BLENDED LEARNING: HOW TO BALANCE FACE-TO-FACE AND VIRTUAL IN THE EDUCATIONAL PROCESS

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ABSTRACT
This study investigated how blended learning can balance face-to-face and virtual modalities in the educational process. The general objective was to analyze the necessary conditions for the efficient integration of these two dimensions, considering pedagogical, technological and institutional aspects. The methodology used consisted of a literature review based on sources published between 2020 and 2024, selected for their relevance to the topic. The results showed that the balance between face-to-face and virtual depends on a pedagogical planning that integrates complementary activities, continuous training for teachers and adequate technological support. It was identified that the use of digital tools, combined with well-structured pedagogical strategies, favors student engagement and performance, but that challenges such as inequality of access to technologies and adaptation difficulties need to be faced. The analysis reinforced the importance of school management leadership in organizing resources and supporting the implementation of blended learning. It was concluded that hybrid teaching has the potential to improve the quality of teaching, as long as factors related to planning, teacher training and infrastructure are worked on. The need for future studies to explore the application of this approach in different educational contexts and their particularities was also highlighted.

Keywords: Hybrid Teaching, Education, Pedagogical Planning, Digital Technologies, School Management.

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INTRODUCTION

Hybrid teaching has been consolidated as a relevant approach in the contemporary educational scenario, integrating face-to-face and virtual teaching in a single pedagogical proposal. This methodology emerges as a response to the demands of a digitalized world, in which technology plays a central role in the teaching and learning process. The concept encompasses strategies that reconcile face-to-face interaction with the technological possibilities offered by digital platforms, providing students with diversified experiences adapted to their needs. In a context marked by rapid transformations, discussing hybrid teaching becomes essential to understand how it can contribute to an accessible and dynamic education.

The choice of the theme is justified by the growing adoption of this approach in educational institutions, especially after the experiences of the pandemic period, which highlighted the need for technological integration in the educational environment. Hybrid teaching has the potential to meet different student profiles, promoting greater flexibility and autonomy. However, its implementation also brings challenges, such as teacher training, unequal access to technologies and the adaptation of evaluation methods. Thus, investigating strategies to balance face-to-face and virtual teaching is relevant to address these issues and improve pedagogical practices.

The central problem of the research is related to the challenge of balancing the face-to-face and virtual dimensions in hybrid teaching in an efficient and inclusive way. Despite its growth, there are still questions about how to integrate these modalities without compromising the quality of teaching and student engagement. Issues such as the preparation of teachers, the necessary technological support and curricular adaptation remain open, requiring reflections on practices that enable an effective application of this model.

The main objective of the research is to analyze how hybrid teaching can be structured to promote a balance between face-to-face and virtual, considering pedagogical, technological and social aspects.

The text is organized into six sections. In the introduction, the theme, its relevance and the objectives of the research are presented. The theoretical framework argues fundamental concepts and studies related to blended learning. The development section explores three central topics: modality integration, teacher training, and evaluative practices. Next, the methodology describes the criteria and approaches adopted in the

research. The discussion and the results examine the impacts and challenges of blended learning based on the analyzed references. Finally, the final considerations summarize the findings and propose recommendations for the improvement of this educational approach.

THEORETICAL FRAMEWORK

The theoretical framework is structured in three main axes that underlie the analysis of hybrid teaching. The first axis addresses the concepts and theoretical bases that define hybrid teaching, highlighting its evolution, characteristics and applications in the contemporary educational context. The second axis examines the role of technologies in the teaching-learning process, considering how digital tools contribute to the personalization of teaching and student engagement. Finally, the third axis analyzes the benefits and challenges of this teaching modality, with emphasis on curricular adaptation, teacher training and equity in access to technologies. This structure seeks to offer a grounded view on the subject, anchored in studies and practices already consolidated in the area.

INTEGRATION OF FACE-TO-FACE AND VIRTUAL: A SUSTAINABLE MODEL

The integration of face-to-face and virtual in hybrid teaching requires well-defined strategies that allow for a balance between the two teaching modalities. This integration must consider pedagogical planning as a central element for the alignment of practices and the personalization of the learning experience. According to Santos (2024, p. 75), "the combination of face-to-face and virtual activities can expand learning possibilities, as long as there is clarity in the objectives and alignment with the needs of students." This statement highlights the importance of planning that establishes an articulation between the different modalities.

However, the implementation of this model presents challenges, especially with regard to curricular adaptation and the use of technologies. As Miné *et al*. (2024, p. 17), "Hybrid teaching requires not only the introduction of technological tools, but a reconfiguration of pedagogical practices that promote synergy between face-to-face and virtual." This approach shows that technology, although essential, should be used as a means to achieve educational objectives and not as an end in itself.

