

# Hybrid education in higher education regulations and academic literature: absence and polysemia

***Ensino híbrido na regulação do ensino superior e na literatura acadêmica:  
ausência e polisemia***  
***Educación híbrida en normas de educación superior y literatura académica:  
ausencia y polisemia***

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**Abstract:** The expression “hybrid” began to be adopted in Brazilian education with greater emphasis since the global pandemic in 2020/21, urging a need for studies discussing it. In this regard, this article presents a mapping of the presence and conceptions of Hybrid Education in regulations and in the Brazilian academic literature, pointing out approximation and distancing to similar terms. In general, the expression “hybrid” refers to a form of organization of the educational process but does not appear in higher education regulations. Polysemy would be a characteristic of the expression, also derived from others in the area.

**Keywords:** Blended education. Hybrid teaching. Blended learning. Hybrid Learning. University education.

**Resumo:** *A expressão “híbrido/a” passou a ser adotada na educação brasileira com maior ênfase a partir da pandemia mundial em 2020/21, promovendo a necessidade de estudos que a discutam. Neste sentido, este artigo apresenta um mapeamento sobre a presença e as concepções de Ensino Híbrido em regulamentações e na literatura acadêmica do país, apontando aproximações e distanciamentos com termos similares. Em geral, a expressão “híbrido” se refere a uma forma de organização do processo educativo, mas não aparece em normativas da Educação Superior. A polissemia seria uma característica da expressão, também derivada de outras da área.*

**Palavras-chave:** *Educação híbrida. Ensino híbrido. Blended learning. Aprendizagem Híbrida. Ensino Superior.*

**Resumen:** *La expresión “híbrido/a” empezó a adoptarse en la educación brasileña con una mayor énfasis desde la pandemia mundial en 2020/21, promoviendo la necesidad de estudios que la discutan. A este respecto, este artículo presenta un mapeo sobre la presencia y las concepciones de la Enseñanza Híbrida en regulaciones y en la literatura académica del país, señalando aproximaciones y distanciamientos a términos similares. En general, la expresión “híbrido” se refiere a una forma de organización del proceso educativo, pero no aparece en normativas de la Educación Superior. La polisemia sería una característica de la expresión, también derivada de otras del área.*

**Palabras clave:** *Educación híbrida. Enseñanza híbrida. Blended learning. Aprendizaje Híbrido. Educación Superior.*

## INTRODUCTION

The social distance required by the COVID-19 pandemic has promoted the use of the expression “hybrid”, mixed with others such as Distance Education, Blended Learning, Blended Learning and Remote Learning. The use of these terms without distinction, even in education, would make it important to examine approximations, distances and implications in relation to other similar expressions in the educational field.

In order to explore characteristics and issues that can be associated with “Hybrid Education” or “Hybrid Learning” it would be important to differentiate the current terms that, on several occasions, bear great similarities to each other (ROZA; VEIGA; ROZA, 2018). In this sense, this article presents a research on the presence and conceptions of Blended Learning in regulations and in Brazilian academic literature, considering similarities and differences with other similar expressions.

So as to carry out the bibliographic research, of an exploratory nature, the researchers turned to authors in the area of education and technology and ordinances from the Ministry of Education. The starting point was the consultation of the “*Dicionário de Crítico de Educação e Tecnologias e de Educação a Distância*” (MILL, 2018), a reference in the area for bringing together reference authors in the compiled subjects. In addition to pointing out expressions that could be used in the search, the dictionary contributed with book references from various entries.

Then, the following terms were identified and defined for the Google Scholar search, carried out in March 2022: “Blended Learning”, “Hybrid Teaching” and “Remote Teaching”. The search clipping was the intense period of the pandemic (2020 and 2021), ordered by relevance, of pages in Portuguese and only results related to review articles. It is worth justifying the choice to search for the English phrases Blended Learning due to its wide use in the Brazilian academic environment, and the terms Hybrid Learning and Remote Learning, due to the presence of foreign references, especially in English, in national publications.

The results of the searches and filters are shown in the table below. Initially, articles were collected in any language. In view of the large volume, it was decided to filter articles in Portuguese, also so as to obtain a more national focus.

**Table 1 - Number of results found for the searched phrases and those considered in the study**

Terms	Results in any language	Pages in Portuguese	Abstract and conclusions analyzed	Full analysis
<i>Blended Learning</i>	2.220	76	10	4
<i>Hybrid Learning</i>	577	-	-	-
<i>Remote Learning</i>	835	-	-	-
Semipresencial*	-	46	10	5
Ensino Híbrido	-	92	10	4
Ensino Remoto	-	106	10	6
<b>TOTAL</b>	<b>3632</b>	<b>300</b>	<b>40</b>	<b>19</b>
<b>All the results obtained for the blended term, regardless of the year of publication were considered.</b>				

Source: Prepared by the authors based on a consultation with Google Scholar on 16 Jan. 2022.

