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# For an expansion of Distance Education accompanied by active learning methods: main difficulties and possible ways

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## Abstract

In recent years, especially in 2020 due to the COVID-19 pandemic and the resulting social isolation measures, Distance Education gained even more notoriety and discussion within the academic space. One of the themes most present in these discussions concerns the use of active learning methodologies in their teaching-learning process. However, as research shows, it is noticeable the existence of difficulties in implementing these active methodologies in Distance Education, which put at risk the development of student learning and enable the reproduction of the traditional form of teaching, in which the teacher assumes a role of carrier and transmitter of knowledge. With the current immediate transposition of face-to-face teaching for Distance Education, this scenario may worsen. Given this consideration, the objective of this article is to demonstrate, through a bibliographic and documentary review, what are the main factors that have hindered the implementation of active methodologies in the field of Distance Education in higher

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education and the possible ways to be followed in order to mitigate and solve such difficulties in implementing this type of methodology in the distance modality.

**Keywords**: Distance Education. Active learning methods. Teaching and learning.

# 1. Introduction

In recent years, mainly in the year 2020, due to the COVID-19 pandemic and the social isolation measures resulting from it, Distance Education (DE) has gained even more notoriety and discussion within the academic space. School institutions in countries around the world, such as Brazil, saw in the modality a possibility of guaranteeing the continuity of studies in schools and universities of classroom teaching that had their academic year paralyzed. Private higher education institutions have seriously considered, after the end of the pandemic, to transform face-to-face education into hybrid / semi-face education (a mixture of face-to-face and distance learning).

With the spotlight at EaD, whose growth in the number of enrollments and courses has been very expressive in recent years - which had already grown both in the number of enrollments and in the increase in the number of distance courses[3] -, several debates have been installed in the field of education. One of the themes most present in these discussions concerns the use of active methodologies in their teaching-learning process, pedagogical strategies that are fundamental to guarantee autonomy and the active role of the student in teaching practices in which interaction occurs through technologies digital.

However, as research shows (BERGAMO, 2011; CRUZ, 2010; FONSECA; MATTAR NETO, 2017), the difficulties of implementing these active methodologies in DE are noticeable, which puts at risk the development of significant learning. This is because the process, although mediated by digital technology, in most cases, is based on

[3] According to the 2018 Higher Education Census, there was not only a significant increase in distance learning courses, but also a 196% increase in the number of students entering distance learning courses (Inep/MEC, 2019).

methodologies that reproduce traditional teaching, in which the teacher assumes the role of bearer and transmitter of knowledge, figuring as the only active actor in the teaching-learning process.

Such a problem comes from the immediate transposition of face-to-face teaching to distance learning, without a methodological adaptation taking place, whose didactic dynamics absorb the innovations brought by Information and Communication Technologies (ICTs). Such a scenario may worsen with the rise of Remote Education[4].

Given these considerations, the objective of this article is to demonstrate, through a bibliographic and documentary review, what are the main factors and how they hinder the implementation of the methodologies active in the field of distance education and the possible paths to be followed, in order to mitigate and / or resolve issues related to its implementation.

The most recurrent factors were: i) lack of autonomy in the conduct of studies by students; ii) fragility of teacher training in pedagogical strategies and active methodologies for distance education; iii) weaknesses in the field of ICTs, both by students and teachers; iv) socioeconomic status of students and their relationship with access to ICTs.

To support our study, we present a theoretical foundation that clarifies the concept of active methodologies, discussing their use in the field of distance learning applied to distance education, here defined as a modality that has educational guidelines and parameters that provide specific didactic, curricular and evaluation (BRASIL, 1996). In addition, it is a form of teaching that promotes student learning autonomy through the mediation of different technological and informational supports.

[4] Remote Education arises through ordinances 343, 345 and 473 (BRASIL, 2020a, 2020b, 2020c, 2020d) to deal with the COVID-19 pandemic and ensure the continuity of studies by students in Basic Education and Higher Education. Such emergency intervention remains in effect until the date of writing of this article. Provisional Measure No. 934, which establishes exceptional teaching standards for Basic Education and Higher Education, suspending face-to-face classes, on May 27, 2020, through Act No. 42, was extended for another sixty days.

