. This reaffirms the value of expanded and informal education, allowing knowledge acquisition without spatiotemporal restrictions, adapting to individual rhythms.

Case 3. ExpresArte

This pedagogical strategy from the Center of Education for Development (CED) aimed to develop skills in children and youth through education, art, and creativity. It targeted vulnerable populations (socioeconomic levels 0-3) affected by violence, drug addiction, and poverty in Bogotá, using art as a tool for expression and coexistence, promoting critical thinking and productive use of free time among participants aged 5 to 12.

The activities developed in the ExpresArte project, alongside partner foundations and organizations such as Fundación Egipto con Futuro (Egipto neighborhood), Oasis (Lucero neighborhood in Ciudad Bolívar), Coprogreso UNIMINUTO (Usaquén locality), and Fundación Búsqueda y Rescate (Suba locality),

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highlighted the importance of dance, audiovisual creation, music, and visual arts in strengthening interpersonal relationships, teamwork, and self-esteem.

Among other activities, the workshop "Art as a Way of Life" contributed to improving and reinforcing values in the children from Fundación Egipto con Futuro for artistic vocational projection. Additionally, a Creative Cooking workshop encouraged children to think creatively to solve problems and work in teams. Furthermore, an Art Therapy workshop proposed an intervention based on the implementation of painting (and other visual arts) to contribute to coexistence within the Foundation.

The outcome of these workshops was the establishment of an emotional and reflective space where each child expressed themselves through art and interacted with others, improving their communication and strengthening their social bonds.

The program included psychosocial support on values and coexistence at Coprogreso UNIMINUTO, along with intergenerational dance workshops ("Move with Coprogreso") to promote physical activity and integration. Concurrently, "creative arts" sessions were implemented with children from San Cristóbal Norte, developing motor skills through the creation of traditional crafts.

Another foundation that participated in the project was Oasis. Together, they developed a workshop titled "I Relate to Others and Learn Values for Coexistence" using traditional games. This activity strengthened the cognitive and social skills of children and their way of relating to their parents.

Various foundations implemented artistic workshops with specific approaches: Búsqueda y Rescate: Playful activities for children from socioeconomic strata 1-2 in Suba, focused on values; Performance, Luz y Color: Art and music for coexistence and assertive communication; Amigo Ángel: Dance, theater, and music as tools for conflict resolution; Por un Mañana Mejor: Visual arts and body expression for self-recognition; Social Artística: Dance and body work to foster group interaction.

The critical analysis revealed that key pedagogical elements for reducing conflicts and improving social skills include: (a) expanded education (which integrates formal and informal approaches) and (b) collective strategies that transcend playful activities, generating exchanges of knowledge and community recognition. The results demonstrated the need to address local issues from innovative perspectives, combining traditional and alternative education (Rodríguez et al., 2021).

Table 2 presents the characteristics of each case study, linked to expanded education or invisible/ubiquitous learning.

Table 2

Categories and case studies

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CASES / ITEMS	Open Classrooms	Digital Citizenship	ExpresArte
Conception of knowledge	Territories (not classrooms) are understood as places of knowledge and experience production that recognize other knowledge(s) – wisdom(s) – and plurality in their production and communication.	Knowledge is associated with the experiences of teachers, students, and the digital community. Seeks to understand unprecedented social problems and needs.	Positive changes are generated in the territory in question.
Relationship between teachers or authors and students	There are exchanges in Abya Yala between teachers, students, and experts from different places in the Popular Communication Network.	Topics are addressed with experts.	Exchanges of knowledge and guidance from participating foundations take place.
Space management	Scheduled visits to reservations, peripheral neighborhoods, musical or social protest collectives, and community experiences.	Students recognize that networks are not only spaces for leisure but also for social transformation.	Emotional and reflective spaces are created in the neighborhoods.
Time management	Planning, execution, recording, interpretation, and incorporation can take three months.	Asynchronous.	Two semesters.
Habits and practices of students.	Novel practices and places for students.	Search for possible solutions from otherness.	Students interested in art.
Didactic, experimental mechanisms and resources	Ethnographic preparation, field diaries, analysis, reports, and degree project. UNIMINUTO provides transportation. Games, rituals, and conferences are incorporated.	Ludic strategies typical of virtual environments are used: fan pages, webinars, interviews, challenges, and knowledge exchange workshops.	Plastic arts and the use of corporality as an element of expression and self-recognition. Workshops and artistic exhibitions.
Collective development	The lived experience allows students to elaborate field diaries, podcasts that are returned to the communities, and others generate their degree works or master's theses.	Students and professors, from the recognition of values, discover the importance of teamwork.	Collective work.
Prior knowledge	Cartographic location in educational communication and ethnographic preparation.	The courses emphasize previous elements on the solidarity economy, gender issues, coexistence, and the environment, among other topics.	Work with children and adolescents on: occupation of free time, exploration of their talents and skills to form reflectively, analytically, and critically.
Didactics	Talks, through the exchange of knowledge, generate new knowledge.	Use of ICT in the interaction between participants.	Art and culture become a teaching scenario.

