

EDUCATION OFFERED IN THE COVID-19 PANDEMIC: HOW TO NOMINATE?

O ENSINO OFERTADO NA PANDEMIA DE COVID-19: COMO NOMEAR?

EDUCACIÓN OFRECIDA EN LA PANDEMIA COVID-19: ¿CÓMO NOMBRARLO?



Camila Lopes da SILVA¹
e-mail: camila.lopes@ifba.edu.br

How to reference this paper:

SILVA, C. L. Education offered in the covid-19 pandemic: How to nominate? **Plurais - Revista Multidisciplinar**, Salvador, v. 7, n. 00, e023005. e-ISSN: 2177-5060. DOI: <https://doi.org/10.29378/plurais.v8i00.16891>



| **Submitted:** 20/03/2023
| **Revisions required:** 16/06/2023
| **Approved:** 11/09/2023
| **Published:** 26/10/2023

Editors: Prof. Dr. Célia Tanajura Machado
Prof. Dr. Kathia Marise Borges Sales
Prof. Dr. Rosângela da Luz Matos

Deputy Executive Editor: Prof. Dr. José Anderson Santos Cruz

¹ Institute of Federal Education, Science, and Technology of Bahia (IFBA), Euclides da Cunha – BA – Brazil. Master's in Education from the Postgraduate Program in Education at the State University of Feira de Santana (UEFS). Technical Officer in Educational Affairs at the Institute of Federal Education, Science, and Technology of Bahia (IFBA), Euclides da Cunha Campus – BA.

ABSTRACT: The present study aims to present the conceptual and methodological divergences and convergences of distance education, online education, remote teaching, and hybrid teaching. As part of the technical process, bibliographic research was conducted to deepen the understanding of the issues that motivated this investigation. To fulfill the research objective, the theoretical foundation was sought in the works of authors such as Moran (2003, 2015) and Santos (2009, 2019, 2020, 2022), as well as in Brazilian legislation related to distance education and scientific articles from specialized journals on the subject published between May 2020 and February 2022. The study concludes that these terms cannot be considered synonymous because there are significant differences in instructional designs and materials, the role and posture of the teacher and the student, the assessment of learning, planning, and the environment in which knowledge is mediated, with the primary convergence being the mediation through digital communication and information technologies.

KEYWORDS: Distance Education. Emergency remote teaching. Online education. Blended learning.

RESUMO: *O presente estudo tem como objetivo apresentar as divergências e convergências conceituais e metodológicas da educação a distância, educação on-line, ensino remoto e ensino híbrido. Como parte do processo técnico, foi conduzida uma pesquisa bibliográfica, com o intuito de aprofundar a compreensão das questões que motivaram esta investigação. A fim de atender o objetivo da pesquisa, buscou-se embasamento teórico nos autores: Moran (2003, 2015) Santos (2009, 2019, 2020, 2022), na legislação brasileira a respeito da educação a distância e artigos científicos de revistas especializadas que versam sobre o assunto publicados no período de maio de 2020 – fevereiro de 2022. O estudo conclui que tais termos não podem ser considerados sinônimos, pois há diferenças expressivas nos desenhos e materiais didáticos, no papel e na postura do professor e do aluno, no processo de avaliação da aprendizagem, no planejamento e no espaço em que a aprendizagem é mediada, tendo como convergência primordial a mediação por tecnologias digitais de comunicação e informação.*

PALAVRAS-CHAVE: *Educação a Distância. Ensino remoto emergencial. Educação on-line. Ensino híbrido.*

RESUMEN: *El presente estudio tiene como objetivo presentar las divergencias y convergencias conceptuales y metodológicas de la Educación a Distancia, la educación en línea, la enseñanza a distancia y la enseñanza híbrida. Como procedimiento técnico se realizó una investigación bibliográfica que permita una mejor comprensión de las interrogantes que motivaron esta investigación. Para cumplir con el objetivo de la investigación, se buscó base teórica de los autores: Moran (2003, 2015) Santos (2009, 2019, 2020, 2022) en la legislación brasileña en materia de educación a distancia y artículos científicos de revistas especializadas que tratan sobre la materia publicada entre mayo de 2020 y febrero de 2022. El estudio concluye que dichos términos no pueden considerarse sinónimos ya que existen diferencias significativas en los dibujos y materiales didáticos, en el rol y postura del docente y del alumno, en el proceso de evaluación del aprendizaje, en la planificación y en el espacio en el que se media el aprendizaje, siendo la principal convergencia la mediación por las tecnologías de la información y la comunicación digital.*

PALABRAS CLAVE: *Educación a Distancia. Enseñanza remota de emergencia. Educación en línea. Aprendizaje semipresencial.*

