

The production of teaching material for distance education in the light of dialogic principles: a systematic review

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Abstract: Through a systematic literature review, this study seeks to identify practices in producing Distance Education (EaD) materials that adhere to dialogic principles. Ten databases were consulted, and 389 texts were identified, of which 15 were selected for analysis. The results show that less than 50% of the sample explicitly explores dialogic principles, which calls for investment in this area.

Keywords: Distance education; Teaching material; Dialogic principles.

A produção de material didático para a educação a distância à luz de princípios dialógicos: uma revisão sistemática

Resumo: Por meio da revisão sistemática da literatura, o estudo busca identificar práticas de produção de material didático para a Educação a Distância (EaD) que observem princípios dialógicos. Foram consultadas 10 bases de dados e identificados 389 textos, dos quais, 15 foram selecionados para nossa análise. Os resultados mostram que menos de 50% da amostra explora explicitamente os princípios dialógicos, o que demanda investimento no campo.

Palavras-chave: Educação a distância; Material didático; Princípios dialógicos



La producción de material didáctico para la educación a distancia a la luz de principios dialógicos: una revisión sistemática

Resumen: A través de una revisión sistemática de la literatura, el estudio busca identificar prácticas de producción de material didáctico para la educación a distancia que observen principios dialógicos. Se realizó una búsqueda en 10 bases de datos y se identificaron 389 textos, de los cuales se seleccionaron 15 para el análisis. Los resultados muestran que menos del 50% de la muestra explora explícitamente principios dialógicos, lo que exige inversión en el campo.

Palabras clave: Educación a distancia; Material didáctico; Principios dialógicos

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1 INTRODUCTION

The production of teaching materials for Distance Education (EaD) is becoming more and more important in the current scenario, in line with the growing need for innovation in teaching and learning processes, permeating planning, modalities, contexts, and pedagogical practices. It's a space surrounded by challenges that range from the need for better quality teaching materials that overcome deficient theoretical and practical gaps to the lack of training and dialogue between those involved in the production process.

EaD involves the action and interaction of different subjects as well as the structuring and linking of different components so that the teaching process can be objectified and the learning process can happen. Among the different components involved in EaD, teaching materials have always been considered fundamental and produced for those who study without the personal support of a teacher (Preti, 2010).

In this context, the process of producing teaching materials requires that the dialog takes place in the interaction between the student and the purposeful discourse of the statements, giving voice and life to the written language. It is understood that dialog is not limited to face-to-face conversation, it takes place in different dimensions of the communication process (BAKHTIN, 2006). Therefore, the teaching material written for EaD must represent the content teacher's speech through the text, which is an element of communication between the teacher who wrote it and the student who will read it.

To this end, especially in the field of EaD, it is essential to apply good practices in the production of teaching materials, with forecasts about the reality of the target audience, problematization of experiences, dynamism and dialogicity, where the product is content that rethinks didactic and pedagogical strategies, facilitates understanding, reframes the act of teaching and learning, and thus promotes a change in the state of knowledge.

Following the principles of this pedagogical perspective, the design of certain teaching materials has the indispensable role of building knowledge based on previous experiences, problematizing experiences, effective communication, and the presence of practical and theoretical knowledge. There is no time lost for dialogue that, through problematization, places man in his reality as the true subject of transformation (FREIRE, 2022).

As in the case of face-to-face education, EaD, following the principles of Freire (2020), must open up avenues for critical, conscious, and dialogical education, in which it is only possible to break

with verticalized education through problematization by overcoming the contradictions between the educator and the learner, and in which education as a practice of freedom is not possible outside of dialogue.

In this context, as a contribution to the topic, through a systematic review of the literature, this study seeks to identify practices in the production of teaching material for EaD that observe dialogic principles, such as: contextualization and problematization; promotion of participation and autonomy; simple, clear and concise language; simulated textual dialogue; and instructional design. It is a work with possibilities for opening up horizons and situational understanding, highlighting ways of meeting new educational demands, such as the need to improve the dialogue between teacher and student through teaching materials.

