

Integridad académica mediante alfabetización informacional: prevención del plagio en bibliotecas de la Universidad Nacional de Costa Rica

Academic integrity through information literacy: plagiarism prevention in libraries at the National University of Costa Rica

✉ Ana Priscilla Ruiz Bustos^{1*} 

Resumen

Se aborda el papel del Sistema de Bibliotecas Universitarias (SIDUNA) de la Universidad Nacional de Costa Rica, en la promoción de la integridad académica y la prevención del plagio mediante estrategias de alfabetización informacional. La presente investigación tiene como objetivo analizar las estrategias de formación implementadas por las jefaturas de las bibliotecas especializadas del SIDUNA para el desarrollo de competencias informacionales en las comunidades académicas y estudiantil es de la Universidad Nacional en el uso responsable de la información y el fortalecimiento de la ética investigativa. Metodológicamente, se desarrolló un estudio de caso con enfoque cualitativo, basado en entrevistas en profundidad y análisis de información bibliográfica, en la cual la población de estudio fueron los 18 profesionales de bibliotecología quienes son las jefaturas de las bibliotecas especializadas. Entre los principales hallazgos se destaca al personal como orientador en la práctica ética de la investigación, la implementación de acciones formativas para fortalecer la integridad académica y prevenir el plagio. Como conclusión se evidencia que el nivel de conocimiento sobre integridad académica entre las jefaturas es sólido y pertinente para la formación universitaria. No obstante, se observan problemáticas emergentes, el uso de la inteligencia artificial y nuevos desafíos en la gestión de la información.

Palabras clave: ética, biblioteca universitaria, universidad, Formación en Biblioteconomía, alfabetización.

Abstract

This study addresses the role of the University Library System (SIDUNA) of the National University of Costa Rica in promoting academic integrity and preventing plagiarism through information literacy strategies. The objective of this research is to analyze the training strategies implemented by the heads of SIDUNA's specialized libraries for the development of information skills in the academic and student communities of the National University in the responsible use of information and the strengthening of research ethics. Methodologically, a qualitative case study was developed, based on in-depth interviews and analysis of bibliographic information, in which the study population consisted of 18 library science professionals who are the heads of specialized libraries. Among the main findings, the staff stands out as a guide in the ethical practice of research, the implementation of training actions to strengthen academic integrity and prevent plagiarism. In conclusion, it is evident that the level of knowledge about academic integrity among heads of libraries is solid and relevant to university education. However, emerging issues, the use of artificial intelligence, and new challenges in information management are observed.

Keywords: ethics, university libraries, library science, information literacy.

¹National University, Heredia, Costa Rica.

*Corresponding author.

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Introduction

Academic integrity is a fundamental principle and an ethical pillar of higher education. Fishman (2016) describes it as a commitment to the values of honesty, trust, fairness, respect, responsibility, and courage in all academic activities (p. 4). Accordingly, the concept extends beyond plagiarism to encompass a complex set of practices and strategies, including the effective use of information sources (resources), originality in intellectual production, transparency in research processes, and the ethical use of information (Eaton, 2023). Academic integrity should therefore be fostered across all fields of knowledge to ensure shared responsibility among library professionals and university academics.

The National University of Costa Rica (UNA), a public higher education institution with a humanistic identity, has made an institutional commitment to strengthening academic integrity through its library structures. The University Library System (SIDUNA), established under Agreement SCU-989-2015, coordinates a network of 18 specialized libraries located at the Main Campus (Omar Dengo Campus), regional campuses (Chorotega, Brunca, Huetar Norte, and Caribbean), and specialized campuses (Benjamín Núñez and the Alajuela Interuniversity Campus). The system operates under a decentralized model in which the Joaquín García Monge Library Subsystem provides technical coordination, while the Faculty, Center, and Regional Campus subsystems retain operational autonomy suited to their specific disciplinary and geographic contexts.