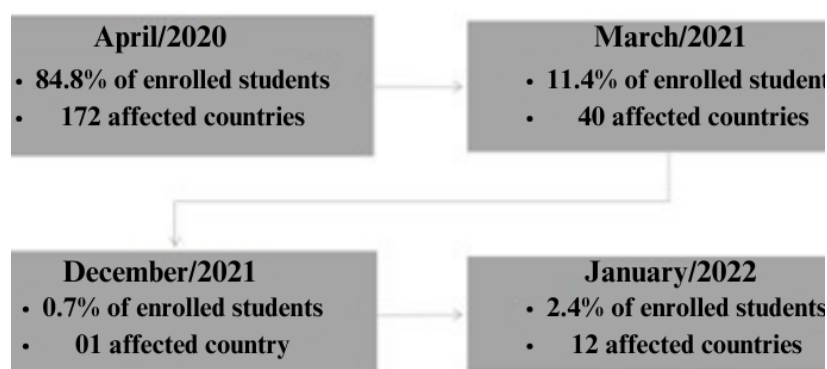
Introduction

The year 2020 marks the beginning of the COVID-19 pandemic, an infectious respiratory disease caused by the SARS-CoV-2 virus with high transmission capacity and potential severity. The declaration of a pandemic by the WHO on March 11, 2020, changed the global landscape entirely. Government-imposed restrictions to contain the virus's spread affected, on a global scale, the healthcare, economy, culture, politics, religion, leisure, and especially the educational environment (UNESCO, 2022).

The global education sector was one of the most impacted spaces by the isolation measures taken to control the pandemic because educational institutions generally presuppose physical presence and gatherings in enclosed spaces. In Brazil and around the world, the issue of the pandemic's impact on the educational context has triggered and continues to influence a considerable production of academic studies and debates on various themes that intersect with education during the pandemic period, such as the working conditions of teachers, the proficiency and access to digital technologies by teachers and students, as well as the implications of this situation on student learning and development.

Based on the survey conducted by the United Nations Educational, Scientific and Cultural Organization (UNESCO), it is feasible to create a timeline that records the number of students and countries affected by the closure of educational institutions, as well as the number of nations that completely suspended in-person classes on a global scale during the period from 2020 to 2022. This time frame coincides with the reduction of the pandemic due to progress in virus vaccination and the resumption of in-person activities in public spaces, notably educational institutions in various modes and academic levels (UNESCO, 2022).

Figure 1 – Monitoring of school closures due to the COVID-19 pandemic



Source: Adapted from UNESCO (2022)

As depicted in Figure 01, throughout the pandemic, educational institutions worldwide resumed, albeit partially, in-person classes supported by health protocols and the progress of vaccination campaigns. In Brazil, as per UNESCO's monitoring, schools remained closed for approximately twenty months, with in-person academic activities gradually resuming during the years 2021 and 2022.

During the period of suspending in-person classes, educational networks and institutions, both public and private, across various levels of education adopted measures to ensure the continuity of the academic year and mitigate the impact on student learning. To achieve this, multiple tools were utilized, ranging from digital resources, the broadcasting of lessons through television and radio channels, and even those who opted to create educational content for the physical distribution of materials to students (Instituto Península, 2020).

The reconfiguration of the educational landscape, where classes ceased to be conducted through in-person interactions and instead were mediated by communication and information technologies, has brought to the forefront terms that were not as prevalent in discussions of Basic Education until now, such as Distance Education (DE), hybrid teaching, online education, and the most recent term, remote teaching (Hodges *et al.*, 2020; Santana; Borges, 2020).

In this context, influenced by the public health crisis triggered by the pandemic, the use of expressions like "distance education" and "online education" has become familiar to describe non-face-to-face teaching activities carried out during this period. Furthermore, the term "hybrid teaching" has been employed to characterize the educational strategy in which students attend some classes in person at the educational institution and others from their residence. This mode was implemented in many schools as a precautionary measure to reduce student density in school spaces as institutions began the process of resuming in-person activities throughout 2021 and 2022.

In this scenario, it is evident that there is a misunderstanding of the meanings and specificities of these terms by educational institutions, the media, and even by education professionals. Therefore, the conceptual approach to these terms assumes significant importance intending to overcome misconceptions that, even after the end of the pandemic, are likely to persist unless reflections and debates on the theoretical convergences and divergences between Distance Education (DE), Emergency Remote Teaching (ERT), online education, and hybrid teaching are promoted. Furthermore, this conceptual exercise seeks to prevent activities developed in an emergency manner during the pandemic from being erroneously generalized under the categories of Distance Education or online education.

Distance Education (DE), Emergency Remote Teaching (ERT), online education, and hybrid teaching all share the central characteristics of technological mediation. This study is based on the following research questions: What are the differences and similarities between these formats and modes of teaching? What are the characteristics of remote teaching implemented during the pandemic? Do Distance Education, online education, and remote teaching present methodological similarities? How was the hybrid model understood and implemented during the pandemic? To address these inquiries, this article aims to discuss the conceptual and methodological differences and similarities between these modes and teaching formats and strategies, with a particular focus on the educational context during the COVID-19 pandemic.

Methodologically, bibliographical research (Minayo, 2001; Gil, 2007) was conducted on the works of national authors who have been prominent in research on "distance education, online education, and hybrid teaching" over the past decades, such as Moran (2003, 2015) and Santos (2009, 2020, and 2022). Articles published between May 2020 and February 2022 on remote teaching as an emergency and transitional educational format were researched. Therefore, the reading of papers, books, essays, and other materials found in the CAPES Periodicals Portal, the Scientific Electronic Library Online (SCIELO), and Google Scholar was carried out, aiming to contribute to an understanding of the concepts of different teaching formats and modes, as well as the epistemological and methodological assumptions of the researched topic.

