

Hybrid Teaching: Teaching-Learning Process by Technological Tools, Challenges and Possibilities

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Abstract— Much is discussed about the effective use of electronic devices along the internet to develop educational practices in school environments, as well as, extend this action to create a relationship network for the external area and establishing a practical and productive communication to build this process of such singularity. and importance in the lives of so many people. In this scenario, it is extremely important to understand the challenges and possibilities that Hybrid Teaching in its implementation can contribute to the development of students' integral learning . In this context, this study has the general objective of reflecting and researching the challenges of contemporary education ,comprises ing the dynamics that the hybrid teaching involves the teachers and student demonstrations as a nonlinear and highly active process. This study becomes considerable since it portrays a highly considerable level of relevance, consequently generating benefits for a promising educational future and its pedagogical aspects. However, the study was supported by a bibliographic research , which is based on references published in magazines, periodicals, books, allowing to establish a sum in order to enrich the research , which , in turn, is a way for researchers to interact about what has already been studied . This research presented a call for great reflections and a healthy debate about the great results that can emerge with the implementation of hybrid education. Theories committed to the radical change that education needs, the challenges imposed and possible to be overcome and the need for partnership with the technologies.

Keywords— Educational practices. Hybrid Teaching. Educational contemporaneity.

I. INTRODUCTION

Educational institutions demonstrate cultural roots that are linked strongly with daily methodologies in the classroom, providing techniques and tools often outdated and do not take effect , and n will materialize in the expected results over a term. Much is discussed about the effective use of electronic devices along the internet to develop educational practices in school environments, as well as, extend this action to create a relationship network for the external area and establishing a practical and productive communication to build this process of such singularity. and relevance in the lives of so many people.

It is with this perspective of a face-to-face and virtual education that according to Silva (2015), hybrid education is a teaching medium that links online activity and traditional teaching to meet the demands of contemporary students, which are inserted in a context which has Digital Information and Communication

Technologies (TDIC). In this sense, the present research portrays a highly considerable level of relevance, consequently generating benefits for a promising educational future and its pedagogical aspects.

In view of this panorama that is of interest to all society and in relation to the need to rethink updated pedagogical practices for the current context, it was considered that opened space for the problems of this research, which is defined: What are the challenges and possibilities that Hybrid Teaching in its implementation in the design of contributing to the development of the integral learning of the Students?

In this perspective, and s t and study d iscorre about the possibilities and challenges of hybrid teaching and, d iscut and on hybrid teaching , reflecting, in dialogue with authors and readers of this theme that in April and m spaces to analyze this for Education , the nalisa contributions of digital technologies to promote the

dissemination of improving the quality of education and demand and Ntende r the challenges and alternatives that are envol vidos the dynamics of hybrid education.

This theme was motivated by the desire to reflect and research about the challenges of contemporary education and to understand the dynamics that hybrid teaching involves in teaching and student manifestations as a non-linear and highly active process. However, there are important tools that open another line of strategy in order to intensify investment in the training of professionals to encourage and present aspects that add values for teaching work and the search for satisfactory results through the range of opportunities that technology offers.

The act of researching indicates paths based on scientific and methodological knowledge that help to expose specific characteristics of a given subject. And methodology is the closest opportunity for fact-based understanding and social participation. In this same line of reasoning, Minayo (2004) says that research is a basic activity of science in its understanding of reality and questions, which, through a curious and restless look, seeks to investigate.

The current study was developed by a qualitative approach where according to Lakatos and Marconi (2017) it aims at a particular interpretation of the object being investigated. As, he focuses his attention on the specific, on the peculiarities, interests and is not only to explain, but to understand the phenomena he studies within the context in which they appear. S t a, it is the exploratory type , which According to Gil (2002) provides greater familiarity with the issues in order to achieve more detail and makes it more explicit. As well, enhances r discoveries ideas , always with a view critical.

However, the study was supported by bibliographic research. Santaella (2002) says that the bibliography helps to measure knowledge with other research related to its respective theme, seeking to detail and discuss it. In turn, it is based on references published in magazines, journals, books, allowing to establish a sum to this work in order to enrich the research , which , in turn, is a way for researchers to interact about what has already been studied and comes exposing other approaches, always punctuating a critical and non-linear view. Thus, the section of the theoretical framework, provides opportunities -If reflections on the possibilities of hybrid education, the need for training for professionals and the challenges that still exist in relation to its implementation.

