

**HYBRID TEACHING AND DISTANCE LEARNING: THE EXPERIENCE IN THE
UAB/UNIMONTES PEDAGOGY COURSE (2008-2025)**

**ENSINO HÍBRIDO E EDUCAÇÃO À DISTÂNCIA: A EXPERIÊNCIA NO CURSO DE
PEDAGOGIA UAB/UNIMONTES (2008-2025)**

**ENSEÑANZA HÍBRIDA Y APRENDIZAJE A DISTANCIA: LA EXPERIENCIA DEL CURSO
DE PEDAGOGÍA UAB/UNIMONTES (2008-2025)**



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Maria Nadurce da Silva Lafetá¹

ABSTRACT

INTRODUCTION: The considerable distances between major centers offering higher education and most municipalities in Minas Gerais, combined with the precarious living conditions of the majority of the rural population of the state of Minas Gerais, characterize the difficult access that hinders the movement of students from the rural areas to large cities. Despite the demonstrated interest in pursuing a higher education degree, the people living in these distant municipalities, in most cases, cannot afford to leave their families and professional activities for the period necessary for their higher education. This fact reiterates the importance of distance learning courses (EaD), with shorter in-person sessions, thus fostering a connection of experiences aimed at minimizing the difficulties experienced in these regions and ensuring students' access to higher education.

Keywords: Hybrid Learning. Distance Learning. Pedagogy Program at UAB/UNIMONTES.

RESUMO

INTRODUÇÃO: As consideráveis distâncias existentes entre os grandes centros que oferecem Educação Superior e a maioria dos municípios mineiros, aliada às precárias condições de vida da maioria da população interiorana do estado de Minas Gerais, caracterizam o difícil acesso que dificulta o deslocamento de estudantes do interior para as grandes cidades. Apesar do constatado interesse em fazer um curso superior, as pessoas que habitam esses municípios distantes, na maioria dos casos, não reúnem condições para afastar-se da família e das atividades profissionais, durante o período de tempo necessário à sua formação superior, fato que vem reiterar a importância dos cursos oferecidos na modalidade à distância – EaD, com momentos presenciais de menor duração, propiciando, assim, uma inter-relação de experiências com objetivo de minimizar as dificuldades vivenciadas nessas regiões e garantir o acesso dos estudantes ao ensino superior.

Palavras-chave: Ensino Híbrido. Educação a Distância. Curso de Pedagogia UAB/UNIMONTES.

¹ Doctorate student in Education. Universidade de Brasília (UnB). E-mail: nadurce@gmail.com
Orcid: <https://orcid.org/0000-0003-4137-5418> Lattes: <http://lattes.cnpq.br/8189777231858916>

RESUMEN

INTRODUCCIÓN: Las considerables distancias entre los principales centros de educación superior y la mayoría de los municipios de Minas Gerais, sumada a las precarias condiciones de vida de la mayoría de la población rural del estado, caracterizan el difícil acceso que dificulta el desplazamiento de estudiantes de las zonas rurales a las grandes ciudades. A pesar del interés demostrado en cursar estudios superiores, quienes viven en estos municipios distantes, en la mayoría de los casos, no pueden permitirse abandonar a sus familias y sus actividades profesionales durante el período necesario para cursar sus estudios superiores. Este hecho reitera la importancia de los cursos de educación a distancia (EaD), con sesiones presenciales más cortas, que fomentan la interconexión de experiencias para minimizar las dificultades que se presentan en estas regiones y garantizar el acceso de los estudiantes a la educación superior.

Palabras clave: Aprendizaje Híbrido. Educación a Distancia. Programa de Pedagogía de la UAB/UNIMONTES.

1 INTRODUCTION

The considerable distances between the large centers that offer higher education and most of the municipalities of Minas Gerais, combined with the precarious living conditions of the majority of the population of the interior of the state of Minas Gerais, characterize the difficult access that makes it difficult for students to travel from the interior to the large cities.

