

Original Article

Hybrid Classroom: the best or worst of both worlds?

Aula em Sala Híbrida: o melhor ou o pior dos dois mundos?

Clase en Aula Híbrida: ¿lo mejor o lo peor de ambos mundos?

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Abstract

This article presents a case study on the use of hybrid classrooms, an infrastructure that enables synchronous participation in both in-person and remote environments simultaneously, at FGV Direito SP. It is based on the analysis of the perception of teachers and students, gathered through semi-structured interviews and surveys, informed by relevant literature. Firstly, we describe the employed technology, the advantages, and challenges of this classroom model. Next, we provide institutional and pedagogical recommendations. We conclude that the classroom has the potential to facilitate internationalization and student logistics, but it has limitations that require methodological strategies to ensure inclusion and learning quality.

Keywords: blended learning; hybrid classroom; innovation; active methodologies; legal education.

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Resumo

Este artigo apresenta um estudo de caso sobre o uso da sala de aula híbrida, infraestrutura que favorece a participação síncrona no ambiente presencial e remoto simultaneamente, na FGV Direito SP. Baseia-se na análise da percepção de docentes e discentes extraída através de entrevistas semiestruturadas e surveys, informada pela literatura pertinente. Primeiramente, descrevemos a tecnologia empregada, vantagens e desafios desse modelo de sala de aula. Em seguida, fornecemos recomendações institucionais e pedagógicas. Concluimos que a sala tem potencial para facilitação da internacionalização e logística dos estudantes, mas possui limitações que exigem estratégias metodológicas para assegurar a inclusão e qualidade de aprendizagem.

Palavras-chave: ensino híbrido; sala híbrida; inovação; metodologias ativas; ensino jurídico.

Resumen

Este artículo presenta un estudio de caso sobre el uso de aulas híbridas, una infraestructura que favorece la participación sincrónica tanto en entornos presenciales como remotos simultáneamente, en FGV Direito SP. Se basa en el análisis de la percepción de profesores y estudiantes obtenida a través de entrevistas semiestruturadas y encuestas, informadas por la literatura pertinente. En primer lugar, se describe la tecnología utilizada, las ventajas y los desafíos de este modelo de aula. Luego, se proporcionan recomendaciones institucionales y pedagógicas. Concluimos que el aula tiene el potencial para facilitar la internacionalización y la logística de los estudiantes, pero tiene limitaciones que requieren estrategias metodológicas para garantizar la inclusión y la calidad del aprendizaje.

Palabras clave: enseñanza híbrida; aula híbrida; innovación; metodologías activas; enseñanza jurídica.

I. Introduction

In the spotlight after the pandemic, hybrid learning is a concept extensively studied and debated in the literature, being defined in distinct ways. This modality is designated by different terms such as hybrid, blended, flexible learning, blended learning, among others, and its characterization varies according to the institution and literature analyzed.

In this regard, Cohen, Norgard, and Mor (2020) define hybrid learning as the result of combining face-to-face and virtual environments, linking the concept to disruption with traditional models, as it would require specific pedagogical care and a new way of conceiving available spaces and tools. Meanwhile, Moran (2015) characterizes it as education that combines different spaces, times, activities, methodologies, and audiences, suggesting that it is not exclusive to contemporary times. Analyzing the perspective of educational institutions, Stanford University (n.d) identifies it by the level of technology integration in classes and the division between face-to-face or remote meetings, while Monash University (n.d) characterizes hybrid learning based on the flexibility for students to choose to participate virtually or in person.

Combining the characteristics above, hybrid learning can be understood as:

a combination of elements from face-to-face and virtual teaching aimed at leveraging the advantages of each, through the integration of different times, spaces, technological tools, and pedagogical strategies, with unity in planning and connection across different environments (RADOMYSLER *et al.*, 2023, p. 9).