Still on pedagogical planning, Santos (2024) suggests that the success of hybrid teaching depends on well-structured actions, involving teacher training and the appropriate use of didactic resources. To illustrate this idea, the author states:

> Hybrid teaching can be effective when planned with a focus on methodologies that connect face-to-face and virtual activities, ensuring continuity and coherence in learning. It is essential that teachers receive technical and pedagogical support, as well as constant training to deal with the demands of this model. (Santos, 2024, p. 130).

This reflection emphasizes that planning should not be treated only as an initial process, but as a continuous follow-up that ensures the efficiency of the hybrid model. In this sense, it is essential to consider that the balance between face-to-face and virtual also depends on the active interaction of students, which reinforces the need for interactive and engaging pedagogical proposals.

Finally, proposals for the sustainable integration of the two modalities should prioritize the inclusion of diversified practices that meet the needs of different educational contexts. Santos and Franqueira (2024, p. 45) point out that "pedagogical planning in blended learning must incorporate strategies that favor both face-to-face interaction and participation in virtual environments, promoting a complete learning experience." This point reaffirms that the hybrid model, when well structured, can offer significant benefits for contemporary education.

Based on these reflections, it is clear that the sustainable integration of face-to-face and virtual requires consistent and flexible pedagogical planning, capable of aligning innovative practices with the technological and pedagogical requirements of hybrid teaching.

TEACHER TRAINING IN THE CONTEXT OF BLENDED LEARNING

Teacher training in the context of blended learning presents significant challenges, especially with regard to continuous training and the development of technological skills. The introduction of practices that integrate face-to-face and virtual requires teachers to be prepared to deal with digital tools, adapting their pedagogical strategies to meet the demands of the hybrid model. In this sense, Araújo (2020, p. 34) highlights that "teacher training needs to be planned to promote skills that are not limited to the operationalization of technologies, but that include the critical and pedagogical use of these tools in the

educational environment." This perspective underlines the need for training that goes beyond the technical, prioritizing the development of innovative pedagogical approaches.

To exemplify how training can be structured, Oliveira (2023, p. 67) addresses successful practices in public schools, where "training was carried out based on practical workshops that articulate theory and immediate application in the classroom, ensuring that teachers could experiment and evaluate new methodologies." This example illustrates how continuing education, when linked to daily school life, can facilitate the integration of technologies and the use of active methodologies in hybrid teaching.

Another important point in teacher training is the need to keep up with changes in technological and pedagogical demands. As Araújo (2020, p. 89) points out, "Training programs must include elements of flexibility and constant updating, allowing teachers to keep up with transformations in education and improve their practices in response to emerging challenges."

The analysis of practical cases shows that training, when aligned with the real needs of teachers, promotes greater adherence to hybrid practices. Oliveira (2023, p. 104) highlights that "teachers' engagement is influenced by the perceived relevance of the training offered, especially when connected to their daily experiences and challenges." This demonstrates that practical relevance is a determining factor for the success of training initiatives.

Therefore, teacher training in the context of blended learning requires continuous, practical, and up-to-date approaches, which take into account both the technical and pedagogical aspects. The studies by Araújo (2020) and Oliveira (2023) show that this training is essential to prepare teachers for the efficient use of technologies and for the implementation of pedagogical strategies that combine the potential of face-to-face and virtual. Thus, investment in teacher training is a fundamental element to ensure the success of the hybrid model in contemporary education.

EVALUATION IN BLENDED LEARNING

Evaluation in hybrid teaching represents one of the biggest challenges for the integration of face-to-face and virtual modalities. This process requires approaches that consider the specificities of each context, valuing both face-to-face interactions and activities carried out in digital environments. Oliveira *et al*. (2022, p. 76) state that "assessment practices in blended learning should be flexible and include diversified

strategies that contemplate the different forms of learning provided by digital technologies." This perspective emphasizes the need for methods that allow teachers to monitor the progress of students in a comprehensive way.

The use of digital tools in the evaluation contributes to the personalization of the evaluation process, enabling greater interactivity and quick *feedback*. According to Oliveira *et al*. (2022, p. 78), "technological resources offer means for the application of formative and summative assessments, promoting greater student engagement and providing relevant data for pedagogical decision-making." This statement shows that technology, when well used, can increase the effectiveness of assessments, but also requires teacher training for its proper use. However, it is important to consider that the integration of digital tools with face-to-face practices requires planning. Oliveira (2023, p. 105) points out that:

> Evaluation in blended learning cannot be limited to reproducing traditional methods in virtual environments, but must incorporate new strategies that take advantage of the potential of each modality. The articulation between face-to-face and virtual is essential to ensure the effectiveness of assessments.