Distance Education, Emergency Remote Teaching, Online Education, and Hybrid Teaching: Concepts, Characteristics, and Specificities

To address the subject matter at hand, this article is structured to optimize the alignment of analytical efforts. Initially, we will present the definitions and characteristics of Distance Education (DE). Following that, we will discuss Emergency Remote Teaching (ERT) as a strategy aimed at mitigating the impact of the pandemic on the educational system, including the critical convergences and divergences between DE and ERT. Finally, we will outline the concepts and characteristics that underpin the definition of online education and hybrid teaching.

Distance Education (DE)

Distance Education (DE), also referred to as remote learning, is a modality widely recognized in the realm of higher education, predominantly applied in undergraduate and postgraduate (*latu sensu*) programs. A specific operation characterizes DE and is subject to legal regulations, including laws, decrees, and ordinances that guide the creation, supervision, and evaluation of institutions and educational programs offered remotely.

DE, as defined by Decree No. 9,057/2017, is described as:

[...] an educational modality in which the didactic-pedagogical mediation in teaching and learning processes occurs using information and communication technologies, with qualified personnel, access policies, compatible monitoring, and evaluation, among other factors, and it develops educational activities for students and education professionals who are in different places and times (Brasil, 2017, p. 01, our translation).

The study conducted by Mungol (2009) presents a diversity of concepts for Distance Education, although they all converge on the idea of teaching developed:

[...] through the articulation of pedagogical activities capable of developing the affective, psychomotor, and cognitive aspects of students. To achieve this, non-contiguous forms of communication are used, which do not depend on the time and place where the actors in the process are located. This makes it interesting for adult students who are committed to the labor market (Mungol, 2009, p. 341, our translation).

This concept is supported by Moran (2015), who defines DE as a teaching and learning process in which teachers and students are in different physical and temporal spaces, mediated by information and communication technologies. In this sense, Santos (2019, p. 62, our translation), highlights the main characteristic of DE as "[...] physical separation between learning subjects and/or trainers and their training devices and narratives." In this conceptualization, Preti (2009, p. 50, our translation), adds the perspective that DE is presented as: "[...] a set of methods, techniques, and resources made available to a student population with a minimum level of maturity and sufficient motivation so that, in a (self)learning regime, they can acquire knowledge or qualifications at any level." In light of these arguments, it is understood that teaching in the DE modality is more suitable for adult audiences, who possess a level of autonomy, experience, and responsibility for individual learning.

The context of Information and Communication Technology (ICT) progress has brought about transformations in various social domains, with education being one of them also affected by these changes. The expansion of DE is primarily based on the advancement of these

technologies and the possibility of providing professional training to meet the demands of the economic landscape with viable financial costs (Preti, 2009). In Brazil, the expansion of DE is also attributed, according to Mungol (2009), to the need to broaden access to education in regions geographically distant from major urban centers. In this way, this modality is widely recognized as a relevant mechanism for promoting education, particularly at the higher education level, due to its ability to overcome obstacles related to geographical and temporal distance.

This growth in DE courses is underscored by data from the Higher Education Census (2020), which indicates that between 2010 and 2020, the number of new entrants in distance higher education increased by 428.2%, while in face-to-face education during the same period, there was a decrease of 13.9%. Analyzing the data for 2020 in isolation, the Census indicates that the increase in the number of students who entered higher education in 2019 and 2020 was supported by the significant growth in distance education courses, compensating for the decline recorded in face-to-face classes during the same period. It is also noticeable that enrollment in courses in this modality grows steadily year by year. While in 2010, the percentage of new entrants in distance undergraduate courses was 17.4%, this participation in 2020 reached 53.4%.

Moran (2015) argues that the remarkable and consistent growth of Distance Education (DE) in Brazil is due, among other factors, to the existence of pent-up demand from students who do not have access to face-to-face education due to economic constraints, as well as issues related to time management, as DE provides students with the flexibility to tailor their study schedules to their availability. Additionally, there is a shortage of undergraduate courses offered in regions far from major cities, making non-face-to-face courses the only possibility for many Brazilians to access higher education.

Courses delivered in the distance education modality not only have a specific legal framework but also a distinct methodological and pedagogical approach. This is characterized by instructional design conceived to be fully delivered at a distance, the presence of a multidisciplinary team responsible for supporting student progress, and the use of various resources that facilitate student learning in multiple temporal and geographic contexts.

According to Santos (2019), many DE courses still focus on the pedagogy of transmission, where the educational material is created without student involvement; students receive such materials, work on them individually, and then return their work to the teacher and tutor. In this sense, interaction in the teaching process occurs between students and the various texts, videos, films, and books selected and recommended by the multidisciplinary educational

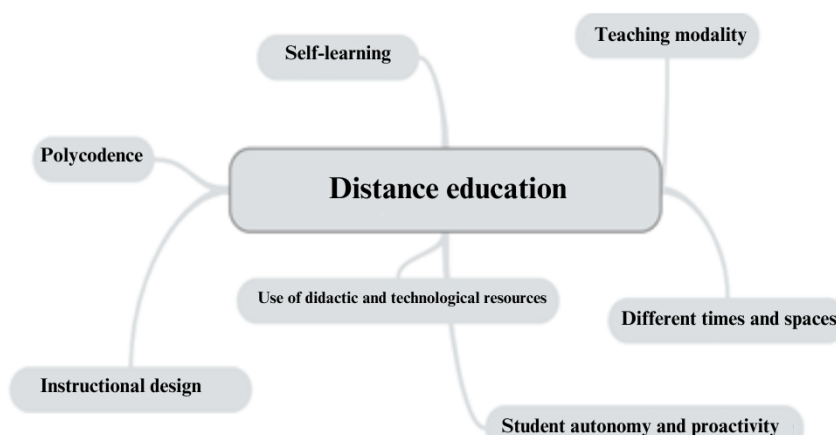
team. Thus, what can happen is only the interaction of a student with a teacher or tutor to address doubts that arise during the study of the educational material.

