



The Research Ethics Committee as a Space for Continuing Education of the University Professor

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ABSTRACT

This article is the result of a reflection on the teaching work developed in a Research Ethics Committee. The objective was to highlight the research axis as one of the elements of professional education for higher education teaching through the ethical evaluation of research protocols. Methodologically, linked to this professional performance, a literature review was carried out that included Brazilian norms and resolutions on the ethical commitment in the field of scientific research, as well as works that deal with alternatives for continuing education of university professors. We conclude that the ethics permeates the pedagogical knowledge constituted also in the process of acting and teaching mediation in the research field, given that this is the training model for the higher level teaching professed in Brazil.

KEYWORDS

Academic teaching personnel. Ethics of science. Teacher education.

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O Comitê de Ética em Pesquisa como Espaço de Formação Continuada do Professor Universitário

RESUMO

Este artigo é fruto de uma reflexão sobre o trabalho docente desenvolvido em um Comitê de Ética em Pesquisa. O objetivo em pauta foi destacar o eixo da pesquisa como um dos elementos de formação profissional para docência do ensino superior por meio da avaliação ética de protocolos de pesquisa. Metodologicamente, atrelada a esta atuação profissional, foi realizada revisão de literatura que incluiu normativas e resoluções brasileiras sobre o compromisso ético no campo da pesquisa científica, além de obras que versam sobre alternativas de formação continuada de professores universitários. Concluímos que a eticidade perpassa pelos saberes pedagógicos constituídos também no processo de atuação e mediação docente no campo da pesquisa, haja vista ser este o modelo de formação para o magistério de nível superior preconizado no Brasil.

PALAVRAS-CHAVE

Magistério de ensino superior. Ética pedagógica. Docente em formação.

El Comité de Ética en Investigación como Espacio para la Educación Continua del Profesor Universitario

RESUMEN

Este artículo es el resultado de una reflexión sobre el trabajo docente desarrollado en un Comité de Ética en Investigación. El objetivo era destacar el eje de investigación como uno de los elementos de la educación profesional para la enseñanza de la educación superior a través de la evaluación ética de los protocolos de investigación. Metodológicamente, vinculado a este desempeño profesional, se realizó una revisión de la literatura que incluyó normas y resoluciones brasileñas sobre el compromiso ético en el campo de la investigación científica, así como trabajos que abordan alternativas para la educación continua de los profesores universitarios. Llegamos a la conclusión de que la ética impregna el conocimiento pedagógico constituido también en el proceso de actuación y mediación docente en el campo de la investigación, dado que este es el modelo de formación para la enseñanza de nivel superior profesada en Brasil.

PALABRAS CLAVE

Enseñanza superior. Ética de la ciencia. Educación permanente.

Introduction

There is a consensus among the various areas of knowledge that social development cannot be dissociated from scientific progress. The discoveries and innovations happen as a result of the research of researchers who, in countless of these works, involve human beings as research participant, directly or indirectly. It is at this point that two challenges are presented to universities in the context of research projects: the first revolves around research ethics involving human beings. Linked to this, the perception that the ethical evaluation spaces of these projects can be configured as collaborative learning environments among the teachers who are part of them.

The constant discussions about human rights and the current concern with respect for human dignity (PIOVESAN, 2016; SARLET, 2015) may be factors that drive the creation of Ethics Committees in Research with Human Beings (CEP) in Brazilian universities. although regulations in this sense are more than twenty years old.

The support for our reflections on the subject, and the consequent elaboration of this article, came through the creation of a CEP at the State University of Tocantins (UNITINS). The experience in this process allowed us to question the role of these committees in the process of continuing education of university teachers. To this end, we use a guiding question for our reflections: How does acting in an ethics committee collaborate with the training of this professional for the exercise of higher level teaching?

The methodology was directed to the bibliographical analysis in two fronts. The first was a historical course of publications related to the context of research involving human beings in Brazil and was based on international and national standards and resolutions on the ethical commitment to the progress of science linked to human-social development. The second, in turn, focused on the alternative spaces for the formation of university teaching. To this end, Nóvoa (2002), Severino (2009) and Cunha (2008), among others, contributed to highlighting the need for a continuous process of evaluation and resignification of the role of the teacher in the 21st century, specifically with regard to the act. to teach to a young audience that (re) constructs their identities permanently under the conjuncture of deterritorialization, a consequence of the presence of the Internet in contemporary times. The authors' experience in the topic approached, especially during the years of work in the aforementioned ethics committee, also helped us to structure the relationship built in this article - research ethics protocols and the teaching profession in higher education classrooms.