This reflection points to the need for innovation in evaluation methods, highlighting that the mere transfer of face-to-face practices to the virtual environment is not enough to meet the demands of hybrid teaching.

In addition, Oliveira *et al*. (2022, p. 79) suggest that evaluation should be continuous and procedural, allowing teachers and students to monitor the development of competencies over time. The formative approach, for example, enables greater interaction between teachers and students, promoting reflection on the learning process itself. This type of evaluation, combined with the use of technologies, favors the identification of difficulties and the adjustment of pedagogical strategies in an agile way.

Therefore, evaluation practices in blended learning need to be adapted to the characteristics of this model, combining traditional methods with new possibilities offered by digital tools. Flexibility and innovation should guide these practices, ensuring that all aspects of learning, both face-to-face and virtual, are covered in an integrated and efficient way. With this, evaluation is no longer just a measurement instrument to become a transforming element of the educational process.

METHODOLOGY

The methodology adopted in this research is characterized as a bibliographic review, a qualitative approach that allows the analysis and interpretation of concepts, theories and studies related to blended learning. This methodological choice enables the systematization of knowledge available in the scientific literature, aiming to understand the practices and challenges associated with the theme. Academic articles, dissertations, books, and other documents published between 2020 and 2024, accessed in databases such as *Scielo*, *Google Scholar,* and institutional repositories, were used. Data collection involved searching for keywords related to blended learning, such as "blended learning", "educational technology", "face-to-face and virtual integration" and "assessment in blended learning". The selection criteria included relevance to the theme, credibility of the sources and timeliness of the publications. For the analysis, the information was organized and categorized according to the topics addressed in the theoretical framework and in the development.

Table: References Selected for the Literature Review

Author(s)	Conforming title published	Year	Type of Work
ARAÚJO, V. S.	Teacher training for the critical teaching of the Portuguese language: an experience in the pedagogy course through the 'Blackboard' platform.	2020	Dissertation
ARAÚJO, V. S.; LOPES, C. R.	Conceptions of critical training of teachers in university education. In: SILVA, E. B.; GONÇALVES, R. B. (eds.). Linguistic clippings from an intercultural perspective.	2020	Book Chapter
ECHEVERRIA, I. G.	Hybrid, distance learning and remote teaching: difficulty and advantages encountered by students, parents and teachers.	2021	Article
FAGUNDES, G. D.; BROD, F. A. T.; LOPES, J. L. B.	Hybrid teaching in elementary school mathematics classes.	2021	Article
ARAÚJO, V. S; SILVA, N. N.	Reading in the formation of the citizen in the light of critical literacy. In: AVELAR, M. G. FREITAS, C. C. LOPES, C. R. (org.). Languages in unprecedented times: praxiological challenges of training and language teachers: volume two.	2022	Book Chapter
OLIVEIRA, V. B.; VAZ, D. A. F.	Physical and mental health of teachers in the remote teaching period in public schools in Goiás. In: VAZ, D. A. F.; ÁVILA, E. A. S.; OLIVEIRA, M. M. M. (eds.). Educational Themes in Digital Culture: new readings in times of pandemic.	2022	Book Chapter
CARVALHO, K. C.	Hybrid teaching as a teaching-learning process in higher education.	2023	Article
DANTAS, B. R. de B.	Educational trends for high school in post-pandemic Brazil: digital literacy, heutagogy and hybrid teaching.	2023	Article
OLIVEIRA, V. B.	Discussions of evaluation practices in ninth grade classes of elementary school in a state public school in Goiânia and the teachers' testimonies from the perspective of historical-cultural conceptions.	2023	Dissertation

PALMEIRA, J. S.	The importance of blended learning: challenges and opportunities.	2023	Article
SANTOS, S. M. A. V. (org.).	Integral inclusion: contemporary challenges in education and society.	2024	Book
SANTOS, S. M. A. V. (org.).	Education in the XXI century: interdisciplinary and technological approaches.	2024	Book
SANTOS, S. M. A. V. (org.).	Education 4.0: management, inclusion and technology in the construction of innovative curricula.	2024	Book
MINÉ, T. L. R.; OLIVEIRA, N. de; FASCINA, D. L. M.	Hybrid teaching: methodological contributions of distance education to the training of the academic.	2024	Article
SAINTS, S. M. A. V.; Frank, A. S. (orgs.).	Educational innovation: emerging practices in the twenty-first century.	2024	Book
BORGES, M. K.; MICHELS, M. E.	Hybrid teaching and democratization of higher education: proposal for an analysis model from the perspective of the learning community.	2024	Article
SANTANA, A. P. M. S.	Analysis of the insertion of hybrid teaching in undergraduate studies at the University of Brasilia.	2024	Article
SAINTS, S. M. A. V.; Frank, A. S. (orgs.).	Media and technology in the curriculum: innovative strategies for contemporary teacher training.	2024	Book