SIDUNA has developed several strategies to strengthen academic integrity, including information literacy programs for students and academics, workshops on citation systems, specialized reference services, and other services tailored to information needs. University libraries therefore do more than provide access to information; they also train users in information management competencies. As Quevedo-Pacheco (2011) notes:

University libraries, as part of institutions that play a fundamental role in generating, transmitting, and disseminating knowledge, are uniquely positioned to contribute actively to students' academic education through user training based on the development of information management competencies. [...] The most important challenge for these libraries is to prepare citizens who are capable of lifelong learning (p. 1).

This view recognizes the potential of university libraries to go beyond simply providing access to resources and to become learning environments where students develop information competencies essential to university and professional life. User training and the development of information management skills demonstrate the pedagogical role of libraries as they help students acquire critical abilities such as searching for, evaluating, ethically using, and communicating information. In this context, Quevedo-Pacheco (2011) states:

Information literacy (IL) is Library Science's response to this new environment. It replaces the traditional user-training model, which focused on publicizing collections and services, with a design based on guidelines for developing information competencies (p. 1).

Information literacy is viewed as a competency-based approach that develops the skills and knowledge students need to engage with information critically and independently. This means libraries must not only facilitate access to resources but also design pedagogical strategies that empower users to navigate academic contexts.

According to Morales and Vaquero (2014), "information literacy means knowing when and why you need information, where to find it, and how to evaluate, use, and communicate it ethically" (p. 4). In light of the foregoing, information literacy comprises the skills that enable individuals to recognize when they need information and to locate, evaluate, and use it effectively.

According to Plúa-Zambrano et al. (2021), information literacy:

Has been recognized as a social outcome and a fundamental organizing principle for the sustained lifelong learning of individuals and societies. This view arises from numerous social and technological factors and primarily affects student education, because information literacy serves as a driving force for developing critical thinking, creative problem-solving, and research skills (p. 5).



From this perspective, being information literate goes far beyond learning to use technological tools; it is a driver of students' intellectual growth. Integrating these abilities into their education not only improves information management but also fosters more critical thinking, research curiosity, and creative problem-solving. Teaching these competencies through libraries helps build a more aware and ethical student community.

In the educational context, plagiarism is part of the landscape and is not limited to the literal copying of texts; it also includes the appropriation of ideas, methods, designs, and any other product constituting intellectual property.

Hernández (2016), citing the Royal Spanish Academy (RAE, 2014), notes that the verb plagiar, from the Latin plagiar, is defined in its first sense as "substantially copying the works of others and presenting them as one's own."

From this definition, academic plagiarism can be understood as copying and presenting academic work produced by others as one's own; in other words, it directly refers to the theft of ideas, texts, methods, mechanisms, designs, and, generally, anything that may be considered another person's academic intellectual property (Hernández, 2016, p. 121).

When this concept is applied to the academic sphere, academic plagiarism emerges as a form of intellectual dishonesty that goes beyond the simple reproduction of words and also entails the misappropriation of creativity and knowledge generated by others. Castro-Rodríguez (2020) defines academic plagiarism as follows:

Plagiarism is the misappropriation of intellectual property, academic texts, research methods, graphics, and ideas, as well as the fabrication and falsification of information; within the ethics of scientific publishing, these practices are classified as a form of scientific misconduct (p. 1).

Porto (2022), for his part, defines plagiarism as "the practice of taking ideas, works, and/or processes generated by other people and [appropriating] them as one's own, without ever citing or acknowledging the intellectual property" (p. 62). Plagiarism is therefore the appropriation of another person's ideas, words, or creations and their presentation as one's own without giving due credit to the original author. Such practices violate the fundamental principle of respect for intellectual property. They take many forms, ranging from directly "copying and pasting" online sources to improper paraphrasing.

The most effective way to combat plagiarism is through education, which seeks to equip students with the knowledge and skills needed to avoid it. Pedagogical strategies focus on creating a culture of originality in which students' own thinking and authentic voices are valued and celebrated. This requires ongoing dialogue about the ethical use of information sources.

From the perspective of academic integrity as a standard, it is essential to:

"Strengthen students as active learners by fostering their ability to self-regulate their learning and exercise autonomy; that is, education should nurture cognition, metacognition, affect and motivation, social relationships, and ethics" (Campos C. & Campos Ch., 2024, p. 4).