This work presented a call for great reflections and a healthy debate about the great results that can

emerge with the implementation of hybrid education. Theories committed to the radical change that education needs, the challenges imposed and possible to be overcome and the need to combine technological trends, punctuate with mastery the future that education in its greatness needs to prosper and the beneficial weapons that professionals in this sector have it in their favor, all in order to achieve meaningful and sustainable learning for their respective audiences.

II. HYBRID TEACHING : CHALLENGES AND POSSIBILITIES

The educational bias that has taken place recently , has opened dialogues for new discussions and contemporary practices along with technological and situational advances that strongly consolidate globalization in its broad sense. Much is discussed about innovation, creativity, connectivity within an educational environment, or more specifically, the traditional classroom. Using the reverent Freire (2007) which emphasizes that educational practice goes beyond the four walls, and Wed isquer space s as they are people with routines, planning and knowledge exchange s where is realized m the practice, as well as the mechanisms that assist in the effectiveness of the process. First, everything affirms the need for commitment in light of the reflection and construction of the critical, cohesive and responsible human being.

For a better understanding, it is necessary to better understand the concept of Hybrid and the basic proposal of the teaching pervaded by it. Thus, Moran (2015) states that hybrid means mixture and that education itself has always had this complex set of ideas, combining methodologies, time, space. And that from the understanding and development with the hybrid theory, it became more notorious, to realize the work connected with traditional practice and that together they can cross borders with creative, playful, flexible experiences and mainly with mobility to learn and teach in multiple ways.

Hoffman (2016) shows that even at the beginning of XXI century, punctuated the use of technology and how to add value in education, would make possible, as this had been strongly appearing and had perspective d the rapid development for society in general. In this context, the concept of Hybrid Teaching is gaining strength, associating the practice sustained in the traditional with a new model, through technologies and their diversity to foster gains.

According to Christensen , Horn and Staker (2013) hybrid education is a formalized education program, in which the student learns in line with the online

methodology which he needs to be a collaborator to constitute a desirable level of control over his time, place, and aligned so that self-responsibility, is the face shape with their respective peers and teachers and on the environment are educational s, enabling s and traditional s.

As already mentioned, technological growth and the way technology is consumed and produced, go through the need to use them in favor of learning, always measuring and respecting such a challenge for professionals who, however experienced they may be, have not yet overcome practices traditional, where they focus the exercise of their functions on competences and skills centered on the orality and writing of our children and young people, and it is necessary to expand this system and offer resources that allow access, ease and mastery to bring them to favor of their learning in a broader and unlimited context.

Speaking of challenges within the Hybrid Education becomes a constant theme, but it is worth noting the quality level dent r the this context, for through technological resources, students gain dynamics, practicality, integration with their peers and teachers, as well as the possibility of having a replay to consider your doubts and reflect on such knowledge that will not actually be consolidated.

According to Neto (2017) the context in hybrid teaching can not be d efinid the with the idea of himself as the opposite and different from the real, but as a way variable to be, considering its peculiarities and its same process as divers ificado, but search for the same result, the significance and relevance in learning. The interactions carried out on the virtual network are endowed with a potential reality, where they are constituted by information from the most diverse origins, highly integrated and with the potential to change the structure of passive to active and critical human thinking.

Rovai and Jordan (2004), highlights mixed education as a cornerstone for the modern school. And in this situation it is essential practices and ideal to take to strengthen the process, there is af lexibility human resources to monitor and manage the demands of the new generati the and allowing tailoring teaching to the way of how the student will learn to dream success. Still in this new teaching format, which links technology to face-to-face moments, class time is no longer defined as in the traditional method, as it is extended to other perspectives and possibilities. Students can access content, participate in discussion groups, solve situations, simulate pedagogical scenarios, develop skills important to their

learning from anywhere and / or any moment, enjoying a meaningful experience of continuous, autonomous and intensive learning.

Understanding in this process the role of a mediator and an organizer of ideas so that you understand, accept and believe in the potential of hybrid education, in order to add values to the educational process in its various spheres, is essential. The teacher does not fail to have his level of pedagogical leadership to open space for technologies, but he needs to illuminate other paths so that those who need and / or want to learn, have contact with innovation and other relationships, in addition to physical contact and communication verbal. Thus, Carr (2010), stresses that the role of the teacher needs to be intrinsically linked to the evolution of society and to constantly open the range of opportunities to develop his teaching role.

