

THE IMPORTANCE OF EVASION CONTROL IN DISTANCE EDUCATION
A IMPORTÂNCIA DO CONTROLE DA EVASÃO NA EDUCAÇÃO À DISTÂNCIA
LA IMPORTANCIA DEL CONTROL DE LA EVASIÓN EN LA EDUCACIÓN A DISTANCIA

Jorge Vieira da ROCHA¹
Sonia Regina Mendes dos SANTOS²

ABSTRACT: Even with the increasing technological advances in distance learning, it was not efficient to contain the dropout number. Working with distance education is not simple, requiring a teaching methodology in synergy with navigation tools, simple to be absorbed by students and that will create an interaction between teachers and students who are the major players in education. The objective of the study is to know the main factors that contribute to evasion in distance learning and to present strategies for its control. A mixed, quantitative, and qualitative study was carried out, an online questionnaire for coordinators and teachers to answer to understand what is being done in the fight against dropouts. Bibliographic research and document analysis were also carried out to better understand the investigated object.

KEYWORDS: Evasion. Education. Teaching. Tools. Strategies.

RESUMO: Mesmo com o avanço tecnológico cada vez maior no EAD, não foi eficiente para conter o número de evasão. Trabalhar a educação a distância não é simples, sendo necessária uma metodologia de ensino em sinergia com as ferramentas de navegação, simples de serem absorvidas pelos alunos e que venham a criar uma interação entre docentes e discentes que são os grandes atores do ensino. O objetivo do estudo é o de conhecer os principais fatores que contribuem para a evasão no EAD e apresentar estratégias em seu controle. Realizou-se um estudo mesclado, quantitativo e qualitativo, questionário online para os coordenadores e professores responderem com a finalidade de entender o que vem sendo feito no combate à evasão. Foi também realizada pesquisa bibliográfica e análise documental com o propósito de melhor entender o objeto investigado.

PALAVRAS-CHAVE: Evasão. Educação. Ensino. Ferramentas. Estratégias.

RESUME: Aunque con los crecientes avances tecnológicos en la educación a distancia, no fue eficiente contener el número de abandonos. Trabajar la educación a distancia no es sencillo, requiriendo una metodología de enseñanza en sinergia con las herramientas de navegación, sencilla de ser absorbida por los alumnos y que genere una interacción entre

¹ Estácio de Sá University (UNESA), Rio de Janeiro – RJ – Brazil. Doctoral student in the Postgraduate Program in Education. ORCID: <https://orcid.org/0000-0002-9050-7707>. E-mail: rocha.rlk@globo.com

² Estácio de Sá University (UNESA), Rio de Janeiro – RJ – Brazil. Professor of the Postgraduate Program in Education. Doctorate in Education (UFRJ). ORCID: <https://orcid.org/0000-0001-8896-9083>. E-mail: profsmende@gmail.com



profesores y alumnos que son los grandes protagonistas de la docencia. El objetivo del estudio es conocer los principales factores que contribuyen a la evasión en la educación a distancia y presentar estrategias para su control. Se realizó un estudio mixto, cuantitativo y cualitativo, un cuestionario en línea para que los coordinadores y docentes respondan para comprender qué se está haciendo en la lucha contra la deserción. También se realizaron investigaciones bibliográficas y análisis de documentos con el fin de comprender mejor el objeto investigado.

PALABRAS CLAVE: *Evasión. Educación. Enseñanza. Herramientas. Estrategias.*

Introduction

In a globalized world like the one we live in today, where information flows at high speed and with an economy without borders, professionals must always be prepared for the challenges of change, innovation and competition. In this scenario, distance learning has been growing in recent years and assuming an important role in the educational area, especially in higher education, for people who would find it difficult to obtain a diploma. This type of education offers several opportunities, such as flexible hours, different from the face-to-face model, it has an extensive geographic scope, which provides opportunities for the inclusion of people in professional and higher education. Learning takes place without any kind of obstacles, as the student chooses the location and prepares his/her study schedule as it is not necessary for him to be present in a classroom.

