



## *A hybrid proposal in basic education schools: from hybrid teaching to meaningful learning*

<sup>1</sup> Leila Cristina de Almeida Gonçalves Silva, Zionel Santana <sup>2</sup> Master's Program, Planning and Teaching Management, Unincor  
<sup>1</sup>University Center, Três Corações/Brazil

<sup>2</sup> PHD in the Master's Program, Unincor University Center, Três Corações/Brazil

**Abstract:** *Blended Teaching is a teaching model that is characterized by merging the two forms of teaching, that is, two formats: face-to-face teaching and online teaching. Therefore, this article addresses questions about: the Implementation of Blended Learning for meaningful learning for all Basic Education students, in addition, it proposes an analysis of educational legislation, the positives and negatives to implement this teaching in schools. The first phase of the methodology was a bibliographical survey on the theme of hybrid teaching, and from this study it was possible to conclude that the Brazilian Educational Legislations already bring in their articles, paragraphs and items the regulation of Blended Teaching. With this result, it is expected to contribute to basic education schools, so that they can implement hybrid teaching as an instrument in the quality of education, thus generating innovation in pedagogical practices for more meaningful learning for Basic Education students.*

**Index Terms - Significant learning, Blended Learning, Legislation, Implementation Policies.**

### I. INTRODUCTION

The motivation referring to the object of study of the research on hybrid teaching is established because it is a discussion that is present in the professional trajectory of basic education teachers, thus, the teacher needs to prepare for the new time of education mediated by technological devices, the which enable the student to have a different relationship with knowledge. Parallel to this, it is observed that teaching needs to be an instrument that awakens the student's interest in learning, so this teaching model, based on traditional didactics, has not provided students with meaningful learning. In this perspective, it is known that it is necessary to change the old pedagogical practices, in this way, it is necessary to change the attitude of traditional teaching to a teaching that refers to a new format of learning based on technological innovation, in this sense, the research aims to understand how hybrid teaching, when implemented, promotes meaningful learning for basic education students in public schools.

The theme of the Hybrid Teaching and Meaningful Learning research was determined by the observation that in pedagogical meetings and in class council meetings to discuss the learning of basic education students, teachers and the school principal make complaints that some students have deficient training for the year/grade in which they are enrolled, that is, the classic discourse that the student cannot follow the program established for that grade, in addition, generates a lack of motivation to learn. What happens in the public school space is that many students cannot follow the curriculum established by the education systems, according to Perrenoud (2003, p.15), “[...] it is necessary to have common sense and consider that success or failure are not intrinsic characteristics of students, but the result of a judgment made by agents of the educational system about the distance of these students in relation to the norms of school excellence in force [...]”. In this way, school excellence has caused demotivation and lack of interest in continuing studies, or even leading many to be forced to abandon teaching, because they do not fit the standards established by the current school curriculum.

Thus, this traditional teaching model responds, but does not reach the expected goal, due to the new personal and social cognitive skills of students, which they do not just acquire in a conventional way, today they require proactive, collaborative, personalized and entrepreneurial skills (Moran, 2020). For Moran (2015), the new skills require: research, assessment of situations, different points of view, making choices, taking some risks and learning through discovery. Parallel to this, traditional teaching does not match the profile of the student who is increasingly connected to the information network. Therefore, it is necessary to establish a pedagogical didactic that favors the teaching and learning process, which must be based on the use of technologies in the classroom.

Based on the concerns about learning and the teaching methods adopted by schools, which are still based on the transmission and reception of content, it is clear that there is a need to seek another teaching method that provides meaningful learning for students. of basic education. For Moran (2015), learning is more meaningful when we motivate students intimately, when they find meaning in the activities we propose, when we consult their motivations, when there is dialogue about ways to carry out activities.

However, hybrid teaching has caused many concerns, either because it is a subject with little scientific literature in Brazil, or due to lack of resources, or even the unpreparedness of teachers and school managers to implement this teaching in the public school space. . In addition, there are many issues that still impact the effectiveness of hybrid teaching and that need to be

resolved, issues such as teaching and learning in a fascinating context, so that students develop skills and abilities to solve problem situations related to their daily lives.

Therefore, the justification that motivated the research was the realization that it is possible to learn in other ways, which are not only available in traditional teaching, in which students spend more than four hours sitting in the classroom, receiving only instructions on how to learn, instructions based on the way of teaching of the last century. The research does not intend to say that traditional teaching is totally bad, it is just that it is no longer the only way to learn. The objective of the research is to understand how hybrid teaching can contribute to the meaningful learning of basic education students in public schools.