## 2. Active methodologies: fundamentals and concepts

Pedagogical practices, nowadays known as active methodologies, had their introductory foundations developed in the early 20th century. John Dewey, William Kilpatrick and Decroly were theorists who emerged in this scenario and defended the importance of breaking away from traditional teaching and promoting education based on more active learning methods, inserting students as participants in the teaching-learning process, and not as mere listeners / receivers of information (CAMARGO; DAROS, 2018; MORAN, 2015).

John Dewey, contributing to these ideas, argued about the need to integrate learned theories into everyday contexts in which students could put them into practice. For the theoretician, the theory-practice integration would create conditions for the reasoning to be accompanied by actions, thus providing problematizations of the real that could be confronted with the theoretical content (CAMARGO; DAROS, 2018). Such a confrontation would generate the opportunity for the development of new concepts, that is, the systematization of new knowledge. Such thinking is then translated into the theory of experience-based education, a formulation attributed to Dewey with the philosopher George Herbert Mead (NUNES, 2010).

Kilpatrick, in his work Education for a changing civilization (1975), based himself on Dewey's studies and formulated the method of working with projects, through which learning would take place as a starting point for the real problems faced by students. To this end, the curriculum based on the transmission of pre-formulated knowledge to students should be profoundly altered. Following this line of thought, Decroly recommended transdisciplinary education centered on the student, whose focus would be the development of educational pedagogical work with an emphasis on the centers of interest of each one, who would choose for themselves the theme to be learned (CAMARGO; DAROS, 2018).

Theories of the aforementioned authors, reinterpreted and innovated over time, provide support for the pedagogical practices of the current

active methodologies that are being implemented by several educational institutions, shaped by collaborative and personalized learning traits (MORAN, 2018), centered on problem-solving skills, protagonism, creativity, self-teaching and student autonomy in the face of the process.

Thus, in the literature on the subject, the concepts of active methodologies always appear related to combined, dynamic and flexible methods, with an emphasis on the application of hybrid learning models. As explained by Fonseca and Mattar Neto (2017, p. 186),

> Active methodologies is a broad concept, which can refer to a variety of teaching strategies, such as: problem-based learning, problematization, project-based learning, peer instruction, design thinking, case method and classroom inverted class, among others.

Moran (2015, 2018), in turn, conceptualizes active methodologies as a diversity of techniques that provide reflection, cognitive integration, collaboration, constitution of an entrepreneurial vision and proactivity on the part of the students. The author suggests applying a combination of games and activities with real challenges and problems that come up against students' professional, personal and group intentions. This list includes several types of active methodologies, such as: i) Problem-based Learning (PBL); ii) Team-based Learning; iii) Peer instruction; iv) Project-based Learning (ROSA JUNIOR, 2015).

The use of these methodologies in face-to-face higher education has been occurring on a large scale, mainly through the combination of tools provided by the model blended learning. Mobile technologies allow the expansion of the physical classroom to the digital classroom (MORAN, 2018), which will comprise multiple spaces that promote communication and collaboration between student-student and teacher-student (social networks and joint work platforms, like Wikispaces and GoogleDocs).

In the specific context of distance education, the topic of active methodologies is one of the main topics of the current discussions. The bibliographic survey carried out by Fonseca and Mattar Neto (2017) on

Google Scholar shows this: in a period of ten years (2006-2016), 206 results from different bibliographies were found regarding the search for the expressions "active methodologies" and "distance courses" arranged anywhere in the text. From these 206 bibliographies, the authors selected 21 papers containing cases of use of methodologies active in distance education, with the purpose of analyzing which were the most used types. Based on the results of the authors' investigation, the main type of methodology applied within this framework was Problem-Based Learning (PBL).