University libraries are therefore essential to promoting integrity, and their role has evolved toward an educational function. Information professionals are educators and strategic partners of academics whose mission is to develop students' competencies and values for the ethical use of information.

Using this conceptual framework, the study sought to determine whether the libraries that make up SIDUNA have contributed, through their various literacy and learning strategies, to educating UNA students about academic integrity. In this way, libraries become not only spaces for accessing information but also spaces for developing competencies in the appropriate use of information resources, preventing plagiarism, and strengthening the values associated with academic integrity.

According to García Higuera et al. (2019):

In the case of academic integrity, the library can assume a preventive role and guide users toward the available tools. [...] However, sound academic practice should not stop at correct citation; the importance of transparency and ethics in relation to methodology and the production of results must also be emphasized (p. 261).



The International Center for Academic Integrity (ICAI, 2021), an international organization dedicated to promoting this principle globally, states that academic integrity is grounded in values that must be applied by every member of an institution (students and academics) when using information. These values are honesty, trust, fairness, respect, responsibility, and courage. They are fundamental to successful learning among students and professionals in an academic organization and are shown in Figure 1.

Note. Author's own work based on the values of academic integrity (2025).



Figure 1. Principles of Academic Integrity

Academic integrity has been defined by various institutions as acting consistently with the values of honesty, truthfulness, trust, fairness, respect, and responsibility in every facet of university life. The Pontifical Catholic University of Chile (2020), for example, frames it as conduct essential to educating individuals who will have a positive impact on society (p. 28).

The International Center for Academic Integrity (ICAI, 2021) has also been influential in consolidating the six fundamental values of academic integrity: honesty, which provides the foundation for trust; trust, which enables the exchange of ideas and collaboration; fairness, which ensures equitable treatment and clear standards; respect for the ideas of others and for the learning process; responsibility for accepting the consequences of one's actions and upholding standards of integrity; and courage to act in accordance with these values even under pressure, as shown in Figure 1.

When the work of university libraries is examined through Briceño's (2024) concept of academic integrity, defined as "compliance with a set of values related to honesty, fairness, respect, and responsibility that guide decision-making" (p. 2), their supporting role in academic work becomes clear: they guide users in the appropriate use of information, promote critical thinking, and develop strategies essential to academic education. However, there is a gap in knowledge about how these institutions incorporate the principles of academic integrity into their activities and educational practices. This study therefore explores how university librarians perceive and carry out the promotion of academic ethics.



The main objective of this study is to analyze the training strategies implemented by the heads of SIDUNA's specialized libraries to develop information competencies among the National University's academic and student communities, promote the responsible use of information, and strengthen research ethics. The following specific objectives were established:

- Examine how the heads of SIDUNA libraries perceive their own level of knowledge about academic integrity.
- Identify the training and learning strategies implemented by SIDUNA libraries to address academic integrity.
- Analyze the professional practices implemented by the heads of SIDUNA libraries to foster academic integrity.

Methodology

This study uses a qualitative multiple-case-study design to analyze practices for promoting academic integrity in the 18 specialized libraries that form part of Costa Rica's National University Library System (SIDUNA). The qualitative approach makes it possible to understand in depth how librarians perceive their role in promoting academic ethics and to document and describe the intervention methods, teaching strategies, and technological tools used in information competency training programs.

Before data collection began, informed consent was obtained from every participant. They received a detailed explanation of the study's purpose, the voluntary nature of their participation, the exclusive use of the data for academic and scientific purposes, and the guarantees of confidentiality and anonymity.

The study population consisted of all library science professionals serving as heads of SIDUNA's 18 specialized libraries, which include disciplinary, regional-campus, and faculty libraries located on the main campus and at the National University's other campuses. All professionals holding management positions in these information units have undergraduate or graduate training in library science or information science.

Data were collected through official institutional communication that explained the study's purpose and invited voluntary participation. A 100% response rate was achieved, which was considered appropriate for qualitative studies in institutional settings. A structured interview was used as the qualitative data-collection technique. It served as the primary instrument and followed a protocol of open-ended questions designed to elicit thoughtful, in-depth responses on the study's analytical dimensions.