In conventional practices of DE courses, self-learning, and self-study are the main characteristics of this modality. Santos (2019, p. 72) states that student learning in DE is: "[...] constructed and mediated by educational material produced under instructional design. Instruction is at the core of the process. The individual learns alone and at their own pace, with educational materials playing a significant role." Based on this argument, it can be affirmed that the DE student is primarily responsible for constructing their learning, and for this, it is necessary to establish a consistent study routine and a commitment to their academic progress. It is also essential to develop an autonomous and proactive attitude where the learner seeks to develop academically through the available resources.

The influence of fostering student autonomy is the responsibility of the entire multidisciplinary team, also known as polydocence, comprised of subject matter experts, educators, coordinators, and online and in-person tutors. However, it is the tutors who have direct contact with the students, and therefore, the pedagogical practices adopted by these professionals can either enhance or diminish the development of the student's initiative and self-learning (Santo, 2016).

Research conducted by Santo (2016) demonstrates that DE tutoring needs to be based on the principle of creating an emotional and pedagogical connection between these two parties (tutors and students), regular monitoring of students' activities, addressing their demands, and the participation of tutors in continuous training programs related to the theme of distance education.

In light of the explanations presented thus far, it can be concluded that Distance Education, as summarized in Figure 02, is a regulated mode of education in Brazil where teaching processes take place in different spaces and times, using various educational resources, particularly technological ones. The instructional design of courses, created by a multidisciplinary team, requires students to actively and autonomously develop self-learning through readings, research, debates, and reflections resulting from self-study.

Figure 2 - Summary of the main characteristics of Distance Education (DE)

Source: Prepared by the author (2022)

Understanding these characteristics of Distance Education allows us to conclude that the activities carried out in many educational institutions during the COVID-19 pandemic cannot be labeled as Distance Education (DE). As established by legislation, the implementation of this modality requires a specific methodological teaching design, a virtual environment prepared for this purpose, and a qualified professional team consisting of teachers and tutors. In most Brazilian schools, during the suspension of in-person activities, this reality did not materialize. Academic research reveals that in a short period and often without training, institutional support, planning, or proper guidance, teachers had to adapt their classes to a teaching format with which they were unfamiliar (Cipriani *et al.*, 2021; Saraiva *et al.*, 2020).

Emergency Remote Teaching (ERT)

The declaration of the COVID-19 pandemic situation in March 2020, as previously mentioned, led educational institutions at the Basic and Higher Education levels from various spheres (federal, state, municipal, and private) to adopt different plans and strategies to continue their academic activities. Opinion No. 11/2020 from the National Council of Education (CNE) recommended that education networks, both public and private, at all levels of education should allow flexibility in the adoption of non-face-to-face educational delivery (Brasil, 2020). As a result, the term "emergency remote teaching" (ERT) spread in academic and media discussions to describe the curricular activities carried out in educational institutions, whether mediated by technology or not, aimed at providing education during the pandemic situation.

Other terms were used to describe these practices, such as non-face-to-face teaching activities, distance pedagogical activities, teaching mediated by digital information and communication technologies, supplementary academic calendars, emergency remote study, and remote pedagogical activities. This terminological diversity used to describe pedagogical actions implemented amid the health crisis unequivocally highlights that such activities do not fall into the category of Distance Education, let alone online education, as will be discussed in the next section.

As Tomazinho (2020) explains, the term "remote teaching" is used because both students and teachers are unable to attend traditional educational settings. Furthermore, it is termed "emergency" due to its urgent implementation to deal with an exceptional situation, allowing the continuity of educational activities during the period of social isolation. In this line of reasoning, Charczuk (2020) states that in the context of remote teaching:

[...] there is no specific and prior planning or theoretical-conceptual models for its practice; there is only the transposition of in-person work to a digital or printed space. Digital resources or materials delivered to students are used to enable what was pedagogically planned to be done in person without the explicit enunciation of a didactic-pedagogical plan articulated with the tools (Charczuk, 2020, p. 05, our translation).

The pedagogical actions developed in the context of remote teaching are mainly based on synchronous meetings on digital platforms, live or recorded Internet class broadcasts, the development of pedagogical notebooks, and the maintenance of the school-student bond. In this sense, Arruda (2020) argues that:

Emergency remote education can be presented at a similar time to in-person instruction, such as transmitting teachers' classes at specific times in live formats. Such communication would allow collaboration and participation of everyone simultaneously but can involve recording activities to be viewed by students who are unable to watch the materials at that moment. [...] it also consists of the transmission of content via TV, radio, or state digital channels in a more massive and emergency manner (Arruda, 2020, p. 09, our translation).