Breaking concepts that are strongly active in human thought is challenging thus understand that the teacher had change s appraises is the role of transferring knowledge to learning facilitator, is a first step to accept, that in addition to reading and writing, currently the student body is developing competences and skills surpassed by the teaching and content areas. However, it is challenged by the modern educational process that is configured in the broader feeling that contemporary society has built. Hoffman (2016) clearly states that the change needs to be principiada, and should be the first teacher attitude, seeking renewal and adaptation in s document s teaching s.

Now in the virtual environment or in person, the envisaged advance teacher knowledge becomes necessari the, as well as a change holder professor posture of knowledge to mediator d learning, as above. With all this context debated about new methodologies, practices, possibilities, teaching becomes a metamorphosis of knowledge. The teacher becomes a mentor that leads the student to understand the reality and acquire the knowledge that interests him, making the teaching centered on the student, on his abilities and on what is captivated along the way, considering his experiences and consolidated learning.

This whole scenario, demonstrates the benefits of hybrid teaching, while tool able to engage and educate students so that, with autonomy and responsibility, show m -If able es to develop what is challenged. However, using what Silva (2017) says between the lines of your text, the idea requires er before all, a critical and active thinking by teachers, with the ultimate goal of infecting your audience and show Gossip will them to real ability to proceed with any task or competence. So it is that the educational world

will be able to overcome any passive attitude in the process of teaching and learning, corroborate with more contemporary guidelines, creative, dialogic and especially open to cognitive interactions arising from the new technologies.

III. DIGITAL CULTURE AS AN EDUCATIONAL TREND

To build a debate about digital culture, it is necessary to understand the concept of culture, and based on what Canclini (2005) reflects, it presents two spheres of easy understanding and meaning about the term. The first, part of the idea of the word used in everyday life, understood as a synonym for information, education and scholarship. This difference is based on the idealistic philosophy that has been built throughout history as the conclusion of customs, tastes, traditions. From another perspective, it goes through the conception of social sciences embracing the idea of culture as a scientific concept, relativizing as a result of ethnocentrism and admitting the image of culture as everything that man is able to create at any historical moment and especially in any social place. The author also mentions that the conceptualization of culture is like the symbolic value named the experiences and beliefs that man and society promote among themselves.

In other words, Barato and Crespo (2013) complement this idea, affirming the correspondence of culture to the set of social conditions that create, recreate, transform values and meanings. When characterizing Digital Culture, the way in which connectivity and the way of communicating between peers are linked is wide open. Heinsfeld and Pischetola (2017) also affirm in this line of reasoning, that through this connected culture, a restructuring of society took place, made possible by connectivity and that in this new hybrid environment, there is the extinction of the limits between what is venerated between the real and virtual, for the opportunity of increasingly broad and fast connections, enabling ever closer and more efficient relationships.

In order to explore the student potential, one of the paths that is being discussed is the relationship between digital culture and education, since, considering the world of possibilities and the range of opportunities offered by the virtual network, teachers and students would come into an increasingly closer link. and offered teaching and learning models that are in line with contemporary society that is immersed in such a context. In this sense, Modelski, Giraffa, Casartelli (2019) assures that digital culture as a pedagogical tool, goes beyond a

mechanism that was already brought in old teaching formats and that through this global evolution, the subjects inserted in the context develop the ability to act in new situations and discover more practical and viable ways to consolidate their expected learning. Necessarily, the conjuncture of strategic methods defined for a group or in individual cases that come together for similar needs and / or affinities, can be replicated, as well as promoting identical results, but in another panorama.

According to Lopes and Melo (2014), digital technologies favored the construction of new ways to communicate, faster and with shorter words, use of icons, illustrations, to make the interpretation of that verbal relationship more effective; Thinking (simultaneously with a variable of open links), dealing with information and having the sanity to manage it, all of this became possible through the cell phone and / or computer that, with access to the internet network, dominated the whole scenario of civil society, it is worth remembering, that many call individuals born in the early 1980s, a society or analog generation. Even printing a slow speed for adaptation, it is clear that such slowness is even more intense in the educational scenario, the challenges are immense, from the offer of physical resources, as well as the absence and / or lag in the training process that also needs to be invested. to find a successful implementation of the digital age within units and educational institutions.