2 DISCUSSING THE PRODUCTION OF TEACHING MATERIAL FOR EAD

Distance Education is a type of teaching with specific characteristics that, according to Preti (2012), should be part of the questions and concerns that exist in the educational sector, contributing to the formation of autonomous citizens aware of their social responsibilities. That requires exchange, dialogue, and interaction between the actors of the pedagogical action since the student and the teacher do not occupy the same space in the interlocution process, making autonomy one of the ideals of the educational action and stimulating the active search for the construction of knowledge.

It is a reality in which the challenges of producing teaching materials require special care, from planning to production, from availability to evaluation of educational initiatives. In this way, the materials made for EaD must include strategies that mitigate the impact of the teacher's absence, based on problematization and simulated dialogue, with a focus on interactivity and communication, supported by the students' experiences.

For Bakhtin (2010), when we truly experience something, even in thought, it becomes dynamic, and that thought experiences and acquires a character of reality. The living word, the fully word is not only about the object but also about the affective interest that active interaction awakens in it, based on its textual scope, even without the presence of the author of the content. In this same way, Bakhtin (2011) explains that dialogism is represented by trust in the word of the other, in learning, in the sense of meaning, in the combination of many voices, in the understanding that completes, that goes beyond the limits of the comprehensible.



From this perspective, proposals for learning solutions aimed at Distance Education should be developed based on problematization, respecting the previous experiences and students' realities, permeating training that allows the development of pedagogical skills and results in content with dialogical principles. According to Freire (2022), it is through the problematization of human beings in their relations with the world and with others that possibilities are created for deepening consciousness, which unfolds in the action of transforming reality, in the problematization of real, concrete, and existential situations, necessary for understanding and meaningful learning.

Learning that, whatever the teaching modality, must be based on dialogical principles, involved in the dialogue defended by Freire (2021), based on the act of teaching that is completed in the other in the act of learning, that happens in the restlessness and the ability to make the student think critically. A pedagogical dialogue that involves both the content or object of knowledge and the problematization and exposition that is made about it.

Thus, it is up to the problematization to mark the content, from the textual conception, guiding the student in a critical perspective in which action-reflection-action is presented as an attitude and a possibility for the student to go beyond his common sense knowledge. To do it, the text must constantly establish links, links with reality, with the student's current context, a back and forth between experiences and concepts, between the old and the new, between what the student already knows and what he/she doesn't yet know (PRETI, 2010).

In support of this, Bento (2022) points out that many factors can contribute to the success of a distance education course. One of the most important factors is the quality of the teaching material, which has its complexity. It is necessary to avoid redundancies and to give space to clarity, creativity, criticality, and problematization. This is the way to design quality teaching material that favors good student performance, promotes autonomy and motivation with its characteristics, made to think of the students and for the student.

It should be noted that in Ead practically all the interaction of the students with the educational proposal is based on the content. This means that the teacher must incorporate teaching communication into the materials as they were in the classroom. This is a new way of teaching and creating content that is complete enough for the students to learn, even if they are at a distance (FILATRO, 2018). Therefore, the prevalence of traditional methods based on content is being redesigned, and training practices are gradually innovating, increasing elements that sharpen criticality, allow reflection and resolution, observe previous knowledge, communication, and

interaction.

In this direction, Santos and Araújo (2024) point out that the training of content teachers is another relevant factor in the process of producing interactive resources, influencing the presence of dialogic aspects, in other words, content that stimulates critical thinking, creativity, and problem solving, based on the exchange of experiences and perspectives between teachers, content, and students, through technological mediation.

However, we would like to point out that EaD is becoming an increasingly vivid reality in contemporary educational life, reinforced by the need for innovation in teaching practices, teacher training, and the production of quality teaching materials. Gradually, the boundaries of discredit are being broken down, moving towards collaborative, relevant, innovative, and effective projects, as well as the development of environments conducive to learning through teaching materials based on dialogical principles.