As it has been shown in Table 1, for each expression, we provide the first search results selected for reading the summary and the final conclusions/considerations. In this way, a group of articles was composed for analysis in its entirety (last column of Table 1), having as selection criteria to offer discussion in the area of Higher Education. So, a total of ten articles analyzed in its entirety, ten forums selected to comprise two terms of discussion. Also, the articles raised by Google Scholar, and books of referenced authors in the area of Education and Technology have been used for analysis of the expressions and discussion in this article.

Another research movement was to identify the scope and interest in some of these expressions around the world by going through the Google Trends platform. “Launched in 2006 and available in dozens of countries, Google Trends is a tool capable of displaying words, terms, expressions and most searched subjects in the main Internet search engine”<sup>1</sup> (TEC MUNDO, 2022), confirming that two Internet users are interested in definitions and characteristics of these expressions that we can give to understand and, at the same time, contribute with the formulation of practices in education, according to some graphics and maps of the session to follow.

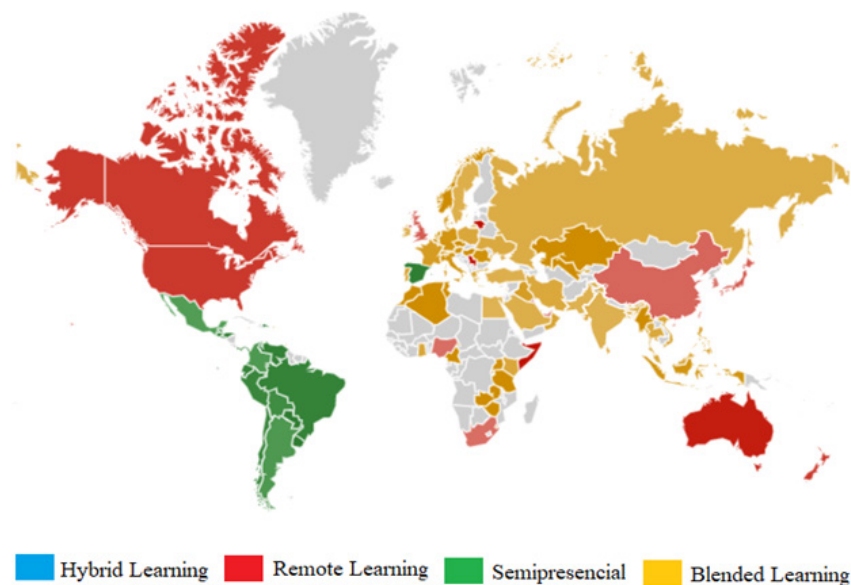
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1 Free translation.

## THE INTEREST FOR THE EXPRESSIONS IN BRAZIL AND ABROAD

On the Google Trends platform, forums conducted searches for the expressions in English Blended Learning, Remote Learning, Hybrid Learning and, in Portuguese, Ensino Remoto, Ensino Híbrido and Semipresencial related to the year 2020. It was possible to identify that there is a preference for the use of a term about other regions or countries, as it is possible to visualize our maps generated by the platform and reproduced below. In that year, also that arises or is interested in the expression of Ensino Remoto, among others already known.

**Figure 1 - Map of the presence of two terms Blended Learning, Remote learning, Semipresencial and Blended learning in 2020 in Google Trends.**

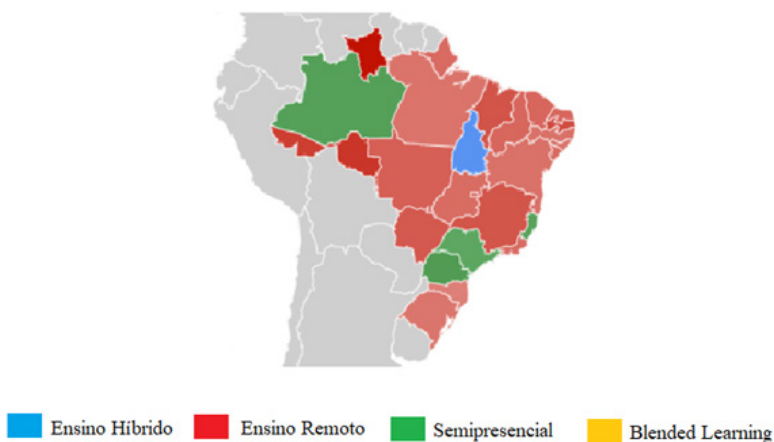


Source: Seem in March 2022 at: <https://trends.google.com.br/trends/explore?date=2020-01-01%202020-12-31&q=Hybrid%20learning,Remote%20learning,Blended%20learning,Semipresencial>

In Figure 1, it is possible to verify that the term Remote Learning predominates in the USA, Canada, Australia, the United Kingdom and China. Besides the expression Blended Learning leads in most of the Asian territory and Europe, in addition to several African countries, while Semipresencial is located in Latin America and Spain. Finally, Hybrid Learning does not appear on the map due to its lower representation, therefore, analyzed in isolation, it stands out only in China and in the US.