From this perspective, it is evident that the concept of remote teaching encompasses some distinctive features, such as the use of video conferencing platforms like Google Meet, Zoom, and Microsoft Teams, as well as the development and use of messaging apps, social networks, and various other tools aimed at maintaining communication with students. In some cases, the virtual learning environment was used, especially in those institutions that already

had this tool before the pandemic but managed by the subject teacher without the assistance of tutors.

A notable feature of remote teaching, especially in the context of primary education, is the imperative need for the active participation of families in the educational process. In this scenario, students' caregivers take on the roles of guides, adapters, and companions during the period of emergency teaching. This differs substantially from Distance Education (EaD), where it is assumed that the student is autonomous and responsible for managing their learning process. Therefore, in the discussions surrounding remote teaching, it is crucial to emphasize that this modality should not be confused with Distance Education, as the latter requires elaborate planning, specific methodological strategies, professional training, and resources tailored to address the particularities of this mode of education.

Educational discussions and research indicate that such conditions are not met, especially in public school systems. Consequently, the implementation of remote teaching has generated different opinions regarding the effectiveness of these pedagogical strategies. Saviani (2020) argues that this alternative is precarious and does not meet the challenges of education, especially in the Brazilian public school system, in addition to causing the exclusion of thousands of students and undermining and intensifying the work of teachers. Nóvoa (2020) shares Saviani's perspective by emphasizing that remote teaching has led to inequalities and a reduced educational landscape. However, he also highlights that this modality has brought some positive aspects, including strengthening the ties between families and schools, as well as the remarkable ability of teachers to find creative solutions to address the various challenges posed by the interruption of in-person activities.

Santos (2020) also criticizes this model, arguing that, in many instances, it is associated with a simple transfer of mass education to the context of technology-mediated teaching. But he also notes that remote teaching has enabled "affectionate encounters and good curricular dynamics to emerge in some spaces, study routines, and class meetings are guaranteed in the context of the pandemic" (Santos, 2020, our translation).

By examining the similarities and discrepancies related to the adoption of remote teaching, it is possible to infer that, although educational challenges arise in this context, this pedagogical approach proves to be a viable alternative to continue the school year and, simultaneously to preserve bonds within the school community. This is a necessary response in a period filled with challenges and uncertainties caused by the COVID-19 pandemic. However, it should not be overlooked that remote teaching is something that is emergency and transitional

and, in many situations, marked by improvisation. Therefore, it is necessary to understand that remote classes are not a substitute for in-person classes.

As discussions about the implementation of remote classes progress, it becomes evident that such pedagogical actions should not be confused with the Distance Education (EaD) modality. To establish a course in compliance with EaD, it is imperative to adhere to specific legislation, assemble a multidisciplinary team responsible for monitoring educational activities, and develop a structured academic plan to be applied in virtual environments. These are requirements that were not met in the organization of remote teaching.

Despite the notable disparities between Distance Education (EaD) and Emergency Remote Teaching (ERE), it is worth noting that the pedagogical strategy adopted by some schools during the suspension of in-person classes, which involves the exchange of printed materials between teachers and students, with teachers preparing the activities and distributing them to students for later correction, bears a resemblance to the early days of distance education, where printed materials played a significant role. This strategy was primarily implemented to overcome students' lack of access to interaction and communication technologies. However, education has become a form of correspondence study, and the relationship between the teacher and the student is minimal.

In summary, the incorrect use of the term EaD to describe remote teaching activities may have arisen mainly due to the similarities between Distance Education (EaD) and Emergency Remote Teaching (ERE). These similarities include the geographical separation between students and teachers, the use of digital tools, and the inherent flexibility of remote teaching, allowing students to attend classes and study from any location. Additionally, both modalities share the need for students to organize their study routines and adopt an active and committed stance towards their learning, as face-to-face contact with teachers and peers was interrupted during the isolation period.

Online Education

The term remote teaching is commonly used as a synonym for online education. However, studies conducted by Santos (2009, 2019) and Moran (2003) indicate that online education is a distinct teaching strategy, different even from the distance education (EaD) modality. According to the author, "Online education is a set of teaching and learning actions or curriculum acts mediated by digital interfaces that enhance interactive and hypertextual communication practices in mobility" (Santos, 2019, p. 69, our translation). The concept

presented by Moran (2003) aligns with this perspective as he defines it "as the set of teaching-learning actions that are carried out through telematic means." In this context, this form of teaching incorporates the use of the internet, digital technologies, videoconferencing, and virtual learning environments, aiming to facilitate interaction among participants in the educational process and promote student learning, regardless of whether teaching occurs in person, at a distance, or in a hybrid format, as emphasized by Santos (2019, p. 61, our translation):

Online education is not simply synonymous with distance education. Online education is a modality of education that can be experienced and practiced to enhance learning situations mediated by face-to-face encounters, at a distance, if the subjects of the process cannot or do not wish to meet face to face, or in hybrid formats, where face-to-face encounters can be combined with meetings mediated by telematic technologies.