3 DIALOGUING WITH THE LITERATURE DATA

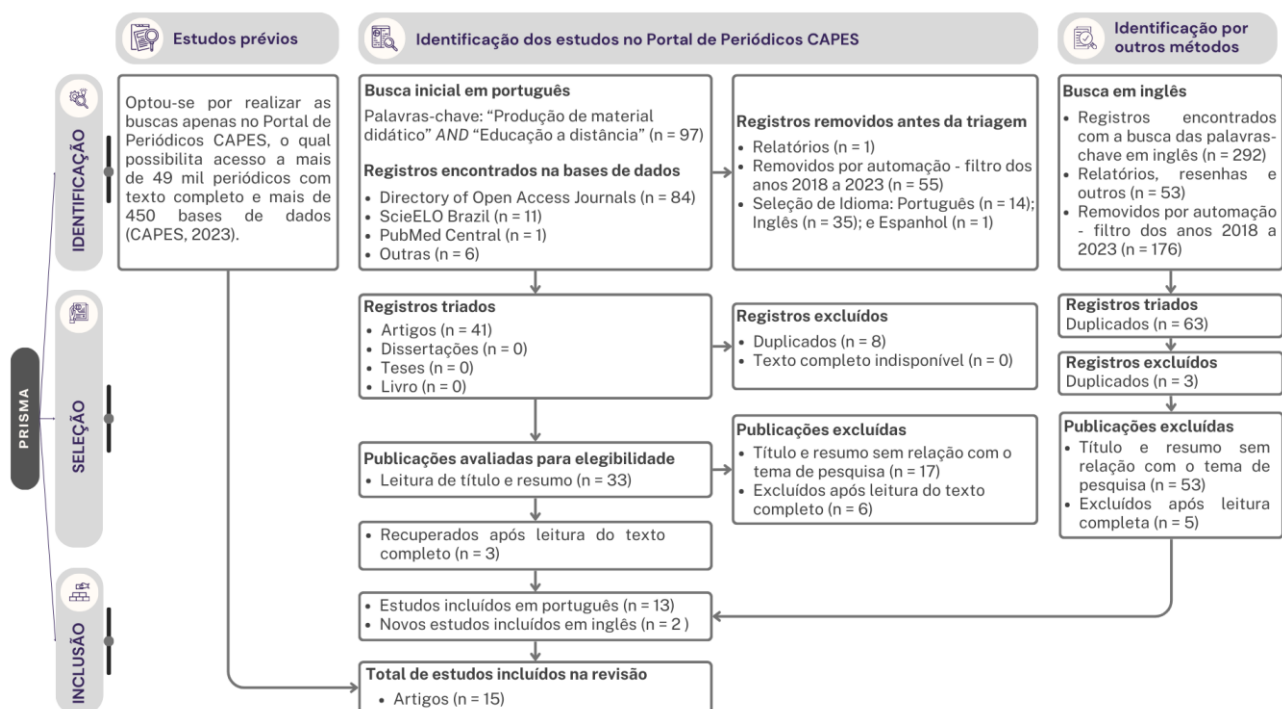
As observers, linking the theme of dialogicity with the production of knowledge about teaching materials is emerging as a field of research that requires systematization, and to this end, we have carried out this systematic review of the literature based on the guidelines of the PRISMA statement (PAGE *et al.*, 2023).

We proceeded with the construction of a protocol that divided the stages of the systematic review into three phases: identification; selection; and inclusion of studies. The methodology was adapted to identify works that deal with the production of teaching material and Distance Education, to characterize the publications, identify factors related to the subject under study, training of content designers, as well as aspects that contribute to the systematization of ideas on the dialogical principles of teaching material for Distance Education.

The process, which included search strategies, identification, sorting, and inclusion of works, had as its research environment the Portal of Periodicals of the Coordination for the Improvement of Higher Education Personnel (CAPES) during October and November 2023 through the DOAJ - Directory of Open Access Journals, ScieELO, ScieELO Brazil, ScieELO Public Health, PubMed, PubMed Central, ERIC - Full Text Only (Discovery), Social Citation Index Expanded (Web of

Science), Education Resources Information Center (ERIC) and Wiley Online Library databases. Meanwhile, studies were retrieved using advanced searches for the keywords in Portuguese: "Produção de Material Didático" and "Educação a Distância", and searches in English: "Production of teaching materials" and "Distance education", both linked by the boolean logical operator AND, according to the filters and criteria shown in Figure 1.