In Brazil, the query in Google Trends was made using the terms in Portuguese Ensino Remoto, Ensino Híbrido and, also, or Semipresencial. The latter was suggested by its own platform as a term related to the others that have been included in the comparison, being associated both to teaching and to modality. The term in English Blended Learning was included in the function of fairly widespread use in publications of the educational area in the country. No result obtained, not that it reaches the regional distribution of queries about expressions, it was possible to observe the predominance of Hybrid Teaching, not only in Tocantins, while Remote Teaching was the most sought-after expression in Acre, Roraima and Rondônia. The Semi Presential term appears as the most popular in Amazonas, Paraná and São Paulo and the Blended Learning term did not present a number of inquiries by Internet users that would stand out in a general comparison.

**Figure 2 - Map of interest in Brazil in the search for the terms Remote Teaching (Ensino Remoto) , Hybrid Teaching (Ensino Híbrido), Blended Learning and Semi Presential (Semipresencial)**

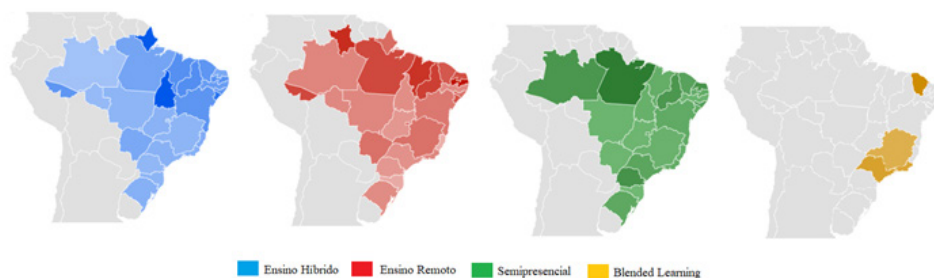


Source: Reproduction in March, 2022, from: <https://trends.google.com.br/trends/explore?date=2020-01-01%202020-12-31&geo=BR&q=Ensino%20H%C3%ADbrido,Ensino%20Remoto,Blended%20learning,Semipresencial>

In Figure 2, observing the interest in each of the terms individually, Hybrid Teaching stands out in Tocantins, Maranhão and Alagoas, the three federation units with the highest number of searches for the term. In relation to Remote Learning, despite the general interest, Paraíba, Roraima and Acre were the states with the most searches, and, as for the blended term, Pará, Amazonas and Paraná stand out. Queries for the term Blended Learning were significant only in Ceará, São Paulo,

Rio de Janeiro and Minas Gerais. It should be noted that the place where Internet users most searched for the term Blended Learning in the country, in 2020, was the state of Ceará.

**Figure 3 - Comparative map of interest in Brazil in the search for terms Remote teaching (Ensino Remoto), Hybrid Teaching (Ensino Híbrido), Blended Learning and Semi presential (semipresencial).**

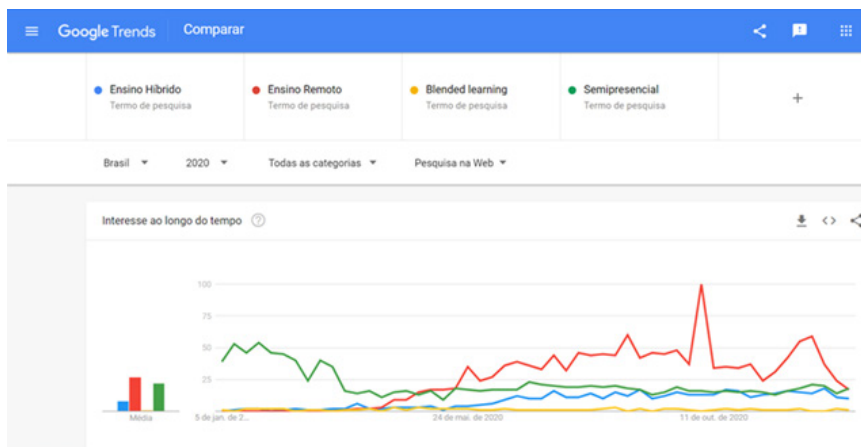


Source: Reproduction in march, 2022, from: <https://trends.google.com.br/trends/explore?date=2020-01-01%202020-12-31&geo=BR&q=Ensino%20H%C3%ADbrido,Ensino%20Remoto,Blended%20learning,Semipresencial>

In addition to showing a greater interest in one or another term searched on Google, Figure 3 shows that they were intense in the North and Northeast regions of the country, which may represent a greater need for information about them in these places compared to other regions along the country.