Barato and Crespo (2013) are again used when they support the idea that in order to face all this discussion in relation to digital culture, it is essential to understand that it is not only a procedure based on technology, but it is also built on an action rational. That is, through mathematical and calculating processes of production and creation, as the human being has in his hands a new universe, updated and mainly unlimited, both in the physical and spatial sense, as there are no restrictions whatever the nature. It is about the empowerment and autonomy that is granted to them through these new educational trends, where they reflect on relevant results and mainly in an increasingly modern perspective, welcoming pedagogical and social needs and properly holding quality and easy access to contemplate all society, even considering economic and territorial aspects.

Giroto, Poker and Omote (2012) in their productions on pedagogical practices, emphasize the idea that, through globalized trends that may be directly facilitating the teaching and learning process, these technological supports become highly inclusive practices, which fosters the peculiarities, needs, desires on the part of the students and that in the teaching work and planning it is possible to measure and stop these paths for a more

complete and effective development. Thus, the authors still point out that what the school institution knows and has in its hands is not completely satisfactory to carry out along with this innovation process, as it is essential that these school units have help to be qualified to embrace size challenge, how, have trained human resources and the basic structure to kick-start or continuously improve this performance.

Schiehl and Gasparini (2016) agrees with this idea when it portrays the constant need to transform the educational universe into motivating and totally intentional spaces and processes for complete learning, and in order to develop skills for individuals in this scenario, to be professional researchers, critics and decision-makers based on scientific knowledge, respecting the limitations of empiricism. The authors still show a distance between these technological educational proposals and the real situation of the classroom and that this gap exists not due to domain or resources such as hardware or software, but to have an view that these resources will solve or to satisfy certain difficulties, both from students and professionals themselves, which enable continuous improvement in the teaching and learning process. It's not about just hold these technologies, but the way how to use it within the school environment.

In agreement with Andrade (2019), the instigation of the school in the face of the new model of society based on technologies and its advances, directs reinvention, a way of thinking about the increasingly active participation by students, who bring with them information, contexts and originality of the world "online", realizing that this constitution perspective of knowledge can not be paralyzed or merely a cast, which should not be limited in the concrete walls of the school. Much is said in higher education, about research and extension, but the gap in these aspects is notorious, as well as educational policies, which urgently need intuitive, visionary, innovative, creative discussions and leaders, as they are important parts in promoting practices and initiatives to succeed.

Although the author's scenario to happen a break in use and customs that are still strongly linked to the concept of education and its initiatives, it is essential to think in the students as active subjects and on the other hand reconsider school spaces without borders (represented through school gates) re-signifying physical and bodily distances, in which these educational technological trends, new methodologies and teaching methods, together with the idea of great innovative potential, unfold as devices for knowledge construction and mainly to consolidate skills and development of cognitive skills.

IV. MAIN CHALLENGES IN THE IMPLEMENTATION OF HYBRID EDUCATION AND THE MODELS USED

Through everything already discussed throughout this research, we realized that digital and technological instruments can directly collaborate in the teaching and learning process and that for an efficient use of Hybrid Teaching in the school context it is essential to think of a change that includes the provision of adequate infrastructure with their respective equipment, trained and qualified professionals to develop this process, curricular agreement with classroom practices, a special perspective for the evaluation aspect, illuminated by these paths is that the school institution will effectively print the practice of hybrid teaching. In this section, we will discuss the main provocations of this implementation, as well as present models and experiences of this way of doing education.

According to Castro (2015) about putting hybrid teaching into practice, there are no ready-made recipes, it is necessary to elaborate own ways of problematizing, challenging, instigating the student body with each component, perceiving their respective levels, and obviously, the target audience as members involved in that environment. Through this hybrid teaching model, feedback among social peers is the greatest sign of effective capacity for improving practices. It is the function of the teacher with school management, wanting to leave the world, the four walls of the classroom, and open space for the exchange of experiences in order to make them more apt innovations, new implementations as well as providing opportunities for themselves, professional improvement. And for the teacher to be ready for this implementation, management needs to have an investment perspective to corroborate this theory of change, even with slow steps.