The interview protocol explored five categories:

- Conceptual understanding of academic integrity and its associated values.
- Perceptions of the role of university libraries in promoting academic ethics.
- Identification and characterization of implemented intervention models and pedagogical strategies.
- Description of the technological resources, digital platforms, and educational materials used to promote the responsible use of information.
- Alternative proposals for strengthening the promotion of academic integrity.
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The interviews were conducted virtually. Instrument validity was established through review by three experts in university librarianship, information literacy, and academic integrity, each of whom held a master's degree and had an average of 10 years of experience in the field. A pilot test was then conducted with a library science professional from an institution whose characteristics were similar to those of the study population.



The qualitative data collected through the interviews were analyzed using a systematic and rigorous process in which responses to the open-ended questions were transcribed and initially organized in Microsoft Excel spreadsheets. This facilitated data management and visualization and provided an initial overview of the data. A qualitative content analysis was then conducted. For this purpose, specific analysis tables were designed for each open-ended question; they recorded every participant's response and supported a coding process.

Results

SIDUNA libraries promote academic integrity primarily through information literacy and training activities, which have encouraged better citation practices and more ethical use of information resources.

The first result identifies and describes the demographic characteristics of the participants (library science professionals). This analysis provided context for the profile of the interviewees, all library science professionals working at SIDUNA. Most were women (88.2%), and the most common highest academic degree was a licentiate degree (47.1%). In addition, 23.5% held a master's degree and 5.9% reported another degree. Thus, the licentiate degree was the highest qualification held by most participants (see Figure 2).

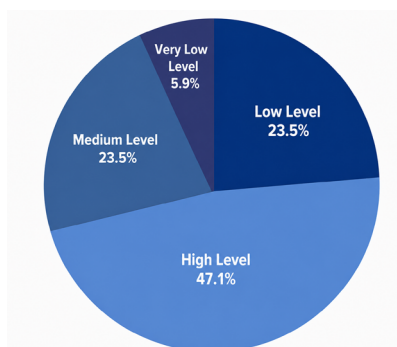


Figure 2.

Highest Academic Degree of Participants

Overall, the University Library System staff defined academic integrity primarily as "intellectual honesty," "responsibility," and "respect for copyright." Three central categories emerged from their definitions: ethical principles, educational practices, and instrumental tools. Ethical principles were the category mentioned most often by participants (see Table 1).

Table No. 1

Notions of the Meaning of Academic Integrity (SIDUNA)

Category	Description/Notions	Meaning
Ethical principles	Honesty Responsibility Respect	"Commitment to intellectual honesty and academic responsibility"
Educational practices	Information literacy Workshops	"Training and guidance on the ethical use of resources"
Instrumental tools	Reference managers Turnitin	"Use of Turnitin to prevent plagiarism"

Note. SIDUNA library science professionals (2025).

As Table 1 shows, the prevailing idea links academic integrity to a commitment to honesty and responsibility in the academic and research conduct of both academics and students.

The library science professionals identified a series of values and principles promoted in UNA's academic practice that were directly related to academic integrity. Five core values were identified in academic education: honesty, trust, respect, impartiality, and responsibility.

The library heads highlighted respect for intellectual authorship and responsibility in information management as the most important values in the practice of academic integrity. They also stressed the need to develop cross-cutting practices that encourage collaboration between libraries and the academic community. Such practices increase the visibility of librarianship in this area and underscore the importance of the services libraries provide in support of academic activities. Figure 3 presents some of the interviewees' assessments of the principal values.

Note. Author's own work based on interview data (2025).