The platform also makes it possible to know the main topics of queries related to these terms. In the case of Hybrid Teaching, the most used expressions by internet users to search for information were: “hybrid teaching system” and “what is hybrid teaching”. Regarding Remote Teaching, the searches were: “remote teaching meaning”, “emergency remote teaching”, “difference between “ead” and remote teaching” and “what remote teaching means”. Regarding the blended learning term, the search was related to a scholarship website and, finally, in the case of Blended Learning, the information was not available or the searches were limited to the term itself.

**Figure 4 - Research interest of the terms Ensino Híbrido, Ensino Remoto, Blended Learning and semipresencial on Google, in Brazil, in 2020.**



Source: Reproduction in march, 2022, from: <https://trends.google.com.br/trends/explore?date=2020-01-01%202020-12-31&geo=BR&q=Ensino%20H%C3%ADbrido,Ensino%20Remoto,Blended%20learning,Semipresencial>

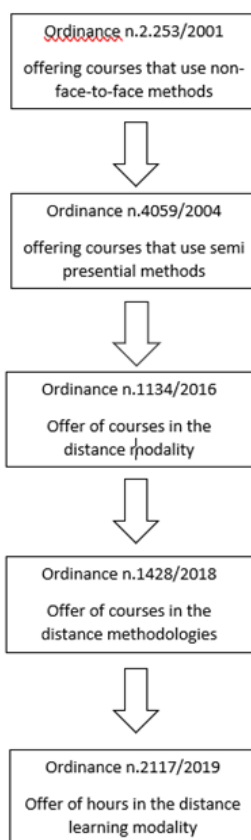
The expression Remote Teaching appeared as a frequent term in Google searches, in the country, from April 2020 on, with the maximum peak period from October 4th up to the 10th of that year. In fact, the term Remote Teaching emerges as a response to the pandemic moment in which face-to-face activities were suspended and, therefore, the interest and need to define and understand its characteristics and how close it is to and how far it is from other forms of organization such as distance education, blended learning or blended learning.

## ABSENCE AND CONCEPTIONS OF HYBRID TEACHING

In Brazil, the expression “semi-presential” has long been related to the possibility of offering and carrying out teaching and learning processes in an articulated way with the use of TDIC, especially in Higher Education. Ordinance No. 2,253, of October 18, 2001, for example, regulated the possibility of on-site higher education courses to carry out the “offer of subjects that, in whole or in part, use a non-presential method” (BRASIL, 2001) and, at the same time, 4,059, of December 10, 2004 (BRASIL, 2004), the expression “non-presential method” gave way to “semi-presential mode”, meaning the “mediation of didactic resources organized in different information supports that use remote communication technologies”.

Besides, Ordinance No. 1,134, of October 10, 2016, and the next ones that followed, do not refer to the term “semipresencial” or “semipresencialidade”, starting to refer to this practice as being on-site undergraduate courses with “offer of disciplines in the distance modality”, then as “offer of disciplines with distance learning methodology” (Ordinance No. 117/2019) (BRAZIL, 2016, 2018, 2019). Figure 5 illustrates the sequence of Ordinances since the 2000s that would be responsible for regulating activities in on-site higher education courses.

**Figure 5 - Sequence of Ordinances that provide for workload distance learning in face-to-face undergraduate courses**



Source: Prepared by the authors from the Ordinances (BRASIL, 2001, 2004, 2016, 2018, 2019).

It is understood that the regulations that started to use the expression “distance modality”, instead of blended, would be more coherent with the educational legislation as a whole, since there are only two educational modalities



for Higher Education, namely - the face-to-face and distance modality – since the regulation of article number 80 of Law #9,394/1996 (BRAZIL, 1996). In this way, the use of the term blended presence was, it can be said, inappropriate and in disharmony with other legal texts.

The publication of new ordinances in 2017 defined the maximum percentage of 30% (thirty percent) of classroom hours in distance education courses and 40% (forty percent) of distance hours in classroom courses (BRASIL, 2018, 2019). This is a percentage that has grown over the years. In Figure 6, it is possible to compare the main changes in the ordinances that regulate non-face-to-face activities in face-to-face higher education courses.

