Original Article

The Application of Hybridity in Brazilian Higher Education: an analysis under the aegis of Opinion no. 14/2022 of the National Education Council

A aplicação da hibridez no ensino superior brasileiro: uma análise sob a égide do Parecer n. 14/2022 do Conselho Nacional de Educação

La Aplicación de la Hibridación en la Educación Superior Brasileña: un análisis bajo los auspicios del Dictamen nº. 14/2022 del Consejo Nacional de Educación

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Abstract

The educational crisis generated by the Covid-19 Pandemic triggered a drastic transformation in education, imposing the migration from in-person to remote teaching, specifically which strengthened Distance Education - EAD and hybrid modalities, in Brazil. The pandemic has eased; however, hybrid education has consolidated, being the subject of CNE/CP Opinion No. 14/2022, of the National Education Council and Ordinance No. 315, of 12/30/2022. Given this context, through a deductive technique and bibliographical review, we intend to address

the application of hybrid education in Brazilian higher education, from the perspective of being an effective pedagogical proposal, which facilitates access to knowledge, values autonomy and protagonism student support, teacher mentoring, and optimization of the use of technologies. Furthermore, the difference between distance and hybrid education will be demonstrated, addressing the absence of a regulatory limit on hybridity in the face-to-face higher education curriculum, especially considering the arguments cited in CNE/CP Opinion No. 14/2022.

Keywords: Education; University Education; Educational Legislation; Hybrid Education; Distance Education.

Resumo

A crise educacional gerada pela Pandemia de covid-19 desencadeou uma transformação drástica na educação, impondo a migração do ensino presencial para o remoto, circunstância que fortaleceu as modalidades de Educação a Distância - EAD e híbridas, no Brasil. A pandemia se arrefeceu; contudo, a educação híbrida se consolidou, sendo temática do Parecer CNE/CP nº 14/2022, do Conselho Nacional de Educação e da Portaria nº 315, de 30/12/2022. Diante desse contexto, por meio de técnica dedutiva e revisão bibliográfica, pretende-se abordar a aplicação da educação híbrida no ensino superior brasileiro, sob a perspectiva de ser uma efetiva proposta pedagógica, que facilita o acesso ao conhecimento, valoriza a autonomia e protagonismo do estudante, a mentoria do docente e otimiza o uso das tecnologias. Além disso, demonstrar-se-á a diferença entre a Educação a Distância e Híbrida, abordando que a ausência de limite regulatório de hibridez no currículo presencial do ensino superior, sobretudo, considerando os argumentos citados no Parecer CNE/CP nº 14/2022.

Palavras-chave: Educação; Ensino Superior; Legislação Educacional; Educação Híbrida; Educação a Distância.

Resumen

La crisis educativa generada por la Pandemia Covid-19 desencadenó una transformación drástica en la educación, imponiendo la migración

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de la enseñanza presencial a la remota, específicamente lo que fortaleció la Educación a Distancia - EAD y modalidades híbridas, en Brasil. La pandemia ha amainado; sin embargo, la educación híbrida se ha consolidado, siendo objeto del Dictamen CNE/CP n° 14/2022, del Consejo Nacional de Educación y Ordenanza n° 315, del 30/12/2022. Dado este contexto, a través de una técnica deductiva y revisión bibliográfica, pretendemos abordar la aplicación de la educación híbrida en la educación superior brasileña, desde la perspectiva de ser una propuesta pedagógica eficaz, que facilita el acceso al conocimiento, la autonomía de los valores y el protagonismo del apoyo estudiantil, tutoría docente y optimización del uso de tecnologías. Además, se demostrará la diferencia entre educación a distancia e híbrida, abordando la ausencia de un límite regulatorio a la hibridación en el currículo de la educación superior presencial, especialmente considerando los argumentos citados en el Dictamen CNE/CP n° 14/2022.

Palabras llave: Educación; Enseñanza Superior; Legislación Educativa; Educación Híbrida; Educación a Distancia.

1. Introduction

Educational practices have evolved over time, primarily due to the challenges faced by educators who constantly need to integrate factors involving human development within the context of an imperfect and contradictory society.

Beyond the natural generational changes, the COVID-19 pandemic that began in 2020 was a significant social phenomenon that transformed learning experiences. Educators across the country reinvented themselves, replacing chalkboards and in-person teaching with screens, digital applications, active searches, and other disruptive methodologies aimed at bringing them closer to students during a period of social distancing due to a public health emergency. This shift from in-person to remote education strengthened and solidified distance learning (EAD) and hybrid teaching modalities due to their accessibility and innovation.

Distance Education (EAD), an extensively disseminated online educational modality, strengthened after the pandemic, particularly by granting students complete freedom of space and time to create their study routines.

Hybrid learning, in turn, has assumed a significant role in the academic realm, primarily due to the flexibility and comfort provided by blending online experiences with in-person classes supervised by an educator, fostering student agency and teacher mentorship. In this modality, students can also attend live sessions via a virtual platform with the presence of the instructor at scheduled times, or choose to watch the classes at their convenience since the classes are recorded and available on the virtual learning environment. This setup is conducive to the contemporary cybernetic society.

In this scenario, both inside and outside the classroom, challenges are evident. Technology, the driving force of contemporary society, on one hand, enables the use of new teaching and learning techniques; on the other hand, it makes available a vast array of information, both good and bad, disseminated rapidly and in large quantities. This information needs to be filtered and directed by the teacher, who acts as a mediator of teaching and learning, taking into account students' life projects and the National Curricular Guidelines (DCNs) indicated by the Ministry of Education (MEC).

In this perspective, through a bibliographic approach, we aim to discuss the importance of hybrid education in contemporary teaching, specifically analyzing its application in higher education and postgraduate studies as an effective pedagogical approach that values student autonomy and agency, teacher mentoring, and optimization of the use of information and communication technologies. Furthermore, we will demonstrate that there is no limit to hybridization in the face-to-face curriculum, especially considering its differences from fully online education (EAD).

2. Hybrid Education

Education in Brazil is still heavily associated with the traditional, in--person classroom setting, where the educator takes center stage in a physical classroom environment for teaching and learning. However, starting in 2020, the COVID-19 pandemic transformed people's lives, particularly education, as the traditional physical classroom setting transitioned into a virtual learning environment.

The pandemic has subsided, but distance learning (EAD) and hybrid modalities have demonstrated that they are here to stay, strengthening and spreading as excellent alternatives for inclusive and personalized teaching and learning. Hybrid education has garnered the attention of the entire academic community, sparking discussions about its benefits and regulatory considerations.

Considering that people are not metaphorically blank pages and learn in diverse ways, hybrid education emerges as a pedagogical approach that meets the dynamics of contemporary society. It fosters students' potentials based on their cultural backgrounds, serving as a modality capable of encouraging autonomous student development focused on improving their skills and competencies, taking into account each individual's life experiences.