The research by Inácio *et al.* (2019) also corroborates the relevance that the theme has acquired in the field of distance education. When analyzing the amount of scientific papers on the topic of active methodologies published in the annals of the ABED International Congress on Distance Education (CIAED), from 2014 to 2018, the authors demonstrated that the theoretical production on the theme increased considerably. The data presented show a significant evolution in the number of publications over the years, with 32 articles in 2014 and, almost tripling this number, 89 articles in 2018.

Although the increase in the number of researches involving the theme is expanding in the area, it is necessary to think, mainly in relation to the current scenario of health crisis in Brazil, on the way in which active methodologies have been applied in DE and which impacts, positive or negative, they have generated in the teaching-learning process. Even if the application of active methodologies seeks to develop positive skills in students, it is not without problems, whether in classroom or distance learning. If, in face-to-face education, students feel lost to perform their tasks, due to the "excess of autonomy" delegated to them, as shown by the study by Marin *et al.* (2010), in distance learning this issue is more likely to get worse.

## 3. Questioning active methodologies

In the literature review on the methodologies active in the modalities of face-to-face, hybrid and distance education, we identified that, in addition to the valuable contributions they bring to the teaching-learning

process, there are still problems that need to be overcome. Among the factors that hinder the application of these methodologies by teachers, we highlight, below, the four most recurrent.

## 3.1. The absence of student autonomy

Although some research on autonomy in distance education has already been developed, investigating how students conduct their teaching-learning process in this field remains a challenge, since it assumes dimensions in the field of educational psychology and refers to important considerations about affectivity and the subjects' cognitive development. In addition, many of the approaches on the subject deal with the term autonomy very superficially, reducing it to a self-taught performance on the part of the students and not attributing relevance to the teacher-tutor as mediator of the process, whose role is reduced to that of a mere contentist (LIMA; RICCIO, 2008 apud SANTOS, 2015).

In this sense, during the process of developing student autonomy in distance education, although he must perceive himself capable of building knowledge alone, practicing self-learning - which will require the development of new habits, time management and discipline -, he must also recognize the role of teacher-tutor as instigator and helper in this process (SANTOS, 2015). Gottardi corroborates this reasoning when explaining the meaning of student autonomy in distance education, which occurs when "students establish interactive action with didactic materials and teaching methodologies, stimulated by pedagogical actions of teacher-tutors who act as cognitive instigators, enabling collaborative learning" (GOTTARDI, 2015, p. 113, our translation).

Therefore, if the teacher-tutor is responsible for encouraging students, we can say that such action will depend to a large extent on the pedagogical and methodological choices to be adopted by him in the conduct of this process, choices that, in turn, are strongly intricate to the their teacher training / qualification. In this regard, the choice for the application of active methodologies can greatly influence the development of EaD students' autonomy, if we consider mainly aspects of teaching mediation through the most appropriate technologies and

collaborative and participatory activities that allow students to generate skills and personal and critical-reflexive skills.

Given these skills necessary for student autonomy to be built, it is also important to be aware of the effects of the absence of these skills and how distance education can reinforce the barriers to the development of autonomy.

If the student does not have a good command of the skills necessary for his autonomy, he will trigger a greater dependence on the help of the teaching staff involved, which will result in the generation of a vision of immediate and compulsory, non-procedural and emancipatory education. As a consequence, he only studies what he is instructed to read, not being interested in further reading and building a mistaken view of tutoring and distance education. (SANTOS, 2015). This occurs by reproducing aspects of traditional teaching, having a passive and reactive perspective of their role as a student and the faculty as the only active and proposing character.

But if, on the one hand, the student himself can, due to his school trajectory, bring with him an inheritance of educational deficit, on the other hand, the educational institution has its role in the construction of this student autonomy. According to research carried out by Santos (2015), in his case study on the Open University of Brazil (UAB) in the city of Ipiaú (BA), there was an inadequate mediation by tutors and lack of mastery of the technological resources of the environment Virtual Learning (VLE) for both them and the students, limiting the effectiveness of the process of building the autonomy of the students involved. Thus, it is evident that the educational structure can overload the student's autonomy, and, if he does not have his skills well structured, causes the process of building his autonomy to be interrupted, losing motivation to continue his studies or failing be a more participatory and interested student.