Such a definition, composed of elements from different currents of literature, allows for the application of hybridity at different levels such as hybrid classes, courses, and hybrid curricula (FEFERBAUM *et al.*, 2023). The differentiation between these categories is based on the focus of hybridity application: a hybrid class is characterized by the simultaneous synchronous participation of students in both face-to-face and virtual environments (COLUMBIA, n.d.), either through

a technological structure adapted to this, which we characterize as a hybrid classroom (COLUMBIA, n.d.), or through the simple transmission of the face-to-face environment to virtual students. On the other hand, a hybrid course may contain simultaneous hybrid classes or alternate between entirely face-to-face meetings and entirely virtual meetings. In turn, a hybrid curriculum is characterized by the application of hybridity throughout the education process, integrating semesters with face-to-face classes and semesters with distance learning classes, as well as a virtual class and a face-to-face class in the same semester, for example. It can be observed, therefore, that the hybrid class is just one form of hybrid teaching.

Given the multitude of possible formats, the definition encompasses everything from more common models, such as the use of virtual tools to support face-to-face teaching, to more sophisticated models that depend on the construction of infrastructure for hybrid classrooms to enable synchronous participation of students in both face-to-face and remote environments.

The latter modality of hybrid teaching, which we refer to as hybrid classroom instruction, is the central focus of this study. Based on a case study drawn from the experience of the hybrid classroom at Escola de Direito da Fundação Getulio Vargas de São Paulo (FGV Direito SP), we aim to identify the potentials and limitations in the use of this infrastructure. In addition to presenting the technology employed in the classroom, the article seeks to identify the main uses and the most suitable methodological strategies for this format, as well as the primary challenges to be addressed.

The article is based on data collected in the Centro de Ensino e Pesquisa em Inovação (CEPI) FGV Direito SP research throughout the year 2022 and is structured into two main sections and a concluding section.

Initially, we present the hybrid classroom used at FGV Direito SP, emphasizing the employed technology and the purposes of each of its tools; subsequently, we explore some of its potentials, contemplating teaching methodologies more suitable to be applied in a hybrid class;

thereafter, we discuss the limits and challenges that this teaching model has brought forth.

Finally, we indicate institutional and pedagogical recommendations mapped from the usage experience, which can serve as inspiration for the application of technology in other educational institutions.

We conclude by pointing out that the hybrid classroom, characterized by the simultaneous synchronous participation of online and in-person students, brings potentials for internationalization and logistical ease, but presents numerous challenges and limitations, depending primarily on a suitable choice of methodological strategy to address the challenges of maintaining asymmetry between student groups and implementing methods that encourage participation and engagement.

2. Methodology

The present investigation consisted of a case study conducted by researchers within the internal scope of Escola de Direito da Fundação Getúlio Vargas de São Paulo (FGV-SP). The study's main objective was to evaluate trends and perspectives for the implementation of hybrid teaching at the School. One of the specific goals of the research was to identify the experience of FGV's teachers in the hybrid classroom, between the years 2021 and 2022 (the period following its structuring), as well as to identify possible analogous experiences in the literature that evidenced pedagogical strategies for the effective use of this hybrid teaching modality.

Thus, the specific investigation regarding the hybrid classroom stemmed from the following question: what were the potentials and challenges of hybrid teaching in the hybrid classroom identified by the faculty and students of FGV during the period of its implementation?

Data collection was approved by the Research Ethics Committee of the institution and was based on an anonymous online survey, sent to 820 students from undergraduate programs, academic *stricto sensu* postgraduate programs, and professional *stricto sensu* postgraduate programs, as well as semi-structured interviews conducted with program coordinators and faculty representatives, both in the second semester of 2022.

The choice of a survey for students was based on the volume of participants and the interest in generally identifying the perception of the student community (RIBEIRO, VILAROUCA, 2019). The form contained closed questions about the students' affiliation program, whether they had experienced hybrid teaching activities and how they evaluated them, requesting that they indicate among the existing options the resources that were used and advantages and disadvantages, based on the agreement scale.

The choice of semi-structured interviews with faculty members and coordinators occurred because this method allows for a better understanding of "the actions, reasons, and motives" that influenced their actions (RIBEIRO, VILAROUCA, 2019, p. 279), with greater flexibility in formulating questions and responses, without aiming for a general representativeness of opinions (XAVIER, 2017).