Attention is paid to the need that emerges for complementary training for teachers to update themselves in the face of the modernization of pedagogical practices such as social transformations contemplating a more comprehensive education. With the clear intention of forgetting the idea of displaying content for a more complete performance, facilitating learning with the proper use of technologies. Kanashiro (2018) far beyond passing on content and knowledge, the teacher is dimensioned to create a closer relationship with his audience, establishing positive and effective connections and knowing the real situation of reality that are immersed to support his training with skills and abilities not only cognitive, but, make the student as protagonist, subject of a social environment and who has critical and relevant thoughts to support future decisions.

According to Viegas (2020), one of the discussions is the recurrence to the highest level of difficulty within this hybrid context, it is the personalization of the evaluation, as, according to the author, it strengthens her discourse of seeing, as a first step, the diagnosis to foster, understand and add value to teaching planning, and in this way, everything that the student already knows to succeed in the process is verified, and not just limit the action of evaluating at the end of the cycle. You have to tear the idea of evaluation only for metric and quantitative bias, but to build on the prospect qualitatively. Thus, the integration and openness of digital technologies makes use of all these reflections, as well as strengthening the strategic ideas of students' organization in the classroom, in the classroom, in order to favor the conduct of referrals and personalization actions, by levels, such as example, always aiming at success in all stages and tasks that propose the model discussed in this study. Still on evaluation, the teaching work is also based on the practice of constantly evaluating its students, and that such practice, within the hybrid context, has the main objective of recognizing the interventions that need to be carried out at the right time. As previously mentioned and exemplifying the author's idea of the relevance of the diagnosis, it can be developed based on quiz or intentional dynamics that enable the teacher to glimpse this proficiency and everything that the student brings with him, be it his social, cultural experiences, customs, knowledge already acquired, so as from the initiatives to build this method, they can know the real role of each involved in this universe.

Mazur (2015) mentions that when active methodologies are contextualized, at first it is necessary to deconstruct the outdated idea that learning is a passive, mechanical and receptive attitude. In this way, placing the subjects involved in the educational process in the construction of this knowledge and significant learning, understanding that both the student and the educator, are seeking certain knowledge.

We resort to Moran (2017) when he addresses his approach on the systematization that configures the hybrid system, where it needs to be interconnected and integrated, that is, linking through various areas of knowledge (curricular components, specific fields of knowledge), to promote a humanist vision, with maximum breadth of knowledge, pedagogically sustainable and with creative application contextualized in different forms of knowledge. It is worth mentioning that, when reconfigured, it must contemplate three processes and leave them in balance: personalized learning, peer learning

and learning mediated by more prepared people (teachers, advisors).

In personalized learning, it is when each one can follow their own paths, adapting and respecting their pace, expectation, style, situation and having autonomy to compose their curriculum, choosing activities and content that in their view is more pertinent, always with collaborations with their students. pairs, is total or partial customization. In Entre Peer learning, integration with the most diverse groups is contemplated in an interconnected manner. And in Mediated Learning by more experienced people, prepared is always reminding the figure of the mediator, exemplifying, it is the collaborative professionals, teachers, mentors, advisors, class leaders. Thus, we consider that all this theory is hybrid because it allows integration times, activities and spaces, overcoming the division between and virtual, but combining them and tra bal hando with optimization to deliver what each has to offer and whichever is more appropriate for the learning of each type of person.

Oliveira (2019) suggest a more pronounced division of hybrid education into four models: Rotation, Flex, À la Carte and Enriched or Enhanced Virtual. The **Rotation** model decentralizes to four types: 1. Rotation by stations, where it is possible to modify the space and conduct the classes through the teacher, in smaller groups, allowing students to learn both virtual and collaboratively. 2. Rational Laboratory, students circulate in different spaces. The teacher can stay in the traditional room with a group, while the other will be performing some different task with the same line of knowledge, online. 3. Inverted Classroom, basically reverses roles, the study of theory and concepts, starts to be carried out at home, in the room the mediator plans an action that this knowledge will be shared. 4. Individual rotation, the student has a series of tasks to be added to their respective routines. The control is only of the student and he can define when he will be prepared for an evaluation process that will participate in it.