Gottardi (2015) reinforces this teaching responsibility in the development of students' autonomy and shows how teacher-tutors need to develop active strategies to encourage their participation. The role of teacher-tutors as cognitive instigators is fundamental for the student to leave this passive position and manage to build collaborative learning.

However, in order for this to actually happen, we run into another central issue: teacher training, which, for the most part, is centered on the teaching-learning process in person, ignoring many of the particularities of teaching work in the field of distance education.

## 3.2. The fragility of teacher training in pedagogical strategies and active methodologies for distance education

Giolo (2008), in his classic text on how Distance Education gradually expanded in Higher Education Institutions (HEIs) between 2000-2006, already presented a central criticism regarding the field saying that: "the public power has not yet discussed seriously the central issue that is implicated in this expansion of distance education: teacher training " (p. 1224, our translation). However, the training of teachers with which the author was concerned was related to that of teachers trained in distance education courses to exercise their profession in classroom teaching. In this work, we inverted the logic, and our concern lies in the question of how teachers trained in face-to-face teaching courses work in distance teaching. Thus, we intend to highlight what are the possible problems that may arise from this.

The concern with the training of the teacher-tutor who works in distance education stems, first, that the dynamics of the classroom and digital classrooms should not occur at the same pace and fluency. The freedom to conduct the class that commonly occurs in the classroom, with the teacher being able to change and alternate the content at any time, makes the teacher, most of the time, assume her role. Such centrality in the figure of the teacher ends up contributing to the maintenance of the vertical model of learning, authoritarian and uniform (MORAN, 2015). In this aspect, the insertion in the field of Distance Education of teachers who already work in the classroom, without a good qualification to work in hybrid / distance education, with a focus on ICTs and in the digital domain, is a great obstacle to the application of active methodologies in the modality.

Cruz's research (2010) shows that this is already happening in the field through classes via videoconference. Because they were not

prepared to work with the Moodle platform, used in four distance courses at UFSC / UAB, many teachers - also teachers in face-to-face teaching - used the video conferencing tool as a mere resource to transmit reduced information to inaugural classes. and explanation of teaching plans at the beginning of the semester. Few teachers used it as an instrument of pedagogical mediation and space for interaction and collaboration between students with a view to apprehending the contents, as provided by the active methodologies.

Bergamo (2011) recalls that many of the professionals working in the field of distance education still have a very linear thinking, attached to the didactics and techniques of classroom teaching (printed text, blackboard and chalk), not constituting themselves as people and education professionals recreated before of the new configurations that ICTs are assuming. In spite of this, it is worth remembering that the application of active methodologies both in face-to-face and distance education requires much more from the teacher. As evidenced by the research by Nazario, Leme and Vizentim (2017), during the implementation of active methodologies, the teacher-tutor assumes multiple roles, such as: i) the activity's creator; ii) supervisor of the process; iii) student motivator / encourager; iv) evaluator of how they are acting during the course. Although these active strategies and the multiple roles exercised are not exclusive to distance education, in a virtual environment, they become more intense, requiring the teacher to master resources that hold the attention of his students, since they do not "have them under their eyes". In this context, the concept of class and teaching practice goes beyond the dimensions of the classroom that the teacher was used to dealing with.

The challenges imposed by the virtual environment come up against multiple factors that make teachers have difficulty in adopting active methodologies. According to the research by Mesquita, Meneses and Ramos (2016) on the application of active methodologies by classroom teachers in a Nursing course, the main adversities encountered were: disarticulation between curriculum content and available time; teaching resistance in implementing active methodologies; difficulty in understanding the applicability of these methodologies in teaching practice.