Drawing from Howard Gardner's Theory of Multiple Intelligences, which posits that human intelligence can be likened to a puzzle composed of various equally valuable and important pieces, it is necessary to stimulate skills and competencies capable of solving concrete and complex issues. These talents range from the ability to create and interpret scientific theories to understanding through poetry, calculations, choreography, or the manipulation of musical compositions[1].

Indeed, within this context, hybrid education emerges as an alternative for personalized teaching and learning precisely because of its fundamental premise of considering the student as the protagonist of their own learning process.

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[1] GARDNER, H. Inteligência: um conceito reformulado. Tradução de Adalgisa Campos da Silva. Rio de janeiro: Objetiva, 2000. p. 47.

The hybrid education model has been regarded by scholars as an excellent option for transforming the country through education, representing a strong trend in the contemporary academic world. This modality offers experiences where students can engage in face-to-face activities with their peers and instructors, while also having the flexibility to study individually in environments that suit them best. This is facilitated through specially developed platforms aimed at promoting effective digital learning.

Linguistically, the term "hybrid" can indeed denote something composed of different elements, something heterogeneous, mixed, blended, or merged.

Hybrid education, in turn, is one that blends learning environments and communities, methodologies, and timelines, representing a mix of online and offline experiences that capitalize on the strengths of each teaching format. It is characterized as a flexible methodological approach organized through innovative ICTs (Information and Communication Technologies) capable of guiding teaching activities and providing diverse forms of teaching and learning. It is aimed at competency-based education, stimulating student autonomy and agency, collaborative learning, and integrating virtual interaction into face-to-face learning spaces[2].

Horn and Staker propose that hybrid learning involves three key aspects:

> 1. Online Learning: Web-based and coupled with some mechanism giving students control over their own learning process (time, pace, study path).
> 2. Supervised Physical Location Learning: Students will learn outside the home under the supervision of a teacher or supervisor.
> 3. Integrated Learning: Occurs through the integration of online and in-person teaching, where modalities complement each other to provide an integrated

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[2] CONSELHO NACIONAL DE EDUCAÇÃO. Parecer CNE/CP nº 14/2022. Diretrizes Nacionais Gerais para o desenvolvimento do processo híbrido de ensino e aprendizagem na Educação Superior. Disponível em: <http://portal.mec.gov.br/index.php?option=com_docman&view=download&alias=238781-pcp014-22&category_slug=julho-2022-pdf&Itemid=30192>. Acesso em 29 jan. 2023.

educational experience[3].

Thus, hybrid education involves the integration of online teaching with learning in a supervised physical location by the instructor, making it a suitable modality to address the diversity of profiles, objectives, and age disparities often present in higher education classrooms. This is an important social factor contributing to the richness of experiences within learning communities.

José Moran asserts that education has always been hybrid, especially in seeking to reconcile the aspirations of a society that, in his view, is also hybrid, imperfect, and contradictory. At this juncture, it is worth transcribing his insights:

> Hybrid means mixed, blended, merged. Education has always been mixed, hybrid, always combining various spaces, times, activities, methodologies, and audiences. This process is now much more noticeable, extensive, and profound with mobility and connectivity: it is a more open and creative ecosystem. We can teach and learn in countless ways, at all times, in multiple spaces. Hybrid is a rich, appropriate, and complicated concept. Everything can be mixed, combined, and with the same ingredients, we can prepare different "dishes" with very different flavors.
>
> The most complex mixture is what is worth learning, for what purpose, and how. What is worthwhile? Which content, competencies, and values to choose in such a multicultural society? What makes sense to learn in such a heterogeneous and changing world? Can we teach change if we ourselves, as managers and educators, have so many difficulties in making decisions, evolving, being consistent, free, and fulfilled? Can we truly teach if we do not practice what we preach?
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> Education is also hybrid because it occurs within the context of an imperfect society, contradictory in policies,

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[3] HORN, M. B.; STAKER, H. Blended: usando a inovação disruptiva para aprimorar a educação. Porto Alegre: Penso, 2015.

models, between stated ideals and implemented practices, where many of the socio-emotional competencies and values advocated are not consistent with the daily behavior of some managers, educators, students, and families[4].

According to the author, hybrid education occurs within the context of a society under construction, composed of individuals at unequal stages of cognitive, emotional, and moral development. This circumstance makes everything more challenging due to the unbalanced development prevalent in society, particularly with a greater emphasis on cognitive competencies over socio-emotional ones. Additionally, people struggle with knowing how to coexist and learn collectively.

It should be considered, therefore, that some individuals learn easily in a collective setting while many others prefer an individual and introspective format. Hybrid education, therefore, caters to both expectations, significantly expanding the possibilities for learning due to its flexibility.

Considering that all individuals are learners and teachers, continuously learning and teaching through institutionalized and intentional projects, as well as through open and informal processes and interactions, whether together or alone, with friends or strangers, through experiences of success and failure, it can be concluded that hybridity is directly related to the nature of human learning. It particularly serves individual and collective life projects of diverse and constantly evolving beings.

Horn and Staker emphasize that the approach of hybrid education goes beyond simply combining in-person and distance modalities. It is essential that the student is placed at the center of the process, taking on a proactive role in their learning. In this context, the teacher acts as a mediator, a mentor who integrates the best aspects of in-person and distance education[5].

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[4] MORAN, J. Educação híbrida: um conceito chave para a educação, hoje. *In*: BACICH, L.; TANZI NETO, A.; TREVISANI, F. M. (Orgs.). **Ensino Híbrido**: personalização e tecnologia na educação. Porto Alegre: PENSO, 2015, P. 27.

This represents a shift in institutional culture that involves the integrated use of in-person and online methods, acknowledging the change in roles for both students and teachers. The student becomes the protagonist of their own learning, while the teacher serves as a guide who shows the best path forward.

Bacich, Tanzi Neto, and Trevisani define hybrid teaching as "an approach that seeks to integrate digital technologies with classroom content in a way that not only enriches lessons but also provides students with different learning experiences"[6].

In this scenario, technology serves as a facilitation tool for personalized hybrid teaching. It not only opens doors to new forms of learning but also enables easy access to individualized information about students' performance, aiding in monitoring techniques used and allowing for the redefinition of learning pathways if necessary.

In this perspective, it becomes important to promote access to technologies and empower the actors of teaching and learning through the development and training of skills to manipulate, interact, and produce content within the virtual learning environment. This aims to make online activities interactive and engaging, thus fulfilling the objectives proposed by hybrid education.

Indeed, while many educators and students may be familiar with new technologies, the educational institution should engage them to fully embrace the various functionalities and interact actively and collaboratively in the learning process.

In hybrid education, students will alternate between studying online, using the virtual learning environment, and attending the educational institution, utilizing the tools and methodologies of in-person education. This modality truly values student autonomy, placing control in

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[5] HORN, M. B.; STAKER, H. Blended: Usando a inovação disruptiva para aprimorar a educação. Porto Alegre: Penso, 2015.