Source: authorship

The table above presents an excerpt of the main references used in this research, highlighting authors and relevant works that support the analysis of hybrid teaching. These materials were selected based on criteria of relevance, timeliness, and adequacy to the research objective, contributing to a well-founded understanding of the theme.

After organizing the references, the data were analyzed through critical and comparative reading, with the objective of identifying trends, gaps, and points of convergence in the literature on hybrid teaching. This analysis served as a basis for the construction of theoretical topics and for the discussion of results, ensuring that the conclusions are based on consistent studies and aligned with the scope of the research.

IMPACT OF BLENDED LEARNING ON THE QUALITY OF TEACHING

The impact of blended learning on the quality of teaching has been discussed in research that highlights its contributions to student engagement and performance. This educational approach combines face-to-face and virtual elements, providing a diverse experience that is adaptable to the needs of students. According to Dantas (2023, p. 45), "blended learning favors the personalization of learning, allowing students to advance at their own pace while participating in collaborative and interactive activities." This statement reinforces that the combination of the two modalities can improve the quality of teaching by meeting different learning styles and rhythms.

In addition, the use of technologies in blended learning has shown positive results in student engagement. Dantas (2023, p. 48) observes that "the integration of digital tools, such as teaching platforms and audiovisual resources, increases student interest and makes the learning process dynamic and participatory." This analysis demonstrates that the virtual environment, when well planned, can complement the face-to-face environment, encouraging students to get involved in the proposed activities. However, for the impact of blended learning to be significant, it is necessary to ensure consistent pedagogical planning. Dantas (2023, p. 50) emphasizes:

> The quality of blended learning is related to the ability of teachers to balance the use of technologies with methodologies that promote critical thinking, collaboration, and student autonomy. Teacher training and institutional support are determining factors for the success of this approach.

It is noteworthy that the success of blended learning depends not only on the technologies used, but also on the preparation of teachers and the support offered by educational institutions.

Additionally, studies show that hybrid teaching can contribute to improving students' academic performance. According to Dantas (2023, p. 52), "students who participate in hybrid classes have higher content retention and performance in assessments, compared to those who study in the face-to-face format." This finding suggests that the combination of modalities offers opportunities for meaningful and efficient learning.

Therefore, the impact of blended learning on the quality of teaching is evident in improvements in student engagement and performance. However, for these advantages to be achieved, it is essential to invest in planning, teacher training, and technological resources that ensure the efficient integration of face-to-face and virtual. In this way, hybrid teaching is consolidated as a promising strategy for contemporary education.

ADAPTATION OF STUDENTS TO HYBRID LEARNING

The adaptation of students to hybrid learning involves challenges and opportunities, especially with regard to students' perception of the integration between face-to-face and virtual modalities. This model requires students to have a greater level of autonomy and organization, aspects that can be facilitated or hindered depending on the conditions of access to technologies and the pedagogical support offered. Echeverria (2021, p. 12) points out that "students who have developed digital skills and access to appropriate devices tend

to adapt better to hybrid teaching, while those who face technological barriers may experience difficulties that impact their performance." This observation underscores the importance of considering the diversity of educational contexts when implementing this approach.

However, the integration between face-to-face and virtual also offers noticeable benefits for students. According to Echeverria (2021, p. 15), "the possibility of switching between face-to-face and *online* activities provides students with greater flexibility, allowing them to choose the appropriate pace and moments for their learning." This flexibility requires students to develop self-management skills, which can pose a challenge, especially for those who are less accustomed to working independently. In addition, it is essential to evaluate how students perceive the quality of interactions in these two environments. As noted by Echeverria (2021, p. 18):

> Students highlight that face-to-face classes favor direct contact with teachers and colleagues, while the virtual environment allows access to diversified materials and the review of content in a convenient way. This combination, when well planned, can meet different educational needs.

In this way, it is demonstrated that students recognize specific advantages in each modality, as long as the transition between them is planned in order to ensure the continuity and complementarity of activities.