This study has a qualitative character in which it sought to reflect on the profile of the university professor demanded in contemporary times and the need for a knowledge and expertise bag that can be built throughout the academic life through the organization of pedagogical work. of these teachers in teaching, extension and, as a special focus here, in research.

Scientific Evolution, Disrespect for Humans and the Debate on the Need for Ethical Conduct in Research

The relationship between science and human and social development is almost unquestionable. Having the understanding that science is the safest way to understand the world and its phenomena (natural, social, political, cultural ...), the human being began to relate the scientific procedure to the idea of progress. In this sense, man gradually became more and more preoccupied with doing science. “Genius and selfless men made this the meaning of their lives. Institutions were created and apuanized with the primary objective of producing science and translating their results into practice” (GOERGEN, 1998, p. 01).

Any knowledge arising from the systematization of knowledge concerning reality and the human being goes through scientific demands and actions. Thus, science, whatever the chosen path (agrarian, exact, human, social, etc.), is directly or indirectly related to human relations, educational processes, human formation, ethics.

Ethics, by the way, is a sinequa non-condition to scientific investigations. But it was not always so. The emblematic situations that involved human experiments in the sad period of World War II, for example, tell us a great deal about human degradation in favor of a widespread evolution of science. The admittedly absurd experiments carried out on human beings at the time, which disregarded any parameter of humanization and respect for the other, gave rise to the concept of bioethics, which was rapidly disseminated in the medical and biological fields, and which is based on the principles of beneficence. -maleficence, autonomy and justice.

During the Second World War, scientists used human guinea pigs that had no decision-making power over their studies because they were under the command of the Nazi regime.

The end of World War II was a milestone in the research ethics debate. Among the allegations of war crimes were the cruel experiments of Nazi doctors. The term “guinea pigs” has come to be used to describe the vulnerable condition of the participants in these experiments, not just the use of nonhuman animals in scientific research. (...). They were groups oppressed and segregated by Nazi ideas: Jews, Jehovah's Witnesses, Gypsies, racial minorities, and people with disabilities (GUILHEM and DINIZ, 2008, p. 10).

Tests included trying out new medications and participating in body dissection procedures without anesthesia. Millions of people died as a result of these practices.

Prisoners of war were forced to drink salt water for survival without drinking water. Others were kept in very low temperature water tanks to see how long they would survive; then they were heated to observe their thermodynamic recovery. Each experiment had a justification for the Nazi project: the thermodynamic test, for example, aimed to save Luftwaffe pilots who, shot in flight, survived the crash but died of hypothermia in the icy waters (GUILHEM & DINIZ, 2008, p. 11).

With the end of the war, two years after the German surrender, a court of exception was established in Nuremberg / Germany to rule out the possibility of summary execution of

those involved in war crimes, as there was concern that the action would not be interpreted as mere revenge by the Allied countries. The intention was to symbolically mark the end of the Nazi regime by conducting trials of those accused of crimes against peace, war crimes and crimes against humanity.

The Nuremberg Tribunal, formally named the International Military Tribunal for Germany, was established at the end of World War II by the United States of America, the United Kingdom, France, and the Soviet Union - winners of the conflict - to try and punish 24 of the worst senior leaders of the Nazi regime, which ruled Germany from 1933 to 1945, accused of crimes against peace, war crimes, crimes against humanity and conspiracy to commit such crimes (ZOCOLER, 2013, p. 01).

Convictions ranged from ten years in prison to the death penalty by hanging. Among those sentenced were doctors who performed abusive and even fatal trials on prisoners of war. However, discussions were raised about the trial, since, taking into account the authoritarianism and state of war experienced at the time, the defense argued before the courts that the perpetrators of such atrocities only fulfilled their duty to obey superior orders received and cannot question them. And yet, they did not violate current legislation.

After this scenario in which several scientists led the conduct of tests that even decimated people, justifying the pursuit of scientific evolution, it became evident the need for regulation of research involving human beings. And despite the existence of the Hippocratic oath by the medical profession, which includes a commitment not to harm their patients, the judges responsible for the judgments, one month after their rulings, felt it was important to edit a document to ensure protection of research participants. To this end, in August 1947, the Nuremberg Code was published, bringing together ten basic principles for conducting scientific research with the participation of human beings, focusing on the autonomy of this participant and the protection of his best interests:

1. The voluntary consent of the human being is absolutely essential [...];
2. The experiment must be such that it produces results that are beneficial to society [...];
3. The experiment should be based on experimental results on animals [...]; In this way, the known results justify the experiment;
4. The experiment should be conducted in such a way as to avoid all unnecessary physical or mental suffering and damage;
5. No experiment should be conducted when there is reason to believe that death or permanent disability may occur;
6. The degree of acceptable risk must be limited by the humanitarian importance of the problem which the experiment proposes to solve;
7. Special care must be taken to protect the subject from any possibility of damage, disability or death, even remote;
8. The experiment should be conducted only by scientifically qualified persons [...];
9. The participant of the experiment must have the freedom to withdraw during the experiment [...];
10. The researcher must be prepared to suspend experimental procedures at any stage [...] (NUREMBERG, 1947, p. 181).