The semi-structured interviews involved open-ended questions about: the specific modality of hybrid teaching adopted by the instructor, the best practices used in hybrid teaching, perspectives on the difference between in-person and virtual environments, and the instructor's opinion on whether hybrid teaching is a trend in higher education. Specifically regarding the hybrid classroom, instructors were asked if they had ever used the room and their perceptions of this experience. Despite only one question being specifically about the hybrid classroom, responses to the other inquiries often addressed topics related to hybridity in teaching, which was leveraged in this analysis.

In total, 158 responses were obtained from students, and 13 interviews were conducted with faculty members along with 3 interviews with coordinators. Although the results do not have a sufficiently representative sample for generalization (RIBEIRO, VILAROUCA, 2019), the data obtained in the collections serve the purpose of the case study of FGV Direito SP and allowed for reflection on the topic in light of the specific international literature on hybrid teaching. The highlights were synthesized in the following sections.

3. The hybrid classroom at FGV Direito SP: infrastructure, potentials, and limitations

Among the various possible formats of hybrid classrooms found in various educational institutions in Brazil and worldwide, we specifically analyzed the case of FGV Direito SP, presenting the adopted technological tools and infrastructure, as well as perspectives on their potentials and challenges.

The hybrid classroom at FGV Direito SP was structured as a pilot experiment in 2020, within the context of the coronavirus pandemic, during which faculty members, administrators, and student representatives were mobilized to conduct testing and provide suggestions for improvement to enable the best possible teaching and learning experience.

In 2021, to enable a gradual return to the in-person environment, still within a scenario of uncertainty, the number of hybrid classrooms was expanded. The aim was to facilitate the safe resumption of a portion of in-person activities while maintaining the participation of remote students and other professionals, seeking to uphold the quality standards of classes and the participatory teaching model with a focus on student protagonism, which are characteristic of the institution.

In its design, the infrastructure was intended to enable the combination of some advantages of virtual teaching—such as the ease of bringing instructors and students from other regions of the country or the world and the use of technological tools for legal education—with the gains in interaction characteristic of in-person teaching.

Considering the institutional objectives of student-centered teaching and student protagonism, its structure was designed to go beyond the implementation of cameras and microphones focusing solely on the teaching staff. In addition to enabling the capture and transmission of the content delivered by the instructor, it was necessary to ensure that remote students could also participate in dynamics with their peers, hear

interventions made throughout the class, and participate on an equal footing with students in face-to-face teaching.

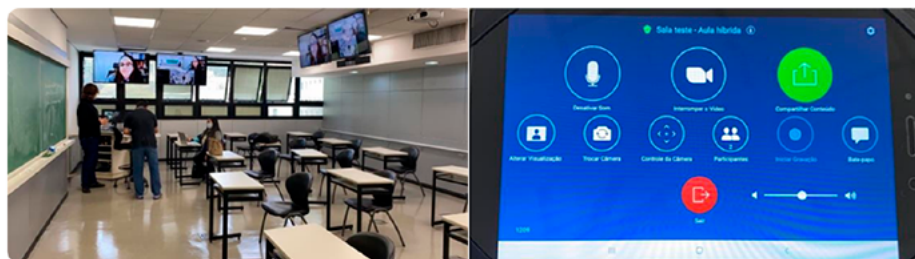
Thus, the classroom is equipped with a camera for capturing the image in the region of the whiteboard, with the capability to follow the movement of the facilitating instructor or to fixate on a specific area of the board. The camera settings can be adjusted via remote control, which allows for not only a tracking or fixed mode but also zooming in and out. In addition to this, there is another camera focused on the students in the classroom, enabling remote participants to view the class.

For sound capture, in addition to handheld microphones or headsets that can be used by the instructor during presentations, there are microphones distributed throughout the room aimed at collecting ambient sound, that is, the contributions of others present.