Despite the interest in taking a higher education course, the people who live in these distant municipalities, in most cases, do not have the conditions to move away from family and professional activities, during the period of time necessary for their higher education, a fact that reiterates the importance of courses offered in the distance modality – EaD, with face-to-face moments of shorter duration, thus providing an interrelationship of experiences with the objective of minimizing the difficulties experienced in these regions and ensuring students' access to higher education.

Thus, distance education has been democratizing access to higher education, enabling the service to audiences, which due to their specificities, such as geographical, temporal, technological, socio-economic distance, among others; would hardly have this access guaranteed through traditional face-to-face education.

In order to democratize the possibilities of access for all interested parties, the Ministry of Education – MEC, through the Secretariat of Distance Education – SEED, and the Coordination for the Improvement of Higher Education Personnel – CAPES, made public the Selection Notice No. 01/2006-SEED/MEC/2006/2007, allowing the participation of interested municipalities and Public Universities. The result of this process, published in the Official Gazette of the Union on May 20, 2008, gave Unimontes the responsibility to offer Teaching Degree Courses in several areas, including the Pedagogy course.

Aware of the relevance of the Open University System of Brazil – UAB, as a means to ensure compliance with the legal provisions that determine the mandatory qualification in specific degree courses, for the exercise of teaching in basic education, Unimontes embraces this cause and makes itself available to society to, in partnership with the MEC, offer, with the usual quality that has already guaranteed it the title of second best University in Brazil, the undergraduate courses, for which it was selected.

This teaching modality initiative represents the commitment to the democratization of knowledge through the offer of courses and teaching activities that can be offered to a contingent of individuals who would not have access to face-to-face courses at various universities.

In this perspective, as a way to achieve this goal, the State University of Montes Claros – Unimontes has invested in the "Distance Learning" modality in order to fulfill the commitment to meet the specific demands of the northern region of Minas Gerais (PDI, p. 18). The University obtained its accreditation to offer Distance Education - EaD through MEC Ordinance 1065/06, published in the Official Gazette of the Union, D.O.U on 05/25/06, to offer distance higher education courses, which has enabled the expansion of the University's area of activity in EaD.

Open and distance education is a process by which teachers and students seek information, aiming at the construction of knowledge, based on the experiences and interests of both, in synchronous and asynchronous spaces and times, through a learning system mediated by different means and forms of communication.

With the initial and continuing training of teachers for Basic Education as a guideline, the Open University of Brazil (UAB), in partnership with the State University of Montes Claros (Unimontes), proposed to consolidate innovative pedagogical practices in the field of Distance Education. The initiative aims to meet the demands of the contemporary educational context, expanding access to quality teacher training, especially in historically underserved regions.

In the Pedagogy course at Unimontes, offered in the distance learning modality through a partnership with the Open University of Brazil - UAB system, hybrid teaching has become a relevant methodological strategy, favoring the articulation between face-to-face and virtual moments, between theory and practice, thus contributing to the professional qualification of future pedagogues. This proposal is anchored in principles of democratization of knowledge, didactic innovation and social commitment, in line with the guidelines of the university's Institutional Development Plan (PDI) and Resolution CNE/CP No. 1, of May 15, 2006.

The Pedagogy – Licentiate Degree course, offered by Unimontes through the Open University System of Brazil (UAB), was approved by CEPEX Resolution No. 163/2008 and, over 17 years of execution (2008 to 2025), was developed in fifteen municipalities in Minas Gerais through the face-to-face support centers and five other classes are in progress. The locations served were: Almenara, Pedra Azul, São João da Ponte, Monte Azul, Janaúba, Januária, Buritizeiro, Cristália, Jaíba, Mantena, Carlos Chagas, Urucuia, Pompéu, Buritis and Várzea da Palma. The first five classes began their activities in 2008, distributed in five different centers. Since then, the course has been progressively expanded, contemplating, over four cycles of offer, a total of fifteen municipalities in the state of Minas Gerais.

1.1 THE METHODOLOGICAL PROPOSAL

The methodology adopted in the development of the Pedagogy course, offered in the distance modality by Unimontes in partnership with UAB, was based on the constitution of a Network Learning Community, involving teachers, tutors and students in an articulated way. This methodological proposal prioritized the principles of cooperation, mutual respect and intellectual autonomy, favoring an environment conducive to the collective construction of knowledge and the active engagement of subjects in the training process.