Source: Authors' own elaboration (2022).

Conceiving the construction of knowledge solely from the classroom confines the pedagogical discipline to a technical interest, seeking efficiency and

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effectiveness. However, there are relevant decolonial pedagogies and reflections in the Global South, where educational practices become vital and complex transitions between cultures. These practices allow us to speak of pedagogy as a creative source linked to technique, incorporating popular knowledge, indigenous knowledge, and novel practices that this research recorded and analyzed.

Faced with the dilemma of education and pedagogy, anti-hegemonic discourses resort to the term "education" to characterize encounters with information or situations that mark individuals. What do discussions about pedagogy focus on? Are they concerned with alternative proposals, with other pedagogies? Has pedagogy died as a discipline, as a reflection of educational practice? Are there only regulations that account for the need for control, demands for competencies, and learning outcomes, as a return or stability in the mechanization of didactic strategies carried out in classrooms? In light of these questions, pedagogy appears to be trapped by bureaucratic impositions that do not respond to the criticisms faced by educational systems, nor to the boredom of students, much less to social crises.

Table 3 presents similarities and differences that contribute to the discussion motivated by proposals and some related pedagogical trends.

Table 3

Discussion by categories

CATEGORIES / ITEMS	EXPANDED EDUCATION	INVISIBLE EDUCATION	UBIQUITOUS EDUCATION	PEDAGOGY AND COMMUNICATION
Authors	Freire (1989). Education as a higher subsystem must be an emancipatory practice.	Cobo Romaní and Moravec (2011). Invisible learning. Towards a new ecology of education.	Burbules (2012). "Ubiquitous learning and the future of teaching."	Zuluaga (1999). Pedagogy and history. Muñoz and Amador (2018). Communication-Education. Barbero (2003). Education from communication. Kaplún (2002). A pedagogy of communication.
Conception of knowledge	Learning is understood based on different experiences that are not detached from life, without disregarding scientific or specific learning.	Interaction and the exchange of knowledge are made visible as an alternative way of acquiring knowledge.	Continuous learning is encouraged, teaching how to use available resources to access content.	Pedagogy goes from being a way of disciplining and transmitting knowledge to a way of transforming impoverished realities or instructing for work.
Relationship between teachers or authors and students	There is a broad conception of teaching-learning. The relationship between participants is not asymmetrical. The intentions and needs of the learners are taken into account. Teachers are understood as advisors who contribute knowledge in terms of guidance.	The educator continues to teach from complex and analogical thinking, responding to problems. In this way, they make technology invisible and only sometimes use it as a channel, not as a medium.	Each person learns in different ways. Regardless of what phase of life the individual is in, we all learn continuously.	The concept of 'educational fact,' proposed by the History of Pedagogical Practices group in Colombia, replaces the teaching-learning dichotomy. This approach promotes inclusive classrooms where teachers and students exchange learning and teaching roles.