Figure 1 - The process of identifying, screening and including studies



Source: Prepared by the authors (2023)

The methodological path of the review was aligned with the consensus of the two authors, combining the different electronic databases. The inclusion criteria were: peer-reviewed articles published between 2018 and 2023 in Portuguese, English and Spanish, among articles, dissertations, theses and books. The exclusion criteria were: duplicate manuscripts (present in more than one database) and unavailable full text.

We then selected the papers by analyzing the titles and abstracts of the publications, culminating in a total of fifteen articles (n = 15) in this review. We independently examined the characteristics of the papers, the intervention, the relationship with the research topic, and the relevance of the content to the topic under study. It should be noted that there were cases in which the title and abstract did not provide enough information to decide on the inclusion of a particular article,



situations that led us to decide to read the full text.

3.1 Preparing the data for dialog with the studies

After extracting, managing and evaluating the selected articles, we processed the data considered relevant in each study, based on reflection and analysis of the assumptions surrounding the object of study of this research. Table 1 lists all the papers included in this systematic literature review, identified (ID) in the order of their arrangement in the bibliographic references, accompanied by the title and year of publication, and including the subdivision of the papers selected in the searches in Portuguese and English.

Table 1 - Studies included in the systematic literature review*

ID	Article title	Authors and Year of Publication
Search in Portuguese		
A1	Inovação no curso de enfermagem da UFMG: relatos da implantação de uma disciplina a distância	ARRUDA; PEREIRA, 2018
A2	Planejamento, elaboração e utilização de materiais didáticos disponibilizados em ambiente virtual de aprendizagem	AZEVEDO; FAIM, 2018
A3	A produção de materiais didáticos críticos para o ensino de língua espanhola LE na EAD	BRANDÃO, 2018
A4	Políticas educacionais: produção de materiais didáticos de educação a distância na Universidade Federal do Amapá	CASTRO; JUNIOR; OLIVEIRA, 2020
A5	A avaliação da textualidade no processo de escrita didático-acadêmica: um estudo de caso	HISSA, 2020
A6	A retextualização hipertextual em material didático digital para a educação à distância	HISSA; ARAÚJO, 2020
A7	A atuação do designer instrucional na preparação de conteúdo para o ensino de português a distância	LISKA, 2018
A8	Gestão da Produção de Recursos Educacionais em Áudio e Vídeo: A Experiência do Laboratório de Educomunicação da Universidade Franciscana/RS	LOPES; PEREIRA; LAMMEL, 2019
A9	As videoaulas e os desafios para a produção de material didático: pensando a docência na educação online	MARTINS; ALMEIDA, 2018
A10	Produção de recursos educacionais para ensino de língua portuguesa no ensino superior	PEREIRA; BATISTA, 2022





A11	Formação docente para a produção de material para a educação digital	SANTOS; KOWALSKI; TRINDADE, 2020
A12	As Teorias de Aprendizagem na Produção de Materiais Didáticos na Educação a Distância	SCHNEIDER <i>et al.</i> , 2020
A13	Parâmetros para a produção de recursos didáticos para a educação mediada pelas tecnologias digitais	WEBER, 2022
Search in English		
A14	Method of text content development in creation of professionally oriented online courses for oil and gas specialists	MURZO; SVESHNIKOVA; CHUVILEVA, 2019
A15	Educational hypermedia in nursing assistance at birth: building and validation of content and appearance	OLIVEIRA <i>et al.</i> , 2019

Source: Prepared by the authors (2023). *Titles in Portuguese were not translated in order to keep their originality.

Once the publications had been screened, the quality indicators were observed in each of them: structuring of the data collection procedures; clarity of the research methodology; adequate description of the study participants or observation units; clarity in the presentation of the results; formulation of the conclusion and prospects for future work. Table 2 shows the perceived quality of the articles included in the study, highlighting that "n" represents the number of studies which intended to be evaluated for each quality criterion.