[6] BACICH, L.; TANZI NETO, A.; TREVISANI, F. M. (Orgs.). **Ensino híbrido**: personalização e tecnologia na educação. Porto Alegre: Penso, 2015. p. 1

their hands regarding the pace, place, time, and path of their learning. It represents a genuine customization and individualization of learning.

2.1. Hybrid Teaching Models

Hybrid Education, also known as "blended learning," "b-learning," "bimodal education," "combined learning," or "dual learning"[7], is divided into two models: sustained and disruptive. These models follow different trajectories and produce different outcomes; however, both aim to leverage the strengths of in-person and online modalities[8].

The sustained model aims to enhance an existing standard, preserving the characteristics of traditional teaching. Conversely, the disruptive model challenges the conventional definition of what is good, proposing innovations in the teaching and learning process.

Horn and Staker define sustained innovation as a combined (hybrid) approach that leverages the benefits of both in-person and online teaching without breaking from the paradigm of traditional classroom instruction, which mandates attending in-person classes at fixed times. They discuss that hybridity can be applied through four types of rotation: "Station Rotation," "Lab Rotation," and "Flipped Classroom," which are sustained models, while "Individual Rotation" represents a disruptive model[9].

Station Rotation, Lab Rotation, and Flipped Classroom are considered sustained hybrid models, primarily because they incorporate key characteristics of traditional classroom instruction while offering sustained improvements without fundamentally changing its essence. The dynamics are typically managed by the teacher, especially when using a specific learning platform provided by the educational institution.

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[7] PERES, P. PIMENTA, P. **Teorias e práticas de b-learning**. Edições Silabo: Lisboa, 2011. p. 15..

[8] CHRISTENSEN, C. M.; HORN, M. B.; STAKER, H. Ensino híbrido: uma inovação disruptiva? Uma introdução à teoria dos híbridos. Disponível em: <https://www.christenseninstitute.org/publications/ensino-hibrido/>. Acesso em 28 dez. 2022.

In the context of Station Rotation, the physical space is divided into workstations, each with a specific learning objective, all connected to the central point of the lesson. As a hybrid teaching model, at least one of these stations must be online. The class is divided among the learning stations, with each group engaging in a different activity. The teacher in this case acts as a facilitator, addressing student questions and encouraging group autonomy[10]. After completing the first round of activities, it is suggested to rotate the stations so that each group moves through and experiences all of them.

The Lab Rotation model is an active teaching and learning methodology that also follows the sustained hybrid teaching model compared to traditional classroom instruction. In this scenario, students are divided into two workspaces. While the first group engages in activities in the computer lab, utilizing digital tools, the second group works with the teacher in the classroom. Then, the groups switch roles in the lab experience.

The idea behind the Lab Rotation model is for students to develop autonomy and agency by actively seeking out resources available during the lab experience, while also benefiting from content presented by teachers in the classroom to address any existing questions. This model differs from the Station Rotation model, particularly because in Station Rotation, students remain in a single space with different learning stations, whereas in Lab Rotation, students rotate between different classrooms or diverse spaces.

As a sustained hybrid teaching model, we also have the flipped classroom, another methodology that blends online and offline components to enhance teacher mediation and student autonomy in learning. It is a model "in which the rotation occurs between supervised practice in

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[9] HORN, M. B.; STAKER, H. **Blended**: usando a inovação disruptiva para aprimorar a educação. Porto Alegre: Penso, 2015.

[10] CHRISTENSEN, C. M.; HORN, M. B.; STAKER, H. Ensino híbrido: uma inovação disruptiva? Uma introdução à teoria dos híbridos. Disponível em: < https://www.christenseninstitute.org/publications/ ensino-hibrido/>. Acesso em 28 dez. 2022.

person by the teacher (or assignments) at school and at home or another location outside of school for applying online content and lessons"[11].

AThe flipped classroom can be implemented, for example, by starting with an email sent to the class requesting advance reading of an e-book, aiming to establish fundamental prior knowledge for future classroom discussion. Nathália Savione Machado, Marina Lupepso, and Anna Jungbluth elaborate on this approach:

> In the flipped classroom model, the traditional roles of time and space within the school setting are inverted and take on new meanings. Content delivery, previously conducted in the school environment, now occurs outside of school spaces, mediated by digital technology. It is common for students to watch video lectures where they can pause, rewind, and fast forward. The teaching and learning process becomes individualized, allowing students to control the pace, timing, and location of their learning, whether by watching video lectures, listening to podcasts, reading e-books, or collaborating with peers in online forums.

> In this model, classroom time is dedicated to more active learning, grounded in projects that enable students to work together to solve local or global challenges—or other real-world applications—to gain a deeper understanding of the subject matter. School time is used for group or individual activities that utilize active learning methodologies, with the teacher providing assistance when needed.

> This model views each student as a unique individual. The flipped classroom is a learning model that reorganizes the time spent inside and outside the classroom, shifting the locus of learning from educators to students.

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[11] CHRISTENSEN, C. M.; HORN, M. B.; STAKER, H. **Ensino híbrido**: uma inovação disruptiva? Uma introdução à teoria dos híbridos, p. 27. Disponível em: <https://www.christenseninstitute.org/publications/ensino-hibrido/>. Acesso em 28 dez. 2022.

> As a result, students have access to online tools and resources whenever they need them. After class, students manage the content required for their studies, considering their own pace and learning style[12].

The flipped classroom, therefore, reverses the traditional logic of a lesson, starting with pre-study of a topic, allowing for the presentation of solutions to everyday issues through discussions among learning communities.

Disruptive hybrid models, on the other hand, aim to transform and enhance the traditional classroom system, "becoming the drivers of change in the long term," especially by disrupting the cycle of in-person classes through personalized learning. This model requires efforts to adapt knowledge to each individual's cultural reality, fostering the rotation of environments such as laboratory visits, remote activities, or through the use of information and communication technologies[13].

The models "Flex", "A La Carte", "Enriched Virtual", and "Rotation" are considered disruptive because they break away from the traditional education system, and applying them to the Brazilian reality is not straightforward. Clayton Christensen, Heather Staker, and Michael B. Horn elaborate on these disruptive models, as follows:

> • The Flex model is characterized by online learning serving as the backbone of a student's education, although it may direct them to offline activities at times. Students follow a fluid and individually tailored roadmap across different learning modalities, with the responsible teacher being in the same location.
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> • The A La Carte model involves students taking one or more fully online courses, with an online teacher, while still having educational experiences in traditional

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[12] MACHADO, Nathália Savione; LUPEPSO, Marina; JUNGBLUTH, Anna. **Educação Híbrida**. Universidade Federal do Paraná. p. 15. Disponível em: < http://cipead.ufpr.br/portal1/materiais/ufpr_hibrida/livro_educacao_hibrida.pdf>. Acesso em 28 dez. 2022.

schools. Students can participate in these online courses either at physical school locations or remotely.

• The Enriched Virtual model provides a comprehensive school experience where, within each course (e.g., mathematics), students divide their time between a physical school unit and remote learning with access to online content and lessons.