The research method adopted will be the bibliographical review, so that theoretical and methodological options can be built for a deeper and more realistic knowledge of the facts related to the implementation of hybrid teaching in public basic education schools. This research work Hybrid Teaching and Significant Learning aims to mobilize managers so that they feel prepared to guide the school community, to launch special strategies such as hybrid teaching, to involve all students in the teaching and learning process, thus aiming at quality education for all, regardless of the students' economic, social and cultural situation, so that they can attend to personal training and training for the knowledge society.

## II. implementation of blended learning

### 2.1. Legislations

How to implement hybrid education without violating educational legislation, and to understand hybrid education, and enable this implementation, it seeks to verify in educational legislation a legal apparatus so that hybrid education can be implemented in basic education schools. When reading the educational legislation, right in the beginnings of the Law of Guidelines and Bases of National Education/LDB, and the Federative Republican Constitution of Brazil/CRFB of 1988, it is possible to verify that it is already established in the articles and paragraphs of these constitutions: LDB 4024 /1961, LDB 5692/71 and LDB 9394/1996, a flexible curriculum and the use of technological resources.

#### 2.1.2 Federal Legislation

In the Law of Guidelines and Base of National Education/LDB 4.024/1961, article 1, in letter e: the preparation of the individual for mastering scientific and technological resources was already established, in article 2, it already mentioned that education will be given in the home and at school, emphasizing other learning spaces that are not limited to the school space. In article 12, the flexibility of the curriculum was discussed (Brasil, 1961). In the Law of Guidelines and Base of National Education/LDB 5692/1971, in article 8, there is talk of ordering a curriculum that contemplates the inclusion of options that meet the individual differences of students (Brasil, 1971). In the Federal Republican Constitution of Brazil/CRFB, it encourages teaching based on the principles of freedom to learn, teach and research, in addition, it allows for the pluralism of ideas and pedagogical concepts (Brasil.1988).

Parallel to this, the Law of Guidelines and Base of National Education 9394/96, also deals with the question of a more flexible organization of teaching, in article 3, item X, establishes the valuation of the extracurricular experience, and in item XI, of this same article, promotes the link between school education, work and social practices. Article 23 guarantees that basic education may be organized into annual series, semester periods, cycles, regular alternation of study periods, non-serial groups, based on age, competence and other criteria, or by a different form of organization, whenever the interest of the learning process so recommends (Brasil, 1996).

Regarding the requirement to comply with the workload and the two hundred school days, in accordance with article 24, item VI, it ensures that attendance control is the responsibility of the school, in accordance with the provisions of its bylaws and the rules of the respective education system, requiring a minimum attendance of seventy-five percent of the total teaching hours for approval. Regarding the frequency, times and spaces of flexible learning, it goes beyond the concept of the physical presence of students in the school space, however, it is up to the school to manage appropriate instruments for its calculation in the course taken by the student so that he/she consolidates his/her learning.

In a second analysis, in article 81, it states that schools are allowed to organize their courses in an experimental way, provided that the rules of LDB/9394 are obeyed. These articles show the importance of caring for learning, therefore, there is a need for more personalized pedagogical practices that respect the pace, experience and student interest in learning. What is taught must make sense and be effective in students' lives, thus providing equal learning opportunities for everyone enrolled in basic education. According to the National Guidelines and Bases Laws and the Constitution, it is possible to verify that past and current legislation fosters evidence of a hybrid education. The LDB(s) have always raised the issue of flexibility in the curriculum, forms and organization of studies that go beyond the limits of the regular classroom, with a focus on student learning.

In addition to the LDB(s), we have other documents that support the need for a more dynamic and flexible pedagogical work mediated by technological resources in accordance with ordinances and resolutions of the Ministry of Education/MEC. The hybrid teaching proposal begins to be implemented in Brazil, through decree 2,253/2001, which establishes that higher education courses provide twenty percent of the workload, with blended activities to integrate the curriculum. This Ordinance No. 2253/2001, in Article 1, establishes norms for the pedagogical and curricular organization of higher education courses that could offer disciplines that use non-face-to-face method, with a workload of 20% of the total course. Ordinance No. 2,253 guarantees the offer of disciplines that use the remote method for the organization of higher education institutions. In this way, Ordinance No. 2,253 can be considered the first legal framework for the blended education process in Brazil. (Brazil, 2001).