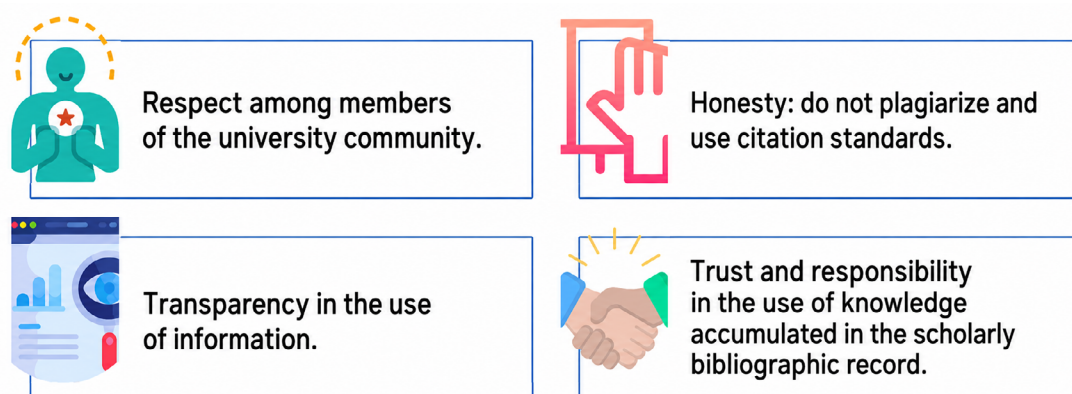


Figure 3.

Values Related to Academic Integrity Promoted in Academic Education and Practice at UNA

Self-Perceived Level of Knowledge

The library heads reported an intermediate-to-high level of knowledge about academic integrity, based mainly on their practical experience in information literacy and the management of bibliographic resources. However, they acknowledged limitations in specific areas, such as addressing ethical dilemmas related to generative artificial intelligence and systematically evaluating the impact of their educational interventions. Their self-assessment revealed an operational understanding of academic integrity centered on information competencies rather than on specialized theoretical frameworks for research ethics.

Structure of the Training Programs

The analysis showed that SIDUNA's educational activities for promoting academic integrity are structured around three complementary strategic pillars:

- Information literacy: developing competencies to access, evaluate, and use information effectively.
- Promotion of academic resources: publicizing and providing training on available tools and collections.
- Fostering an ethical culture: raising awareness of the responsible use of information and the production of academically sound work.

These pillars are implemented through pedagogical interventions tailored to the specific needs of each segment of the university community: first-year students, advanced students, and academic staff (see Table 2).

Table No. 2

SIDUNA's Strategic Pillars for Academic Integrity Training

Strategic pillar	Activities	Target population
Information literacy	• Training in the use and management of information resources • Workshops on searching for and evaluating reliable sources • Guidance on citations and references • Training in reference managers	Students (first-year and advanced) Academic staff
Promotion of academic resources	• Training in specialized databases • Training in the use of the Academic Repository • Workshops on electronic resources • Turnitin review service	Students Researchers Academics
Culture of ethical use	• Awareness-raising about plagiarism and academic fraud • Talks on copyright and intellectual property • Workshops on generative artificial intelligence	The entire university community

Note. Summary of training strategies identified in interviews, March 2025.

Training Intervention Modalities

SIDUNA libraries implemented four principal intervention modalities: 1. in-person group training, 2. personalized guidance, 3. development of educational materials (tutorials, infographics, and videos), and 4. coordination with academic staff for curricular integration.

Training for first-year students was the most systematic activity and covered topics such as electronic resources, the 7th edition of the APA manual, presentation development, specialized databases, and reference managers.

UNA libraries manage the promotion of academic resources and encourage their ethical use, thereby advancing academic integrity.

Assessment of Strategy Effectiveness

The library heads assessed the effectiveness of their training strategies from two contrasting perspectives (see Table 3). Those who considered them effective based their assessment on evidence such as: 1. follow-up inquiries from students demonstrating application of what they had learned, 2. peer feedback dynamics among students, and 3. requests for guidance to strengthen research.

By contrast, those who rated the strategies as not very effective cited limitations such as: 1. insufficient training time, 2. a lack of workshops specifically focused on academic integrity, and 3. reliance on faculty assessment to verify application.