The dialogical relationship was central to the pedagogical dynamics of the course, sustained both in face-to-face moments and in interactions mediated by digital technologies. This constant and collaborative dialogue has become a daily practice, contributing to the strengthening of academic bonds and to the consolidation of the real and virtual learning network, a striking characteristic of the modality.

Specific methodological procedures such as: guided readings, performance of evaluative activities, participation in discussion forums, consultations to databases and selected electronic addresses were defined according to the nature and objectives of each discipline. The interactions took place primarily in the virtual learning environment (VLE), using resources such as: forums, chats, internal messenger and e-mail. Where necessary, other forms of communication were also used, such as postal mail, educational radio programmes and face-to-face meetings.

Understanding the unique relevance of face-to-face interaction, the course established two mandatory meetings per discipline: the first aimed at discussing the units of study and the second aimed at holding thematic seminars and evaluation. These face-to-face moments, experienced in the support centers, were essential to promote the integration of the participants, deepen the content and strengthen the feeling of belonging to the academic community.

The distance activities, in turn, occurred through the systematic study of printed and digital materials, as well as through active participation in the tasks proposed in the modules. The pedagogical strategies favored collaboration, critical reflection and network learning, respecting the individual times and trajectories of the students, without losing sight of the collective academic commitments.

2 PLANNED FACE-TO-FACE MOMENTS

Recognizing the importance of face-to-face interaction in the training process, the meetings planned within the scope of the Pedagogy course at Unimontes/UAB were

configured as mandatory and strategic components. With the purpose of promoting integration among the subjects involved and strengthening the collective production of knowledge, such moments contributed significantly to the consolidation of the Network Learning Community.

These meetings corresponded to about 20% of the total course load and were intended for the development of the activities of the Intensive Face-to-Face Phase, the presentation of thematic seminars and the application of evaluations. Held on previously established dates, they took place at the On-site Support Centers and/or at the Unimontes main campus, preferably on weekends and during school breaks, in order to expand student participation. During the face-to-face moments, several pedagogical activities were developed, including:

- Conducting guided discussions on the contents of the disciplines;
- Development of pedagogical workshops focused on teaching practice;
- Collaborative preparation and review of pedagogical plans;
- Indication of complementary readings and clarification of doubts;
- Monitoring of learning, with guidelines for the production of academic papers, reports and the Course Completion Work (TCC);
- Suggestions for didactic resources and additional bibliographies to deepen the studies;
- Proposition of individual and group study strategies;
- Encouragement of investigative practice and scientific initiation;
- Offer of psychopedagogical support and encouragement to overcome academic difficulties;
- Promotion of participatory methodologies, such as group dynamics, debates, conversation circles and interactive workshops;
- Organization of training events, including round tables, thematic panels and seminars.

The effectiveness of these training actions was made possible through the articulated action between teacher trainers, distance tutors and face-to-face tutors. The trainers and virtual tutors were responsible for the theoretical guidance of the disciplines and the conduction of thematic seminars, promoting pedagogical mediation in virtual learning environments. Face-to-face tutors, on the other hand, played a fundamental role in direct pedagogical support to students, ensuring continuous monitoring during face-to-face meetings and regular shifts at the centers.

With a weekly workload of 20 hours, the face-to-face tutors remained at the centers for at least five days a week, dedicating four hours a day to the activities. Of this total, at least

10 hours were dedicated to individualized or small group sessions, while the remaining 10 hours were dedicated to monitoring the activities of Supervised Internship and Scientific-Cultural Academic Activities (AACC), promoting the articulation between the theoretical foundations and the pedagogical practice experienced by the students.