Interestingly, the fact that seven of the tried doctors were sentenced to the death penalty would become a measure incompatible with the ideal of full protection of human

rights that would be agreed upon the following year through the Universal Declaration of Human Rights.

Proclaimed in 1948 in the United Nations General Assembly, the Universal Declaration of Human Rights aimed to guarantee the protection of the dignity of life, aiming at the construction of an egalitarian and fraternal society, based on justice, peace and freedom. It is considered an important milestone with regard to the recognition of the fundamental rights of men and women. And, having as its main starting point the barbarism committed so far, the document states that “no one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment” (UN, 1948, Article 5). Being necessary for the effective condemnation of any person, the proof of his guilt is demonstrated by "a public process in which all necessary guarantees of defense are assured to him" (UN, 1948, article 11). Also worth mentioning is the freedom of individuals in different areas of their lives and in the social field, reaffirmed throughout the text of 30 articles.

Regarding studies involving people, the ten points established as general principles by the Nuremberg Code were proving insufficient to guarantee the rights of research participants. Since the conduct of investigations deviating from the preached ethical standard continued to occur, the World Medical Association, in revising the Nuremberg Code, published in 1964 the Declaration of Helsinki, providing guidance to physicians and participants in clinical research.

The Nuremberg Code was revised at the 18th Assembly of the World Medical Association in 1964, and the Declaration of Helsinki approved the need for independent committees to revise the protocols. The denomination Declaration of Helsinki was retained in later versions held in Tokyo (1975), Venice (1983), Hong Kong (1989), Somerset West (1996) and Edinburgh (2000) (MARQUES FILHO, 2007, p. 02).

The perception of the type of research to which the Declaration of Helsinki refers is important to understand historically the current structure of the Research Ethics Committees, linked to the Ministry of Health, in the Brazilian scenario. The Declaration of Helsinki, in addition to expressing the observance of the individual's interests, although to the detriment of the scientific knowledge that would benefit the community, was the first document to establish the need for prior consideration of research protocols by an independent ethics committee.

The design and implementation of each experimental procedure involving human subjects should be clearly discussed in the experimental protocol. This protocol should be reviewed, commented, directed, and, where appropriate, approved by a specially appointed medical ethics committee, which should be independent of the researcher and study sponsor or any other undue influence. This independent ethics committee must comply with the regulations and laws of the country in which the clinical research will be conducted (CIOMS, 2004, p. 133).

Therefore, at that historical moment, the attention of the reflections on ethics in research focused exclusively on health is observed. That is why the creation of committees

was generally linked to hospitals, since their analyzes were directed to conducting clinical research.

As it should be, this context explains the belief, still widespread in the academic environment, that only medical research needs to go through a previous process of ethical evaluation. It is not uncommon to come across researchers who only perceive risks for participants in studies that propose some form of physical intervention. However, we shall see later that the concept started in bioethics has expanded to encompass the rights of human beings involved in all kinds of investigations, be they from any area of scientific knowledge.

The Ethical Concern in Brazilian Science: a Scenario Under Construction

In Brazil, ethical concerns with research involving human beings took shape from Resolution No. 01, published by the National Health Council (CNS) in 1988. This Resolution regulated the accreditation of research centers and recommended the creation of a research committee. ethics for each center.

Despite the wide range of ethical aspects, CNS Resolution No. 01/88 was quite specific to some types of research and deeply linked to studies by health sciences professionals. These were norms for medical research. In addition, it defined some concepts, now outdated, such as the idea of “risk-free research”, which classified research using a questionnaire, interviews or access to medical records. Currently, it is understood that any study of people involves risks to participants, so that one of the main premises for the approval of a research protocol by an ethics committee is exactly that such risks are foreseen, explained and inserted in a planning of research. minimization and assistance to the individuals surveyed. Other concepts established at that time would soon be updated.