The room is equipped with a microphone toggle button, located on the desk next to the computer or on a wall near the whiteboard, which, when activated, switches the sound capture. This allows the instructor to choose whether virtual participants will only hear their microphone or will hear ambient sound when the focus of the activity is interaction with students and general class contributions. To facilitate integration and visualization of the classes, in addition to the traditional projector focused on the whiteboard, there are also projectors and televisions that transmit the image of remote students to the instructor and to the desks of in-person students, enabling simultaneous monitoring of both groups while teaching or attending the class.

Finally, the rooms are equipped with two computers (instructor and support) connected to the internet, with access to virtual classroom software (such as Zoom). To facilitate control of the virtual environment and allow the instructor to move around the physical environment, the computers are synchronized with a tablet that enables microphone activation or deactivation, content sharing, changing the highlighted image or camera, admitting new members to the room, viewing the chat, among other mechanisms.

Figure 1 - Recording of the hybrid classroom and control panel



Source: Personal archive (2021).

In addition to purchasing and installing the infrastructure, rounds of training were conducted for faculty members and monitors to enable the use of the new technologies. To support instructors in using the hybrid classroom, manuals and instruction guides were also developed with step-by-step instructions on how to enter the room and suggestions for activities and dynamics that could be applied in this new classroom model.

The hybrid class doesn't necessarily need to be conducted in a specifically designed and equipped room; it can take place in a regular classroom as long as it allows for the simultaneous participation of virtual students, with the assistance of laptops or other mobile devices, for example. However, the hybrid classroom at FGV Direito SP provides structure and conditions for this participation to occur with higher quality. Nonetheless, we will see that it presents different advantages and disadvantages, making it possible to identify opportunities for improvement and relevant reflections on potential uses in other contexts.

3.1. Potential: what are the advantages of the hybrid classroom?

In interviews with instructors, various potentialities of the hybrid teaching model were highlighted. Flexibility in student participation (not necessarily needing to be in the same location, potentially located in various regions of the country), cost reduction (in terms of travel and time for both instructors and students), and the use of technological tools

provided by the virtual environment were factors mentioned by 8 out of 13 interviewed professors when asked about advantages they saw in the hybrid model. The use for bringing in guest speakers was emphasized by 3 out of the 13 instructors interviewed, and holding panels was mentioned by 1 out of the 13 instructors. When specifically asked about teaching in the hybrid classroom, the advantages pointed out were related to the infrastructure aspects of the classroom in the institution, such as the support tablet for the instructor, the camera directed towards the class, and the quality of audio and video.

Thus, the logistical ease provided by the integration of the virtual and in-person environments was the main advantage mentioned by the instructors, although the expansion of the didactic options (especially facilitated by the use of technological tools) was also a highlighted factor.

A significant highlight is the flexibility for external instructors and students to attend classes, which can enhance regional diversity in the student profile or academic exchange and internationalization of the institution in the case of participation from other countries. In some courses, this may mean expanding the number of students, as more students can access the content without an increase in the institution's physical space. There is also significant logistical potential in this experience, allowing for the inclusion of students who are ill or unable to leave their homes in regular activities. Additionally, as emphasized in the interviews, the use of the infrastructure can be a great asset for conducting thesis defenses, qualification exams, or graduate work defenses, enabling the participation of evaluators from different regions of the world.

Another advantage worth exploring in greater depth is the possibility of combining technological tools and the infrastructure of the hybrid classroom to implement participatory methods, such as problem-based learning. Problem-based learning is a method in which students learn to work collectively to solve a presented problem, testing and developing their skills for this purpose. One possible strategy for using this methodology in the hybrid classroom is to conduct separate groups—one with in-person students and another (or others) with remote students—followed by a later moment of presenting conclusions with both groups. The differential of the hybrid classroom, in this case, is the logistical ease of

promoting the activity with similar objectives in different spaces, avoiding movement among students in the classroom that consumes time and causes noise, and ensuring greater isolation and privacy among the groups than would occur if everyone were present. Other dynamics involving collaborative document work and co-creation, as long as they do not involve necessarily in-person activities, can be well utilized in the hybrid classroom, considering this logistical ease.