Regarding the curriculum, the authors found that the requirements of the proposed activities for the subjects were too extensive for the time they had in the classroom. Because of this, they claimed not to have time in the classroom to promote active methodologies, preferring to reproduce traditional teaching, with which they were accustomed, thus ensuring more control of their students' learning process. It is noted that the resistance to apply these methodologies comes from the teacher training that took place along the lines of traditional education. Thus, because they view teaching and learning in terms of traditional practice and act for many years in a row under this logic, they see the adoption of active methodologies as a "not easy task" or "very difficult to apply". It is clear that the teachers were interested in changing, but did not see how they could do this in their practice. This last point shows that, even if strategies that are considered “innovative” are presented or that foster “creativity” and “collaboration” between students and teachers, if teachers are not stimulated and prepared to adopt them, they will feel insecure in applying them. them, preferring the comfort of the “old” pedagogical practices. In addition, it is not enough just to know the active methodologies, teachers must also have mastery of the theoretical references of their field, so that they can, in fact, adapt the contents to the indicated methodologies (MESQUITA; MENESES; RAMOS, 2016).

When we investigate this occurrence in the field of Distance Education, we find that the reported difficulties not only remain present, but also gain a new obstacle, which is specific to this field and which consequently hinders the development of the methodologies active in this modality: the lack of mastery of ICTs, such as web and the internet.

## 3.3. Weaknesses in the field of ICTs: the challenges of the development of technological fluency by students and teachers

The domain of ICTs, commonly referred to as technological fluency, is considered one of the basic skills that both teachers and students must have. However, as Santos and Mantilla (2016) demonstrated in

their studies regarding the technological fluency of tutors in a distance education course, this fluency encompasses multiple dimensions, namely: technical, practical and emancipatory fluencies. Technical fluency is related to the knowledge of using technologies and programs. In the case of practical fluency, in addition to knowing the technological tools, the individual is able to develop digital skills that enable him to create activities and work on solving problems and issues. Finally, there is emancipatory fluency, which involves the individual's ability to apply technological tools in the most different educational contexts, expanding their interaction with others and, thus, fostering an environment of exchange and mutual learning.

In this sense, teachers who aspire to work in distance education and in the field of hybrid education need to develop technological fluency in order to expand their digital repertoire of pedagogical practice. It is mainly about, in addition to specific technical issues, making them critical teachers and able to apply active methodologies through the mastery of new digital technologies. Therefore, for the incorporation of these new technologies, the development of the teacher's digital fluency, in all its dimensions, must be marked by the teacher's ability to apprehend and understand the tools of mass communication (chats, e-mail, blogs, forums) , videoconference, social networks, etc.), expanding their communicational competence (objectivity and clarity in orality) and their bodily resourcefulness in front of the cameras; to consider the affective and interactive dimension in the virtual environments provided by these tools, in other words, the human-affective dimension in the use of technologies; and, above all, for the realignment of its dynamics and pedagogical posture, valuing the collective teaching-learning process when seeing itself as an education professional who mediates and motivates such a process (BERGAMO, 2011; GARCIA *et al.*, 2011).

In the case of students, technological fluency gains its own contours that promote barriers to the development and effectiveness of active methodologies promoted by teachers. In the research by Nascimento and Maués (2019), for example, the authors observed that the age factor has a certain influence when it comes to having a greater mastery

of technologies and digital media. The older the students investigated, the greater the tendency for them to have more difficulty in mastering compared to younger students. This is because the younger students were part of a generation more accustomed to the presence of ICTs throughout their lives, while the older students were people who were not born in the period of existence of most digital technologies and virtual environments. Because of this, they practically needed to adapt to a new language and another way of learning.

In addition to this generational issue, the constant technological advancement also requires that, not only teachers, but also students, are constantly monitoring the updates of new programs and tools that are applied to VLEs and the context of distance education in general. In addition, an element that was shown to be crucial in the development of technological fluency on the part of students does not refer only to their individual skills, but to the socioeconomic environment in which they are inserted: the lack or difficulty of access to ICTs.

## 3.4. The socioeconomic status of students and their relationship with access to ICTs

Distance education arises in order to address the problem of inequality of educational opportunities. In this sense, it makes it possible for social strata that are less economically favored, and that due to multiple factors were not able to participate in the formal (on-site) education system, to be part of the educational space. In basic and higher education, distance learning is developed with the intention of building a democratization of teaching, bringing the lower classes into the education systems and reintegrating them into the schooling process, promoting training for the labor market. and / or making up for possible educational delays (MUGNOL, 2009).