2.1 THE STRUCTURE OF THE WORK TEAM

The team responsible for conducting the Pedagogy Course in the distance modality was composed of different professionals, distributed in specific functions, in order to ensure the full development of academic, pedagogical and administrative activities. The organizational structure included:

- **A Course Coordinator**, responsible for the planning, execution and general monitoring of the course, articulating academic actions with institutional guidelines;
- **A Tutoring Coordinator**, in charge of the pedagogical and administrative supervision of the tutors, as well as the mediation between the tutoring team, the teachers and the course coordination;
- **Five Face-to-Face Tutors (for each offer of five courses)**, allocated in each support center, working directly with students, offering individual and collective support during shifts and face-to-face meetings;
- **10 Distance Tutors**, two in number per pole, responsible for monitoring students through the Virtual Learning Environment (VLE), assisting in clarifying doubts, encouraging participation, and monitoring academic performance;
- **One Teacher Trainer per subject**, designated according to the number of subjects offered in each period, in charge of the pedagogical guidance of the classes, preparation of evaluations and monitoring of the teaching-learning process in the virtual classrooms;
- **Content Teachers**, responsible for the preparation of printed and digital didactic material (subject notebooks), working on the pedagogical construction of the contents in line with the curricular guidelines and the Pedagogical Project of the Course - PPC.

It is worth noting that some teachers simultaneously exercised the functions of **content teacher and teacher trainer**, which favored greater integration between the preparation of materials and the development of didactic activities. There were also cases of professionals who followed the course for more than one period, contributing to the continuity and pedagogical coherence throughout the students' training process.

2.2 THE ROLE OF VIRTUAL TUTORS AND THE CENTRALITY OF BLENDED LEARNING

The performance of virtual tutors in the Pedagogy course at Unimontes/UAB was one of the pillars of pedagogical mediation in the hybrid model adopted by the institution. These professionals, with a degree in Pedagogy, have undergone specific training in educational technologies, including the use of the Moodle platform and theoretical-methodological discussions focused on Distance Education in the Brazilian context. This preparation was decisive for them to be able to exercise, with competence and sensitivity, the functions of monitoring, guidance and articulation between the different agents of the educational process.

In the context of blended learning, virtual tutors played a strategic role in promoting learning, dynamically articulating face-to-face moments and activities in the virtual learning environment. The face-to-face meetings took place in two key moments of each discipline: at the beginning, as a space for acclimatization, presentation of contents and clarification of expectations; and at the end, as a moment of socialization of knowledge through seminars, presentations and face-to-face evaluations. This alternation between virtual and face-to-face favored a more integrated training experience, capable of enhancing student engagement and strengthening links with the academic path.

In addition to continuous mediation in the virtual classrooms, the tutors participated in initial meetings with the teacher trainers, in which the contents, methodologies and forms of evaluation of the disciplines were discussed. This dialogue contributed to ensuring the didactic-pedagogical coherence of the course and the personalization of teaching strategies, according to the specific demands of the students. In centers where the physical presence of the teacher trainer was not possible, the virtual tutors assumed, with responsibility and competence, the conduction of face-to-face meetings, developing previously planned activities and ensuring the continuity of the training process with quality.

His performance was also decisive in monitoring the evaluations, especially in the identification of students in a situation of recovery or with persistent difficulties. The surveys carried out by the tutors support assertive pedagogical decisions by the coordinations, contributing to the reduction of dropout and to the qualification of permanence. With regard to the Course Completion Work (TCC), the tutors guided readings, organized study schedules and participated in boards, strengthening the follow-up until the final phase of training.

In this way, the virtual tutors not only ensured the technical and academic functioning of the distance modality, but were fundamental agents in the success of the hybrid proposal. Her work confirmed that the success of learning in blended courses depends on the existence

of a well-structured support network, formed by subjects capable of mediating with intentionality, listening and commitment the various dimensions of the educational process.

2.3 THE PERFORMANCE OF FACE-TO-FACE TUTORS AND PEDAGOGICAL MEDIATION IN HYBRID TEACHING

In the Pedagogy course at Unimontes/UAB, the presence of face-to-face tutors in the support centers represented one of the main axes of support for the pedagogical proposal adopted, especially in the context of hybrid teaching. With a background in Pedagogy and knowledge of the specificities of Distance Education, these professionals took on functions that transcended technical or administrative support, acting as fundamental pedagogical mediators for the academic development and permanence of students.