Resolution 4059/2004, in article 1, alters the non-presence method by using the blended modality, and conceptualizes the blended modality as any didactic activities, modules or teaching and learning units, which should be centered on self-learning, with mediation of information technologies and remote communication. Therefore, tutoring activities are also foreseen, but the

workload of these activities cannot exceed 20% of the total course (Brasil, 2004). Thus, it is observed that ordinance No. 4,059 amended ordinance 2,253. For many researchers, this ordinance can be understood as the second legal framework for blended education in Brazil, but it goes beyond the limit of non-classroom hours, it also reinforces the need for new teaching and learning processes, with the mediation of technology of information and communication.

Ordinance No. 1134/2016 breaks with the issue of blended attendance and encourages undergraduate courses to be able to offer disciplines in the distance modality, which may be offered in full or in part, provided that the offer does not exceed 20% of the total workload of the course (Brazil, 2016). Ordinance n° 1.134, can be considered the third legal framework for the implementation of blended learning in Brazil, it establishes that institutions that have undergraduate courses may offer fully or partially up to 20% of the course load of disciplines in the distance modality, again this ordinance reinforces the offer of disciplines in the distance modality, which implies including teaching-learning methods and practices that use information and communication technological resources.

Ordinance n° 275/2018, came to regulate *stricto sensu* graduate programs in the distance modality, but some activities can only be carried out in person, such as: mandatory internships, integrative seminars, professional practices and face-to-face assessments, field research and activities in laboratories, as established and provided for in the respective regulations of the institutions. It is possible to observe that there is a mix of teaching, between activities carried out in person and activities carried out at a distance, which configures the hybrid teaching format.

The National Common Curricular Base/BNCC, in its ten general and specific competencies expressed therein, shows the importance of more flexible hybrid learning, which aims to meet the integral development of the student and, at the same time, the economic development of the world of work. The set of general and specific skills expressed in the BNCC is the very configuration of hybrid and more flexible learning (CNE, 2020). It is a document that aims at essential learning, which must be mediated by technological information and communication resources, where relations in general are mediated by technological devices, at the base it encourages the appreciation of digital culture, therefore, it is necessary that students understand, use and create digital information and communication technologies critically to understand and explain reality and continue learning to build a fairer, democratic and inclusive society (BNCC/2017).

In this vision, the BNCC reinforces the use of active methodologies with the use of technological resources for the inclusion of the student in the technology society. Again, it is possible to verify the possibility of implementing blended learning as a way to develop digital skills and competences so that students are included in society, in which technology becomes vital in the daily lives of subjects.

Ordinance No. 2117/2019 provides for the increase in the workload in the Distance Learning/EaD modality from 20% to 40% of the total workload of the undergraduate course, however this workload does not apply to medical courses. When offering 40% of the workload in the EaD modality, the institutions must clearly present the methodologies to be used to offer the disciplines in the EaD modality, and present them at the time of filing requests for authorization, recognition and renewal of their courses offered (Brasil, 2019).

However, it is observed that educational legislation guarantees the possibility of reorganizing teaching through more flexible and innovative pedagogical practices, modifying and re-signifying the concept of time and spaces, as well as interactions between the school and the external environment. The flexibility of teaching is nothing new, historically teachers have already worked with face-to-face activities and studies carried out at home or in another cultural and social environment. Today the issue is that teaching has been re-signified by the growing connectivity that create different learning situations. Regarding compulsory attendance, it will be necessary to reinterpret the idea that presence goes beyond the physical presence of the student in the school space. In this way, the school needs to appropriate instruments for its measurement and calculation of the route based on moments of synchronous and asynchronous activities mediated or not by the use of information and communication technologies.

In addition to these legislations mentioned, the National Council prepared a document in the form of a report that is in legal process, which establishes "National General Guidelines for Blended Learning for basic education and higher education". Along with the report, a 2021 CNE/CP Resolution project is also in progress, establishing the Guidelines for Blended Learning, which has been generating many discussions regarding this topic.

### 2.1.3 State Legislation

In the educational policy of the State of Minas Gerais, we have Resolution n° 4506/2021 - SEE/MG, which institutes blended teaching as an educational model for the 2020/2021 school year cycles, as a public policy of pedagogical strategy for the fulfillment of the workload in these academic years. According to this resolution, blended learning is an educational model consisting of more than one strategy for accessing classes, in which the teaching process takes place in face-to-face and non-face-to-face formats. This resolution was a measure adopted by SEE/MG during the pandemic until the gradual and safe return of students and teachers.

