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Academic integrity in higher education: possibilities of using an open educational resource

Roberta Flaborea Favaro
Fernanda Guinoza Matuda
Marcos Evandro Galini
Nádia Rubio Pirillo

Abstract

Addressing academic integrity in higher education can be challenging depending on the area of knowledge. The lack of direct communication between university and students, and vice versa, as well as the lack of adequate teaching material designed for distance learning, can impact students' productions, causing the inappropriate use of academic texts in the formulation of their own productions. In addition, university teams may not be able to respond to the demands on instruction for academic production required by students. Thus, a team of pedagogues, instructional designers and experts in art and technology from a public virtual university developed an Open Educational Resource (OER) to guide university students in their academic productions. Through qualitative exploratory research, this educational resource was evaluated by a group of professors from different areas of knowledge and from different higher education institutions. As a result, professors point out some problems about academic integrity in their classes, especially in humanities courses, and suggest different ways of exploring this teaching material. Therefore, based on the experience in designing a teaching material on academic integrity, the objective of this article is to describe, analyze and propose actions for higher education students in different contexts, especially in distance education.

Keywords: distance learning in higher education; open educational resources; learning object; professional qualification.

Introduction

Academic production needs to be associated with good scientific practices, as the lack of integrity in the academic sphere can lead to unethical actions, such as copying works, disrespect for copyright and misuse of third-party ideas and productions. This topic has been discussed in Portuguese universities (NOVO et al., 2020; NUNES, 2019), but it is a subject that is still little evidenced in Brazilian literature. According to the authors' experience, written academic production, especially in the form of Distance Education (EaD), is still an element to be explored in universities.

Integrity is essential in university education, as students are invited to present scientific and academic works based on author searches, the practice of intertextuality and knowledge construction. They are also faced with academic texts, which must start from the notions of objectivity, neutrality, impartiality, explicit authorship and ownership (OLIVEIRA, 2014). Several manuals and guidance documents are prepared by universities, however they may not be enough to meet a growing demand of students who, poorly prepared in basic education for active, autonomous and self-regulated learning, make unintentional errors in academic writing, such as different types of plagiarism (PITHAN; VIDAL, 2013)[1].

In addition to the need to develop knowledge about how scientific knowledge is produced ethically, it is necessary to consider that students also experience specific forms of production of digital media. In this sense, digital competence, understood as the ability to read and write with the use of digital technologies (SILVA; BEHAR, 2019), is an extremely important topic in distance higher education, as the development of digital competence within the academic area can contribute to the construction of more ethical practices, training professionals who take these good actions to their professional performance.

This work[2] arises from the need experienced by supervisors of the Virtual University of the State of São Paulo (UNIVESP), a public virtual

1 Plagiarism is a topic that deserves to be highlighted within the academic scope and should be treated "in an interdisciplinary way, without reducing the phenomenon to a merely punitive aspect" (PITHAN; VIDAL, 2013, p. 81).

2 The authors thank Claudia Mori for the elaboration of the REA, as well as for her help in data collection and in the final review of the article. They also thank the UNIVESP art team.

university in São Paulo, based in the city of São Paulo/SP, who, when faced with the written productions of the internship reports, the course conclusion works and integrative projects, for example, noted that, despite the existence of pedagogical mediation carried out by specialists[3] and the availability of guidance documents, few reports produced by students are delivered within academic standards, with texts of their own authorship. and according to the criteria established by the institution.

Challenged by these issues, a multidisciplinary team from UNIVESP developed an Open Educational Resource (OER) with information and interactive activities that deal with integrity in the academic context. The purpose of the resource is to be a support and consultation material in different curricular components of the courses of the university in question. As it is an OER, with the premises of flexibility, readaptation, sharing and reuse of educational resources (UNESCO, 2015), it is also intended that this tool be used and shared in different contexts and institutions, given that the problem of digital competence development is a recurring issue in different higher education institutions.

Thus, the objective of this article is, through a qualitative research, to describe, analyze and recommend actions from the experience developed in the elaboration of a didactic material on academic integrity. For that, interviews were carried out with higher education professors from different areas of knowledge, from public and private institutions in the state of São Paulo, in order to raise considerations about the resource and its possible use in intended pedagogical actions.