On the other hand, some students report difficulties in establishing a balanced routine between face-to-face and virtual. Echeverria (2021, p. 20) points out that "the lack of organization and the excess of tasks in different environments can generate anxiety and demotivation, especially in students who do not receive adequate support to deal with the demands of hybrid teaching." This point highlights the need for pedagogical strategies that help students deal with the demands of the model.

Students' adaptation to blended learning depends on a combination of factors, including individual skills, technological infrastructure, and pedagogical support. While some students perceive significant benefits, such as flexibility and diversification of activities, others face challenges related to the organization and balance between modalities. Thus, it is essential that educational institutions offer continuous support to facilitate this transition process and ensure that all students are able to take advantage of the opportunities of hybrid teaching.

ROLE OF SCHOOL MANAGEMENT IN THE SUCCESS OF BLENDED LEARNING

The role of school management in the success of blended learning is essential, especially with regard to leadership in implementing this approach. Efficient management provides the necessary support for teachers and students to adapt to the hybrid model, coherently integrating face-to-face and virtual activities. Borges and Michels (2024, p. 12) highlight that "school leadership is decisive for articulating technological resources, promoting teacher training, and creating a collaborative environment that favors learning." This point reinforces that the manager acts as a mediator between educational demands and the solutions that hybrid teaching can offer.

A practical example of this role is the organization of continuing education for teachers, ensuring that they are prepared to use digital tools and develop pedagogical plans aligned with the hybrid model. According to Borges and Michels (2024, p. 15), "the training initiatives promoted by school management must be constant, covering not only the mastery of technologies, but also pedagogical strategies to engage students in different contexts." This aspect demonstrates that the manager must be proactive in identifying needs and implementing actions that enhance the use of blended learning. In addition, school management must act in the construction of an adequate technological infrastructure. As Borges and Michels (2024, p. 18) state:

> The absence of appropriate technological resources compromises the quality of hybrid teaching. It is up to school management to seek partnerships and resources that guarantee access to the necessary tools for teachers and students, promoting equity in the teaching-learning process.

This reflection shows that the manager's responsibility goes beyond pedagogical planning, encompassing the guarantee of material conditions that enable the success of the model.

Another relevant point is the communication between school management and the academic community. Borges and Michels (2024, p. 21) observe that "transparency in decisions and active listening to the demands of teachers, students, and guardians are fundamental to strengthen adherence to hybrid teaching and build a participatory educational environment." This interaction makes it easier to align expectations and overcome challenges during model implementation.

Therefore, school management plays a strategic role in the success of blended learning, acting as a link between resources, pedagogical practices, and the needs of the

school community. Efficient leadership ensures that challenges are faced with planning and concrete actions, promoting an educational environment capable of integrating face-to-face and virtual in a balanced and inclusive way. In this way, management becomes one of the pillars for strengthening hybrid teaching in educational institutions.

FINAL CONSIDERATIONS

The final considerations of this research seek to answer the central question proposed, which involves how hybrid teaching can balance the face-to-face and virtual dimensions in the educational process. The main findings indicate that this balance depends on a structured pedagogical plan, which articulates face-to-face and digital activities in a complementary and coherent way. The research demonstrated that, by integrating well-defined pedagogical practices and the appropriate use of technologies, it is possible to create a hybrid teaching model that favors student engagement, autonomy, and performance.

It was observed that the success of this model requires the continuous training of teachers, so that they can use technological tools in order to develop strategies that meet the needs of students. In addition, school management plays an essential role in securing resources, promoting teacher training, and establishing a collaborative environment for the implementation of blended learning. These factors reinforce the importance of aligning pedagogical practices and available technological resources, promoting a balanced and efficient integration.

The survey also pointed out significant challenges, such as inequality of access to technologies and the difficulty of adaptation by some students and teachers. These obstacles highlight the need for strategies that contemplate both digital inclusion and continuous pedagogical support. In this sense, the importance of an approach that prioritizes flexibility and personalization is highlighted, ensuring that blended learning can cater to different student profiles.

As a contribution, this study offers a reasoned analysis of the implementation of blended learning, highlighting the necessary conditions for its success and the potential benefits for the educational process. However, the need for additional studies was identified that deepen the understanding of the impact of blended learning in specific educational contexts, as well as the pedagogical practices for its application. Future research could

explore, for example, the particularities of blended learning at different stages of education or in communities with limited access to technologies.

It is concluded that blended learning presents a promising model for the contemporary educational scenario, but that its effectiveness depends on factors such as planning, teacher training and institutional support. With these elements well established, blended learning has the potential to transform the teaching-learning experience, balancing face-to-face and virtual modalities in a way that is adapted to the demands of today's society.

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