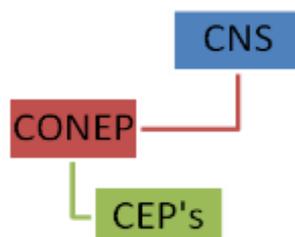
The attempt to specify in detail the conduct of the various types of research in health demonstrated in CNS Resolution No. 01/88, after revision by the National Commission for Research Ethics (CONEP), gave rise to a less strict standardization, the CNS Resolution No. 196/96. This new regulation stressed that each thematic area of research and each type of research, in addition to respecting the ethical principles emanating from the text, should comply with specific sectoral requirements and regulations.

Therefore, CONEP would be responsible for regulating all research involving human beings, defining as such “research that, individually or collectively, involves the human being, directly or indirectly, in its entirety or parts of it, including the management information or materials” (BRAZIL, 1996, item II.2). It was from this resolution that the need for the presence of the Research Ethics Committees in the Brazilian scientific scenario was founded.

Interdisciplinary and independent "public munus" collegiate bodies with a consultative, deliberative and educational nature, created to defend the interests of research subjects in their integrity and dignity and to contribute to the development of research within ethical standards. (BRAZIL, 1996, item II.14).

It is worth mentioning, then, the structure that was being consolidated of a network system, to follow the ethics of research in Brazil. Participating institutional instances were created, the CEPs. These, in turn, coordinated by CONEP, linked to the CNS, establishing the respective attributions, regulations and the approval flow of research projects involving human beings.

Figure 1. CEP / CONEP system organization chart



Source: Brazil Platform (2018a)

It remains clear, therefore, one of the great advances of the normative in question was to recognize the necessity of creation of CEP in any research institution, and not only when related to the Health Area. In addition, it is worth mentioning the explanation of four fundamental points to the ethics of research involving human beings regarding autonomy, beneficence, non-maleficence and justice and equity, being fundamental ethical and scientific requirements:

1. Free and informed consent of the target individuals and protection of vulnerable groups and the legally incapable. In this sense, research involving human beings should always treat them in their dignity, respect them in their autonomy and defend them in their vulnerability;
2. balancing current and potential risks and benefits, whether individual or collective, committing to maximum benefits and minimum damages and risks;
3. assurance that foreseeable damage will be avoided;
4. social relevance of research with significant advantages for the research subjects and minimization of the burden for vulnerable subjects, which ensures equal consideration of the interests involved, without losing the sense of their socio-humanitarian destination (BRASIL, 1996, item III). .1).

As anticipated the need for periodic revisions, CNS Resolution 196 was repealed after the publication of new regulation in 2012, CNS Resolution 466. Reducing from 33 to 12 pages, the new document systematized more concisely the regulation of research involving human beings in the Brazilian context. The separation of procedural and administrative aspects, planned to be dealt with in CNS's own Operating Standard, also contributed to this achievement. CNS Operational Standard No. 001 was published in 2013 and provides for the organization and operation of the CEP / CONEP System, and procedures for the submission, evaluation and monitoring of research involving human subjects in Brazil. It is even emphasized that these research proposals must be submitted to the CEP / CONEP System through the Brazil Platform.

Platform Brasil is a unified national database of human research records for the entire CEP / CONEP system. It allows surveys to be tracked at different stages - from submission to final approval by CEP and CONEP, where necessary - including the follow-up of the field phase, the submission of partial reports and the final research reports (when completed). The system also allows the presentation of documents also in digital media, also providing society with access to public data of all approved research. Through the Internet, it is possible for all involved to access, through a shared environment, the information together, significantly reducing the time taken for projects throughout the CEP / CONEP system (PLATFORMA BRASIL, 2018a).

Due to the historical process described here and also considering the configuration highlighted above, linked to the Ministry of Health, the CEP / CONEP system has been the target of various criticisms, especially by researchers from the areas of Applied Humanities and Social Sciences. This is because the specificities of health research were greatly contemplated in the regulations that have been implemented over the years, while research using methodologies characteristic of human and social applied were only recently regulated, in 2016, through CNS Resolution No. 510.

The disparity between the different areas of knowledge can also be easily verified in the submission of protocols via Platform Brasil, since many of the fields that are required to be applied apply exclusively to certain types of research. For example, you can cite step # 03, called Study Design / Financial Support, which has almost all items directed to health research (Health Conditions or Problems Studied, General Descriptions for Health Conditions, International classification of diseases, etc.). This specific step is disabled when choosing the Great Knowledge Area (fill in step # 02). However, in some required spaces that are not automatically disabled, you must fill in the expression “not applicable”.