The article brings some contributions to the field of production of teaching materials for distance higher education. However, it is assumed that OER, by itself, is not enough to solve problems inherent to students' learning demands regarding academic integrity. It is necessary to plan the use that is made of this teaching material, that is, its pedagogical proposal. In this sense, professors' perceptions of academic integrity in higher education and suggestions for exploring OER with students in class are central elements of this exploration.

3 These professionals can be called mediators, facilitators or tutors. Although there are several nomenclatures in the higher education institution that is the focus of this work, they all converge to the action of mediating the teaching and learning process in distance education.

1. Digital competence in higher education

Leite and Pereira (2021) mention that writing and reading practices are directly related to social uses, therefore, they follow different purposes, according to each context. Upon entering higher education, students are introduced to new ways of using writing, which authors such as Leite and Pereira (2021) call academic literacy(s), as they are not guided only by the content of each area of knowledge "[…] but also in the way of producing, organizing and disseminating them, which is done through language and especially through writing, which has great prestige in this environment" (LEITE; PEREIRA, 2021, p. 5).

When a higher education student is invited to write papers, he is not always able to do so, because, in the academic environment, specific textual genres circulate, with modes of production that are not yet familiar to him. Some studies, such as that by Fonseca (2019), suggest teaching strategies for academic writing, emphasizing the textual genres present in this context. In addition to this type of teaching approach, it is important to reflect on the forms of production and dissemination of information by new technologies, especially in the teaching of digital literacy and ethics in academia.

The study by Silva and Behar (2019) shows that there are different types of literacies, which have changed according to the technologies of each era until reaching the most current concept, that of "digital competence". According to the authors,

> with the incorporation of technologies, literacy, over time, has been changing, integrating new skills specific to Digital Information and Communication Technologies (TDICs), with reading and writing practices that are transformed according to social need (SILVA; BEHAR, 2019, p. 20).

Thus, for the authors, a digitally competent subject is one who is able to use information critically and communicates using a variety of tools. (SILVA; BEHAR, 2019).

Astudillo, Leguízamo-León and Calleja (2021) also bring important elements when they mention that historically the university develops knowledge and the means for its production, but, in the digital context, "the transformation in the ways of learning and teaching has been taking place since outside in" (ASTUDILLO; LEGUÍZAMO-LEÓN; CALLEJA,

2021, p. 3), as students and teachers are increasingly capturing information and learning from technologies, but the process of producing knowledge in digital media still presents challenges.

When we identify problems in the academic production of higher education students, such as the inadequacy of language to the context; copies of excerpts from other works; misappropriation of productions available on the network, we understand that we have a double challenge: academic literacy and digital literacy. But these multiliteracies cannot be treated in isolation and involve what Silva and Behar (2019) indicate as "Knowledge, Skills and Attitudes" (KSAs).

In this way, in addition to knowing how to use the resources and information that are available in digital media, there is other necessary knowledge, such as the production of scientific knowledge, the skills to produce authorial texts, the correct use of various research sources and attitudes and the ethical values that translate into the formation of an integral subject.

In general, these KSAs are present in the school curriculum since basic education, but they are treated in a transversal way and there are not necessarily materials or intentional teaching-learning actions for the construction of this knowledge. In the same way, in face-to-face higher education, academic-digital literacy is approached by different professors when they ask students for work, who learn through feedback on the productions, something little intended in distance education.

In distance education, there are several models of pedagogical organization, and, in many cases, the teaching action is distributed (content production, mediation, tutoring, etc.), as pointed out by Mill (2014). In this scenario, instructional teaching materials play a fundamental role for learning (FILATRO, 2018; KENSKI; MEDEIROS; ORDÉAS, 2019), so the production of teaching resources involves a highly qualified multidisciplinary team, which thinks and acts on the criteria of material development and manages the entire development process.

2. OER as teaching material in higher education

For Filatro (2010), one of the biggest mistakes in distance education is the belief that it is enough to transpose the materials from face-to-face

teaching to the virtual and the learning result will be the same. According to the research, the materials developed in distance education must be different from those of face-to-face teaching, as the role of the teacher, as well as that of the students, is different in this type of education. However, as Kenski (2015) states, many institutions that offer courses in distance education have developed projects without this concern, transposing, almost without changes, the experiences of face-to-face teaching to the online context. The author points out the importance of the instructional designer (professional specialist in the elaboration of pedagogical solutions for teaching contexts with digital mediation) in the elaboration and structuring of specific teaching materials for courses in distance education (KENSKI, 2015).