Santos (2009) further argues that online education is not an evolution of distance education practices, and the primary differentiation between them lies in the perspective of student self-learning. In distance education, self-learning is constructed based on the educational materials provided to students through the LMS, meaning that they learn alone, at their own pace, through the instructions provided in these materials. In contrast, online education learning occurs in the dialogical relationship between students and teachers through tools that enable synchronous communication (simultaneous) and asynchronous communication (not appearing or not taking place simultaneously). In summary, student learning goes beyond the use of virtual environments and educational materials and information and communication technologies; however, it is enhanced in the dialogical relationship among the participants in the educational process (student/teacher/tutor).

In this way, the use of virtual learning environments and technology-mediated encounters does not define teaching and learning actions as online education; instead, it is the pedagogical and communicational approach of the participants involved in the educational process. For the practice of online education, it is necessary to promote interactivity the creation and co-creation of educational materials and resources between teachers and students. From this perspective, students in online education should be engaged in this creation process, not just consuming materials, texts, and videos, among other resources, as often occurs in many distance and in-person courses.

Online education can be practiced in both in-person, remote, and hybrid teaching, as stated by Santos:

[...] we can put into practice new spatiotemporal arrangements to educate geographically dispersed individuals or to enhance in-person pedagogical practice, with online education as a differentiator. We now have the potential for interactive media and collaborative learning beyond self-learning and mass media. We can already learn from others mediated by technologies that truly allow these 'others' to meet (Santos, 2019, p. 75, our translation).

Thus, online education can be a differentiator in any teaching modality or pedagogical approach, serving as a means to promote an autonomous and active stance in students, thereby facilitating the construction of their self-learning.

It is important to emphasize that this educational format has evolved in recent years, as evidenced by Hodges *et al.* (2020), and involves research, theories, models, standards, evaluation criteria, and specific instructional design strategies. Therefore, online education goes beyond simply incorporating technology into the classroom routine. It primarily requires careful planning, a transformation of teaching and learning methodologies, and the promotion of interactivity among students as well as between these students and the teacher.

In this sense, online education and remote teaching do not carry the same meaning because, in most networks, remote teaching is merely the transposition of in-person teaching to the virtual realm. Furthermore, online education can be implemented in the current pandemic educational context by adopting pedagogical strategies that emphasize learning approaches beyond simple content transmission. This includes promoting interaction and communication through synchronous and asynchronous activities mediated by technology, encouraging the sharing of information, and the conversion of that data into knowledge. Additionally, this approach primarily allows educators to exercise autonomy in creating and developing the teaching process.

Hybrid Teaching

Starting in 2021, with the advancement of the national vaccination campaign in the country and, consequently, the decrease in COVID-19 cases, educational institutions resumed in-person classes. However, most schools and universities adopted this return gradually, with students attending on different days of the week to maintain safe physical distancing and ensure the safety of students and education professionals. These actions, promoted by educational institutions and education departments, were commonly referred to as hybrid teaching. Hybrid teaching is not an exception in the educational context during the health crisis. The academic

literature contains a significant body of work on the concepts, practices, and principles of hybrid teaching (Bacich *et al.*, 2015; Anjos; Anjos, 2019).

Anjos *et al.* (2019) conducted a systematic review of concepts from research published from 2015 to 2019 to create a conceptual framework that encompasses an understanding of hybrid teaching. The research highlights the existence of a variety of ideas that contribute to defining hybrid teaching, such as the fusion of in-person teaching with distance learning, the intersection between traditional teaching and online teaching methods, as well as curriculum integration and pedagogical approaches.

In the first perspective, hybrid teaching is seen merely as a way to link in-person teaching with remote teaching. In the second perspective, the significance of digital technologies in the teaching context is evident, and the student is viewed as a central element in this scenario. Therefore, the use of technology should enhance student engagement in the learning process. The third trend combines methods from both traditional and flexible curricula, aiming to facilitate the construction of effective learning based on critical thinking and reflection (Anjos *et al.*, 2019).

The research conducted by Barcelos *et al.* (2019) aligns with the argumentation of Anjos *et al.* (2019, p. 60) in emphasizing the absence of a single definition for hybrid teaching. However, studies in this area converge on the following definition: "as a form of formal education in which in-person and online activities are combined to contribute to more personalized education." Bachich *et al.* (2015) also confirm this plurality of definitions, all of which converge on the concept of teaching based on a complementary use of in-person and online models.

Moran (2015) classifies hybrid teaching as a combination of various aspects, methodologies, strategies, spaces, and activities made possible through the use of connectivity. In this hybrid educational proposal, the teaching and learning process unfolds in diverse ways, as this combination of in-person and virtual classes allows students to learn both collectively and individually, according to the author. Thus, hybrid teaching presents itself as a potential enhancement to the teaching process by promoting interaction, developing student autonomy in knowledge construction, and catering to various learning styles (Moran, 2015).

Continuing the quest for a conceptualization and characterization of hybrid education, Santos (2022) categorizes hybrid teaching, as discussed and implemented in the educational context, into three distinct categories: 1) Hybrid teaching with educational technology; 2) Hybrid teaching with active methodologies; 3) Hybrid Teaching with and in cyberculture.

Within the scope of the first category, hybrid teaching is based on the use of Information and Communication Digital Technologies (ICDT) for the transfer of lessons, activities, and content from the in-person environment to the online environment. The second proposal is quite widespread in Brazil and involves the concentration of different times, spaces, and differentiated practices mediated by technology to meet the specific needs of the student. Finally, the third category, which the author also advocates for, is characterized by the convergence of different spaces, times, and pedagogical practices without a curriculum-based separation between the in-person classroom and the online classroom.