The possibility of flexibility of time and space allows distance learning to become interesting for students who are already inserted in the labor market, since it facilitates the articulation between studies and work. Furthermore, it manages to solve possible geographic issues such as: being an opportunity for students who are far from higher education

centers (ALMEIDA, 2005); minimize the hours spent commuting between work, home and higher institution for those who work[5].

According to the V National Survey of Socioeconomic and Cultural Profile of undergraduates of Federal Institutions of Higher Education (IFES) of Brazil, carried out by the National Association of Directors of Federal Institutions of Higher Education (Andifes), referring to data from the year 2018, 70.2% of the students had a monthly per capita family income of one minimum wage (SM) and a half (R $ 1,086.00, at the time). And more than half (53.5%) of IFES graduates had a monthly family income per capita of "up to 1 minimum wage" (ANDIFES, 2019).

The data gathered by the Regional Center for Studies for the Development of the Information Society (CETIC), in the survey TIC Domicilios 2018, provide important information about the type of internet connection by social classes in Brazil. The survey reveals that individuals belonging to classes D and E use the mobile connection more (connection via modem or 3G and 4G chip), representing 47% and, thus, surpassing the 35% who use fixed broadband. In relation to those belonging to class A, the use of fixed band reaches a total of 87% (CETIC, 2019).

In a more recent survey, TIC Domicílios 2019, it was pointed out that, over the last few years, individuals belonging to classes D and E are having more access to the internet, however this advance is through the use of cell phones. In contrast, in these same classes, only a minority owns a computer or notebook, totaling only 14%, while those who are part of class A reach 95% in this category (CETIC, 2020). The lack of access to these technologies greatly limits the action and participation of students in distance education, as they allow them a much better condition to view and organize the contents.

The joint analysis of the results of the research carried out by Andifes (2019) and CETIC (2019, 2020) shows that, in addition to a large part of

[5] The research by Pereira and Schwanen (2013) showed that, in the period 1992-2009, several metropolitan and non-metropolitan regions of Brazil had an increase in the average time in commuting over the years. In fact, cities like São Paulo, Rio de Janeiro, Recife and the Federal District are part of the ten largest metropolitan regions in the world with the highest average time in commuting from home to work.(PEREIRA; SCHWANEN, 2013, p. 13).

higher education students belonging to the lower socioeconomic classes, it is precisely they who have less stable internet connection, therefore, a slower internet connection. This is a factor that affects the quality of access to virtual platforms (AVAs), preventing them from having access to certain types of teaching materials and from watching video classes and live broadcast classes, which require a broadband connection.

The factors mentioned throughout this section show that the application of active methodologies in distance education is neither an "automatic process" nor simple to be made feasible. However, this does not mean that such active strategies should be abandoned, giving way to the reproduction of traditional education. In order for them to be more present in distance education, it is necessary to be aware of the main factors that hinder their execution and understand the reasons why teachers resist to adhere to them in their teaching practice. In addition, the problematization of active methodologies revealed that, in order to have a serious discussion of their implementation, it is necessary to pay attention to aspects beyond the methodological technique. Therefore, we need to reflect on possible paths of action, in order to overcome these difficulties.

## 4. Rethinking ways of teaching practice mediated by active methodologies in distance education

In much of the literature on the application of active methodologies in distance education, it is observed how these strategies contribute to the development of meaningful and critical learning, aligned with the real problems of a future profession, on the part of the student. The most present approach focuses on the execution of these methodologies, in which a good part is restricted to the dimension of the teachers' action, that is, they are given the instructions and guidelines that they must follow to apply them. However, throughout the observation of the most recurring difficulties in implementing active methodologies, we realized that not only is the teacher responsible for their application, but also the educational institution of which he is a part. Assigning

responsibility only to teachers is to focus on them the solutions and challenges to be faced, putting at risk the quality of teaching practice, which can reinforce the precariousness of teaching and work relationships, directly affecting the way they teach.