In terms of didactic structure, the materials and learning resources developed especially for distance education must be thought of within a pedagogical project with the action of the instructional design professional and several other actors: content teachers, pedagogues, technicians, web designers, among others. That is why it is possible to say that distance education course projects require multidisciplinary teams for all stages of implementation, and all professionals are responsible for the learning process (FILATRO, 2010, 2018). In this sense, the planning of courses in this modality must be collaborative. The projects are developed through agile processes that involve teams of professionals who work from pre-scripting, through the development of resources, to completion, with the publication of resources and materials in the virtual environment. In this process, the subject teacher is essential and must provide content, information and didactic strategies for the work of the multidisciplinary team.

In the literature, several terms are used to determine a specific teaching material. One of them is the Learning Object (LO), defined by any resource or material with the potential for learning, such as books, computers and even utensils that may not be educational resources in the context of origin, but which, in certain situations, serve as support for learning, such as, in face-to-face teaching, paints to carry out work, clothes to dress professionals, brooms to clean classrooms, etc (LEFFA, 2012).

The Digital Learning Object (ODA) is also another important term, which indicates digital resources to support learning, such as texts, images, videos, software, animations, games, simulators and video lessons, as long as they are part of an educational process. ODAs have been increasingly widespread, as they serve as teaching tools in different educational contexts, including

face-to-face and online teaching, at different levels of education, from early childhood education to higher education.

According to Mendes, Sousa and Caregnato (2004), the characteristics of an ODA are: reusability (it can be reused in different contexts and situations); adaptability (can be adapted according to the needs of each context); granularity (atomic content that facilitates reusability); accessibility (allows access to different types of users, including people with disabilities); durability (persists over time, can be used even if technologies change); interoperability (can operate across a variety of devices and operating systems).

These principles certainly align with the OER concept, as they stem from the academic movement towards open education. According to Amiel (2012), open education seeks to articulate and disseminate alternatives to guarantee the right to quality education for all. In this perspective, OERs are teaching and learning resources available in any support and are under public domain or open licenses such as Creative Commons, allowing them to be used and readapted for use in different educational contexts (ROSSINI; GONZALEZ, 2012). These resources can be produced in isolation or within a course or discipline, but, unlike traditional teaching materials, which are under the logic of copyright and are commercialized, "the philosophy of open educational resources places educational materials in the position of common and public goods, aimed at the benefit of all" (ROSSINI; GONZALEZ, 2012, p. 38).

According to the guidelines for OER in higher education (UNESCO, 2015), open licenses allow resources to be used more flexibly, being able to be readapted and reused, which guarantees the recognition of their authors even in the context of the digital world, in that materials can be easily copied and shared. Therefore, OERs can contribute to the development of new ways of thinking and developing higher education curricula and programs, enhancing sharing and collaboration between educational institutions.

In addition to cooperation and knowledge sharing as a public good, UNESCO guidelines (2015) also indicate that OERs can bring good contributions to the meaningful learning of students, who not only consume information but can also become producers of new OERs. , sharing with others the knowledge produced at the university.

3. Study context

The Virtual University of the State of São Paulo (UNIVESP) was created in 2012 and currently offers ten undergraduate courses in different areas of knowledge, in addition to technical and graduate courses, which serve more than 50,000 students. Its mission is to promote human and professional development through teaching, research and extension through digital education and innovative methodologies (UNIVESP, 2020). For face-to-face support for these courses, around 400 centers are distributed in 347 municipalities, which allows the university to reach more than 60% of the territory of São Paulo.

The university's pedagogical model consists of five fundamental axes, which connect and complement each other: expansion of access to higher education; student focus; interaction; digital inclusion; and training for professional practice (UNIVESP, 2020). UNIVESP's educational proposal is shaped in the interface of a Virtual Learning Environment (VLE), a means in which the university provides students with training paths aimed at professionalization. It also has a TV with 24-hour programming, as well as a YouTube channel where students can access classes in the various courses offered. These latter features are also open access.

In addition to the regular subjects, internships, course completion works and a curricular axis called the Integrating Project are also part of the curricular matrices. The written academic production of students, individually or in groups, is fundamental in these components as an element to highlight the learning carried out throughout the semester.