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Space management	Allows for reconfiguring learning practices in education, creating new learning spaces.	Knowledge is acquired in different everyday contexts; information is even unconsciously received and internalized through physical, sensory, or social stimuli.	Students can receive knowledge and content anywhere they can take a computer.	It is present in pedagogies based on the notion of *laissez-faire* (Vincent de Gournay) and Active School (Dewey, Claparède, and Ferrière), according to which students move in various places, including the surroundings of the school.
Habits and practices of students	Students combine theory and practice.	This co-creation of knowledge begins to shape the identity of each subject.	Collaboration favors motivation.	It begins with distance education, which dates back to the 18th century as "correspondence education." One of the challenges students have faced is the lack of individual reading and writing habits and practices.
Didactic, experimental mechanisms, and resources	Web 2.0 is an alternative movement that rethinks critical approaches to school.	Interdisciplinary dynamics are promoted, with a public, civic, and marginal character, and participatory and experiential approaches are advocated for over curricular ones.	Technologies, social networks, the internet, study groups, among other ways of grouping together, physically or virtually, create collectives of social knowledge.	Distance education programs currently have master's and doctoral levels that include high-quality didactic materials.
Collective development	There are training spaces outside of school. Learning does not depend solely on pedagogical intermediation embodied by the teacher.	There are means of social and individual empowerment through knowledge shared in alternative networks.	It facilitates the adaptation and evolution of communities.	Because it is an individual effort, distance education can lack mutual enrichment. However, technologies have mitigated this situation with devices that support synchronous or asynchronous collective work.
Didactics	Pedagogical tools are sought to enhance and strengthen the interaction between teaching functions.	New questions are raised, and attempts are made to break paradigms.	Diversity and flexibility in dynamics are promoted.	The acquisition of knowledge through edu-communicative actions is promoted.
Prior knowledge	Education takes place primarily in everyday life.	Learning takes into account practice and experience.	What is taught is intertwined with what is learned during life. Prior knowledge, skills, and individual competencies become important.	

Source: Authors' own elaboration.

In Table 3, it is observed that pedagogical approaches have shifted, aligning with the notion of expanded education. For instance, the Educator City program, initiated in Spain, aims to establish connections with local governance structures. This suggests that new pedagogical practices seek a path where the educator meets

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the learner in a symmetrical manner (Miranda, 2022). Thus, the term expanded education supports the idea that education transcends the school and resonates with other technological communication scenarios. As Uribe (2019) suggests, expanded education seeps through the cracks of institutions, spreads through the fissures of the formal and bureaucratic, bypasses conventional sequences of operational objectives, inflexible schedules, isolated spaces, or fragmented disciplinary knowledge; it is a porous concept that draws on references beyond the educational and pedagogical realm.

Conclusions

The expanded education approach integrates elements that have already been addressed by pedagogical theories, although these do not always emphasize flooding classrooms with everyday practices. Institutional regulations governing traditional education seem more interested in controlling the work of teachers and students than in the learning processes themselves. For this reason, we consider it pertinent to investigate and deeply identify what it means to teach and learn, focusing on expanded education as a core axis. To achieve this objective, we compiled transformative pedagogical strategies to co-create critical and reflective individuals, without relying on formal education. Essentially, these strategies legitimize learning as a space for teaching and knowledge exchange.

Expanded education moves away from conventional pedagogy, where students become mere information reproducers. This new approach abandons the emphasis on institutions, breaks hierarchical relationships between students and teachers, facilitates mutual teaching, and fosters critical thinking.

The research demonstrated how resources for expanded and invisible education were implemented in three projects at UNIMINUTO. The three studied cases illustrate the transformation of students' habits in practices related to the interaction between teachers and their links to learning.

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Viviana Marcela Miranda-Moreno 1: Conceptualization, Data curation, Formal analysis, Research, Methodology, Resources, Software, Supervision, Validation/Verification, Visualization, Writing/original draft and Writing, review and editing.

Jeannette Plaza Zúñiga 2: Conceptualization, Formal Analysis, Research, Methodology, Validation/Verification, Visualization, Review, Writing and Editing.

Benjamín Barón-Velandia 3: Methodology, Validation/Verification, Visualization, Review, Writing and Editing.

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