**Figure 6 - Main changes in the Ordinances regulating non-face-to-face activities in face-to-face undergraduate courses**

	Ordinance n.2.253/2001	Ordinance n.4059/2004	Ordinance n.1134/2016	Ordinance n.1428/2018	Ordinance n.2117/2019
<b>How mediated practices are defined:</b>	Offering courses that use non-face-to-face methods	Offering courses that use semi-presential methods	Offer of courses in the distance modality	Offer of courses in the distance modality	Offer of hours in the distance learning modality
<b>Who :</b>	Only for Recognized courses from Universities and University Centers. Colleges need prior authorization from MEC.	Recognized undergraduate courses.	For Institutions that have at least one recognized undergraduate course.	For Institutions that have at least one recognized undergraduate course.	All institutions.
<b>Boundaries:</b>	Do not exceed 20% of the total course workload.	Do not exceed 20% of the total course workload.	Do not exceed 20% of the total course workload.	* Up to 20% for all Institutions and courses. * Up to the limit of 40% for Institutions with grades equal to or greater than 4 (four) and a course in the distance education modality with CC equal to or greater than 4 (four), with the exception of Engineering and Health courses, observing the % limits of national course guidelines.	Up to a limit of 40% for all institutions and courses, with the exception of Medicine.
<b>How learning evaluation is done:</b>	Final exams always in person.	Exams are always in person.	Exams are always in person.	Exams are always in person.	It does not provide for mandatory face-to-face exams.
<b>Reference to teachers and tutors:</b>	Do not mention.	It implies the existence of tutoring activities and qualified teachers.	It implies tutoring activities and the existence of education professionals trained in the course area.	It implies tutoring activities and the existence of education professionals trained in the course area.	It presupposes specific didactic material, as well as the mediation of teachers, tutors and education professionals with training and qualification.
<b>Which technology:</b>	Mandatory use of ICT.	Mandatory use of ICT.	Mandatory use of ICT.	Mandatory use of ICT.	Mandatory use of ICT.
<b>Other conditions:</b>	Mandatory offer in two ways: face-to-face and non-face-to-face, while there is no renewal of ...	It presupposes face-to-face meetings.	It presupposes face-to-face meetings.	It does not provide for mandatory face-to-face meetings in addition to the assessment of learning	It does not provide for mandatory face-to-face meetings in addition to the assessment of learning.
	Pedagogical Projects and Teaching Plans for the subjects should be sent for evaluation by the MEC and evaluated by consultants.	Modifications to the PPC and the Teaching Plans sent electronically to the MEC and evaluated in the regulatory acts.	Changes in the PPC will be evaluated in the regulatory acts.	Changes in the PPC will be evaluated in the regulatory acts. The Institutions with an increase in the % of distance education disciplines will not be exempt from an on-site visit.	Changes in the PPC will be evaluated in the regulatory acts.
				Subject must be clearly identified in the course curriculum and in the PPC and previously informed to students.	Subject must be clearly identified in the course curriculum and in the PPC and previously informed to students.

Source: Prepared by the authors from ordinances (BRASIL, 2001, 2004, 2016, 2018, 2019).

In the scope of higher education regulation, blended teaching designated the time-spatial displacement that, in practice, meant the insertion of subjects taught with support and mediation of TDIC in whole or in part and, being understood as the application of the standardized possibility by the legal framework described.

It should be noted that the expression “hybrid” does not appear in the main Ordinances in Figure 6, although it is widely used by Higher Education Institutions, especially private ones, and in the academic literature in the area, in which the expression “hybrid” and “semi-presential” have been mixing for some time.

“[...] Semi Presential teaching is also known as blended or blended learning because it encompasses a great number of possibilities: multiple combinations of approaches and methods according to needs, circumstances and goals, use of practices commonly seen in distance education (multimedia resources, streaming video, synchronous and asynchronous, etc.), learning communities, etc” (QUEVEDO, 2011, p. 18).

In fact, part of the discussions about a definition of what will be Hybrid Teaching is related to what is presentiality. For Behar (2020) and Schlemmer (2019), it makes no sense to consider presence only from the point of view of physical presence in the same time and space, but as relational presence, that is, one that allows interaction and “being present”, through technology. Therefore, they propose the deterritorialization of presence and the legitimation of presence through the virtual interface, whether in platforms of synchronous interaction by audio and video and, perhaps, in the future, with holograms or other forms still to be developed. In this sense, Blended Learning seems to align with this perspective, enhancing multimodality.

The term multimodality or multimodal is also polysemic and can have specific meanings for each area of knowledge, from transport to semiotics. According to Corrêa and Coscarelli (2018, p. 467-469), in the distance modality or not, computer-mediated educational mediation uses several resources that would organically and articulately unify communication and information resources, text and design - these combinations become increasingly complex as new technological resources are appropriated by subjects. In this sense, multimodality can be considered as being another synonym of hybrid, understood as the fluidity between modalities, in which the student transits from one to another, without the borders between one and the other being rigidly demarcated, as proposed by Schlemmer and Moreira (2019), as well as Kenski, Medeiros and Ordéas (2019). For these authors, the issue is not to determine where each of the modalities begins and ends, but the possibility of being more than complementary, a new configuration that they call *Blended*, Hybrid and/or Multi modal – the last one seems to be less frequently.