As in other higher education institutions, it is understood that a subject's professional competences are formed along a trajectory and, for this reason, all curricular components are part of this development, such as subjects, internships, projects, etc. Ethics, integrity and other values are also part of the construction of professional competences and are incorporated, transversally, into the curricular matrix of undergraduate courses, but they are not always subjects treated intentionally, causing students to reflect on their importance.

However, observing written works presented by students, the pedagogical team realized the need to plan teaching resources that could deal more effectively and intentionally with digital skills, in the terms of Silva and Behar

(2019), and academic integrity, seeking draw analogies with the training of future professionals, as errors in academic writing were detected, such as verbal and nominal agreement, use of colloquial words, words written with abbreviations, etc.; copies of work by other students, of work from the internet; self-plagiarism, as well as little citation of texts read throughout the courses. In addition, the reports that must be delivered in the courses are considered problems for the students, that is, they are not seen as an important element of learning, but as a hindrance to the formation and completion of graduation.

From this context, the pedagogical team designed the material on academic integrity in order to promote specific guidelines on the subject and to be used in the different disciplines of the university, leading to a deeper reflection on the subject, trying to make students aware and mitigate the problem.

3.1. The OER Academic Integrity

The OER on academic integrity is open and free of charge at: https://apps.univesp.br/integridade-academica/. It has a presentation page, with the objective of showing the user the importance of the topic, as well as the possibilities of exploring the didactic material. Navigation starts with two access options, allowing the visitor to choose where to start: specific content about fraud or academic ethics.

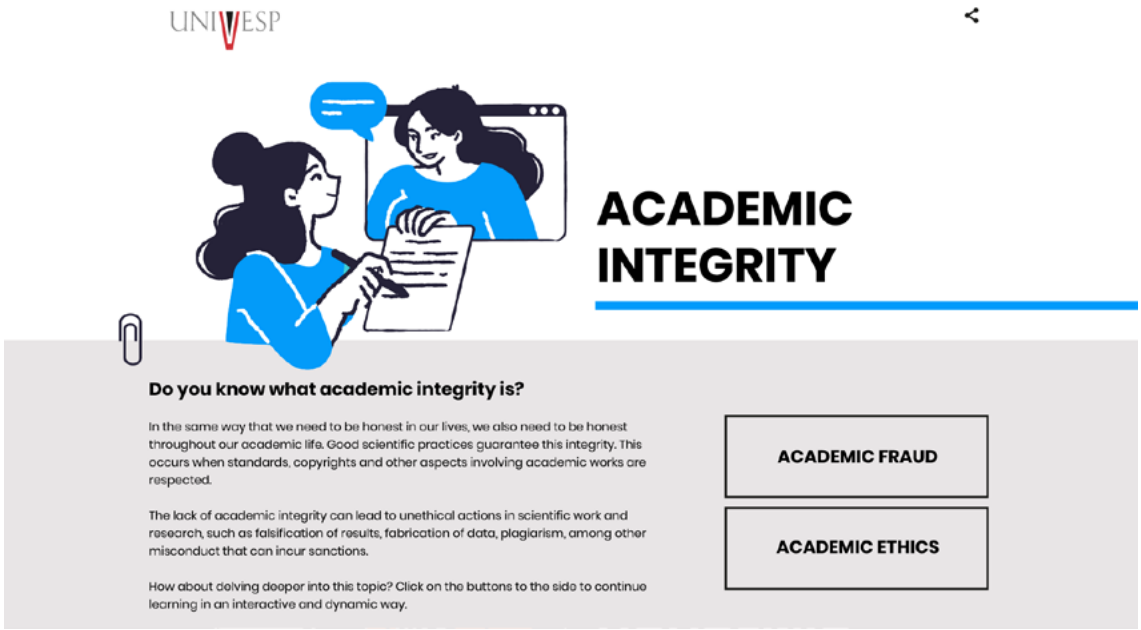

Figure 1 — OER home page
Source: Integridade... (2022, on-line).

In the content on academic fraud, what plagiarism is, the different types of it, and a game to identify the types of plagiarism are proposed. REA also recommends visiting different anti-plagiarism applications if the student is interested in exploring more about the topic or preventing possible fraud. In the academic ethics part, the resource presents some skills necessary for academic development, such as skills, values and attitudes. The question explored in this interface is: "how to be an ethical student?". Thus, important guidelines and tools are presented so that the student can develop autonomously in the academy, such as ABNT standards and Creative Commons licenses. At the end of the page, the visitor can practice the knowledge in a game of association.