Table No. 3

Assessment of the Effectiveness of Academic Integrity Training Strategies

Assessment	Indicators mentioned	Textual evidence
Effective	• Peer feedback among students • Requests for guidance to strengthen research • Creation of a culture and awareness of responsible use • Evidence of improvement in follow-up inquiries	"Students come to show their work and ask about applying what was taught during the workshops" (Participant 14, March 2025).
Not very effective	• Insufficient training time • Lack of workshops specifically focused on academic integrity • Indirect (rather than direct) contribution to ethical use • Reliance on faculty assessment to verify application	"It does not offer workshops or courses specifically on academic integrity; however, citation workshops and access to reliable resources contribute to ethical use" (Participant 4, March 2025).

Note. Categorization of assessments of training strategy effectiveness.

This discrepancy in the assessments revealed the absence of systematic mechanisms for evaluating impact; perceptions of effectiveness depended mainly on anecdotal observations and unsolicited user inquiries.

In general, to demonstrate and achieve greater effectiveness in strategic follow-up activities, it is necessary to implement assessment practices that motivate students and researchers to make appropriate use of bibliographic material and the full body of available knowledge. Developing skills and practicing them consistently enables both students and academic staff to promote academic integrity in their work, as documented by the library science professionals.

Professional Practices and Challenges in Fostering Academic Integrity

Professional Practices Implemented

SIDUNA library heads implemented professional practices tailored to users' stage in the academic cycle. For first-year students, they prioritized introductory training on SIDUNA resources, APA citation standards, and plagiarism prevention. For advanced students and academic staff, they offered specialized guidance on disciplinary databases, reference managers, and the review of papers with Turnitin. They also developed educational materials (infographics, tutorials, and videos) for dissemination on institutional platforms.

One emerging practice was coordination with academic staff to integrate academic integrity content into curricula, although this initiative was reported as incipient and dependent on individual faculty members. The workshops and training offered are described in greater detail in Table 4, which presents the activities used to promote



Table 4

Activities to Promote Academic Integrity in SIDUNA Libraries

Activities	Intended outcomes for users
Training in the use of SIDUNA electronic resources (OPAC, RAI, databases, e-books, reference managers, Turnitin)	– Students understand the advantages and risks associated with misuse of these tools.
Paper review service and delivery of Turnitin similarity and match analysis reports to prevent plagiarism.	– Information is democratized within the legal framework.
Copyright training (group or individual) for the user community.	– Users are instructed and encouraged to act responsibly and ethically when using materials.
Training on intellectual property and on the use and dissemination of open science.	– Awareness is raised among users in general.
Transparency in the use of information resources.	– Students receive training at the request of academic staff.
Information literacy	
Awareness-raising during in-person talks and workshops on the correct use of bibliographic resources through citation and referencing.	
Coordination with academics to incorporate academic integrity into curricula.	– Circulars are sent to academic units to request books in print format.
Development of tutorials: personalized guidance or training so that users consult reliable documents and apply different citation and referencing formats.	
Daily training for first-year students on the importance of the library and its resources.	

Note. SIDUNA library science professionals (2025).

Institutional Barriers and Challenges

The analysis identified four categories of barriers that limited the effectiveness of professional practices related to academic integrity (see Table 5): 1. limited coordination with academic units, 2. unethical use of emerging technologies, 3. gaps in students' prior training, and 4. constraints on human resources and time.

Table 5

Barriers to Fostering Academic Integrity within SIDUNA Libraries

Barrier category	Specific manifestations	Textual evidence
Limited coordination with academic units	• Lack of response from academic staff • Prioritization of disciplinary content over information competencies • Insufficient curricular time for academic integrity education	"On different occasions, there has been little or no support from academics because they prioritize students learning only the subject matter of their degree programs" (Participant 6, March 2025).
Unethical use of emerging technologies	• Excessive and uncontrolled use of artificial intelligence • Technological applications that facilitate dishonest practices • Users' lack of familiarity with the tools	"The excessive and uncontrolled use of AI, poor citation, and the lack of importance given to this topic in secondary schools, which is reflected in university students" (Participant 8, March 2025).
Gaps in prior training	• First-year students with no knowledge of plagiarism • Lack of academic integrity education in secondary school • Absence of a citation culture	"First-year students do not bring this knowledge from secondary school. Students enter the university very poorly prepared" (Participant 10, March 2025).
Resource constraints	• Insufficient library staff (single-staffed libraries) • Multiple assigned responsibilities • Lack of time to develop educational interventions	"Lack of time, because I am the only staff member in the library" (Participant 2, March 2025).