As explained by Roza, Veiga and Roza (2018, p.2), “although there is not a single and universal one regarding Blended Learning, its conception has evolved over time, with technologies, with current needs and with the understanding of researchers”. It is possible to point out that a generalized modification of pedagogical organization and planning practices are underway in Higher Education institutions, influenced by the popularization of distance education but, not necessarily linked to it, of integration of TDIC to classroom teaching. Its main manifestation has been the “Technological Hybridism in Education (HTE)”, according to Struchiner and Gianella (2018), for whom it becomes increasingly difficult to dissociate the different media and their languages, this process being more than the mere convergence of means, in addition to the space-time and physical-virtual relationships in the teaching and learning process.

Thus, in Brazil and all over the world, the denominations Blended Learning (b-Learning), Hybrid Teaching, Hybrid Education, blended, Bimodal or Mixed Education, refer to a diversity of possibilities not yet so well established in their differences and approximations, so, they may or may not be treated as synonyms (ALONSO; MACIEL; SILVA, 2017; KENSKI; MOREIRA; ORDÉAS, 2019; MORAN, 2015, 2021).

Hybridity and Blended Learning or Blended (e)Learning, and their complexity, can favor interactions and social dimensions of teaching, provided that it is foreseen in the design of its didactic design and can be implemented through the technology used. (KENSKI; MOREIRA; ORDÉAS, 2019; MONTEIRO; MOREIRA; LENCASTRE, 2015; MORAN, 2021).

“[...] Blended learning implies the integration between face-to-face and online higher education environments. The convergence of teaching and learning practices is instituted, [...], which modifies the concept of presence, both of the teacher and the student” (KENSKI; MOREIRA; ORDÉAS, 2019, p. 147).

As in the perspectives of Moreira, Monteiro and Lancastre (2015), Moran (2021) and Kenski, Medeiros and Ordéas (2019), Moreira and Monteiro (2018, p. 86-7) it is indicated that Blended Learning “affirms itself as an education concept characterized by the use of combined or mixed solutions, involving the interaction between face-to-face and distance modalities, the interaction between pedagogical approaches and the interaction between technological resources”. Therefore, it transcends issues related exclusively to the modality and even to technologies, referring to all this and also to pedagogical innovations.

Horn and Staker (2015, p.34) propose that “Hybrid Education is any formal educational program in which a student learns, at least in part, through online teaching, with some element of student control over time, place, path and/

or rhythm”. This definition would add the choice of the “learning subject” to the flexibility and mix of face-to-face and virtual already known in other concepts of hybridity, giving a less imposing character. The authors also emphasize that there is not only one possibility of pedagogical design, but several possibilities to be explored by institutions in the construction of their pedagogical projects.

Below, Table 2 summarizes the conceptions identified during the research for this article, in Portuguese, as well as its correspondent in English.

**Table 2 - Words in Portuguese with their corresponding in English and respective definitions identified in the analyzed academic literature.**

Termos in Portuguesa	Correspondent terms in English	Definition
Semipresencial		<p>“[...] the Semi Presential modality (...) mixes traditional educational practices with practices used in distance education” (QUEVEDO, 2011, p. 4).</p> <p>“[...] Semi Presential Teaching is also known as blended or blended learning because it encompasses a great number of possibilities: multiple combinations of approaches and methods according to needs, circumstances and goals, use of practices commonly seen in distance education (resources multimedia, streaming video, synchronous and asynchronous communication, etc.), learning communities, etc” (QUEVEDO, 2011, p. 18).</p>
Ensino/ Educação Bimodal	<i>bi-modal learning</i>	<p>“[...] Models that intensively use technological resources within the scope of the University: in management, in technical and administrative processes, in research and in teaching. The teaching occurs through the convergence between Distance Education and the physical presence, giving rise to hybrid teaching models called Bimodal Education. There is the constitution of networks in which various institutions, companies, governments and society can be involved” (GIACOMAZZO, 2014, p. 204).</p>
Ensino Misturado ou Misto	<i>Blended Learning, b-Learning, Blended e-Learning</i>	<p>“[...] The integration of TDICs in classroom activities has provided what is known as blended learning or hybrid learning, with the “flipped classroom” being one of the modalities that have been implemented both in Basic Education and in University education” (VALENTE, 2014, p. 82).</p> <p>“[...] when part of the activities are carried out entirely at a distance and part is carried out in the classroom, characterizing what has been called hybrid, mixed or <i>Blended Learning</i>” (VALENTE, 2014, p. 84).</p> <p>“[...] represents a diversity and variety of combinations. Thus, although it is almost impossible to find a teaching and learning system that does not involve mixed teaching methods, the concept of Blended Learning, as we understand it today, is the result of the introduction of ICT in schools.” (MONTEIRO; MOREIRA; LENCASTRE, 2015, p.23).</p> <p>“[...] It is considered as an education concept characterized by the use of combined or mixed solutions, involving the interaction between face-to-face and distance modalities, the interaction between pedagogical approaches and the interaction between technological resources” (MOREIRA; MONTEIRO, 2018, p. 86).</p>
	<i>Blended</i>	<p>“[...] Blended Learning<sup>2</sup> is any formal education program in which a student learns, at least in part, through online teaching, with some element of student control over time, place, path, and/or pace. (HORN; STAKER, 2015, p. 34.).</p>
Ensino Híbrido	Hybrid Learning	<p>“[...] Hybrid learning implies the integration between face-to-face and online higher education environments. The convergence of teaching and learning practices is instituted, [...] which modifies the concept of presence, both of the teacher and the student” (KENSKI; MEDEIROS; ORDÉAS, 2019, p. 147).</p>