The REA Academic Integrity, developed by the university's multidisciplinary team, is a resource that invites students to reflect on a series of topics for the realization of academic work.

4. Methodology

The methodology adopted in this research is Content Analysis (CA) based on qualitative analysis procedures and techniques. Marconi and Lakatos (2022) point out that qualitative research aims to obtain a particular understanding of the investigated object, so the researcher's gaze must be focused on the meanings and particularities of the object in question. "Its objective is to apprehend a certain situation and describe the complexity of a fact" (MARCONI; LAKATOS, 2022, p. 306).

The design of the CA involves three fundamental steps: pre-analysis (selection of material and definition of analysis procedures), exploration of the material and its interpretation (MARCONI; LAKATOS, 2022). According to the authors, the qualitative study can use different research techniques, such as conducting interviews or using questionnaires, for example. These techniques are different because the questionnaire is an instrument in which the questions are prepared in advance and, unlike the interview, these questions must have the answers recorded in writing.

In this research, data collection consisted of an online questionnaire with 11 open questions, which was sent by email to 11 higher education professors from different regions of the state of São Paulo who work in different areas

of knowledge, in institutions small, medium and large, both public and private. The objective was to encompass a varied sample of higher education professionals. It is worth mentioning that ethical aspects were taken into account, and the professors agreed to contribute to the research based on a free and clarified term of participation.

Before answering the questionnaire, teachers should access the OER Academic Integrity through the link provided. After analyzing the resource, the teachers were invited to answer the questions presented in Table 1.

n.	Question
1	Tell us about your experience with teaching in higher education.
2	What course/discipline do you teach at your university?
3	Characterize your students in the courses.
4	Is academic integrity an issue at your institution?
5	Is there any action by the institution to mitigate this problem? Which one?
6	And on your course? Explain.
7	Do you usually craft any specific material to promote academic integrity? Explain.
8	How do you rate the OER on Academic Integrity analyzed in the link?
9	Would you use the Academic Integrity OER in your course? Because?
10	What kind of activities could you propose to use OER in your course? Explain.
11	Anything you want to add.

Table 1 — Data Collection Questionnaire Questions
Source: Prepared by the authors.

After the application of the questionnaire, the data was organized through pre-established categories, originating from the consulted literature, as well as emerging categories, since the data brought new information.

For Bardin (2016), the definition of categories relevant to the research

objectives is one of the basic procedures of CA. Categorization aims to dismember the discourse into categories, creating a "kind of drawers or significant rubrics that allow the classification of the elements of meaning constituting the message" (BARDIN, 2016, p. 39). The results found in the analyzes performed are presented and discussed below.

5. Results

The sample of subjects was taken for convenience (FLICK, 2004), taking into account the contact between researchers and subjects, and did not have as main goal to encompass a large number of university professors, but subjects representing different areas of knowledge, both from public and private universities, and at different moments of the professional career.

Of the 11 professors who participated in the research, 2 are from the Engineering area, 2 from Mathematics, 3 from Education/Pedagogy, 1 from the Communication area, 1 from Literature, 1 from the Medicine area and 1 from the Information Technology area.

Professor	**Knowledge area**	**University**	**Years of teaching experience**
P1	Engineering	Private	10
P2	Math	Public	13
P3	Pedagogy	Private	23
P4	Communication	Private	4
P5	Languages	Public	8
P6	Engineering	Public	15
P7	Math	Public	7
P8	Pedagogy	Public	15
P9	Pedagogy	Private	10
P10	Med school	Public	12
P11	Information Technology	Private	5

Table 2 — Characterization of subjects
Source: Prepared by the authors.

All professors, with the exception of P10 and P11, have a doctorate and work in teaching, research and extension. From the answers to the questionnaire, it was possible to identify three categories for discussion:

I. profile of students and perception of the problem of academic integrity, understanding who the professors' students are, as well as the representation that professors have about the problem of integrity ; II. institutional actions or actions by the professor for the courses, understanding how to mitigate the problem of academic integrity, if they exist; III. evaluation and use of OER, that is, how the teacher understands OER and its possible use in the course(s).

It is worth noting that one of the possible limitations of this research is the application of the questionnaire to a single type of subject: the higher education teacher, because, despite being the focus of the research, possibly the data would be different if there were other subjects analyzed, such as students and course coordinators or pedagogical professionals. This survey can be carried out in future research related to the topic.