• The Individual Rotation model differs from other Rotation models in that each student essentially has a personalized roadmap and may not necessarily participate in all available stations or modalities[15].

In the "Flex" model, online learning predominates, and it is the responsibility of the teacher to provide an individualized schedule to organize the activities that will be studied, either individually or in groups. The focus is on fostering student independence and their ability to work in teams. The logic of the Flex methodology is to combine group and individual activities, monitored by the teacher as needed. Student performance assessment is also conducted online, considering both individual and collective perspectives[16]. In this scenario, the educator functions more as a facilitator and tutor of activities, capable of making interventions when necessary.

In the "À La Carte" model, students have the option to take a course or discipline either online within the physical school or outside of it, taking the initiative in directing their education and enjoying greater flexibility in choosing what they would like to learn throughout the curriculum.

The Enriched Virtual model, in turn, is applied in Brazilian higher education through semi-presential undergraduate courses. In this

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[13] CHRISTENSEN, Clayton M.; HORN, Michael B.; STAKER, Heather. **Ensino Híbrido**: uma Inovação Disruptiva? Uma introdução à teoria dos híbridos. Disponível em: < https://www.christenseninstitute. org/publications/ensino-hibrido/>. Acesso em 28 dez. 2022.

[14] Idem.

[15] Idem.

modality, disciplines and theoretical contents are offered online throughout the curriculum, and student presence is required at the school environment once or twice a week for debates, exams, projects, or discussions on the materials studied.

Lastly, the "Individual Rotation" model involves a disruptive approach where "each student has an individual, personalized schedule prepared by the teacher or provided by software that maps the student's needs"[18]. This is a hybrid learning program that differs from other Rotation models because students do not necessarily go through all available stations or modalities. In this model, each student attends stations according to their study plan; therefore, those who learn best completely online will stay exclusively online. This model recognizes each student as an individual with unique time, pace, and needs.

It is observed, therefore, that in disruptive hybrid models, there is a clear intention to replace the traditional classroom model by empowering student autonomy, turning them into active agents in the collaborative construction of knowledge.

In this context, for educational institutions to succeed in implementing the disruptive hybrid teaching model, it will be necessary to present a pedagogical proposal that considers universal access to learning, productivity, equity, and individualization, thus breaking away from traditional teaching and taking control of new technology, methodologies, and defining what is beneficial for education.

Given the presented options of sustained and disruptive hybridity, it

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[16] MACHADO, Nathália Savione; LUPEPSO, Marina; JUNGBLUTH, Anna. **Educação Híbrida**. Universidade Federal do Paraná. p. 15. Disponível em: < http://cipead.ufpr.br/portal1/materiais/ufpr_hibrida/livro_educacao_hibrida.pdf>. Acesso em 28 dez. 2022.

[17] MACHADO, Nathália Savione; LUPEPSO, Marina; JUNGBLUTH, Anna. **Educação Híbrida**. Universidade Federal do Paraná. p. 15. Disponível em: < http://cipead.ufpr.br/portal1/materiais/ufpr_hibrida/livro_educacao_hibrida.pdf>. Acesso em 28 dez. 2022.

[18] MACHADO, Nathália Savione; LUPEPSO, Marina; JUNGBLUTH, Anna. **Educação Híbrida**. Universidade Federal do Paraná. p. 16. Disponível em: <http://cipead.ufpr.br/portal1/materiais/ufpr_hibrida/livro_educacao_hibrida.pdf>. Acesso em 28 dez. 2022.

is important for educational institutions and educators to understand their students in order to make informed decisions among the various possibilities of active methodologies under the umbrella of Hybrid Teaching. By selecting projects and activities that truly promote student engagement and autonomy, institutions can effectively support student learning and growth. Understanding students' needs, preferences, and learning styles is crucial for implementing successful hybrid teaching approaches that foster student agency and independence.

By the way, Moran brilliantly discusses the possibilities of blended learning and questions what would be the best application of hybridity.

> In education, various types of blending or hybrid education occur: blending of knowledge and values, when integrating multiple areas of knowledge (whether disciplinary or interdisciplinary); blending of methodologies, incorporating challenges, activities, projects, games, group work, individual work, collaborative work, and personalized learning. We also discuss hybrid technologies, which integrate classroom activities with digital tools, combining in-person with virtual elements. Hybrid can also refer to a more flexible curriculum that outlines what is essential and fundamental for everyone while allowing for personalized paths to meet each student's needs. Hybrid education also involves integrating more formal teaching and learning processes with informal, open, and networked education. Hybrid implies mixing and integrating different subject areas, professionals, and students in different spaces and times.

> There are many aspects impacting hybrid education, which extends beyond active methodologies or the mix of in-person and online learning or classroom and other spaces. It highlights that, on one hand, teaching and learning have never been more fascinating due to the numerous opportunities offered, and on the other hand, it can be frustrating due to challenges in ensuring that everyone develops their potential and truly mobilizes to continually progress.

> What is the best combination of this blend? How can we bring together the best of each ingredient to achieve exceptional results?

Responding to Moran's inquiry about the best "blend" of teaching, there are two paths for advancing hybrid education: The first path involves educational institutions opting for progressive curriculum changes, prioritizing the involvement of both teachers and students in advanced active methodologies, flipped classrooms, or other hybrid techniques. This approach entails a gradual integration of hybrid methodologies.

The second path involves bolder educational institutions that aim to implement innovative models breaking away from traditional learning systems. This is achieved through fragmented disciplines, embracing hybridity within learning communities focused on specific professional axes and life-work projects.

 nima Educação represents a noteworthy case of hybridity in Brazilian higher education. Starting from 2020, the institution adopted the Integrated Hybrid Curriculum referenced by competencies - E2A2. In this approach, traditional disciplines were replaced by Curriculum Units, a nomenclature adopted by the MEC regulations, breaking away from traditional subject-based structures and isolations in education.

The Integrated Curriculum - E2A2 by nima Educação proposes:

> The Integrated Curriculum - E2A2 by nima Educação proposes a model of learning and teaching that seeks a global understanding of knowledge, moving away from compartmentalized disciplines. Furthermore, it promotes greater interdisciplinarity and connection with the world of work.
> Students have the opportunity to experience social and professional realities, develop projects that solve complex problems during their university experience, all under the guidance and mentorship of professors[19].

In coherence with the advancements of hybrid education, nima has adopted its own model of hybrid education aimed at innovating and

achieving curricular integration through personalized learning experiences. This approach emphasizes students' life projects, integrating time, spaces, methodologies, and technologies in balance with individual and collective learning.