Access can be done anywhere the student is, as long as he has the time to study and the technology available to carry out the tasks in the requested disciplines. This well-used model could bring economic and social advantages to Brazil, which, due to its vast territorial extension, has a great lack of education. Among the advantages, Distance education can take its higher education courses to areas farther away from the capitals, which suffer from the lack of qualified professionals. However, no matter how attractive, motivating and pleasant the classes are, in the virtual environment, with total facilities available, we will find considerable dropout percentages. Every business, regardless of its segment, faces challenges and one of the main problems encountered by managers of Higher Education Institutions (HEIs) is that of dropout. It is in this universe that this article is inserted. Aiming to identify and analyze how private universities in the city of Rio de Janeiro use current dropout prevention and control strategies as a way to increase the efficiency of their operational results.

The purpose of this article is to discuss dropouts in distance learning courses, in order to identify the causes and launch possible strategies to promote a reflection on dropouts in distance courses. The initial highlight of the investigation stage for the research lies in the reflections ensured by the evidence provided by the various authors surveyed, which are important for understanding the issue of dropouts in distance learning at private universities in the city of Rio de Janeiro.

Conceptualization of distance education

According to Maia and Matar (2007, p.6, our translation), distance education is “a modality of Education in which teachers and students are separated, planned by institutions and that uses different communication technologies”. This modality is regulated by specific legislation and can be implemented in Basic Education (youth and adult education, high school technical professional education) and in higher education. For Kay and Rumble (1991) distance education can be defined as formal Institution-based education, where the learning group is separated and where interactive telecommunications systems are used to connect students, resources and instructor.

Distance education characteristics

Romanowski (2010, p. 13, our translation), reinforces that the components of teaching planning go "beyond the definition of objectives, contents, methodologies and assessments, because [...] it is necessary to define under what conditions the teaching will be carried out", therefore, the success of a distance education course depends on the re-evaluation by administrators, staff, faculty and students of the programs offered. Nowadays, time has become a critical factor for anyone's success, Distance Learning facilitates students in their academic formation, enabling an equality of competition in the labor market. The possibility of improving their learning or their qualification becomes viable, as long as they are committed to carrying out the same, as educational institutions have been offering a large number of courses. This provides a democratization of education and reaching economic and social spheres, offering opportunities for those who live in distant places to be able to study. About this, the Brazilian legislation, under Decree no. 9,057/17 which regulates art. 80 of Law no. 9,394/1996, which establishes the guidelines and bases of national Education, ratifies that Distance Education is the

[...] educational modality in which didactic-pedagogical mediation in teaching and learning processes occurs with the use of means and Information and Communication Technologies, with qualified personnel, with access policies, with compatible monitoring and evaluation, among others, and develop educational activities for students and education professionals who are in different places and times (BRASIL, 2017, our translation).

Students are able to establish study schedules that do not involve their work, creating autonomy in their studies, since they do not need to be in person at the university to study.

Dropout in distance education

In any area of education, dropout is always a concern and Distance Learning is no exception and it is surprising that many of the institutions know the real reasons. Data from the EAD.BR 2017³ Census reveal that dropout rates in distance learning are increasingly closer to those of on-site courses. By evasion is understood, according to Santos et al. (2008, p. 2, our translation), “[...] the student's definitive withdrawal at any stage of the course and this can be considered a frequent factor in distance learning courses”.

The dropout of students is the biggest obstacle to Distance Learning and has caused losses that range from the idleness of personal and material resources at the institutions to the closure of courses with thousands of dropouts. The problem is increased due to the few efforts to combat student dropout in courses of this type of education.

Dropout control

The dropout affects all HEIs, causing a considerable loss of income that could be invested in the physical and pedagogical structuring of courses, for several reasons, depending on the social, cultural and economic context in which the Institution is inserted.

Hence the need to clearly communicate the course, its content, functioning, interaction and what will be the evaluation methods, payment. Everything must be explained well.

According to Matar (2010), Distance Education in Brazil is still conceived, in general, based on the premises of Face-to-Face Education, with restricted and inadequate use of available technologies and media. For him, it is still common for institutions to sell interactivity and deliver courses based on On-site Education and only taught at a distance,

³ Available: http://abed.org.br/arquivos/CENSO_EAD_BR_2018_digital_completo.pdf. Access: 10 June 2021.

through videos. A chronic problem in this scenario: the formation of teachers who work in distance learning.