There are other instructions, as in the case of the field "Design" where the researcher's indication should be "see methodology", and also, in the item "sample size in Brazil", it is possible to enter only the number "0" when the type of methodology does not predict the number of participants, because in this field the Platform accepts only numbers, it is up to the researcher to insert this clarification in the research methodology. Complaints to CEPs are recurrent, requiring constant task of training with researchers, thus fulfilling their educational role. Fortunately, there are indications of progress, as there is ongoing work to reconfigure the Brazil Platform in order to address the specificities in the submission of protocols from other areas of knowledge, including the Humanities and Social Sciences.

Despite criticism of the system, especially because of its overly bureaucratic task, its positive aspects need to be acknowledged. Until 2012, the processing of research projects carried out by physical means made it considerably difficult for researchers to obtain opinions. It is noteworthy that Platform Brazil, a national database, mandatory in all CEPs, allowed for faster ethical analysis dynamics; gave researchers and rapporteurs more freedom in view of the possibility of access at any place and time; increased guarantee of confidentiality and privacy of research protocol documents; and standardized and gave more transparency to the procedures and criteria for appraising human research projects.

The Platform also facilitated access to Regulations and Resolutions, manuals and information of Ethics Committees throughout Brazil, among other features. Chat service is also possible in case of problems with the tool. Yes, problems do come up, quite often. From researchers who are unable to register themselves or find CEP advice, to CEP's initial difficulties with the system when it comes, for example, to submitting a research report or amendment. Amendment, it is noteworthy, is any proposed modification to the original project, sent to the CEP / CONEP System by Platform Brazil, with the description and justification of the changes (PLATFORMA BRASIL, 2018b).

Terms such as “appearing substantiated” become part of everyday university research. This new academic dynamic, which involves new learning and new systematizations of knowledge and pedagogical practices, has shown that the reconfigurations in these spaces of administrative technical servants and university professors are challenging, both regarding the epistemological process of research and the operability of how to do this research that involves people in the process of scientific investigation. Thus, it is clear that the process goes through the efforts of each CEP, as this is one of the precarious points left by CONEP.

It all starts from the initial registration of a CEP, where there is no effective training by that national commission. So, each committee has, a priori, the challenge of pioneering its own ways from initial training given by a close committee that already has some experience. Among the tools for this achievement are the guidelines established by CONEP, the possibility of contacting it via e-mail to solve doubts and the predisposition of the scientific community aiming at the creation of a strengthened ethical analysis system. In addition, an approximation between the local committees is relevant to have a dialogue network available.

Briefly, there are three documents that ensure uniformity in the way the Ethics Committees - Resolutions CNS 466/2012 and 510/2016 and Operating Standard CNS 001/2013. However, the academic discussion is about the results achieved from these procedures, which often differ greatly from each other. This is why it is important to demystify the ethical analysis that falls to CEPs:

Despite the pertinence of the existing norms, some vacuums are noticed during the work of the committees. At this time, CEP's permanent communication with CONEP is of fundamental importance, in order to solve questions related to situations not covered in existing documents. This approach is essential to the work of the committees, as they are part of a system, although they are independent in the institutions that house them. It turns out that the distancing that these instances have with CONEP, sometimes, is an obstacle to be overcome by each committee, according to their particularities. Raising awareness and progressively developing a critical awareness and commitment to ethics in scientific research is a challenge not only for researchers, but also for the managers of the research proponent institutions in Brazil. This is because the proper functioning of each CEP depends on this integration.

Institutions need to be willing to provide from the most basic requirements made by CONEP, such as room, sole administrative officer and material resources, to the appointment of members who should add to their usual activities, research protocol analysis and attendance at periodic meetings. If the institution does not “wear the shirt,” CEP's mission becomes painful and unproductive. It is necessary to guarantee autonomy for the collegiate, under penalty of maintaining a merely formalist committee, which does not attend the social interest in the protection of the research subjects in Brazil.

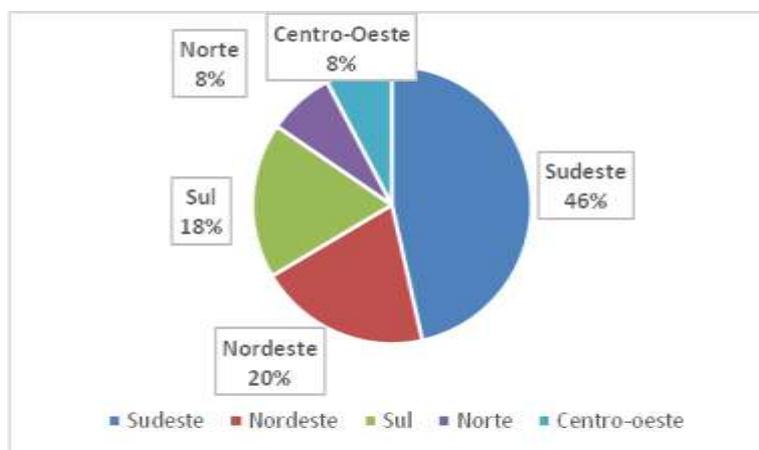
Any conflicts of interest should also be excluded from the exercise of the CEP / CONEP system, so it is assumed the voluntary action of members, whether they have entered through candidacy or appointment. The duration and form of renewal of the members' term of office is one of the points that should be disciplined in the Internal Regulations in the creation of a CEP. In addition, there is also the responsibility for ongoing training, including the need for registration and referral to CONEP in reports sent every six months. In turn, these reports should also contain, among other requirements, the details of the projects analyzed and the operating conditions.