The Curriculum Units (UCs) enable a multidisciplinary and critical education, organized into 4 learning communities: "Core Curriculum UCs; Life & Career UCs; Specific UCs; and Dual UCs," as follows:

> - The Core Curriculum Units (CCUs) encompass topics common to all higher education professionals. Within this framework, students can choose competencies according to their interests, such as arts, mindfulness, logical reasoning, languages, among others. The aim is to provide students with a global perspective of reality.
>
> – The Life & Career Units (LCUs) require students to solve problems within multidisciplinary teams, mirroring real-world work environments. Students engage with peers from diverse academic backgrounds, not limited to their chosen undergraduate program. This unit also features a platform that connects students with opportunities to plan their professional futures while in college. In the first semester, each student is assigned a professor-tutor and gains the ability to make educational choices aligned with their intended career path upon graduation. This platform additionally offers pathways for developing professional and socioemotional competencies, highly valued in the workforce.
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> – In the Specific Units (SUs) segment, students interact with peers within their own academic program, learning and addressing issues pertinent to their chosen profession.

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[19] DÚVIDAS sobre Novo Currículo - E2A2. **Universidade São Judas**. Disponível em: <https://anima-educacao.my.site.com/atendimentoUSJT/s/article/D%C3%BAvidas-sobre-Novo-Curr%C3%ADculo--E2A2>. Acesso em 08 dez 2022

– In the Dual Units (DUs), students have the opportunity to enroll in units hosted by companies, engaging in real projects within corporate and industrial settings.

- The Customizable Digital Curriculum Unit (DCU) empowers students to take control of their curriculum and education. Each semester, students will have access to a range of DCU offerings, from which they can choose the one they believe will most benefit their education and career development, regardless of their course of study[20].

The flexibility of the integrated E2A2 curriculum is further evidenced by the absence of prerequisites, as there is no prescribed order for offering the Units of Competence (UCs). This is because these units contain all the necessary content for student competency development, allowing for greater integration of knowledge and the adoption of active methodologies in the classroom.

Key differentiators of this pedagogical project include the utilization of environments that simulate professional fields and the world of work, the opportunity to interact with students from other Curricular Units (UCs), thereby expanding knowledge through multidisciplinary project collaboration, and the customization of the curriculum aligned with each student's Life & Career Project. This alignment is achieved through short-duration courses, research projects, paths for entrepreneurial development, internationalization opportunities, and other avenues for personalization[21].

Certainly, it is an innovative and forward-thinking academic project that deserves recognition as an example of hybrid education in Brazilian higher education.

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[20] DÚVIDAS sobre Novo Currículo - E2A2. **Universidade São Judas**. Disponível em: <https://anima-educacao.my.site.com/atendimentoUSJT/s/article/D%C3%BAvidas-sobre-Novo-Curr%C3%ADculo--E2A2>. Acesso em 08 dez 2022.

3. General National Guidelines for the Development of Hybrid Teaching and Learning Processes in Higher Education

Following the presentation of hybrid teaching models and an example of their application, we now turn to the General National Guidelines for their implementation in higher education, as outlined by the National Council of Education (CNE) in Opinion CNE/CP No. 14/2022, approved on July 5, 2022, under Process No.: 23001.000265/2021-36.

Recognizing the strengthening of hybrid education during the COVID-19 pandemic, a commission was proposed in mid-2021 to discuss and propose national guidelines on hybrid education through Recommendation CNE/CP No. 1, dated April 13, 2021, with the following objectives:

> To discuss hybrid pedagogical approaches, aiming to explore new paths for reorganizing teaching and learning dynamics in Brazilian education, integrating diverse academic processes, teachers, students, and families within modified, unequal, and varied times and spaces, whenever the interest of learning suggests it[22].

The councilors began the opinion by highlighting that issues with the quality of education have worsened over time, and addressing these has become even more urgent in light of the educational crisis exacerbated by the COVID-19 pandemic. This crisis necessitated an immediate shift from in-person to online or hybrid classes. This reality led to the adoption of a flexible teaching environment that alternates between in-person and remote settings, a circumstance that facilitated and included a significant portion of the population in accessing education.

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[21] DÚVIDAS sobre Novo Currículo - E2A2. **Universidade São Judas**. Disponível em: <https://anima-educacao.my.site.com/atendimentoUSJT/s/article/D%C3%BAvidas-sobre-Novo-Curr%C3%ADculo--E2A2>. Acesso em 08 dez 2022.

The fact is that the COVID-19 pandemic subsided in 2022; however, hybrid methodological approaches are here to stay as they have ensured greater student engagement in their teaching and learning processes. Therefore, it remains necessary to establish general guidelines for their implementation in higher education.

Thus, Opinion No. 14/2022, approved on July 5, 2022, came at an opportune time as doubts lingered regarding the nature of hybrid education, its regulation, and application in higher education and stricto sensu postgraduate programs. Clarifications were urgently needed regarding differences in regulations compared to distance education (EAD) modalities.

The aforementioned opinion emphasizes that society has changed, and education needs to adapt to the current environment characterized by flexible teaching, alternating between in-person and remote settings. In other words, we are living in a post-pandemic hybrid world, and not everything will be fully regulated yet.

Nestor Garcia Canclini, an author who explored ideas of hybridity in the late 20th century, defined it in 1996 as "intercultural blends" that merge social structures or practices with new dynamics and forms of relationships, emerging from cultural articulations driven by individual and collective creativity. Over time, these new ideas materialize and intertwine with everyday practices, artistic expressions, technological advancements, modes of societal existence, and diverse forms of collective construction. This movement resonates in interpersonal relationships and also in teaching and learning dynamics, fostering the development of the capacity to learn how to learn, enabling lifelong learning[23].

As observed, hybridity is not a new theme; however, the hybrid approach to education has grown precisely due to increased access to technological devices, enabling the creation of differentiated curriculum

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[22] CONSELHO NACIONAL DE EDUCAÇÃO. **Parecer CNE/CP Nº 14/2022**. Diretrizes Nacionais Gerais para o desenvolvimento do processo híbrido de ensino e aprendizagem na Educação Superior. Disponível em: <http://portal.mec.gov.br/index.php?option=com_docman&view=download&alias=238781-pcp014-22&category_slug=julho-2022-pdf&Itemid=30192>. Acesso em 29 jan. 2023

pathways and greater flexibility in interactions between teachers and students. This shift has led to the use of effective and multidirectional interactions in teaching and learning processes.

In this pathway, hybridity has leveraged technology to enhance and organize competencies and skills, offering opportunities for active student engagement in utilizing digital resources. It has also provided both teachers and students with new possibilities to organize ways of thinking and acting in institutional settings beyond the classroom[24].

Based on these arguments, the opinion concludes by emphasizing the need to create "opportunities for meaningful experiences, from the perspective of Néstor García Canclini, that can broaden understanding and generate new possibilities for everyday relationships." It is deemed "essential to invest in autonomy, collaborative-critical protagonism, and co-created forms of production by students, as well as the possibility of customization through the design of learning experiences that meet students' needs"[25].

The opinion highlights the importance of hybrid teaching, emphasizing the shift in roles among its participants. Students now engage in knowledge production through their interactions with technology, teachers, and peers, developing competencies and skills that align with their life goals. Meanwhile, teachers take on the responsibility of constructing optimal learning experiences.