Table 2 - Study Quality Assessment Criteria (CAQ)

ID	Quality indicators	Description	Number of Studies and Percentage
CAQ1	Does data collection follow well-structured procedures?	Yes	(n=8) 54%
		Partially	(n=5) 33%
		No	(n=2) 13%
CAQ2	Is the research methodology clearly identified?	Yes	(n=11) 74%
		Partially	(n=2) 13%
		No	(n=2) 13%
CAQ3	Are the study participants or observation units adequately described?	Yes	(n=12) 80%
		Partially	(n=2) 13%
		No	(n=1) 7%
CAQ4	Were the results of the study clearly presented?	Yes	(n=7) 47%





		Partially	(n=7) 47%
		No	(n=1) 6%
CAQ5	Are the conclusions and prospects for future work clear?	Yes	(n=3) 20%
		Partially	(n=10) 67%
		No	(n=2) 13%

Source: Prepared by the authors (2023)

Given the above, if we add up the figures for each result, we can conclude that 55% of the selected works meet the evaluation criteria (Yes), 35% partially (Partially), and 10% do not meet the quality evaluation criteria (No).

The indicators show that more than half of the studies are of good quality, with an adequate description of the participants or observation units standing out in 80% of the studies, followed by a clear research methodology in 74% of the articles, and thirdly, the identification of well-structured data collection procedures in 54% of the publications. The results show that the main weakness of the studies is the formulation of the conclusions, mainly due to the lack of perspective on the continuity of the studies.

Next, we searched for thematic aspects according to Table 3, where "n" represents the number of studies with the corresponding indication of the appearance of each theme in the scope of the selected articles.

Table 3 - Thematic aspects analyzed in the studies

ID	Thematic Aspect	Number of Studies and Percentage
A	Distance education/EaD	(n=15) 100%
B	Teacher training	(n=6) 40%
C	Training in the production of teaching materials	(n=3) 20%
D	Content teacher	(n=7) 47%
E	Instructional design	(n=9) 60%
F	Production of teaching materials	(n=13) 87%
G	Production of teaching materials for EaD	(n=12) 80%
H	Production of didactic material in the health area	(n=2) 13%
I	Dialogical approaches in the general context	(n=6) 40%



J	Dialogical approaches in teaching materials	(n=7) 47%
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Source: Prepared by the authors (2023)

Regarding the thematic aspects of the papers, we found that 100% of the publications dealt with the subject of Distance Education/EaD, followed by 80% of the papers discussing the production of teaching materials for EaD. It is noteworthy that only 13% of the studies were related to health, and 40% discussed dialogical approaches in teaching materials.

3.2 Dialog with the results

The selected studies discuss and highlight basic principles for the textual composition of materials designed for Distance Education. The selected publications show that EaD is undergoing an accelerated process of development, creating opportunities for students to have better access to information through new information and communication technologies. It is a teaching method becoming more modern and widespread in our country, with teachers and students participating more actively in the teaching and learning process (A15).

The review reflects on distance education as a teaching and learning process that allows the exchange of culturally different knowledge, promotes autonomy, allows plurality, and diversity of ideas, as well as the formation of critical, creative, and questioning individuals who observe study and learning time (A1; A2; A3; A7; A9 and A11). Distance Education stands out and plays a relevant role, combining teaching, technology, interactivity, collaborative learning, co-creation, among others, offering new possibilities for consolidating knowledge based on collaboration and respect for uniqueness (A2; A5; A9 and A11).

Research showing the discussion of dialogical aspects in the context of teaching materials in studies A1; A2; A4; A5; A6; A9 and A13. It is worth noting that Table 4 shows the indicators used by each article, as well as examples of excerpts that show how the works address the indicators of the dialogical principle: contextualization and problematization; promotion of participation and autonomy; simple, clear, and concise language; simulated textual dialogue; and instructional design.