The barrier mentioned most often was limited coordination with academic units, revealing a structural disconnect between library initiatives and the curricular integration of academic integrity. This disconnect was reflected in the perception that academic staff did not recognize librarians' expertise in this area, relegating educational interventions to voluntary extracurricular settings.

Proposed Improvements Identified

The library heads proposed four lines of action to strengthen the promotion of academic integrity: 1. standardizing training content across SIDUNA libraries, 2. strengthening coordination with academic staff to integrate this content into curricula, 3. diversifying pedagogical strategies (gamification, augmented reality, and podcasts), and 4. providing academic integrity education beginning in secondary school. These proposals reflected an understanding of the need to move from traditional training models (lecture-style talks) toward active, technology-mediated pedagogical strategies.

Discussion

The results showed that SIDUNA library heads conceptualized and operationalized academic integrity primarily through information literacy, emphasizing technical competencies (citation, use of reference managers, and source evaluation) more than complex ethical dimensions of research. This reflected a partial understanding of academic integrity as a multidimensional construct encompassing ethical dilemmas, responsible authorship, and ethical research conduct.

The central importance assigned to respect and responsibility reflected librarians' concern for recognizing intellectual authorship and ensuring the ethical use of information resources, both dimensions directly related to information management. However, values such as impartiality and trust, which are fundamental to the integrity of scientific research, received less emphasis. This suggests that the training offered focused on instrumental aspects of information use rather than on the ethics of knowledge production.

The training strategies implemented included more interventions for first-year students but fewer activities aimed at academic staff and advanced researchers. An important finding was the lack of systematic evaluations to measure the programs' actual impact.

Another important issue was the challenge posed by generative artificial intelligence and its problematic use in academic settings. Library heads stated that this emerging phenomenon has highlighted the urgent need to update their own professional competencies so that they can properly guide the university community through ethical dilemmas associated with these new tools. SIDUNA libraries have nevertheless taken a proactive role in promoting academic integrity by drawing on their expertise in information literacy. Even so, they face obstacles of various kinds that limit the transformative potential of their work.

Conclusions

This research examined how SIDUNA library heads have implemented various training and learning strategies, particularly those intended to teach users to manage information responsibly and adopt ethical practices during the research process.

The heads of the specialized libraries demonstrated conceptual clarity on these issues, and their understanding was not limited to theory. Instead, it was reflected in practical initiatives that connected these foundations with the libraries' daily work. The study identified obstacles affecting the effectiveness of these educational initiatives, including the disconnect between libraries and faculty, the unregulated use of artificial intelligence, which creates new forms of academic dishonesty that are difficult to detect, and gaps in students' prior training, as first-year students arrive without basic knowledge of citation and plagiarism; human resource and time constraints in understaffed regional libraries; and, finally, the lack of standardization in topics, methodologies, and materials across SIDUNA libraries.

In terms of contributions to librarianship and professional development, this study documented experiences and provided empirical evidence of the emerging role of library science professionals as educators in academic ethics. This role extends beyond the traditional functions of safeguarding and lending information resources and positions librarians as active participants in comprehensive university education. The findings also show that university libraries are not peripheral actors in the promotion of academic integrity but central institutions whose systematic, planned interventions contribute directly to educational quality and to the development of ethical professionals. From this perspective, the study contributes to educational librarianship by documenting specific educational practices, information literacy methodologies, and interdisciplinary collaboration strategies. It also highlights the importance of developing mediation and collaboration skills for work with faculty. Finally, the study makes visible the ethical dimension of the library profession, reaffirming that access to information must be accompanied by education in its responsible use.

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Author Contributions

Author	Contribution
Ana Priscilla Ruiz Bustos	Conceptualization, Data curation, Formal analysis, Investigation, Methodology, Project administration, Validation, Writing - original and final draft.