Well.

An important question hung in the air: is hybrid education the same as distance learning? No. In this respect, it is worth conceptualizing the modalities in order to differentiate them.

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[23] CONSELHO NACIONAL DE EDUCAÇÃO. **Parecer CNE/CP nº 14/2022**. P. 3. Diretrizes Nacionais Gerais para o desenvolvimento do processo híbrido de ensino e aprendizagem na Educação Superior. Disponível em: <http://portal.mec.gov.br/index.php?option=com_docman&view=download&alias=238781-pcp014-22&category_slug=julho-2022-pdf&Itemid=30192>. Acesso em 29 jan. 2023.

[24] CONSELHO NACIONAL DE EDUCAÇÃO. **Parecer CNE/CP nº 14/2022**. P. 3. Diretrizes Nacionais Gerais para o desenvolvimento do processo híbrido de ensino e aprendizagem na Educação Superior. Disponível em: <http://portal.mec.gov.br/index.php?option=com_docman&view=download&alias=238781-pcp014-22&category_slug=julho-2022-pdf&Itemid=30192>. Acesso em 29 dez. 2022.

In Brazil, Decree No. 9.057/2017 of the Presidency of the Republic, which regulates article 80 of the National Education Guidelines and Bases Law (LDB), conceptualizes distance education in its article 1, *in verbis*:

> Distance education is considered to be the educational modality in which the didactic-pedagogical mediation in the teaching and learning processes occurs with the use of information and communication means and technologies, with qualified personnel, with access policies, with compatible monitoring and evaluation, among others, and develops educational activities by students and education professionals who are in different places and times[26].

Distance education, therefore, is the educational modality in which teachers and students take part in the teaching-learning process in different places and at different times, interacting through the most diverse communication technologies. This didactic-pedagogical mediation makes access to knowledge easier and more flexible, above all by breaking down the barrier of geographical and temporal distance between teacher, student and HEI, allowing students the opportunity to learn at a time and place that best suits them, through the use of technological interaction tools such as discussion forums, video lessons, glossaries and wikis, among others.

For Hack, distance learning is "a way of teaching and learning that gives students who are unable to attend school on a daily basis the opportunity to acquire the content that is passed on to face-to-face students"[27].

In this way, geographical separation, logistical ease, more affordable tuition fees and the freedom to carry out asynchronous educational activities, in different places and at different times, throughout the degree

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[25] CONSELHO NACIONAL DE EDUCAÇÃO. **Parecer CNE/CP nº 14/2022**. P. 3. Diretrizes Nacionais Gerais para o desenvolvimento do processo híbrido de ensino e aprendizagem na Educação Superior. Disponível em: <http://portal.mec.gov.br/index.php?option=com_docman&view=download&ali as=238781-pcp014-22&category_slug=julho-2022-pdf&Itemid=30192>. Acesso em 29 jan. 2023.

course, are the hallmarks of distance education, which have led to exponential growth in this modality[28].

The Covid-19 pandemic has undoubtedly played a fundamental role in the growth and change of concept of distance education, also impacting on the expansion of hybrid education, a modality that has been pleasing Brazilians, especially because of the possibility of mixing face-to-face and digital meetings.

This is exactly where hybrid education differs from distance learning.

Although both modalities involve institutional activities in different times and spaces, interconnected by the use of digital technologies, hybrid education differs by proposing a mix of face-to-face and digital experiences, using different learning environments and communities, from the perspective of the student protagonist and the teacher mediating teaching and learning.

In this hybrid perspective, the student will sometimes study online, using the virtual learning environment, and sometimes at the teaching institution, using the tools and methodologies of face-to-face education. The methodology tackles the diversity of profiles, objectives and the disparity of ages present in Brazilian higher education classrooms.

This model is the result of the implementation of innovative methodologies in education, which seek to humanize the relationship between teachers, students and the school, as well as using the technology present in everyday life to enhance the teaching and learning process.

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[26] BRASIL. **Decreto nº 9.057/2017**. Regulamenta o art. 80 da Lei nº 9.394, de 20 de dezembro de 1996, que estabelece as diretrizes e bases da educação nacional. Disponível em: <https://www.planalto.gov.br/ccivil_03/_ato2015-2018/2017/decreto/d9057.htm>. Acesso em 16 fev. 2024.

[27] HACK, Josias Ricardo. **Introdução à Educação a Distância**. Florianópolis. LLV/CCE/UFSC, 2011. 126 p. Disponível em: file:///C:/Users/claudiav/Downloads/livro-introdu%C3%A7%C3%A3o-a-EAD%20(1).pdf> Acesso em 19 fev. 2024.

[28] INEP. Instituto Nacional de Estudos e pesquisas Educacionais Anísio Teixeira. **Resultado do Censo Educacional de 2022**. Disponível em: <https://www.gov.br/inep/pt-br/areas-de-atuacao/pesquisas-estatisticas-e-indicadores/censo-da-educacao-superior/resultados>. Acesso em 19 fev. 2024.

The main differences between distance education and hybrid education lie in the inclusion and purpose of face-to-face meetings, the richness of learning communities and the change in the conception of teachers and students in the teaching-learning process. While in distance education contact with students takes place asynchronously most of the time, in distance education synchronous face-to-face and digital meetings take place periodically, according to the planning and needs of the content to be taught.

In hybridity, therefore, it is possible to optimize the use of HEI spaces, respecting the profiles of the students in the class, reproducing synchronous activities in digital environments, using asynchronous tools, creating learning communities, as well as encouraging face-to-face laboratory meetings, among other practical experiences that contributed to the dissemination of the group's knowledge[29].

Not only that, but CNE/CP Opinion No. 14/2022 also differentiates between the flexible hybrid process and distance education, *in verbis*:

> it is worth **emphasizing that this new pedagogical approach is not to be confused with Distance Education (DE)**, which is provided for in article 80 of the National Education Guidelines and Bases Law (LDB) No. 9.394, of December 20, 1996, and regulated and characterized by Decree No. 9.057, of May 25, 2017, as a specific educational modality, differentiated and parallel to face-to--face teaching, a substantive form of educational provision. **The new hybrid educational approach involves teaching-learning strategies integrating the different forms of face-to-face teaching with institutional activities in different times and spaces, supported by the use of digital technologies**, always in the interest of the learning process in Higher Education, especially in terms of implementing curricula based on competencies rather than content.

In this context of understanding the so-called hybrid education, all teaching modalities, including distance education, should be able to apply it as a factor in generating new pedagogies associated with technologies that support the flexibilization of the teaching and learning process.

The fact that distance learning already adopts technological mediations does not achieve the prospects for pedagogical development, expressed in the flexibility and diversity of learning methods and teaching procedures, guidance or teacher monitoring. Many courses offered via distance learning follow the conservative forms of face-to-face courses or classes, with content-based curricula and minimal learning practices and interactions. Thus, from the perspective of interactions added to learning in the post-pandemic, they lack the same shortcomings and scope as face-to-face education in the pre-pandemic (emphasis added)[30].