5.1. Student profile and perception of the problem of academic integrity

Regarding the students' profile, there is a heterogeneity of the classes in which the teachers participating in the study teach. There are professors whose students are of legal age (especially from technical or technological courses) and there are professors with groups of students who came directly from high school. There are also reports of students with greater purchasing power and those who come from less favored social classes, which is justified by the different contexts of performance of the interviewees.

According to one of the participants, heterogeneity can be found even among students from the same institution and is marked by different aspects:

> *Regarding the curricular needs and the knowledge already built by the students, they have always composed very heterogeneous profiles, including the demonstration of "interest", "commitment", "commitment" and "responsibility" in the face of the challenges that studies and students face. training processes impose. They are also heterogeneous from the point of view of conditions—time, financial, etc. — at their disposal to build their own academic paths (P5).*

However, regardless of the area of knowledge, age or social class, academic integrity was identified as a problem, to a greater or lesser degree,

by all professors participating in the research:

> *[…] I understand that academic integrity represents a challenge for all institutions as it is an important part of the students' learning process (P6).*

> *[…] I've had problems with that. Especially from students copying each other's work, and also from not citing and referencing correctly (P8).*

However, although they recognize the problem of academic integrity in educational institutions, most professors say that this is still a subject that is little discussed among the faculty: "I would also add that knowledge on the subject was, in my view, , very insufficient and not widely discussed" (P5). Despite the little dialogue on the subject in the institutions, two of the participants, trying to explain how the problem appears in work contexts, weave interesting justifications: the learning gaps of students who enter higher education and the non-identification of students as part of a "academic community".

> *We realized that this significant difficulty and evident learning gaps lead students to look for ways that already provide ready and commented answers, which has generated a major learning problem in the institution (P2).*

> *It even seems that some students do not identify themselves as part of this community, it is as if it was not necessary to take care of their own attitudes in the virtual environment or in carrying out their academic work. We found ethics and fraud issues in several jobs (P9).*

The analysis of the students' profile and the professors' answers regarding the problems related to academic integrity corroborates the hypotheses of the team that produced the OER, as it indicates that the academic and scientific production of the students presents problems, identified by the professors as copies, lack of use academic standards for citations and references, among others. In addition, teachers observe that these actions can be committed by the lack of knowledge of students who did not develop academic literacy in the previous stages of schooling, which is a challenge of higher education, which involves not only knowledge about how to write a paper correctly but it also includes making students understand themselves as subjects that produce new knowledge, with responsibility and integrity.

5.2. Institutional actions or actions by the professor for the courses in which they work

Some study participants claim that they do not know or that the institution where they work does not promote actions to face problems related to academic integrity. However, there are those who point to specific actions such as *"lectures and workshops in the National Technology Week and in the Cultural Week, both held annually"* (P8).

In the participants' responses, specific actions carried out in the courses can be observed, in a small amount. This absence may be related to the fact that the issue of academic integrity is often associated specifically with the disciplines of scientific methodology, as can be seen in the report: *"[…] in my disciplines of methodology I talk about ethics in research and in the communication disciplines talked about ethics in communication, which involve the subject"* (P4).

It is observed that teaching about academic integrity is understood in different ways by teachers, which may be related to the areas of knowledge in which the participants work. In the reports of professors in the area of Exact and Biological Sciences, it is noted that the topic is little explored, because, as mentioned by P1, "*It is not a topic that I am charged with at the institution in relation to teaching. In research, common sense prevails as a researcher*". P11, from the area of Medical School, also mentions the little exploration on the topic: "*Academic integrity is not a problem at my institution. The main objective is the practical learning of the student and we do not need the production of original texts for delivery. We do practical tests and in test form only*" (P11).

For P5, a professor in the area of Languages, the theme seems to be more present:

> *In all the institutions where I have worked, academic integrity has always been a sensitive issue and one that sensitizes professors and students in very different ways (P5).*

As can be seen, in different areas of knowledge, there are different perceptions on the subject. As an explanation of this difference, in the case of the Exacts area, P2 mentions:

> *[…] plagiarism is not an obvious problem considering that, as it is a calculation-based discipline, the student needs to develop*

> *and interpret the results. Unlike disciplines that demand readings and transcriptions that can lead to plagiarism (P2).*

Also from the Exact Sciences area, P7 mentions that the pedagogical practices are divided into lists of exercises and tests, which generates a large volume of material for correction. This professor observes that "*the students are divided into groups, a few people solve the exercises and the others copy*" (P7), but he explains that there are few actions by the institution on the problem.