Finally, an advantage not mentioned in the interviews, but which can be pointed out, is the potential of the hybrid classroom to stimulate the development of skills demanded in the (increasingly) digital world, especially when combined with projects that involve student leadership and become "hands-on" (VALENTE, 2023). In professional practice, it has become common to hold entirely virtual or hybrid meetings or hearings. The hybrid classroom enables the adaptation of strategies such as simulation: in the legal field, it is possible to conduct a simulation of a trial where lawyers argue in person for the deliberation of judges present in the remote environment and vice versa. In this way, students can develop different skills and adapt to particular dynamics they may face in the day-to-day of the profession if confronted with a similar hybrid situation.

The specialized infrastructure can also help promote greater digital literacy by expanding students' and instructors' exposure to technological tools, either through the structure of the classroom itself or by integrating other tools that support learning in this teaching modality, such as interactive polling software (for example, Mentimeter) or collaborative documents (like Jamboard).

Regarding the use of active methodologies, therefore, the hybrid classroom allows the inclusion of remote students in methods that previously would have occurred entirely in person. Moreover, it enhances the skills that students can develop throughout the course—which can be particularly important for simulating, in the training environment, activities and practices that already occur in virtual or hybrid settings in the professional context.

3.2. Challenges: what are the limits of its use?

Alongside the reported potentials, the teaching experience in the hybrid classroom at FGV Direito SP also revealed a series of challenges, collected from the perceptions of those involved in its use.

The main challenge mentioned by the instructors was simultaneously managing two environments and fostering integration between them. In the interviews, three instructors reported some discomfort in planning classes in this format, practical difficulties in managing all the equipment (such as microphones and screens), as well as concerns about how they could give attention to everyone and maintain engagement in both the virtual and in-person environments. Two of the interviewed instructors reported that having good infrastructure, with which instructors are familiar, helped overcome the problem, in addition to being able to delegate tasks and rely on a support network formed by teaching assistants (graduate or undergraduate students who work in the course to support the instructor).

Another difficulty reported was ensuring that those in the remote environment did not feel left out, merely passively watching the class instead of actively participating in it: five of the interviewed instructors pointed out the challenge of simultaneous engagement between the two groups as one of the main challenges. This problem of asymmetry between the two groups of students was particularly noted considering the communication losses caused by the transition from in-person to virtual: even if the ambient microphone captures the participation of the students well, much of the non-verbal communication, whether from the speaker or others, is lost to those in the remote environment. There was a certain tendency for the hybrid classroom to be better utilized by those in the in-person environment than those in the remote environment, something that should be considered and minimized at all stages of course planning and execution. Despite the difficulty, four interviewed instructors mentioned the need to insist on student engagement - and, in order to mitigate this problem, one instructor recommended segmenting the class, clearly delineating the moments of teacher-only speaking and the moments of shared speaking among students in both in-person and virtual settings.

Another challenge mentioned was understanding the best occasion to use the hybrid classroom. The logistical conveniences suggest that its use is positive for integration with guests, participation in events, panels, or meetings. However, the advantages of its use for everyday classes still seem to be unclear, based on the perceptions gathered.

It was possible to verify that hybrid classes were not as frequent as initially imagined—which could be due to both a greater complexity in applying participatory methods in this environment and the complete relaxation of restrictive sanitary measures stemming from the pandemic, which occurred during the studied period. Of the 13 interviewed instructors, only four reported using the classroom in their courses, while the others based their perceptions on isolated experiences (in specific classes, panels, meetings, among others).

In this sense, the hybrid class, with groups simultaneously in both environments, lost adherence compared to other possibilities of hybridity in the curriculum or discipline—designs of experiences that concentrate all students in the in-person environment at one time and all in the virtual environment at another time, such as courses where half of the meetings are held in person and the other half virtually.