The author does not advocate for hybrid teaching as a personalized proposal centered on the student but rather that "the student has autonomy and takes on a leading role in their learning and development, being able to manage their study times and access modules and/or units without direct control from the teacher" (Santos, 2022, p. 146, our translation). For this purpose, the author argues that the center of the teaching process should be the relationship between the teacher, student, knowledge, and things.

Hybrid teaching in the context of the pandemic is used to characterize the adoption of lessons that take place partly in the physical classroom and partly with students studying from home with the aid of technology. Because of this and Santos' (2022), categorization, it can be stated that hybrid teaching in this context resembles the "hybrid teaching with educational technology" category, in which these technologies provide support for students to continue accessing school content from their home environment. Given the above, hybrid teaching in this context is not used to provide personalized education to the student or to promote more significant interaction between the student, teacher, and knowledge, but instead motivated by health-related issues and as a possibility for a gradual return to in-person classes while maintaining physical distancing.

Given this context, it is essential to highlight that hybrid teaching, as a promoter of student learning, is not limited to the simple transmission of live lessons over the Internet or the provision of guidance for activities to be carried out independently by the student outside the school environment. The implementation of this educational model requires a series of comprehensive transformations, which include not only aspects of physical infrastructure, such as access to technology by all those involved in the process but also teacher training and the redefinition of the student's role.

Final considerations

All the changes in the educational landscape caused by the COVID-19 pandemic have led to these terms: distance education, remote teaching, online education, and hybrid teaching, gaining prominence in everyday educational discussions. Thus, this article discussed defining concepts for each, leading to the understanding that distance education, remote teaching, online education, and hybrid teaching have their ideas, characteristics, and specificities.

Distance education is a well-established and regulated form of education in the Brazilian educational system, especially at the higher education level; emergency remote teaching is a transient pedagogical action/strategy used to mitigate the effects of the pandemic in the educational landscape; online education is a teaching strategy that can facilitate the conduct of pedagogical processes in any educational modality. On the other hand, hybrid teaching is a methodology that can be employed to promote the student's learning processes.

These terms share a fundamental characteristic: the mediation by digital communication and information technologies. However, they cannot be treated as synonyms since they have significant differences concerning instructional materials, the roles and attitudes of teachers and students, the learning assessment process, planning, and the environment where learning takes place.

In light of these convergences and divergences, it is understood that the development of pedagogical practices, whether they are in-person, at a distance, remote, online, or hybrid, is crucial in fostering student autonomy and an active stance, which are fundamental in any teaching process. Another relevant point is teacher training, as the implementation of any pedagogical action mediated by digital technologies requires classroom organization, planning, specific time management, and learning assessment rather than simply transferring traditional teaching to an online setting.

Finally, this article does not exhaust the discussions about the similarities and differences between distance education, remote teaching, online education, and hybrid teaching, mainly because these concepts are in constant evolution. They may encompass other dimensions and categories that were not covered in this study. However, the article provides a conceptual framework based on the main contributions of authors on the subject. Furthermore, there is a need for additional studies that explore the interrelationship between these concepts and the assistance of these models and modalities to in-person education.

REFERENCES

- ANJOS, R.; SILVA, L.; ANJOS, A. Ensino híbrido: organização e sistematização de conceitos com base em revisão sistemática da literatura. **Revista Em Rede**, v. 6, n. 2, p. 203-220, 2019.
- ARRUDA, E. P. Educação remota emergencial: elementos para políticas públicas na educação brasileira em tempos de Covid-19. **Em Rede: Revista de Educação a Distância**, v. 7, n. 1, p. 257-275, 2020.
- BACICH, *et al.* Ensino Híbrido: Personalização e tecnologia na educação. In: BACICH, L.; TANZI NETO, A.; TREVISANI, F. M. (org.). **Ensino Híbrido: personalização e tecnologia na educação**. Porto Alegre: Penso, 2015. p. 67-92.
- BARCELOS, G; BATISTA, S. C. F. Ensino Híbrido: aspectos teóricos e análise de duas experiências pedagógicas com sala de aula invertida. **Renote**, v. 17, n. 2, p. 60-75, 2019.
- BRASIL. Ministério da Educação. **Decreto n. 9.057, de 25 de maio de 2017**. Regulamenta o art. 80 da Lei nº 9.394, de 20 de dezembro de 1996, que estabelece as diretrizes e bases da educação nacional. Brasília, DF: MEC, 25 maio 2017. Available at: https://www.planalto.gov.br/ccivil_03/_ato2015-2018/2017/decreto/d9057.htm. Accessed in: 27 Feb. 2022.
- BRASIL. Ministério da Educação. Conselho Nacional de Educação. **Parecer CNE n. 11/2020**. Orientações Educacionais para a Realização de Aulas e Atividades Pedagógicas Presenciais e Não Presenciais no contexto da Pandemia. Brasília, DF: MEC, CNE, 2020. Disponível: <http://portal.mec.gov.br/conselho-nacional-de-educacao/atos-normativos--sumulas-pareceres-e-resolucoes/33371-cne-conselho-nacional-de-educacao/85201-parecer-cp-2020>. Accessed in: 27 Feb. 2022.
- BRASIL. Ministério da Educação. **Sinopse Estatística da Educação Superior 2020**. Brasília, DF: MEC, Inep, 2021. Available at: <http://portal.inep.gov.br/censo-da-educacao-superior>. Accessed in: 27 Feb. 2022.
- CHARCZUK, S. B. Sustentar a Transferência no Ensino Remoto: docência em tempos de pandemia. **Educação & Realidade**, v. 45, n. 4, p. 01-20, 2020
- CIPRIANI, F. M.; MOREIRA, A. F. B.; CARIUS, A. C. Atuação Docente na Educação Básica em Tempo de Pandemia. **Educação & Realidade**, v. 46, n. 2, p. 01-24, 2021.
- GIL, A. C. **Como elaborar projetos de pesquisas**. 4. ed. São Paulo: Atlas, 2002.
- HODGES, C. *et al.* The difference between emergency remote teaching and online learning. **EDUCAUSE Review**, 2020. Available at: <https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning>. Accessed in: 10 Feb. 2020.
- INSTITUTO PENÍNSULA. **Sentimento e percepção dos professores brasileiros nos diferentes estágios de Coronavírus**. São Paulo: Instituto Península, mar. 2020. Available at:

https://institutopeninsula.org.br/wp-content/uploads/2020/05/Pulso-Covid-19_-Instituto-Peni%CC%81nsula.pdf. Accessed in: 21 Feb. 2022.

MORAN, J. Contribuições para uma pedagogia da educação online. *In: SILVA, M. (org.) Educação Online*. São Paulo, Loyola, 2003.

MORAN, J. Educação Híbrida: um conceito-chave para a educação, hoje. *In: BACICH, L.; TANZI NETO, A.; TREVISANI, F. M. (org.). Ensino Híbrido: personalização e tecnologia na educação*. Porto Alegre: Penso, 2015. p. 103-122.

MUGNOL, M. A educação a distância no Brasil: conceitos e fundamentos. *Revista Diálogo Educacional*, v. 9, n. 27, p.335-349. 2009.

NÓVOA, A. A pandemia de Covid-19 e o futuro da Educação. *Revista Com Censo: Estudos Educacionais do Distrito Federal*, v. 7, n. 3, p. 8-12, 2020.

ORGANIZAÇÃO DAS NAÇÕES UNIDAS PARA A EDUCAÇÃO, A CIÊNCIA E A CULTURA (UNESCO). **Suspensão das aulas e resposta à COVID-19**. Available at: [S. l.]: UNESCO, 2022. Accessed in: 17 Feb. 2022.

PRETI, O. **Educação a distância: fundamentos e políticas**. Cuiabá: EdUFMT, 2009.

SANTANA, C. L. S. e; BORGES, K. M. S. AULA EM CASA: Educação, tecnologias digitais e pandemia COVID-19. *Interfaces Científicas - Educação*, v. 10, n. 1, p. 75–92, 2020.

SANTO, E. P. Ensinar e aprender na Educação a Distância: um estudo exploratório na perspectiva das práticas tutoriais. *Research, Society and Development*, v. 3, n. 2, p. 92-114, 2016.

SANTOS, E. **EAD, palavra proibida**. Educação online, pouca gente sabe o que é. Ensino remoto, o que temos para hoje. Mas qual é mesmo a diferença. Rio de Janeiro: e-publicações UERJ, 2020.

SANTOS, E. Educação online para além da EaD: um fenômeno da cibercultura. *In: CONGRESSO INTERNACIONAL GALEGO-PORTUGUÊS DE PSICOPEDAGOGIA*, 10., 2009, Braga, PO. *Anais [...]*. Braga, PO: Universidade do Minho, 2009.

SANTOS; E. **Escrevivências cibrefeministas e ciberdocentes: narrativas de uma mulher durante a pandemia Covid-19**. São Carlos, SP: Pedro & João Editores, 2022.

SANTOS; E. **Pesquisa-formação na cibercultura**. Teresina: EDUFPI, 2019.

SARAIVA, K.; TRAVERSINI, C.; LOCKMANN, K. A educação em tempos de COVID-19: ensino remoto e exaustão docente. *Práxis Educativa*, v. 15, p. 1-24, 2020.

SAVIANI, D. Crise estrutural, conjuntura nacional, coronavírus e educação – o desmonte da educação nacional. *Revista Exitus*, v. 10, n. 1, p. 01-25. 2021.

TOMAZINHO, P. Ensino Remoto Emergencial: a oportunidade da escola criar, experimentar, inovar e se reinventar. **Medium**, 2020. Available at <https://medium.com/@paulotomazinho/ensino-remoto-emergencial-a-oportunidade-da-escola-criar-experimentar-inovar-e-se-reinventar-6667ba55dacc>. Accessed in: 28 Feb. 2022.

CRediT Author Statement

Acknowledgements: Not applicable.

Funding: There is no funding.

Conflicts of interest: There are no conflicts of interest.

Ethical approval: Not applicable.

Data and material availability: Not applicable.

Authors' contributions: Camila Lopes da Silva is responsible for the research, analysis, and writing of the article.

Processing and editing: Editora Ibero-Americana de Educação.
Proofreading and translation.