## III. Implementation policies

Hybrid education needs to be a central theme in educational policies aimed at restructuring education systems, to make them more inclusive, efficient and equitable for all students in basic education. It is known that the world is permanently connected and undergoing profound social, cultural and economic transformation, in this sense, education needs to be directed towards the development of skills and active learning, which must be developed through projects, through experimentation, through design, by personalization and by sharing between peers (Moran, 2015)

It is observed that in the 17th century, the first historical moment (Penin & Vieira, 2002), human activity based on agriculture predominated (planting and collection), in that period sophisticated technologies were not yet used to perform agricultural services. From this economic perspective, teaching was based on the act of transmitting and assimilating content, this proposal was based on the theory of Comenius (Martins, 2012), where there is a teacher for several students, the unique method of teaching everything to everyone. For Martins (2012, p. 35) in this sense, the student is considered as a "taba rasa", who needs to be a

receiver of information, in a vertical communication methodology, based on instruction, through expository classes, in which the teacher was the center of the teaching process.

In the second historical moment (Penin & Vieira, 2002), the 19th century, the mode of production was allied to steam machines and electricity, workers dedicated more time to learning the techniques with the aim of knowing how to master the machines, this period was recognized as the “age of the industrial revolution and mass production”, where efficiency and effectiveness prevailed. With the industrial revolution, a better qualified worker is needed, that is, a workforce in favor of the expansion of industry, which would result in greater production in factories. Parallel to this, the number of vacancies in public schools begins to expand with the objective of reaching the population of the poorest classes of society. On that occasion, the teaching process is aimed at “learning to do”, through syllabus contents, considered fundamental to achieve productivity, here we are not talking about a teacher, more teachers, a fragmentation of contents to be able to achieve the goal. political and economic objective of the country (Martins 2012). In this way, the school is seen as an organization capable of providing students with the acquisition and development of skills and competence to know how to do the tasks determined and defined in the proposed objectives. Time in which the multiple-choice pre-test and post-test, programmed instructions and learning verification are in force, with the aim of advancing to later stages (Martins, 2012).

In the 20th century, during the third historical moment (Penin & Vieira, 2002), there are significant changes in the economic sector, technologies and the means of communication and information, which demand from individuals skills and learning that need to be renewed periodically, because, the acquired knowledge is in constant improvement. In this context, the emphasis was on discovering knowledge, so the student needed to master the method to acquire knowledge, according to Martins (2012, p. 39) “this approach shifts the center of the teaching process from the teacher to the student”, and the teacher has the role of guiding, facilitating and creating challenges to stimulate the student, this conception is based on Dewey, who emphasizes the importance of interaction between the student teacher and the content. Dewey defended a school that kept theoretical work in touch with the demands of practice (DEWEY, 2010, p.22). Parallel to this, in this phase there is the movement of the new school that discussed the teaching processes in the perspective of learning to learn, as a way of developing the subject.

At the end of the 20th century, around the 1970s and beginning of the 1980s, significant changes occurred in teaching models. particular social context. In this context, the school is seen as a process of action-reflection committed to social transformations and methodological activities are carried out collectively, in groups, and the teacher is the mediator of teaching and learning, the center of this teaching process it is praxis-social. At that time, with the new paradigms of productivity and competitiveness, imposed by technological advances, it led to the rediscovery of education as an essential component of the development strategies of the country's economy, thus seeking to achieve economic objectives through changes in the educational process.

In 2015, the United Nations Conference created a document, which was called the 2030 agenda, with the objective of establishing actions to end poverty, to preserve and protect the environment, to ensure peace and prosperity, which are urgent issues facing the world and need to be addressed. Of the 17 Sustainable Development Goals established in this Agenda, quality education ranks fourth. “The purpose of this document is to ensure inclusive, equitable and quality education, promoting lifelong learning opportunities for all” (Parreiras et. al, 2021, p. 90). Parallel to this, in 2021, the European Union launched the digital decade, where it establishes that by the year 2030, that “everyone has the right to education, training and lifelong learning and should be able to acquire all basic and in-depth digital skills” (EUROPEAN DECLARATION, 2022).

In this way, the Declaration of the European Union pledged to support efforts to enable students and teachers to acquire and share all the digital skills and competences necessary for active participation in the economy, society and democratic processes. Digital skills require not only knowing how to perform manual functions, but having skills such as: knowing how to organize, having autonomy, having leadership, having communication skills, having the ability to prevent failures, to process information and to make decisions that can guarantee the successful quality in any everyday situation. Digital competences appear as instruments that cannot be used only as a means or support, but that can promote "learning" and awaken the student's interest in learning, ceasing to be just a technology user.