The bureaucracy and systematics related to the creation and effective functioning of an Ethics Committee, by the way, may be some of the factors for the existence of an academic scenario in which many Higher Education Institutions (HEI), for example, do not face the deployment task. Still, given the social, independent and public interest character of ethical reviews, there is a possibility that any project may be reviewed by a CEP, even if the proposing institution does not have one. In these cases, specifically, the nomination is made via Platform Brazil by CONEP, thus generating an increase in the work of these collegiate, initially focused on projects of the committee itself.

Currently, Platform Brazil indicates the existence of 817 Ethics Committees in Brazil. Of this total, 380 are located in the southeastern region, 163 in the northeast, 148 in the south and 63 in both the Midwest and the north of the country, as shown in the following chart

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Graph 1. Distribution of Research Ethics Committees in Brazil



Source: Brazil Platform (2018a)

Source: Platform Brazil (2018a) Of the 63 belonging to the northern region, 09 are part of the Tocantins scenario, being 04 of them maintained by public institutions. In the capital, Palmas, there are 04 Ethics Committees in operation, only one linked to a private Higher Education Institution. The other three are maintained by the Federal University of Tocantins Foundation (UFT), the Federal Institute of Education Science and Technology (IFTO) and the State University of Tocantins (UNITINS). The knowledge built in the process of creation of CEP UNITINS, linked to the continuing and complementary formation of the members that compose the referred committee for their activities as university professors, will be the focus of the following section.

UNITINS CEP's Performance and the Creation of a Teacher Training Space: the Pedagogical Practice Among Scientific Research Protocols

Unlike the types of research that were initially the only focus of the CEP / CONEP system - studies involving new drugs, vaccines and storage of biological material, the protocols appreciated by the UNITINS Research Ethics Committee depart from another reality. The university has nine face-to-face undergraduate courses in four campuses in the state of Tocantins - Araguatins, Augustinópolis, Dianópolis and Palmas. Thus, in the absence of a *stricto sensu* postgraduate program, most of the research analyzed concerns the projects of the Scientific Initiation Program and the Course Completion Work. Thus, from the demand of the Social Work course, the need for a CEP was put on the agenda in 2015, when the first groups of research teachers were formed for discussions in this regard.

Contrary to the impulses that gave rise to the CEP / CONEP system at UNITINS, the initial 'charge' for the creation of the Committee came from the area of Applied Social Sciences. And after the creation, the Committee had a fast adhesion of the Nursing course, as expected. On the other hand, after a little more than three years of effective operation of CEP UNITINS, there is still the absence of research submissions of the Administration, Accounting, Law, Agronomic Engineering, Literature, Pedagogy and Information Systems courses. This situation well justifies the presence of the term "educative" in the description of CEP's role, since the incorporation of the ethical analysis phase in the scientific investigation process may face resistance from the academic community. Whether it's a defensive stance from researchers who are uncomfortable imagining exposing their research project to the Ethics Committee plenary, or simple misinformation, as many researchers still have with them the concept of "risk-free research" formulated by CNS Resolution 01/1988.

Thus, it is understood the acceptance and adherence of the academic community as the result of a process that began with the creation of the CEP by the university and continues the work of continuous awareness of the committee in the institution, educating for a scientific practice based on precepts. ethical. In our work at CEP, we note that the assimilation of these issues is simple and quick for some researchers, as they had contact with an Ethics Committee during their undergraduate, specialization, masters and doctoral degrees. However, we also noticed some resistance from other researchers who at first did not

understand why it was necessary to submit their work to the CEP collegiate. It is based on this second scenario that CEP can show its value by playing its educational role. This is why meetings with institutional departments, course colleges and student associations, extension projects, dissemination of ordinary meetings, and publicizing the activities undertaken are so important that the presence of CEPs in the university context becomes known in such a way that the academic community is aware of its role and importance in defending ethics in the practice of scientific practice.