Although they specify questions about the areas of knowledge, the reports also indicate that there is an institutional culture of each context, so it cannot be categorically stated that one area is more concerned than the other with the problems of academic integrity, since the focuses of the teaching work is also related to knowledge — something singular and, at the same time, plural, since it is built from different sources (TARDIF, 2010). With this, Azanha (2006) indicates that the concept of school life is related to the practices established in each educational context and the cultures established in each institution.

An example of these specificities of each context are the statements of P6, a professor in the area of Exact Sciences, who cites "The discipline I teach, project management, had as one of its central pillars the issue of ethics in the exercise of the profession of manager of projects"; in addition, P6 mentions the use of a guide to good management practices as material used in the course. His report demonstrates that the concern with the theme may also be related to the theme/object of each discipline or course, with the fields of professional activity, with the availability of materials and resources to promote discussions, among others.

P6's statements can also contribute to the perception that, in some contexts, the problem of integrity is restricted to a specific discipline or curricular component of the course or to individual teaching action, which is reinforced by other participants.

> *There are some programs offered by Psychology Course interns to assist in the detection and assistance of these students who demand special attention, but* ***the great part is in charge of the teacher*** *who, in turn, must identify and help the student in his/her difficulties as well as , guidelines on the issue of copies extracted from books or the internet (plagiarism) (P2, our emphasis).*

> *Only **individual actions by teachers** (either in their disciplines or in the guidelines of the work), which are clearly not fully sufficient (P4, our emphasis).*

> *Whenever we ask for works, we advise students on the importance of giving credit to the authors they use in their work and that they dialogue with their ideas articulating the theoretical foundation for greater credibility of their productions (P3).*

There are few institutional actions mentioned, but when they are mentioned by professors, they refer to the availability of guidance materials, academic standards and similar ones. However, channels of dialogue with students are necessary so that knowledge, skills and attitudes for academic integrity actions are, in fact, developed.

Three of the participating professors mention the need to guide students individually, and one professor, who works exclusively in distance education, cites some interaction and communication resources available in the VLE: "*The institution provides guidance materials, chats, forums, a call center in order to assist students in relation to this problem,* **through dialogue**" (P9, our emphasis). The same idea is brought by P11, also related to the work in distance education: "*In the classrooms, students find materials with guidelines*". In this sense, the student is given autonomy and the decision to seek (or not) information on academic integrity, since the contents are available in the VLE.

There is no mention by the participants of an instructional didactic material belonging to the material of the discipline used with the specific purpose of instigating students' reflections on what academic integrity is or on actions in the context of the university.

5.3. Evaluation and use of OER

Even though some professors stated that they do not take any action on academic integrity in the courses, all respondents showed a positive view of the OER Academic Integrity (UNIVESP, 2021) and the possible use of it as a didactic resource, as can be seen from the reports of P3 and P10:

> *It is an excellent resource, with easy language, pleasant to navigate, with short and clear information, which makes the student not discouraged to explore, and as it has an air of a game, it makes us feel challenged to advance the steps (P3).*

> *Very easy to read (good interface), comprehensive, with important content for students (P10).*

The teachers, in general, considered the resource dynamic and interactive, although some teachers found it too textual and suggested more practical exercises. One of the professors mentions that he is using the material in classes (P3) and another says that he would only use it in classes if the institution agreed (P1). One professor indicated that he would use the resource with incoming students and another commented on the possibility of using it as a starting point to address the issue.

> *Because it (the REA) can support the conversation about this topic in the institution, especially with newcomers (P8).*

> *I would use it as an object of reference or systematization of certain knowledge on the issue. I would also present it as a possible starting point for possible questions on the subject (P5).*

It is interesting to note that, for P6, the use of OER is an irreversible process and promotes motivation for students.

> *The use of OERs is an irreversible process that allows students to be more motivated in the learning process and allows them to delve deeper into topics of interest (P6).*

Regarding the types of activities proposed from the OER, there was a diversity of suggestions, both theoretical and practical: analysis of works by other authors, creation of a mental map, conversation circle, search for examples of fraud, creation of situations- problem involving the theme, project development, group discussions, debates.