2 In despite of the title *Blended* of Horn and Staker (2015) be the same in the brazilian edition, all over the book the translators use the term *blended* as a synonym of hybrid, sometimes translating the terms sometimes keeping it in English.

**Table 2 - Words in Portuguese with their corresponding in English and respective definitions identified in the analyzed academic literature.**

Termos in Portuguesa	Correspondent terms in English	Definition
Ensino Remoto Ensino Remoto Emergencial (ERE)	Remote Learning, remote teaching, emergency remote teaching	"[...]In contrast to experiences that are planned from the beginning and designed to be online, emergency remote teaching (ERT) is a temporary shift of instructional delivery to an alternate delivery mode due to crisis circumstances. It involves the use of fully remote teaching solutions for instruction or education that would otherwise be delivered face-to-face or as blended or hybrid courses and that will return to that format once the crisis or emergency has abated. The primary objective in these circumstances is not to re-create a robust educational ecosystem but rather to provide temporary access to instruction and instructional supports in a manner that is quick to set up and is reliably available during an emergency or crisis. When we understand ERT in this manner, we can start to divorce it from "online learning" (HODGES et al, 2020). "[...] The term "remote teaching" was established in Brazil to name the educational response to the impossibility of face-to-face pedagogical activities. [...]" (SALDANHA, 2020, p. 126).
Educação Híbrida		"[...]The concept of hybrid education is more comprehensive, because it looks at the possible combinations of all those involved in the teaching and learning process (ecosystem view of the hybrid) [...] In education, there are several types of mixture, blended or hybrid education: of knowledge and values, when we integrate several areas of knowledge (in the disciplinary model or not); mix of methodologies, with challenges, activities, projects, games, group and individual, collaborative and personalized. We also talk about hybrid technologies, increasingly "smart", which integrate classroom activities with digital ones, face-to-face with virtual ones. Hybrid can also signal a more flexible curriculum that plans for what is basic and fundamental for everyone, while allowing for customized pathways to meet the needs of each student. The Hybrid also encompasses the articulation of more formal teaching and learning processes with informal ones, of open and networked education. Hybrid implies mixing and integrating different areas, different professionals and different students, in different spaces and times.". (MORAN, 2021, [n.p.]".
Hibridismo Tecnológico na Educação (HTE)		"[...] Polysemic expression that identifies and qualifies certain characteristics related to the synergy of digital information and communication technologies (TIDCs) in contemporary society, starting from the perspective that it is no longer possible to differentiate or treat separately the different languages and their media, as well as the space relations -time and physical-virtual in educational processes" (STRUCHINER; GIANELLA, 2018, p. 319).
Sala de aula híbrida	<i>Hybrid Classroom, synchronous hybrid learning classes</i>	"[...]Synchronous hybrid learning classes refer to classes which online and face-to-face learners interact during shared synchronous sessions (BELL, J., CAIN, W., PETERSON, A.; CHENG, C., 2016, p.19)".
Ensino Flex / Ensino Híbrido Flexível	Hybrid-flexible teaching and learning Hyflex Blended Learning Hyflex Teaching and Learning	"[...] HyFlex combines the terms "hybrid" and "flexible." Hybrid learning refers to learning that integrates complementary face-to-face (synchronous) and online learning (asynchronous) experiences in service of intended learning objectives (see CTL's guide on Blended Learning to learn more). All students in a hybrid course are expected to undergo the same combination of online and in-person activities. In contrast, the "flexible" aspect of HyFlex is that students are given choice in how they participate in the course and engage with material in the mode that works best for them over the course and from session to session". (COLUMBIA...[n.d.]
Multimodalidade (neste caso, relacionado a multiletramento)		"[...] Multimodality can be understood [...] as multimesiosis. One can think of different languages as well as different existing "modes of communication" [...] (CORRÉA, CASCARELLI, 2018, p.)".
Multimodalidade como sinônimo de integração dos espaços físicos e digitais		"[...]the concept of multimodality implies integrating the physical presence modality and the online modality, which can hybridize elements of electronic learning (e-learning), mobile learning (m-learning), pervasive learning (p-learning), ubiquitous learning (u-learning), immersive learning (i-learning) and also gamification learning (g-learning) and Game Based Learning (GBL). In p-learning and u-learning, information is dispersed, integrating geographic and digital spaces, accessed by mobile devices, connected to wireless communication networks" (SCHELEMMER, E.; MOREIRA, J. A., p. 699).
Webcurrículo		"[...]the curriculum organized in multimodal, hypertextual and hypermobile networks, open and flexible to the incorporation of new information and knowledge (nodes) and the establishment of interrelationships between the nodes. From this perspective, the planned curriculum is reconstructed in the context of the social pedagogical practices carried out with the media and Digital Technologies of Information and Communication (TDIC) in a process of interaction between people and between them and the information, knowledge, languages and cultures." (ALMEIDA, 2016, p. 767).