It cannot be denied that there is a little bureaucracy involved in the dynamics of project submission by researchers. The very relationship with the virtual system, with the aforementioned distancing from CONEP, is in some cases a hindering factor. In addition, the unfavorable material and financial issues in most public education institutions, and even the lack of human capital, as in a small university such as UNITINS, regarding the number of teachers, become if zip code member can represent a work overload.

As part of the CEP creation process, we find that the lack of adequate and frequent training is a problem. The Brazil Platform undoubtedly has numerous advantages compared to the processing of paper protocols. However, it takes a certain amount of goodwill for the partly self-taught task of working with the tool. We also take time to meet the ethical evaluation criteria and to draft opinions with the minimum of uniformity required. The flow of the process helps, as all opinions necessarily pass through the final sieve of CEP coordination. In addition, it is necessary to consider that this construction is done gradually from the plenary discussions.

We believe that the involvement in the routine of activities inherent to the ethics committees provides a broader interpretation of the professional role of the university professor, highlighting the aspects related to the investigative posture necessary for the exercise of an autonomous and responsible pedagogical practice. In this sense, Severino (2009, p. 120) teaches us that “the scientific practice in the university requires curricular mediations that articulate a political-educational legitimation of knowledge, its epistemological foundation, a didactic-methodological strategy and a technical-applied methodology”. And for us, the structure of organization and operation and the very ethical appraisal procedures of the research projects protocolled there help to build this scenario mentioned.

The ethics committee acts, even indirectly, as a space for teacher education. Having the knowledge that the life of the university professor is around the world of research, a CEP can reinforce the understanding of the necessity of the practice of the research in the pedagogical-academic context, because it collaborates in the act of teaching as well as the act of learning. “Teachers and students need to stay involved with research for two reasons: first, to keep up with the historical development of knowledge; second, because knowledge is only realized as the construction of objects” (SEVERINO, 2009, p. 121). Thus, the pedagogical practice, specifically the teaching and learning process, materializes under the perception of the questioning and the investigation of study objects regardless of the area of knowledge.

We then have to rethink the relationship that is established between subjects and their objects of study. And the examples observed in the research protocols submitted to the ethics committees, in the elaboration of an opinion or in the reports of other opinions from the colleagues who work there, are significant to understand how the scientific construction occurs in our country. Theoretical support, methodology and material resources are important, yes, to the desired research. However, it is necessary to go further. To deal with scientific knowledge, the researcher must also rely on epistemological paradigms and assume the meaning of research in a historical perspective where it is “understood as a process of construction of knowledge objects and the relevance that science assumes in our society” (SEVERINO, 2009, p. 125).

The idea defended here is the association between research and teaching, so that we can analyze this relationship as a permanent formative process in the teacher's life before a didactic-pedagogical organization in which teaching approaches research and this, in turn, is contextualized in a specific practice in the academic universe: the ethical analysis of protocols submitted to the ethics committees. Thus, following Franco's perspective (2000, p. 67), based on the fact that the research process links people, institutions and community, we also see the university as

a public service, as it meets the needs of the community, and research as one of the university's services, [since] the production of knowledge has social significance. For the mediation of research in the formative process, justification stems from the procedural qualification of the search for truth, plus the relativism of truth in the face of the numerous interpretative lenses that focus on reality. The mediation of research on teaching is also present in the perspective of a permanent process of teacher education, helping him to redirect the paths.

Teacher education is closely linked to the professional development of teachers. It then involves an institutional perspective and a personal perspective of the teacher. According to Soares and Cunha (2010, p. 35),

From an institutional perspective, professional development can be understood as a set of systematic actions aimed at changing teachers' practice, beliefs and professional knowledge, thus going beyond the informative aspect. (...) From a personal perspective, professional development is projected by an internal disposition and an attitude of permanent search for personal and professional growth, a willingness to reflect collectively on individual and collective practices, attitudes and beliefs, openness to change.

The formation of the teacher, especially the one that occurs during the exercise of the profession, occurs in a process of reflection on his practice with the objective of reconstructing his personal and professional identity and, thus, to glimpse new possibilities for professional development. In fact, “continuous learning is essential and focuses on two pillars: the person himself as an agent and the school as a place of permanent professional growth” (NÓVOA, 2002, p. 23).

These are the views that we direct to the experience built by CEP UNITINS, from the moment the teachers voluntarily demonstrate the desire to act in the referred committee and

the very educational space that configures this committee, given the exchange of experiences, the construction of new knowledge, the sharing of new knowledge, in short, activities that enable participating teachers to develop professionally.