His performance was decisive in articulating the times and spaces of the hybrid model, connecting what was developed in the virtual environment with face-to-face practices. During the meetings provided for in the calendar, the face-to-face tutors accompanied the students individually and in groups, guided the completion of tasks, clarified doubts and fostered autonomy in their studies. These services, carried out with qualified listening and pedagogical commitment, contributed to strengthening the students' bonds with the course and with the university.

In addition to the daily pedagogical support, the face-to-face tutors played an active role in the intensive face-to-face moments, collaborating with teacher trainers, evaluation and technology teams, and with the Course and Tutoring coordinators during the technical visits. This integrated action was essential to ensure the smooth running of academic activities, as well as to identify and address, in an agile way, any difficulties faced by students.

Also noteworthy is the systematic work of monitoring the **Scientific-Cultural Academic Activities (AACC)** and the **Supervised Internship**, essential components of teacher training. The tutors guided the students in the organization of field actions, in the production of records and in compliance with the legal and pedagogical requirements of these curricular components. By promoting the approximation between theory and practice, they ensured that school experiences were understood in their complexity, and not only as a formal requirement.

In hybrid teaching, the face-to-face tutor therefore fulfills a role that goes beyond punctual monitoring: he embodies the necessary mediation between subjects, knowledge, and contexts. Their constant presence at the centers, their attentive listening and their ability to mobilize contributed to minimizing inequalities of access, mitigating the difficulties of

adapting to the modality and expanding the conditions of permanence of students. The experience showed that, in territories marked by social vulnerabilities and technological limitations, the face-to-face tutor is a key figure for the success of learning in distance education with a hybrid approach.

The experience accumulated throughout the offer of the Pedagogy course at Unimontes/UAB allows us to affirm that the qualified performance of face-to-face tutors was one of the factors that most positively influenced the rates of permanence and completion of students, especially in centers located in regions of difficult access. Its close and humanized mediation allowed it to continuously monitor the advances and weaknesses of the students, contributing to the construction of more consistent training trajectories, even in the face of the numerous challenges imposed by the socioeconomic reality of the territories involved.

Authors such as **Moore (2007)** and **Garrison and Vaughan (2008)** emphasize that the effectiveness of Distance Education is directly related to the degree of interaction promoted between the subjects of the educational process. In the hybrid model adopted, face-to-face tutors acted as catalysts for this interaction, connecting the student to the course, peers, and knowledge, through practices that combined welcoming, pedagogical monitoring, and encouragement of autonomy.

In the Brazilian scenario, this mediating function is also highlighted by **Kenski (2012)**, when he states that the presence of the tutor, especially in the most vulnerable locations, is not restricted to a technical function, but is configured as a pedagogical and political dimension of distance education. Thus, by assuming this role with commitment, face-to-face tutors made it possible for hybrid teaching to be more than a methodological alternative: they made it a transformative practice, aligned with the principles of equity, quality, and democratization of higher education.

2.4 ASSIGNMENTS PERFORMED BY TUTORS IN DISTANCE LEARNING IN THE CONTEXT OF BLENDED LEARNING

In the Pedagogy course at Unimontes/UAB, tutors, both face-to-face and virtual, played fundamental roles in the pedagogical, technological and academic monitoring of students, promoting integration between the face-to-face and distance dimensions of the training process. Its attributions were organized in order to meet the requirements of the hybrid modality, ensuring continuous support to students in their various stages of training. Among the main duties of tutors, the following stand out:

- Conduct the **face-to-face meetings** provided for in the academic calendar, including the **application of semester and final evaluations**;
- **Monitor and evaluate students** in face-to-face activities and interactions carried out in the Virtual Learning Environment (VLE), including participation in forums and the delivery of Collaborative Activities;
- **Ensure the attendance and punctuality** of students in face-to-face meetings, as well as compliance with the deadlines for posting assignments in the VLE;
- **Guide students in the use of educational technologies** , assisting in the realization, formatting and submission of evaluative activities through the platform;
- Encourage collective work and respectful coexistence in **face-to-face and distance task groups**, promoting cooperation among students;
- **Giving pedagogical service shifts** at the face-to-face support centers, with active listening and forwarding of doubts and academic difficulties;
- **Provide regular feedback** on the activities developed, especially in discussion forums and evaluation processes;
- **Monitor the participation of students in the** proposed activities and academic events of the course, encouraging engagement and permanence;
- **Read and monitor the materials of the disciplines** posted in the VLE, ensuring harmony with the contents and objectives of each curricular component;
- **Verify the institutional email and messages on the platform daily**, responding promptly to student demands and forwarding them, when necessary, to the coordination or training teachers;
- **Monitor the registration of** grades and check for possible inconsistencies in the system, contributing to the organization and updating of academic data;
- **Identify and record the reasons for student dropout** , collaborating with actions to prevent dropout;
- Participate in **monthly pedagogical alignment meetings** with the Course and Tutoring coordinators, promoting the articulation between team members and monitoring the training process.

These assignments, developed with commitment and regularity, were essential to ensure the quality of hybrid teaching in the course, promoting pedagogical mediation, technological support and formative monitoring of students throughout their academic career.

2.5 MAIN DIFFICULTIES EXPERIENCED FROM THE PERSPECTIVE OF VIRTUAL AND FACE-TO-FACE TUTORS

The performance of tutors in the Pedagogy course at Unimontes/UAB, both in the virtual and face-to-face modalities, was marked by a strong commitment to pedagogical monitoring and mediation between the various actors in the educational process. However, throughout the implementation of the course, significant difficulties were identified that interfered with the full execution of their functions. Such challenges were reported by the tutors themselves in their experience evaluations and reflect structural, technological and pedagogical aspects faced in the daily life of hybrid distance education. The main difficulties experienced by the tutors were:

- Monitoring of students who, at the beginning of the course, did not have any familiarity with the use of the computer or with the technological resources of the Moodle platform;
- Continuous support to students who had difficulties in meeting the deadlines for sending the Evaluative Activities (AA), which compromised their academic performance;
- Monitoring of students who missed the exams and, in many cases, did not make the formal request for the second opportunity within the established deadline;
- Absence or low participation of some students in the forums and other activities proposed in the VLE, requiring constant motivation and monitoring strategies;
- Difficulty in contacting teacher trainers who are absent from the virtual classrooms or who did not participate in alignment meetings with tutors, making it difficult to organize didactic actions;
- Need to assume, at times, the duties of the teacher trainers during face-to-face meetings, without proper joint planning, which increased the work overload of the tutors;
- Lack of adequate technological infrastructure in some centers, such as unstable or insufficient internet, which made it difficult for students and tutors themselves to access the virtual platform;
- Mismatch between academic demands and operational deadlines, such as delays in the transfer of teaching materials, which affected the organization of study activities.

These challenges required constant flexibility, creativity and articulation with the coordinators from the tutors to ensure the quality of the training process and support for students in their academic trajectories.

2.6 POSITIVE ASPECTS OF TUTORING AND BLENDED LEARNING

Despite the challenges faced throughout the Pedagogy course in the distance modality, the virtual and face-to-face tutors reported enriching experiences that contributed significantly to the success of the training process. The strengthening of pedagogical mediation, the maturation of institutional practices and the bond built with students were highlighted, in a dynamic guided by cooperation, welcoming and commitment to learning.

Among the most recurrent positive aspects were the attentive and welcoming performance of the Course and Tutoring Coordinations, the efficient organization of tasks among tutors, the close interaction with students and the evolution of student autonomy in the use of technologies and in the conduct of their own studies.

Such elements reinforce the role of tutoring as a structuring axis of Distance Education with a hybrid approach, evidencing tutors as mediators of knowledge, institutional articulators and fundamental agents in the permanence and academic success of students.

2.7 THE ROLE OF THE TEACHER TRAINER AND HYBRID TEACHING

In the Pedagogy course at Unimontes/UAB, teacher trainers played a central role in the implementation of hybrid teaching, assuming co-responsibility for pedagogical practices in conjunction with the tutoring and coordination teams. With *lato* or *stricto sensu* graduate training, priority was given to professors who also worked as content writers, which ensured greater coherence between the didactic material and the pedagogical mediation developed.