In addition, the use of digital resources changes the new paradigms of productivity and competitiveness, currently requires better preparation of individuals so that they can use technologies effectively, efficiently and efficiently. In this context, permeated by TIDC, education is faced with the challenge of rethinking the new skills of students and those who are at the forefront of the learning mediation process. Therefore, it is imperative that education is mobilized to develop digital skills, through the inclusion of technologies in pedagogical work, therefore, education is the driving force for the transformations related to the integral development of the person and their lifelong learning.

Therefore, traditional education, which for many years represented the minimum skills required to prepare students, today needs a better redefinition to promote education for all with quality and equity. Teaching in the industrial model where everyone must learn the same contents and at the same time, in a passive and disciplined way, needs to take new directions, thus, the way of teaching only by traditional means, only for carrying out the evaluations, where the student is passive, does not contribute to the learning process, much less to their insertion in the increasingly technological and competitive economic world. Teaching based on traditional methodologies needs to innovate, that is, innovate in order to provide other ways of teaching and learning, respecting the time and way that each student has to acquire knowledge. Today, knowledge is not just in the classroom, it is on platforms, website, blog and others, today knowledge reaches anyone who has access to social networks, at any time or in any space.

According to Valente (2014), in the vast majority of school spaces the same structure still prevails, using the same teaching methods used in nineteenth-century education, curricular activities are still based on pencil and paper, and the educator occupies the position of main protagonist, being the holder and transmitter of information. For him, TDICs should be used for educational activities based on active learning, thus allowing the student to be an author in the construction of his knowledge. Therefore, TDICs can be interconnected in a network, constituting opportunities for cooperative actions. In this bias, digital didactic resources (RDD) are considered mediation instruments in the learning process.

With connectivity, space and time have become much more perceptible, parallel to this, the concept of presence and distance has been changing and conditioned the format of living, relating, communicating, learning and generating new knowledge, today, people are rapidly entering the digital world, daily activities are carried out through platforms and applications, it is now possible to buy, sell, pay bills, transfer money, work from home office, and even make daily appointments virtually. From this perspective, education has become an essential component for economic development and in this context the learning process demands more complex skills, which are intrinsically related to the essential conditions to integrate the individual into the digital culture, which aims to meet the full development citizenship and the labor market.

Thus, there is a hybrid educational expectation, which should be a teaching configuration to be adopted, with the mediation of technologies in basic education, in addition, the use of technology today is required more frequently, it is no longer supporting, today she is the protagonist in the educational process. In this context, hybrid teaching or Blended Learning emerged, a mixed teaching understood as face-to-face teaching and online teaching, that is, an educational proposal that enables a new form of learning. A proposal, but broad, since students do not learn in the same way, and not at the same time.

It is evident that, with the new technological and knowledge demand, it demands from the teacher more than the place of position of informing only the systematized knowledge, it is necessary that the teacher has the attitude of applying the knowledge, relating it with the previous knowledge and with the contextualization of students' daily life. In the context of the COVID-19 Pandemic, this demand has become evident, we cannot prepare students only to solve activities within the classroom, it is necessary to create other learning spaces. It is necessary to create solutions to achieve meaningful learning, through more flexible teaching, alternating face-to-face and non-face-to-face spaces and times, especially with the use of digital technological resources. In this sense, it is necessary to change the curricular structure in order to alternate moments in which the student studies alone or in a group, and builds his own knowledge proactively.

The contemporary generation is a generation with new standards, it is hybrid and flexible, demanding and imposing permanent arrangements on issues related to values and emerging ideologies in society. Therefore, it is necessary to break with the normal course of teaching and learning processes that take place only in the classroom. It is necessary to generate possibilities of access to learning, respecting the meaningful experiences and the autonomy of the student so that he can be a protagonist in the process of acquiring knowledge, however the educational environment must be a learning laboratory, where the student starts to produce knowledge. In this context, the teacher changes from being a transmitter of knowledge to guiding and mentoring the construction of experiences in the teaching and learning process.

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Hybrid learning goes beyond the concept of presential and distance moments, it can be understood as different forms of face-to-face teaching, with activities carried out in different times and spaces, always aiming at the learning process at all levels, stages and educational modalities (CNE, 2020). Hybrid teaching is a mixture of face-to-face teaching and virtual teaching, inside and outside the school, it integrates activities inside the classroom with digital activities, thus providing innovative possibilities for interaction between students and between students and teachers, soon, developing in students more active skills in the teaching and learning process (Moran, 2015).