Finally, a reported challenge relates to the possible flexibility of attendance in the class. The redefinition of presence brought about in hybrid teaching in general (DOTTA *et al.*, 2021) was a challenge in the reported hybrid classroom by one instructor, where the uncertainty regarding how many students will be present in each environment can become an obstacle to meeting planning—since, if 90% of the class is in the virtual environment, the dynamics will have to be different than if 90% of the class were in the in-person environment. Additionally, the instructor also expressed concern that the adoption of a hybrid class could convey to students the message that their physical presence is not necessary for their education.

Thus, it is important that any adoption of the hybrid classroom be accompanied by proper clarification to the academic community that the hybrid class, although useful for specific objectives, does not render the physical presence of students on campus unnecessary. Education also

requires the development of other skills, such as interaction among people and the development of relationships, which the virtual—and the hybrid classroom—do not yet provide to an equivalent extent.

Beyond these challenges specifically brought up in the teaching experience at FGV, it is possible to mention some others, as indicated in the literature.

One of them is inequality: while hybrid classes can broaden the reach of the content delivered, they can also deepen existing inequalities that go beyond the internal dynamics of the class. Considering the potential increase in the student body that may result in the impossibility for everyone to attend in person due to physical space restrictions, widespread adoption of hybrid classes may mean the exclusion of people who do not have access (or have precarious access) to the internet or who will participate in classes in disruptive environments (such as in a residence without a quiet space for study or even in a professional setting). It is necessary that the use of this classroom is accompanied by concern for the digital literacy of the students (ET, 2020).

Therefore, in addition to providing the structure, care must be taken to ensure that the expansion of access is not accompanied by a detriment to maintaining the quality of education for all students (SANTINELLO; COSTA; SANTOS, 2020), which, in the case of active methodologies, also requires ensuring equal participation of virtual students, despite the lower spontaneity of such participation compared to those who are physically present (BRUSCATO; BAPTISTA, 2021).

Two other aspects, especially concerning institutions, are related to the technological investment and human resources that the adoption of a hybrid classroom brings (ET, 2020; STANFORD, s.d.). Although the infrastructure reported here is just one possibility, the adoption of a simultaneous hybrid strategy necessarily involves some degree of technological investment. It is difficult to consider participatory teaching without a camera focused on the instructor and another camera focused on the students, as well as microphones for both, which involves the expenditure of resources.

Furthermore, the institution must also be prepared to provide training and development for its faculty, preparing them not only for the operational management of the classroom but also for the various possibilities of dynamics and issues that may arise in the daily activities with remote and in-person students.

It is worth noting, therefore, that along with numerous advantages, the hybrid classroom brings pedagogical challenges, involving the aim of the lesson and the chosen methodology, but also structural and financial challenges that impact the institution, faculty, and even students.

4. Institutional and pedagogical recommendations

In light of the potentialities and challenges outlined, it is relevant that, before opting for investment in hybrid classroom infrastructure, managers consider the context of their respective institutions, what resources and structures are already available (SENA; PEREIRA; LAJONQUIÈRE, 2022), as well as the profile of faculty and students. This is because, as highlighted in the previous section, it is a structure with a high financial investment, requiring specialized teacher training, and it needs to be aligned with the local reality in order to gain adoption from the academic community and to be utilized to its fullest potential.

Furthermore, it is advisable for the institution and its faculty to clearly communicate to students when and for what reasons hybrid classes will be adopted. Explicitly stating the identified benefits and in which cases the use of hybrid classes is not recommended can help the academic community understand and facilitate their willingness to adapt, making it clear that the option of hybrid classrooms is not intended to make the course easier or more convenient for students (SANTINELLO; COSTA; SANTOS, 2020).

In the daily planning of lessons and in conducting activities, especially in the case of applying active learning methodologies, some precautions should be observed by the instructor.

One of the main principles is to treat remote and in-person students equally, without neglecting the former in relation to the latter. From a logistical standpoint, this involves being mindful of potential internet connection drops and possible failures in other technological tools, such as cameras and microphones, as is the case in fully virtual teaching (OLC, 2022). Additionally, it is also advisable to prioritize the use of software that can be accessed with equal ease by students in both environments, over the use of physical tools (such as a whiteboard), which may be difficult for remote students to visualize.