Working both in the Virtual Learning Environment (VLE) and in intensive face-to-face meetings, these professionals promoted the joint planning of activities, the preparation of assessments, the mediation of learning, and the continuous monitoring of students. Systematic meetings with the tutors ensured the integration between the times and spaces of the course, strengthening its formative unity.

Her performance, marked by qualified listening and commitment to teacher training, reinforced the inseparability between theory and practice. As Belloni **(2012)** and Litwin **(2001) state**, the teacher in distance education goes beyond the transmissive function: he acts as a mediator, articulator of knowledge and promoter of intellectual autonomy. In this context, his presence was decisive for academic success and the consolidation of the hybrid model as a critical and innovative pedagogical proposal.

3 TEACHING MATERIAL

The didactic material used in the Pedagogy course at Unimontes/UAB was prepared based on the syllabus established in the Pedagogical Project of the Course (PPC) and on the references indicated in the basic bibliography of each discipline. Structured in order to contemplate the contents, activities and evaluation criteria (AA), the material was planned to favor interdisciplinarity and meet the specificities of Distance Education, through a clear, objective and accessible language to students.

The organization of the content also included the indication of complementary sources of study, especially textbooks, recommended works for face-to-face graduation, educational websites, videos, slides and materials available in the platform's virtual library. This diversity of resources aimed to expand the students' repertoire, promoting theoretical deepening and the autonomous construction of knowledge.

Recognizing the diversity of socioeconomic contexts and access to technology for students, the didactic material was made available in multiple formats and supports, ensuring accessibility and equity in the study conditions. In addition to the digital version available on the internet, students had access to printed material and audiovisual media, allowing different forms of appropriation of the content. In situations of difficulty in accessing the internet in homes, the face-to-face centers provided computer labs connected to the network, ensuring the monitoring of disciplines and participation in online activities. The material was made available in the following formats:

- **Printed:** Course and Student Guide, Didactic Guides of the Disciplines (by module), Didactic Notebooks of the Disciplines and Activity Notebooks;
- **Audiovisual:** Video and audio programs distributed on tapes or DVDs, also included in the Moodle Platform;
- **Electronic Version:**
 - ✓ **CD-ROM:** containing all the guides and notebooks of the disciplines and activities;
 - ✓ **Online:** digital version of the same materials, accessible in the Virtual Learning Environment (VLE).

In addition, students had a **Virtual Library**, organized in a specific room on the platform, consisting of digital books, films, audios, theses, dissertations, articles, links to academic journals, photos of field activities, among other resources that enriched the training experience.

To complement their studies, students were also able to ask face-to-face tutors to hold additional meetings to those scheduled, with the aim of collectively discussing the topics

under study, promoting the exchange of experiences and strengthening the collaborative learning process, a striking feature of the course's hybrid proposal.

3.1 CHALLENGES FACED BY STUDENTS ACCORDING TO TUTORS

From the reports of the virtual and face-to-face tutors, it was possible to identify a set of difficulties experienced by the students throughout the course, especially related to the specificities of the distance modality and the adoption of hybrid teaching. These difficulties required constant attention from the pedagogical team and strategic actions to ensure the permanence and academic success of the students. Among the main challenges pointed out, the following stand out:

- Difficulty in using computers and accessing the internet, especially among students living in rural areas;
- Initial adaptation of students to the distance learning model and the dynamics of hybrid teaching;
- Limitations in the organization of study time and autonomy to plan the academic routine;
- Low familiarity with conducting online assessments (OA), especially in the first periods;
- Absence of scientific and cultural events in the region, making it difficult to comply with the Scientific-Cultural Academic Activities (AACC);
- Constant need for encouragement for students in a situation of dropout to consider returning to the course;
- Difficulty in promoting awareness of the importance of reading, research and the autonomous posture required by distance education;
- Challenges related to the systematization and organization of grades in the virtual environment;
- Emotional and interpersonal demands, such as maintaining harmony in work groups and managing academic conflicts;
- Anxiety and insecurity of students in relation to the realization of the Supervised Internship, requiring actions to clarify its relevance in the curriculum;
- Recurrent anxieties in relation to the construction of the Course Completion Work (TCC), requiring close monitoring and continuous pedagogical support.