It has thus become clear that Distance Education is regulated by article 80 of the LDB, and is an educational modality that has already been consolidated in the academic world. It is specific, online, not to be confused with the flexible hybrid teaching and learning process and is a list of methodologies developed in the common offer of any and all courses, both in Basic Education and in Higher Education and Postgraduate Studies, especially with regard to the implementation of curricula based on competencies rather than content.

Thus, in the terms of the aforementioned opinion, the fact that distance education adopts information and communication technologies is not enough to achieve the pedagogical development perspectives of hybridity, especially in view of the mixture of face-to-face and digital experiences throughout the course, as well as the development of student and teacher autonomy and protagonism, in a conception of curriculum

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[29] URÂNIA. **Entenda a diferença entre EAD e sistema híbrido de ensino**. Disponível em: <https://horario.com.br/blog/entenda-a-diferenca-entre-ead-e-sistema-hibrido-de-ensino/>. Acesso em 19 fev. 2024.

by competence and not by content. In other words, hybrid teaching is definitely not the same as distance learning.

As a result of the differences pointed out, CNE/CP Opinion No. 14/2022 emphasizes that the flexible hybrid teaching and learning process is not subject to the possible regulatory limits of distance learning, required in undergraduate courses, set out in art. 2 of Ordinance No. 2,117/2019 and emphasizes:

> In short, with the flexible approach to the hybrid teaching and learning process, the aim is to broaden the current regulatory frameworks, without the percentage limits established for the practices and remote learning possible for students, whether in face-to-face courses or in those developed in the context of distance education.

> To sum up, it is important to emphasize that in order to deal with the educational changes underway in Higher Education, effective decisions are needed from leaders to ensure supportive public policies, such as: - Budgetary and financial resources to improve the infrastructure of schools, since the internet and computers are basic tools in 21st century schools; - National programs for methodological strategies to develop basic digital skills to connect with the world; and - Programs to train teachers and educational managers in the dynamics of planning and evaluating learning, the use of technological resources, as well as new teaching-learning methodologies[31].

In view of the above, the Commission voted in favor of approving the General National Guidelines for the development of the hybrid teaching and learning process in Higher Education and, as an integral part of the Opinion, included the Draft Resolution, which should soon be published by the Ministry of Education.

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[30] CONSELHO NACIONAL DE EDUCAÇÃO. **Parecer CNE/CP nº 14/2022**. P. 4. Diretrizes Nacionais Gerais para o desenvolvimento do processo híbrido de ensino e aprendizagem na Educação Superior. Disponível em: <http://portal.mec.gov.br/index.php?option=com_docman&view=download&alias=238781-pcp014-22&category_slug=julho-2022-pdf&Itemid=30192>. Acesso em 29 jan. 2023.

3.1. The non-application of the distance learning workload limit in hybrid teaching for undergraduate courses

Ordinance No. 2,117, published on 06/12/2019, which provides for the offer of workload in the Distance Learning modality in face-to-face undergraduate courses offered by Higher Education Institutions (HEIs) belonging to the Federal Education System, authorizes federal and private universities to offer a limit of up to 40% of the workload of the undergraduate course in Distance Learning. The measure is valid for all degrees, with the exception of Medicine.

In this scenario, undergraduate courses are authorized to offer up to 40% of their workload in distance learning, under the terms of art. 2 of Ordinance 2117/2019, in verbis: "HEIs may introduce the offer of workload in the distance learning modality in the pedagogical and curricular organization of their face-to-face undergraduate courses, up to a limit of 40% of the total workload of the course"[32].

But does this limit apply to hybrid flexible learning? The answer is no.

This study has shown that the flexible hybrid teaching and learning process is not to be confused with the distance education modality, regulated by article 80 of the LDB. It is a specific and consolidated educational modality that seeks to overcome space and time limitations with the pedagogical application of information and communication media and technologies.

The hybrid teaching and learning process, on the other hand, presents a flexible methodological approach, organized using ICTs, aimed at training students in skills, autonomy and protagonism, making it possible to integrate face-to-face and virtual learning spaces, agendas, times, activities, methodologies, textual, verbal, bodily and digital languages.

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[31] CONSELHO NACIONAL DE EDUCAÇÃO. **Parecer CNE/CP nº 14/2022**. P. 9. Diretrizes Nacionais Gerais para o desenvolvimento do processo híbrido de ensino e aprendizagem na Educação Superior. Disponível em: <http://portal.mec.gov.br/index.php?option=com_docman&view=download&alias=238781-pcp014-22&category_slug=julho-2022-pdf&Itemid=30192>. Acesso em 29 jan. 2023.

Well.

In view of the differences pointed out, CNE/CP Opinion No. 14/2022 concludes that the flexible hybrid teaching and learning process is not subject to the possible regulatory limits applicable to distance learning and the councilors emphasize:

> There are also some additional considerations regarding the flexible hybrid teaching and learning process in Higher Education, which allows HEIs, when implementing remotely mediated activities for their students enrolled in face-to-face courses, not to be, for example, victims of any limiting regulations currently in force for distance activities. [...] In short, with the flexible approach to the hybrid teaching and learning process, the aim is to broaden the current regulatory boundaries, **without the percentage limits established for the practices and remote learning that are possible for students, whether in face-to-face courses or those developed within the scope of distance education**[33](emphasis added).

It can therefore be concluded that the flexible approach of the hybrid teaching and learning process is not subject to the limits of distance education, especially since the modalities are different.

In fact, the Board members expressly stated in the Opinion that the use of hybridity broadens the current regulatory boundaries and can be adopted for face-to-face courses, without any percentage limit on the practices and remote learning offered to students.

Following this line, the Draft Resolution, which establishes General National Guidelines for the development of the hybrid teaching and learning process in Higher Education, an integral part of CNE/CP Opinion No. 14/2022, emphasizes in its art. 2, § 3:

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[32] BRASIL. **Portaria 2117/2019**. Dispõe sobre a oferta de carga horária na modalidade de Ensino a Distância - EaD em cursos de graduação presenciais ofertados por Instituições de Educação Superior – IES pertencentes ao Sistema Federal de Ensino. Publicada no Diário Oficial da União nº 239, de 11 de dezembro de 2019 – Seção 1– pág. 131.

the hybrid teaching and learning process is not to be confused with the structure of courses offered in the Distance Education (DE) modality and may, as a pedagogical process, be adopted preferentially to face-to-face courses, which is the focus of the methodologies generated by the hybrid process[34].

And it is complemented by the provision that the specific rules for distance learning do not apply to hybrid teaching, in articles 3 and 12, in verbis:

Art. 3. In organizing curricular projects and methodologies resulting from the development of the hybrid teaching and learning process, the bodies that regulate Higher Education should not apply specific rules for the provision of distance education, as provided for in Decrees No. 9,057, of May 25, 2017, and No. 9,235, of December 15, 2017, in MEC Normative Ordinance No. 11, of June 20, 2017, and in MEC Ordinance No. 2,117, of December 6, 2019.