Here, we observe that the ways to overcome the difficulties encountered also involve educational institutions, as these should stimulate and promote their continuing education with the faculty. One way would be the establishment of a group specialized in informing about technological news, demonstrating the possibilities of the tools available in the course and the possible changes that may occur in the AVA. In addition, in order to reinforce this teacher training, before the start of the new semesters or the opening / reopening of courses, mandatory workshops could be offered in which ways of using available technologies could be worked out. This also needs to be a space where the teacher-tutors, together with the other members of the multidisciplinary team, can share knowledge, strategies and experiences that have gone right or wrong. This same group responsible for promoting training workshops for teachers, could also prepare videos or short courses on the functioning of the platform and its resources also for students, developing the technological fluency of all involved.

It should be taken into account that, for reasons of remuneration and multiple assignments that surround their work, many of the teachers end up taking on a double day of face-to-face and distance education, in addition to functions such as job guidance, coordination and supervision of the teaching team (CRUZ, 2010). The unrestrained expansion of distance education courses also promotes a massification that makes each teacher-tutor responsible for an exacerbated amount of students, impairing the quality of mediation and undermining the possibilities for implementing active methodologies. For this not to happen, the educational institution needs to keep the number of tutors and the number of students level (SANTOS; MANTILLA, 2016).

Another important aspect to be observed is that of the path of autonomy to be conceived by the students, which also includes the consideration of their socioeconomic and cultural condition. In this respect, once again, the responsibility of knowing the social, economic and

cultural particularities of students enrolled in a certain distance course falls not only on teachers, but also, above all, on the educational institution responsible for offering the course, the which should, therefore, carry out periodic evaluations about the students' profile and, based on this information, produce / reformulate their pedagogical plans with active strategies / methodologies that facilitate learning, meeting the specific demands of these students. At this point, modifications are inserted, ranging from changes in the language of the teaching material, making it accessible and dialogical to students (which will require greater dialogue between content teachers and tutors), to technical changes in the layouts and designs of the platforms. teaching, with the provision of objective and clear tutorials, guiding its handling. Preparing and showing the way to the student, holding hands when necessary, is one of the ways to, through mediation, induce him to autonomy in his teaching-learning process. Finally, we remember that, regarding the recent adaptations of distance education resources for remote education at a higher level, the same observations and suggestions raised here must be taken into account.

## 5. Final considerations

In this article, driven by the current changes in national education due to the pandemic of COVID-19, we emphasize the need to pay attention to the posture that the teacher usually active in face-to-face teaching takes on in the field of distance education or hybrid education. We seek to touch on essential points interrelated to this issue by listing factors that hinder the application of active methodologies, known to be more flexible and mediated with the use of ICTs, providing critical-reflective knowledge. Our intention was to seek to deconstruct the idealization of the implementation of active methodologies, promoting a dialectic with the difficulties and potentialities that make up the educational context, which affects the teaching practice and the way students learn and build knowledge. This deconstruction was not intended to remove such active strategies from distance education, but rather to bring them closer to the materiality of how the distance modality is organized and builds the teaching-learning process.

We demonstrate that, from the contradiction between the contributions of the use of active methodologies in the teaching-learning space and the difficulties of implementing them in this space, there was a need to reflect on possible alternatives and ways to overcome them. Regarding the latter, we emphasize that, in order for them to actually materialize, it is necessary to adopt a perspective that is less individualized and based on teaching and more collectively institutionalized. In this sense, it is important to consider the responsibilities of educational institutions, to provide greater integration among the multidisciplinary team, as well as to know the profile of the students, as the training paths are not the same and need to be identified.

Finally, we highlight that the issues discussed in this paper open possibilities for future research agendas that consider the following points: experience reports of teachers who are migrating from classroom teaching to Remote Teaching and Distance Education; student autonomy in the distance modality thought through the student's school trajectory in classroom teaching; analysis of active methodologies that not only focus on teaching practice, but on the educational scenario in which the teacher is inserted as a whole, so that the contents worked from these methodologies are directed to the social context of the student, promoting their emancipation and the development of your critical thinking.

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