Given that managing both groups and all the equipment in the classroom can hinder the conduct of the class, it is recommended that the instructor be supported by rotating monitors or volunteer students who have the specific role of assisting with operational issues, such as monitoring participation requests via chat or reactions and sharing content, for example, to prevent teacher overload.

In addition to operational issues, it is also relevant for instructors to carefully plan their lessons to ensure that learning objectives are met in both environments. This can be facilitated through the advance organization of objectives for each session, the proposed activities in the in-person or virtual environment, as well as the necessary resources in each environment for their implementation, taking into account time, materials, applications, and technological tools.

Furthermore, regarding pedagogical aspects, it is important to prevent the difference in environments from hindering the construction of a unified student community throughout the class. One suggestion is to address students by their names, avoiding generalizations such as "Zoom/Meet/Teams people," in reference to the remote group, and ensuring that students in-person state their names when expressing their questions or comments.

Another suggestion, considering that the blend of virtual and in-person students for synchronous activities can be challenging, is to propose asynchronous activities that encourage collaborative work among all and promote an extracurricular space for them to interact and get to know each other better.

Furthermore, setting aside time in the course to establish agreements with the class, that is, collaboratively building rules, can facilitate interaction between the environments. These rules can specify, for example, how participation order will be organized, how audio interferences or excessive noise will be signaled, whether there will be a designated time for each environment to express their doubts, among other possibilities.

The instructor should strive to avoid providing relevant information before or after class hours, focusing announcements at a time when remote students have access to them. Additionally, the instructor should pay attention to chat messages in the virtual classroom that are inaccessible to in-person students - it is opportune that, at the appropriate time, such messages be read aloud.

These considerations should be on the radar of the instructor at all stages of the course. In planning the discipline and choosing the methodology, it is important to understand which tools are available and, most importantly, what the objective is in choosing the use of the hybrid classroom. In assessment, on the other hand, the medium (in-person or virtual) through which the student attended the course should be taken into account, considering this context when distributing grades, such as participation, for example.

5. Conclusion

While it can be asserted that hybrid teaching, by blending the advantages of virtual and in-person learning, will likely be a teaching modality adopted by various institutions in the medium and long term, the same cannot necessarily be said for the hybrid classroom.

The hybrid classroom presents significant advantages and can represent a competitive edge for institutions that aim to implement it and have resources to invest in such a setup: it allows for building and strengthening relationships with teachers and students from distant regions, diversifying the skills developed, bringing flexibility to individuals, and providing different experiences for students. The study has shown that logistical conveniences (time savings, the possibility of integration with

students and teachers from other regions and countries) were the main points mentioned by teachers, alongside the use of technological tools in their classes.

However, challenges have been identified regarding the adoption of this resource. Regarding structure, to harness its full potential, the construction of a hybrid classroom should not be limited solely to the transmission of the teacher's image and sound. Investment in other technologies, the existence of good infrastructure, and a support network (consisting of a teaching assistant) were considered important elements to enable the implementation of active methods and more equitable participation among in-person and remote students.

Furthermore, a positive experience with the hybrid classroom is not limited to the provision of technological resources by the institution; it necessarily involves methodological and attitudinal considerations from both teachers and students. It is essential to have clarity about why a hybrid class is being adopted and to choose methods that are compatible and that enhance the achievement of these objectives.

Handling two environments and two different groups also requires attention to small details, such as avoiding prioritizing in-person students during activities and neglecting remote students, remembering to address everyone by their names, among other considerations.

From the case study analyzed, we perceive that, despite presenting some advantages, it also has disadvantages. Therefore, it is not yet possible to assert that the hybrid classroom will become a reality and a differential in the medium and long term. The hybrid class is surrounded by many challenges, which require attention from students, teachers, and institutions to overcome them and allow it to be a useful tool for promoting flexibility combined with inclusion and learning quality.

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