Blended education provides better learning experiences, as it allows the teacher to identify what are the difficulties, facilities and what to learn so that learning makes sense in the student's life. In hybrid teaching, the role of technologies is not to take an expository class to a group of students who are not present at school, hybrid teaching needs to be used to develop critical thinking, communication and collaboration in students, thus transforming learning in a more active perspective, through investigation, problem solving or projects, in a more flexible environment. The curriculum in blended learning is organized into interdisciplinary blocks of content, guided by active methodologies, such as: projects, research, challenges, problems, games and learning trails.

Hybrid education proposes the use of active methodologies in order for the student to assume a more active posture, being directed to seek more meaningful learning. The hybrid education model is positioned between the EaD modality and the face-to-face modality, contemplating the advantages of each of these modalities. Hybrid learning stems from the articulated integration of face-to-face and non-face-to-face activities, in which they can be developed in synchronous and asynchronous ways. In addition, face-to-face teaching and online teaching are not different forms, but complementary, so it is important to remember that in the organization of the offer of school education, face-to-face and non-face-to-face moments always alternate, in other cultural and social environments, and studies carried out at home, such as: homework, diversified readings and among others. Thus, hybrid teaching comes to break with the perspective of the model of traditional classes, in which the student only receives the information.

In this way, the student, according to his interest, follows his path and seeks in this way to materialize his learning, however, the effectiveness of learning depends on the creation of concrete opportunities for meaningful experiences for the student, of investment in autonomy, in protagonism and in the forms of personalization of learning. One of the biggest current challenges is the search for new, more dynamic, proactive, creative and effective ways to reorganize school education systems, in relation to time and space, aiming at more meaningful learning for basic education students. Today, knowledge is open to anyone who has access to connectivity, information is not acquired only in the classroom, nor in certain times, much less in the context of approximately four or five hours a day at school.

Education is experiencing a moment in which it needs a more flexible teaching, alternating face-to-face and non-face-to-face times and spaces, especially with the use of digital technologies. This new world reality demands constant learning, aiming to guarantee better teaching and learning results. However, this context requires rapid changes and a positioning of education in relation to teaching. Thus, curricula need to be more flexible and personalized, with curricular paths that need to be differentiated, with greater mobility of spaces, times and teacher mediation relationships in favor of meaningful learning. From this perspective, there is a need for changes in the curriculum structure, which aims to alternate moments in which the student studies alone or in a group, and proactively builds his own knowledge.

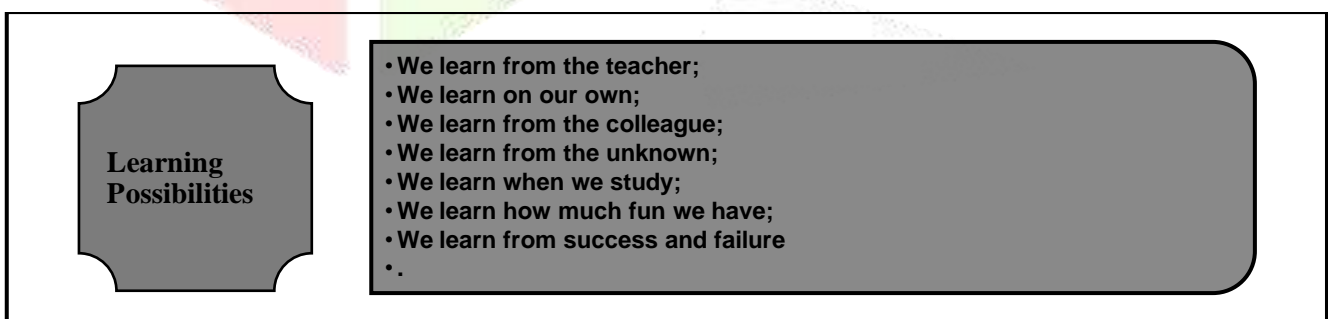
In this perspective, it is necessary to respect the limitations, peculiarities, differences and times that each student needs to develop and learn. In this way, it is necessary that every decision related to the pedagogical work must be based on scientific evidence, that is, it is the strengthening between teaching and research, to achieve the objective for everyone to have a quality education. In addition, in-service training policies are necessary, which must be developed in line with the real needs of the contexts and environments in which the teacher and the student are inserted, and consequently must be guaranteed throughout life because knowledge is in see renewal.