> *It would raise awareness about the importance of giving credit to those who are entitled, address ethical and authorship issues and in the continuity, present the application and ask them to explore, propose a conceptual map on what they understood about Academic Fraud and Academic Ethics and would close*

> *with a conversation circle (P3).*

> *Both more conceptual and more practical activities, such as analysis of works. This more practical type is very common in my subjects: students look for works that can be good or bad examples or, in other cases, I find these works myself and bring them to the classroom for discussion (P4).*

> *Propose the structuring of projects based on good project management practices using all open educational resources relevant to the reality of each class (P6).*

Teachers also made general observations, giving suggestions for improvement and expansion of the resource, especially in the construction of citations and references.

> *I think REA could provide more information about actual citations and references, with examples or tools to build references, as well as details about ethics in academic research (ethics committee, Brazil platform, etc.) (P4).*

> *In the item "Academic ethics" it would be interesting to present some tips on the forms of citation and references, as this knowledge can help to minimize plagiarism (P8).*

> *Perhaps the REA could be more complete if it broadened the approach on ABNT Norms and Copyright, as it did with Creative Commons Use Licenses (P9).*

6. Conclusions and recommendations

The field of studies on the development of didactic material in distance education is still taking shape and there are few specific studies on the subject in the country. Contrary to what some professionals and institutions do, the experience of the analyzed university enables the perception that the intentional production of teaching material is essential as a guide to certain concepts. This material must be written with specific purposes and observing the characteristics of distance education, and not brought, in a poorly articulated way, from face-to-face teaching to distance learning, because the pedagogical purposes, the actions of the subjects and what is expected of them are different. for both types of education.

Through the results of this study, it is observed that, although many of the professors show the quality of the students' productions as a problem, the professors themselves do not understand academic integrity as a pedagogical problem and, therefore, capable of being taught to students. in the courses. This is possibly because, for some professors, academic integrity is related to the disciplines of research methodology.

However, some professors observe the little preparation of the student when arriving at the university, which corroborates the hypothesis of this work when carrying out the OER Academic Integrity. In addition to the issues of text production and knowledge about how scientific knowledge is produced, it is understood that there are skills that need to be worked from basic education, as they imply a positioning as a citizen, of respect, ethics, empathy and collaboration with the the other, that is, knowledge linked not only to academic life but also to people's positioning towards life, actions and values with themselves and with society. Academic integrity, therefore, is not restricted to the academy, but is transversal to the different institutions of which we are a part and the different roles we play in society.

Additionally, it was observed that the use of didactic material must be carried out intentionally, accompanied by other resources and pedagogical strategies that promote the importance of building professional, academic and digital skills. The use of this resource without planning can lead to little importance on the subject on the part of the student, as other contents, considered priority and urgent in training, can take more space in the courses. In this sense, the Academic Integrity OER is just the beginning of the investigation on the subject and it is expected that it will be used, in a transversal way, in different disciplines and contexts of higher education.

It is also important to point out that teachers, tutors and mediators are central subjects in the promotion of learning in distance education, as they are the ones who gradually accompany the students and teach, in an efficient way, about certain knowledge. In this aspect, the student should not feel alone in using the pedagogical resources available, but should dialogue with others, especially tutors and other students. Learning presupposes dialogue with the other, and this only occurs, in the case of distance education, if there is encouragement from teachers or people in charge of this task, such as tutors and mediators.

In large-scale teaching, as in several contexts of distance education, the instructional material gains relevance, as it is the element that unites and

combines all actors and resources for the same object of study. Especially in the case of the OER analyzed, it is observed that its use can be made seeking to improve the production of texts written by the students, such as the course conclusion work, the reports of the supervised mandatory internships and the delivery of reports from the Integrating Project. In research and writing of academic texts, students' view of this process can be changed if there are materials that help them to reflect on their attitudes and assist in pedagogical monitoring.

It is understood that the focus of heterogeneous teams producing materials for distance education should be on the student and on the learning processes, as well as on his/her difficulties. Therefore, it is essential to identify the student's knowledge, difficulties and learning needs, so there must also be a watchful eye on the part of the pedagogical team to identify problems in the formation of the future professional.

Continuing to explore the topic of resources and didactic materials for distance learning gains, every day, more relevance, especially as more and more students opt for this type of teaching and learning.

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