Art. 12 Hybrid activities in the context of teaching and learning, as set out in this Resolution, are not considered to be those promoted by HEIs in accordance with MEC Ordinance No. 2,117, of 2019, i.e. the application of percentages to face-to-face courses offering the course and subjects in the distance modality, or which, in any case, generate complementation in the pre-existing curricular structure of the face-to-face course, by modules in the distance modality.

Sole paragraph. In order to comply with the provisions

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[33] CONSELHO NACIONAL DE EDUCAÇÃO. **Parecer CNE/CP Nº 14/2022**. P. 9. Diretrizes Nacionais Gerais para o desenvolvimento do processo híbrido de ensino e aprendizagem na Educação Superior. Disponível em: <http://portal.mec.gov.br/index.php?option=com_docman&view=download&ali as=238781-pcp014-22&category_slug=julho-2022-pdf&Itemid=30192>. Acesso em 29 jan. 2023.

[34] CONSELHO NACIONAL DE EDUCAÇÃO. **Parecer CNE/CP Nº 14/2022**. P. 12. Diretrizes Nacionais Gerais para o desenvolvimento do processo híbrido de ensino e aprendizagem na Educação Superior. Disponível em: <http://portal.mec.gov.br/index.php?option=com_docman&view=download&ali as=238781-pcp014-22&category_slug=julho-2022-pdf&Itemid=30192>. Acesso em 29 jan. 2023.

of the caput, the hybrid teaching and learning process must be fully integrated into the activities of the course, so as to facilitate and stimulate the organization of learning by competencies[35].

The aforementioned draft resolution therefore shows that, within the flexible process of hybrid education, learning can take place in an interactive and dynamic way between face-to-face or virtual academic activities, synchronous or asynchronous, with the use of ICTs, and there is no need to talk about percentage limits in distance learning, simply because hybridity is not to be confused with distance learning.

In addition, the draft resolution expressly rules out hybrid education from being subject to the specific rules for distance education, making it clear that the use of the hybrid teaching and learning process does not present any obstacles or limits, since it is a methodological approach that is allowed in face-to-face courses, and is a separate modality from distance education.

The opinion concludes that the new cultural contexts of contemporary times require a re-signification of pedagogical approaches and practices, transforming the educational environment into an effective learning laboratory. It emphasizes that the new attitudes, practices and institutional policies developed during the pandemic cannot be reversed, but must be improved.

In this respect, the draft resolution, an integral part of CNE/CP Opinion No. 14/2022, establishes that educational institutions, leaders, managers, teachers and students must organize the hybrid teaching and learning process, using technological means and with digital accessibility, incorporating it into the Institutional Pedagogical Project (PPI) and the Pedagogical Projects of the Courses (PPC), increasing the institutional curricular policies, and it is also up to them to establish learning methodologies and pedagogies capable of developing competences

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[35] CONSELHO NACIONAL DE EDUCAÇÃO. **Parecer CNE/CP Nº 14/2022**. P. 9. Diretrizes Nacionais Gerais para o desenvolvimento do processo híbrido de ensino e aprendizagem na Educação Superior. Disponível em: <http://portal.mec.gov.br/index.php?option=com_docman&view=download&alias=238781-pcp014-22&category_slug=julho-2022-pdf&Itemid=30192>. Acesso em 29 jan. 2023.

provided for in the course curriculum.

The possibilities are many and, in this context, we await the publication of the Resolution that will dictate guidelines for the use of the hybrid teaching and learning process in higher education, without any limit to the regulated courses.

4. Conclusion

This study points out that the COVID-19 pandemic has cooled down in 2022; however, hybrid education has grown so strong that its acceptance in the student sphere has led to the need to regulate its application, and the issue is the subject of Opinion No. 14/2022, of the National Education Council, which recommends the publication of a specific rule.

Next, we analyzed Opinion No. 14/2022 of the National Education Council, with a focus on its application to undergraduate and postgraduate courses in Brazil.

In the undergraduate context, it has been shown that the flexible hybrid teaching and learning process is not to be confused with the distance learning modality, either because of the existence of its own regulations or because of the essence of hybridity, which has major premises that go beyond the use of information and communication technologies (ICTs).

It has been shown that the flexible hybrid teaching and learning process is characterized by a flexible methodological approach, organized from ICTs that guide teaching activity and diverse forms of teaching and learning aimed at training students in competencies, autonomy and protagonism, allowing for the integration of face-to-face and virtual learning spaces, agendas, times, activities, methodologies, textual, verbal, bodily, digital and public languages.

The hybrid teaching and learning process adds possibilities for organization and flexible and innovative pedagogical practices, in order to stimulate and welcome curricula structured by learning competencies,

as well as interactions between undergraduate courses, research and extension.

Furthermore, in hybrid teaching, there is an important change in the roles of the teaching and learning actors, investing in the autonomy and collaborative-critical protagonism of the students, with the teacher remaining in the role of teaching-learning mediator, responsible for building the best educational experiences that the variety of time, mode and space that hybridity can provide.

In this reality, students learn and organize their teaching-learning process, choosing to study using technology and electronic devices such as computers, laptops, cell phones and smartphones. The teacher in hybrid teaching, in turn, is no longer the center of learning and the transmitter of content in traditional models, but acts as a mediator and guide for teaching and learning, encouraging and problematizing real everyday situations, combining the best of the face-to-face modality and distance education, in other words, directing studies and leading students to ethical, active and autonomous learning, taking advantage of each person's culture.

Having demonstrated the differences in the modalities between distance learning and hybrid teaching, it became clear that Opinion 14/2022 concluded that the flexible hybrid teaching and learning process is not subject to any regulatory limits applicable to distance learning, whereby institutions can offer up to 40% of the course load in distance learning.

This limit does not apply to hybrid teaching, simply because hybridity is not to be confused with distance learning and can, as a pedagogical process, be adopted in face-to-face courses without limits. In addition, there is an express exclusionary provision in the Draft Resolution that creates General Guidelines for the application of hybrid teaching, an integral part of Opinion No. 14/2022.

Contrary to any restriction, it is understood that hybrid teaching broadens the current regulatory boundaries, and there is no need to

talk about percentage limits established for the practices and remote learning possible for students, whether in face-to-face courses or in those developed within the scope of distance education.

In this way, it can be concluded that the hybrid teaching and learning process, characterized as a flexible approach, organized using ICTs, is an innovative methodology that can be applied in undergraduate courses, without any restrictions or percentage limitations, and is an effective pedagogical proposal that values student autonomy and protagonism, collaborative learning, teacher mentoring, optimizing the use of technologies, as well as the integration of communities and learning spaces that allow activities to be practiced in face-to-face and virtual environments.

There is therefore no need to talk about the application of specific rules for the provision of distance education in hybrid teaching, a methodology that has been innovating and providing greater accessibility to Brazilian higher education.

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