Therefore, continuing education is necessary, which must be offered in service, and articulated with a program of flexible and modular courses in person, distance or hybrid, thus aiming at complementing, updating or improving the teacher's professional development process in a more efficient way. effective, focusing on meaningful student learning. However, an exchange between different schools, school networks, institutions and education systems is essential, so that the work is collaborative between schools and between peers. Parallel to this, it is essential to implement, monitor and improve educational policies for continuing education for the success and effectiveness of blended learning and, consequently, the improvement of meaningful learning for basic education students.

### 3.1 Positive Points

The new challenges imposed by the lifestyle and society mediated by information and communication technologies, shows that just instructing the student has already passed, there is a significant delay in pedagogy. Despite the delay, the school needs to face this new challenge, it is necessary that the pedagogical practice attends to children who are "native" in the use of technology. It can be observed that these children feel motivated to use the computer with internet access, and unmotivated to be at school, where knowledge seems abstract to them. In this context, it is difficult to escape technologies, it would be feasible for the pedagogical work to be mediated by technological resources, but when technology is used in the classroom, the proposal is focused more on knowing about computer techniques than on educational practices.

In the organization of the school, everything can be revised except the class, parents want "classes", the organization of the class according to Demo (2010) has become petrified, as if those who do not go to class do not learn. Today the concept of teaching and learning goes beyond the classroom, there are countless ways, moments and spaces to learn. For Moran, one teaches and learns all the time, in more or less informal, open or monitored groups. In this view, learning is a tangle of intentional and spontaneous experiences, so there are several interactions that lead to learning.



Source::Moran (2015)

In this view, learning is built collectively, through interaction and collaboration between student and teacher and between students, therefore, learning is hybrid, as it takes place in various ways, in various mixtures, in various spaces and at all times. In this vision, hybrid teaching emerged as the possibility of adapting and modernizing the ways of teaching and learning to respond to the new social and economic context mediated by information and communication technologies. Blended Learning aims to integrate areas of knowledge, spaces and different times, in addition to allowing flexible planning, it also allows for more personalized paths to meet the needs of each student. Blended teaching does not break with the curriculum model by traditional disciplines, the contents that need to be work are available so that the student can access and study at any time, time and place. Hybrid teaching gives priority to the student's protagonism and works in an interdisciplinary way, aiming at active learning so that learning is meaningful.

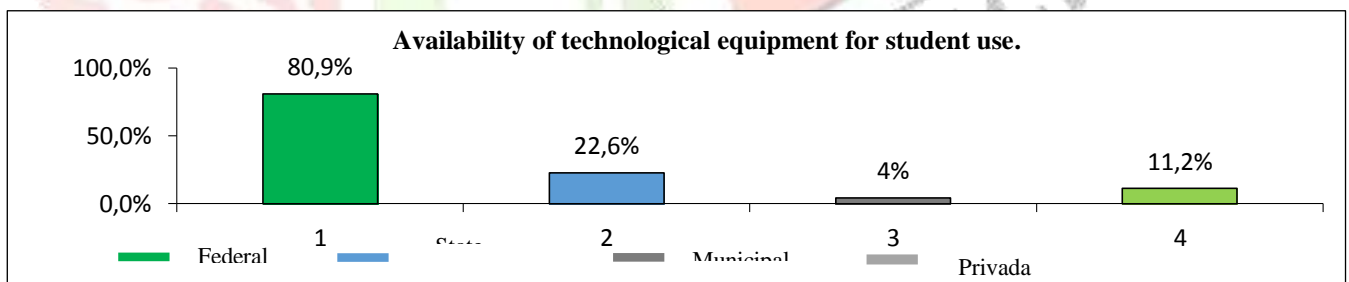
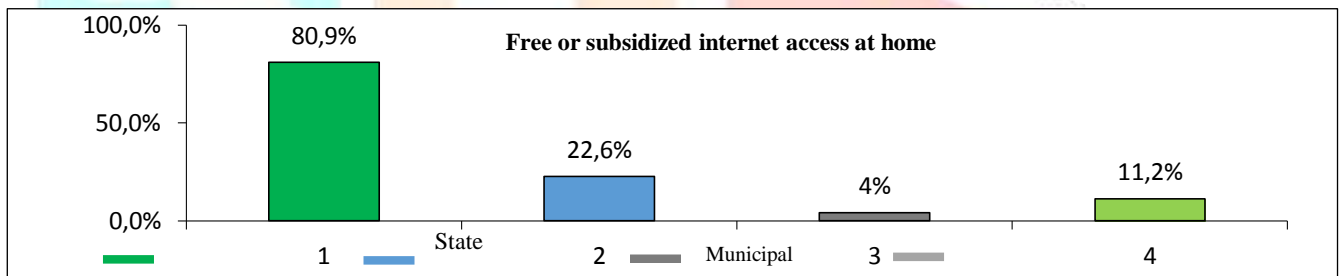
### 3.1.2 Negative Points