These aspects reveal the complexity of the training process in the distance learning modality and the importance of the qualified performance of tutors in mediating academic,

emotional and organizational difficulties, strengthening the permanence and integral training of future pedagogues.

3.2 MAIN REASONS FOR DROPPING OUT POINTED OUT BY STUDENTS

During the execution of the Pedagogy course at Unimontes/UAB, several factors made it difficult for part of the students to stay, as reported by those who interrupted their academic career. The main reasons pointed out include difficulties in accessing the internet and technology, absence of computers at home, work overload, distance between home and center, family problems and demotivation resulting from the difficulty in adapting to the distance learning model.

These elements highlight the urgency of permanent institutional policies of reception, digital training and pedagogical monitoring from the moment they enter, as fundamental strategies to ensure the permanence and success of students in the distance modality. In this context, the adoption of hybrid teaching proved to be an effective solution, by combining the flexibility of the virtual environment with the formative power of face-to-face meetings. This approach allowed for greater pedagogical proximity, favored the construction of bonds with the course and contributed to overcoming the technological, organizational and motivational difficulties that compromised the students' trajectory.

The recurring complaints from students regarding the organization of the time allocated to online studies and the methodological dynamics initially adopted led the General, Course and Tutoring coordinators to restructure the offer of disciplines from the second period onwards. The main measure implemented was the division of the academic semester into different times, with the staggered offer of two subjects at a time. This pedagogical reorganization sought to favor better time management by students, enabling greater concentration, deepening and quality in the learning process of each curricular component.

4 FINAL CONSIDERATIONS

This experience report, elaborated from the experience in the didactic coordination of the Pedagogy course at Unimontes/UAB, sought to present, in a reflective and contextualized way, the main aspects that marked the implementation and development of the course in the distance modality with a hybrid approach. Throughout this training path, we faced numerous challenges, but we also experienced important learning and collective achievements that reaffirmed the institutional commitment to the democratization of access to quality teacher training.

The adoption of hybrid teaching, articulating face-to-face moments and activities in a virtual environment, required the strengthening of pedagogical mediation, investment in the continuing education of tutors and teacher trainers, and attentive listening to the needs of students. From the daily monitoring of the activities in the centers, the interactions in the virtual environments and the reports of the tutoring teams, it was possible to identify the structural weaknesses, the difficulties in adapting the students and the factors that contributed to the dropout, especially in the first periods of the course.

On the other hand, the experience also revealed the power of a committed and articulated team, capable of creating strategies to promote student engagement, ensure pedagogical follow-up and creatively face the limitations imposed by the socioeconomic and technological reality of the various territories involved. Collective work, mutual support between tutors, teachers and coordinations, as well as the resilience of students who overcame the obstacles of the sport, were central elements for the success of the training.

In this context, we reaffirm hybrid teaching, in distance education, not as a circumstantial alternative, but as a transformative pedagogical proposal, capable of articulating different times, spaces, languages and learning rhythms. By combining intentional face-to-face moments with formative practices mediated by digital technologies, the hybrid model expands the possibilities of access, promotes flexibility in teaching processes, and strengthens students' intellectual autonomy. Its implementation, within the scope of this course, evidenced not only its technical and institutional feasibility, but also its inclusive and critical power, especially for subjects historically distant from face-to-face higher education.

Closing this training cycle is, at the same time, reaffirming that Distance Education, especially in its hybrid aspect, requires much more than the supply of technological resources and infrastructure: it requires pedagogical sensitivity, active listening, dialogic planning and ethical commitment to inclusion and equity. The experience shared here shows that the success of training proposals in this format depends on committed subjects, consistent support networks and practices based on the collective construction of knowledge.

May this report inspire other educational initiatives, contributing to the strengthening of flexible and transformative practices that reaffirm the social role of the university in the training of critical educators, sensitive to local realities and committed to social justice and the quality of public education.

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