Table 4 - Indicators of dialog principles for teaching materials**

Dialogue principle indicators	Approach	Article
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Contextualization and problematization	[...] in EaD, students' previous knowledge and experiences must be taken into account in the process of building dialogic courses that go beyond the limits of distance to bring students and teachers closer together.	A1, p. 136.
	[...] with the main objective of combining theory and practice, by transposing the content into real situations as close as possible to the learners' reality.	A9, p. 608.
Encouraging participation and autonomy	[...] knowledge happens through action, through experience, through doing. It is closely linked to the student's autonomy, which is necessary for the acquisition of knowledge, especially in a distance learning course.	A2, p. 153.
	[...] the contextualization of theory and practice ("The material leads us to the relationship with the practical"; "the material is a fundamental point to clarify ideas with new knowledge") and the stimulation of learner autonomy [...]	A9, p. 611.
Simple, clear and concise language	[...] the language of the text for EaD should be colloquial; dialogic relationship; personalization; presence of the narrator; clarity and simplicity [...]	A4, p. 49.
	[...] the approach to the language used to produce the content becomes fundamental in the distance modality, because, when presenting content and proposing activities, the teacher "[...] then needs to unite his practical and theoretical knowledge, articulating a clear, direct, understandable and dialogical didactic discourse with a view to pedagogical mediation" [...]	A2, p. 174.
Simulated textual dialog	The organization needs to be detailed and easily accessible to the students, always starting with simulated didactic dialogue, [...] this communication takes place through written text, asynchronously.	A2, p. 164.
	It is through the texts that the student and teacher come closer together. It is therefore more appropriate to use dialogic language in the construction of the resource text. In other words, the text is characterized as a conversation between the teacher and the student. Thus, when reading, the student has the feeling that the teacher is close by, giving guidance and explanations.	A13, p. 416.
Instructional design	[...] content requires the organization and integration of concepts, knowledge and experiences in relation to students' objectives and interests.	A2, p. 172.
	[...] the content included in the didactic material, the formatting, the language, the organization of the themes, among other mechanisms that involve the elaboration, are factors that must be perceived [...]	A4, p. 50.

Source: Prepared by the authors (2023). **All the excerpts from the Approach column were translated from Portuguese into English by us.

The results show that in distance education, it is necessary to think of strategies that place the student as the subject of the educational process, thinking of didactic material that leads them to take an active stance on the issues present in the content studied, presenting theory in a way that is linked





to the concrete problems of everyday practices (A1; A9). To do this, it is necessary to be open to dialogue during the learning process, to relate to the students through the content, to value their knowledge, and to enable them to reflect on and problematize their social realities and experiences.

The design of EaD materials should incorporate experiential knowledge, encourage autonomy, encourage interaction, appropriate language, inviting text, and a theoretical and practical approach integrated with concepts and learning objectives, thus enabling the construction of concrete knowledge, skills, attitudes, and values (A13; A14). Furthermore, in EaD we must seek to train critical and creative individuals who know how to question and transform their attitudes towards society, with a perception of their time, local situation, and regional conditions, who can change their practices, review ideas, and act innovatively. (A2; A9).

In this sense, the importance of producing quality teaching materials with clear and concise language, with trained professionals, endowed with pedagogical skills that contribute to the construction of effective pedagogical strategies and practices that strengthen teaching and learning in Distance Education emerges. To this end, the dialogical aspects present in the content emphasize the importance of training content teachers to produce interactive resources that encourage the development of skills, reflection, argumentation, and creativity, stimulating critical thinking and problem-solving, allowing the exchange of experiences and perspectives between teachers, content, and students.

The studies analyzed also show that when thinking about the design of materials for EaD, attention should be paid to aspects such as the organization of the environment to be used, learning needs, and the inviting layout of the content. Thinking of the student as the center of the process and responsible for managing his or her learning, as well as the paths to be followed in the search for knowledge and situational maturity (A3). In this way, the teaching material must be up-to-date, with the ideal volume and level of linguistic difficulty, informative, and understandable for the students. The text must be interesting, adapted to the students' level of maturity, well structured grammatically, with accessible vocabulary, ensuring motivation, interaction, contextualization of reality, and understanding of meanings (A14).