For Demo (2008), what is concrete is the advent of ways of living and producing that have launched new challenges brought about by the rush of innovations, so there is no way not to get involved with new technologies. The important thing is to recognize that we need to enter this new challenge not as objects, but as participatory and responsible subjects in the construction of knowledge. For Demo (2008) it is not possible to escape technologies, but it is necessary to command them. In this view, Demo reinforces that the protagonism of the new skills of the 21st century is not exactly technological advances, for him the best technology is still the teacher, and innovation is welcome when it sustains what already exists and works.

In the hybrid learning proposal addressed by the National Education Council (CNE) it is possible to verify hybrid learning as an innovation for education, which will be mediated by technologies. This adjective for the term “hybrid learning” or “hybrid teaching” is already provided for in laws and educational guidelines. The discussion about hybrid teaching or learning is not new, there are already other discussions about the mediation of digital devices in education, in addition to the activities that are proposed to students who overcome the limits of the classroom, in times and spaces, with or without the use of digital resources. These activities that are proposed to the student to be carried out outside the “face-to-face class”, already happen and are part of the teaching and learning process, they are listed as complementary **activities**.

Activities developed outside the school space are already provided for in educational legislation, such as: curriculum flexibility and appreciation of school experiences. So who cares about regulating blended learning? Will this education serve the majority of the Brazilian population? Is blended learning possible in the public school context? There are several factors that we need to consider for the implementation of blended learning, otherwise it will be an illusion and a utopia. Factors such as adequate teacher training, internet access, among others. Blended learning cannot be implemented anyway, as it will reinforce existing social inequalities in the teaching process.

For Moran (2015) all schools will be able to implement blended or blended teaching, but for this it is necessary for the school to have a technological infrastructure, as blended teaching is not limited to active methodologies or the mix of face-to-face or online classes. From this perspective, it is observed in the statistical notes (CENSO ESCOLAR, 2021,) according to the graph presented that there are still many factors, which are necessary for the implementation of hybrid teaching, and in particular that everyone has access to digital resources.



Source Adaptation statistical notes from the School Census of 2021.

It appears that most Brazilian schools do not have resources capable of meeting the demands of the new technological demands of the contemporary world, they do not have the conditions related to information technologies, and have not been able to keep up with the changes and the speed of information in the world. . The changes required by global initiatives require governments to position themselves on educational public policies, with regard to face-to-face and non-face-to-face spaces and times, with the use of technologies.

Hybrid learning cannot be considered a pedagogical innovation with regard to the use of new active methodologies, the only thing that differentiates current hybrid education is the incorporation of information and communication technologies, which are capable of enhancing teaching and learning. learning, through more dynamic and inspired educational processes for students and teachers. It is known that the use of technologies has improved the classroom, but what has been witnessed most of the time is that technology supports the old and traditional classroom, where students only receive instructions, in this way, authors are not produced, but transmitters of knowledge. information. Perhaps the path that is known is easier and more comfortable, as it is repeated unconsciously without much planning.

However, hybrid education is a challenge that must be overcome by managers, teachers and students. From the statistical notes of the school census (2021) it is possible to observe that schools, especially institutions under the responsibility of the municipality, have little technological resources at their disposal for hybrid teaching to become a reality.

#### IV. CONCLUSION

Blended learning cannot be considered a pedagogical innovation with regard to the use of new active methodologies, the only thing that differentiates the current blended education is the emergence of information and communication technologies, which are capable of enhancing teaching and learning. Learning, through more dynamic and meaningful educational processes for students and teachers. It is known that the use of technologies improves the classroom, but what has been witnessed most of the time is that technology sustains the old and traditional classroom, where students only receive instructions, in this way, authors are not produced, but transmitters of knowledge. Information. Perhaps the path that is known is easier and more comfortable, as it is repeated unconsciously without much planning.

From the statistical notes of the school census (2021, p. 19-20) it is possible to observe that schools, especially institutions under the responsibility of the municipality, have little technological resources at their disposal for hybrid teaching to become a reality. However, hybrid education is a challenge that must be overcome by managers, teachers and students. From the statistical notes of the school census (2021, p. 19-20) it is possible to observe that schools, especially institutions under the responsibility of the municipality, have little technological resources at their disposal for hybrid teaching to become a reality. However, hybrid education is a challenge that must be overcome by managers, teachers and students.

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