In the **Flex** model, virtual practice is the main method. But, students need to stick to the daily schedule at school units, with a flexible routine scheduled. Personalization is increased, as students have peculiarities in their routines and cannot necessarily be grouped by grade. In the **À la Carte** model, the focus is on online education. And similar to the previous model, the student has a list of tasks that need real Custom Greeting ent, exist going to the presence of the tutor who helps direct the process. In the **Enhanced or Enriched Virtual** model, also happening online, the complement with the face-to-

face meetings is more intense and sees the accompaniment periodically with tutors.

V. FINAL CONSIDERATIONS

In line with the discourses and theories presented throughout the study, the relevance and capacity that Hybrid Teaching in fact results is clear, as it opens up a wide range of opportunities to improve the teaching and learning process, in order to meet the needs of current generation, providing with pedagogical intent innumerable didactic values that face contemporary challenges with great dynamism, flexibility, interaction, autonomy, innovation, for the current context and mainly to make a link for future generations and their new expectations.

This work presented a call for great reflections on the efficiency and effectiveness of such a process both for teaching and for educational institutions. The society faces technological modernization with great acceptance, and it is very visible, it is necessary to start a fight for the elaboration of policies that will guarantee a new organization that in fact meet the current demands and facilitate the development of more expressive skills, expanding to in addition to the intellectual ones, the cognitive ones, which, as mentioned in the development, are those that have the greatest effect on the assertiveness of effective decision making.

Importantly for implementation and configuration of the hybrid education in school environments, part of the connectivity with new technologies, including networks internet, allowing interweaving spaces available learning with the arrangement of the process of teaching and learning, of course with adaptation and respect for the peculiarities of each context and situation. Another aspect that can be highlighted is that, according to the theories of great authors presented, the hybrid does not reproduce or resemble repetition activities, that is, using this teaching perspective, ideas of new transformations proliferate in the educational scope and extends to creation development paths, as well as research and extension.

Naivety cannot take over the thoughts of educational professionals, you cannot close your eyes to such a change in such a short time, because, parallel to all this context of a new script that can be followed, it fills your eyes with hope believing in a new direction for Education, but, it can be mentioned the great milestone, negatively speaking, of the Pandemic caused by COVID-19, where it destabilized the teaching units, mainly in elementary schools because until then, children and young people were prohibited of using the cell phone inside the classroom, and today, this is the main tool to reduce the

effects on school bias and consolidate through new methodologies diverse learning.

Thus, debated about the light that the hybrid presents and the new modern context that is spreading every day, it is unquestionable the readaptation that education needs to be constituted. Increasing investments for financial stability by opening doors for physical and pedagogical reengineering on the part of our government officials is essential, but also alongside these resources, it is necessary to have the look of change that teachers and other employees have to accept, understand, believe and even then to infect their respective audiences for the much dreamed of change, to leave the discourse that education has changed and to be an agent of real change in order to prove a true basis in these statements.

For the implementation of hybrid education to happen, first of all, it is to break down the ingrained barriers of traditional education, not to forget it completely, but to measure its positive and negative aspects, and then to plan and unify for the hybrid proposal. It is known that it is not a quick change, and it will not happen overnight, but, it is necessary to start as soon as possible so that the new generation is not marked by the losses resulting from inertial methodologies to what is expected. Teachers who are critical and active is essential to mediate the proposals presented here, who in turn have in their hands the empowerment with students to follow steps towards autonomous positions, guided by critical sense and theoretical foundations.

Freire and Guimarães (2013) in an enchanting work on the practice of educating with the media, addresses the topic of transformative education through the technological possibilities immersed in society and comes up against the dialogue permeated by this study. The authors ask reflective questions for pedagogical methods, about whether the school uses ignorance, behaves as an adversary, or will be part of the same team as allies with technologies. In this sense, they emphasize that contemporary culture needs technological use, playing an increasingly important role for a sustainable, creative and critical education. All of this corroborates the precise attitudes that education needs to provide its full development.

And from such changes, one can dream of overcoming the passive and receiving attitudes that education mostly promotes in its teaching and learning process and meet the most dialogic and open proposals offered by new technologies. However, for the hybrid strand to be effective, it is necessary to be well planned to effectively contribute to current demands. Finally, the

research highlights the benefits of hybrid education, as well as discussing its respective challenges. It also addresses topics to prosper the discourse and broaden the debate. In this way, contexts that are aligned with the discussions on the formation of implementation of hybrid education, expansion of new horizons pervaded by the new look of educational practice, always opening space for parallel or diverging opinions on the principles and beliefs of hybrid education.

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