A Teaching material that, as an object of study, acts as a mediator in the teaching and learning process since it contains the teacher's speech and the possibility of new ways of discussing the concepts they want to teach (A12; A13). Therefore, the teaching material must present a critical proposal that serves as a reflection on contemporary demands, taking into account plurality,



intercultural, political, and emancipatory dialogue, the characteristics of the digital age, the abundance of information, decision-making and the incorporation of technologies into people's daily lives, promoting communication and the protagonism of the subject who learns.

The researched publications also show that the linguistic approach used in the production of teaching material becomes fundamental in distance modality, both in the presentation of content and in the proposal of activities. The content teacher needs practical and theoretical knowledge to articulate a clear, comprehensible, and dialogical didactic discourse. It is a challenge to produce teaching material aimed at distance modality, being the author of one's discourse, seeking solidity in other theoretical voices, and, at the same time, choosing which voice to use in dialogue with one's students (A2; A4).

In this context, the creation of teaching material for distance education requires the content designer to understand his or her role, knowledge of the genre to be produced, and textual strategies for written composition to satisfy a set of conditions that promote the production of meaning. Interlocutions are expected to formulate the dialogic tone necessary for the material, with communicative texts and the functionality of language taking place in enunciative activity for this production of meaning. (A1; A4; A5; A13). Therefore, for the quality of distance education, the face-to-face teaching experience alone is not enough; it is essential to observe certain rules related to design, production, language, study, time control, and knowledge of instructional design, among other factors.

We can also see in the studies the need to maintain a multidisciplinary team to support the content teacher and the materials production process. At a minimum, this team should include specialists in content production, revision, instructional design, layout, illustration, development, implementation, evaluation, and others (A1; A8). Regardless of the medium, the production of instructional materials for use through technology plays a key role in the teaching-learning relationship and must include elements of oral discourse, such as interaction and simulated dialogue, present in the content.

We emphasize that the production of teaching materials for EaD should be encouraged and supported by public policies and initiatives that promote the strengthening of relationships between educational institutions, teachers, and students, including innovation and improvement of the processes involved in the creation and sharing of these materials. It is also necessary to pay close attention to the training of content teachers and the development of skills that will lead to teaching



materials that stimulate critical thinking, problem-solving, taking into account prior experiences, needs, and interests of students, increasing accessibility, equity, personalization and contextualization of practices.

4 UNFINISHED CONSIDERATIONS

The quality of the teaching material for Distance Education is a preponderant factor in the success of educational strategies. The content must be designed and produced in such a way that its pedagogical intent respects dialogical principles, within a communicative context that is permeated by process innovation, the reinforcement of practices and knowledge, that respects the exchange of thoughts, and promotes behavioral change. In this sense, this study sought to identify practices in the production of teaching material for EaD that observe dialogic principles, that is: contextualization and problematization; promotion of participation and autonomy; simple, clear, and concise language; simulated textual dialogue; and instructional design.

Attention is given to the way teaching material interacts with the student, facilitating the teaching-learning process and bringing teachers and students closer together through dialogic content made available through distance education. Educational proposals based on dialogical principles can place the student as the protagonist of his educational process, leading him to take an active stance on the concrete problems of everyday life reflected in the content.

In this way, the teaching material must cover the contextualization and problematization of practices, experiential knowledge, stimulation of autonomy, encouragement of interactions, with appropriate language, simulated dialogues, and inviting texts, as well as presenting a theoretical and practical approach integrated with concepts and learning objectives applied to the structuring elements of the teaching material.

It should be noted that this study does not end here since the research of dialogic principles in Distance Education materials is a relatively modern proposition. It is, therefore, a broad field with possibilities for more in-depth research, including the possibility of analyzing the contribution of the team and the process of producing teaching material for the training of content teachers, as well as deepening discussions about dialogical principles and strategies for evaluating the use of this didactic material in distance education. In line with Bakhtin's discourse (2006), the fruitful study of dialogue presupposes a deeper investigation of the forms used in the citation of discourse since these reflect





basic and constant tendencies in the active reception of the other and their transmission within a context.

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