Source: Elaborated by the authors and free translated.

Although hybridity refers to arrangements where face-to-face and online/virtual elements are highlighted, Moran's (2021) clipping stands out, who prefers the expression Hybrid Education instead of Hybrid Teaching. For the author, the expression that emphasizes "teaching" results in a reductionist conception of education, with experiences focused on the transposition of lectures to digital media. On the other hand, Hybrid Education would refer to broader arrangements regarding the possibilities of integration and articulation of educational processes, not only face-to-face and virtual, but also mixing the formal with the non-formal, the academic and professional environment, different areas, methodologies, didactics and forms of evaluation, in addition to the time and space references of the distance modality.

## FINAL CONSIDERATIONS

The study presents a profusion of concepts related to Teaching and Hybrid Education, exposing the conceptual volatility. Curricular flexibility and the possibility of students building their own academic path were not highlighted by most of the consulted authors. The work points out that the expression "hybrid" is present in the academic literature and refers, above all, to teaching, to a form of organization of the educational process. Although it was not the object of analysis, it is known that Higher Education Institutions, especially private ones, in addition to free schools, have also been intensifying the use of the expression, which, however, does not appear in regulations in the area of Education. Care must be taken with new expressions, acronyms and labels that proliferate in Education (FERREIRA; CARVALHO; LEMGRUBER *et al*, 2020).

Considering that all work has its own limitations, it should be noted that, until the conclusion of this article, the presence of the expression "hybrid" in the "General Guidelines on Hybrid Learning" (BRASIL, 2021) prepared by the National Education Council (CNE) was only identified as a form of report and made available for public consultation in order to support discussions with a view to the production of regulations to regulate the subject at all educational levels.

Unlike most authors who use the expression Teaching, Education or the relationship between teaching and learning, the document emphasizes the expression hybrid learning, which is somewhat strange because it is a proposal to standardize the forms of teaching organization and its offer. This is an example of how the language of Education is being replaced by the "language of learning" which, according to Biesta (2013), tends to treat the education process as an economic transaction, producing distortions in the understanding of the role of the learner, the educator and the educational relationship, as well as the goals of

education. “Hybrid learning” is identified in the Guidelines as a “flexible, active and innovative pedagogical methodology that guides teaching activity, encourages autonomy, protagonism, interaction between students and between students and teachers, integrating face-to-face and non-face-to-face activities” (BRASIL, 2021, p. 14). Reading the document in its entirety suggests a deterministic and prescriptive perspective, supported by the use of TDIC. After all, blended learning would necessarily be “active and innovative”, capable of promoting “autonomy, protagonism and interaction”. In another passage, it reads: “Everything indicates that *the pandemic will pass, but hybrid learning methodologies, aiming to ensure better learning results, will remain*” (BRASIL, 2021, emphasis added). Could learning, education or blended learning only promote better outcomes? Will this be a guiding document for regulations to come?

The aforementioned document stands out at the end of this article because it can launch regulations on the subject, promoting agendas and ideologies based on a discourse that refers to face-to-face education as obsolete, the absence or little integration of TDIC into the curriculum as responsible for low results. educational. If there is a need to assume an expression that synthesizes the combination of presential and virtual times and spaces, synchronous and asynchronous moments and methodologies that promote participation as central elements, let it be Hybrid Education, towards political-pedagogical practices that promote more criticality and social justice.

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