Being an integral part of a society that has been undergoing intense and fast transformation processes in recent decades, including especially the educational field, to the 21st century university professor new challenges are set for its performance and, consequently, challenges to the academic management of the higher education institutions.

We then followed Borghetti et al. (2017) when they argue that the teaching pedagogical work comes close to the management practices of a HEI, even by the understanding that to be a teacher is to become a teacher in a process of identity construction based on the acts of teaching, forming and transforming the other. It's the world. Therefore, reading the need to break some paradigms becomes a fundamental point in the context of teacher education / performance. "The crisis of professionalism, which puts in question the way of teaching, discussing the need to develop teaching focused on the concrete reality, brings in turn the dichotomy between the teaching experience and the applied experience of teachers" (BORGHETTI et al (2017, p. 02).

We see that the realities brought by the research projects protocolled in the ethics committees bring to the teachers that there are issues that concern the contemporary society in its multiple facets, raising didactic-pedagogical orientations to the classes of these professionals in such a way that they reflect in favor of the formation of new behaviors and procedures of these subjects that are closely linked to the process of epistemological construction on educational practices, especially teaching and learning, in HEIs.

"Teaching is a complex activity. Only when this complexity is recognized, we will be able to advance in more effective qualification processes, says Cunha (2008). Yes, we recognize this complexity that involves the teacher's work and, in particular, we emphasize that the university professor in Brazil, today, is required specific knowledge that is built on the juxtaposition of theory with practice. In other words, in the encounter of research with teaching. Nothing more promising, then, than the workspace of the research ethics committees to materialize this academic perception.

We are well aware that the training of university teachers in Brazil is not based on the requirement of specific pedagogical knowledge for teaching. Specifically, knowledge that structures the competences and skills required in *stricto sensu* postgraduate courses is valued, namely, aspects pertinent to the profile of researchers who deal with research projects on a daily basis. We understand that we need to go further.

Pedagogical knowledge is essential for those teachers who are concerned with creating learning situations for their students consistent with contemporary pedagogical trends, where the studied contents are resignified before the reality lived and projected in the personal and professional perspectives of those involved in educational practice. Teachers need to be aware

that their work in the classroom is not labeled as a mere bureaucratic execution of planning defined and controlled by course coordinators and / or education technicians, as signaled by Ferreira (2010, p. 91):

So that the teacher does not fall into the pitfalls of pedagogical bureaucratization, a general pedagogical knowledge is required, such as content planning, time organization, material, learning space and group space. It also includes a knowledge about Human Development, History and Philosophy, and about the main aspects of educational laws.

We agree with the author in question, regarding the characterization of teaching action at the higher level of Brazilian education, since there is not a single didactic that meets each of the existing undergraduate courses in the country. Thus, the social and cultural capacity of the teacher counts a lot in his professional practice. Dialogue with the world and extend its specific knowledge by area of knowledge to the concrete reality of students' lives, balancing the conflict between the political plurality of science and specialized technical knowledge, becomes one of the great challenges to be faced by university teachers today.

Final Considerations

Any reflection on the formation of university teachers in Brazil involves questions related to research, pedagogical practice and the socio-political context that permeates their professional practice. In this way, the personal life course, the initial formation at the undergraduate level, the funnel of the studies at the postgraduate level, besides the challenges, the competences and the knowledge necessary to the teaching were brought in this article so that we could compose the theme of the research ethics committees as spaces for continuing education of teachers who work in higher education.

With scientific knowledge and skills to overcome the challenges encountered in a CEP work routine, which ethically appreciates research protocols involving human beings, we conclude that university professors have an extra place for (self) reflection on what is being a teacher in today's society and what are the necessary constituent elements that make up the academic-pedagogical formation.

Planning a survey is, of course, similar to planning a class. Theme, justification, objectives, methodology, resources, theoretical framework, among others, are items that permeate both academic spheres. Linked to this, the analysis of the protocols submitted at Platform Brazil collaborates in broadening the worldview of the member professors of the ethics committees. And not only in the scientific aspects. The interdisciplinarity configured in these CEPs collaborates in the debates that take place in the collegiate meetings, starting from the presentation of the analysis made by the responsible rapporteur on the research protocols, so that we have an environment of problematization of social reality.

It is the political dimension, then, that most draws our attention in the continuing education process of this professor who is a member of a research ethics committee. However, the performance he performs there is also linked to the didactic-pedagogical

dimension that is effective in the practice of classroom teaching. Clarity in the structure of the class with good choice of the paths to be followed, theoretical-material support pertinent to what will be studied and relevance of the contents that will be worked out ratify the importance of the role of the university professor in the construction of meaningful learning.

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