According to Freire (1978), authoritarian education is characterized as that in which the teacher acts as if he were depositing, transferring values and knowledge; for this reason he called it “banking conception of education”. It is understood what Freire says is an obligation that this type of teacher has, when passing their knowledge to students, and does it in the worst possible way.

Main causes of the evasion process in distance education

Evasion is the withdrawal movement of the student who, after being enrolled, does not appear in classes or dropout during the course at any stage, that is, when the student completely abandons the course without completing it, regardless of whether or not he attended any class.

According Silva and Rocha (2020, p. 04, our translation):

[...] in distance education, the types of dropouts are classified as follows: dropout (evasion) occurs when the student leaves the course or the Education system during its development and never returns. Stopout, on the other hand, is the temporary interruption of the course, and attainer (evasion from the course) occurs when the student leaves the course before its conclusion, but with the acquisition of knowledge, or for having reached their personal goals. The case of students who do not even start the course is called non-starter. The evasion concept is equivalent both in on-site courses and in distance courses: it is the student's withdrawal from the course or from the Higher Education Institution (HEI) in which he is enrolled.

Dropout is seen as a frequent factor in distance courses, which may occur for financial reasons identified as one of the main factors, the lack of time to dedicate the tasks to be performed, the non-adaptation to the method, the lack of adaptability to the modality of teaching and the obligatory nature of in-person tests. All are factors that make the student quit many times, right at the beginning of the course. Table 1 shows the main causes of evasion, identified by the CENSUS EAD.BR 2014.

Table 1 – Causes of evasion in Distance Education

Causes of evasion	Answers	%
Lack of time to study and participate in the course	55	33%
Accumulation of activities at work	51	31%
Lack of adaptation to the methodology	28	17%

Business travel	16	10%
Impediments created by the supervisor(s)	8	5%
Others	5	3%
Enrollment cost and/or course fees	2	1%
Unemployment	1	1%
Total	166	100%

Source: Devised by the authors, adapted from CENSO EAD.BR (2014)

One of the most serious problems related to Education is the dropout of students, especially in the distance modality, as it is still recent and is still undergoing a process of improvement and acculturation. We observed the lack of time with the highest percentage, showing that the organization of time for students who take distance courses is essential. The demands of distance learning must be well understood by the student, so that he/she remains motivated and involved in the course. Equally, HEIs must give all operational support, with quality, providing a high degree of satisfaction for all, because when studying with pleasure, productivity and learning tend to increase.

Strategy of evasion prevention in Distance Education

Regarding the monitoring of dropout prevention actions, Schlemmer and Lopes (2011, p. 04, our translation) state that:

[...] some processes can be incorporated into the design of courses, as they respond to or meet the expectations of students and promote their adherence/permanence, as is the case with the inclusion of synchronous interactions by videoconference in the classes, partnership with Propulsor Teaching, among others.

Having in its staff technically prepared professionals who have undergone formation on all the tools that will be used in the courses becomes critical for the success of the courses.

Today, there is insistence on the researcher professor. In my opinion, what is a researcher in the teacher is not a quality or a way of being or acting that is added to that of teaching. Inquiry, search, research are part of the nature of teaching practice. What is needed is that, in their ongoing formation, the teacher perceives himself and assumes himself as a teacher, as a researcher (FREIRE, 1996, p. 32, our translation).

Seminars, workshops, in order to improve the knowledge of students. Possessing an updated virtual library suitable for Distance Learning, having human material in the rear to give all the support to the students, passing on all the information, solving doubts about the

course. Dropouts can occur for various reasons that are not directly linked to the educational environment, but it is up to the institutions to carry out actions with the objective of minimizing this statistic.

Dropout reduction strategies applied to ead

Teaching has been evolving more and more, which is why it is important to know how to conduct the study process and make it clear to the student that commitment and motivation depend only on him. Containing dropouts is not an easy task, which is why it is necessary for HEIs to have a commitment to the quality of education, following the MEC standards. The tutors who participate in the program content, which is in total synergy with the students, he (tutor) has an important role in shaping the environment, providing opportunities for everyone to participate in the discussions, encouraging students to share their experiences and suggestions.

Quoting Almeida (2008, p. 6-7, our translation) when he emphasizes that "there is lack of motivation because of situations that occurred during the course of a personal or family nature, many students reported that in these times of difficulties they did not have support from the teacher/tutor". The same author also recommends that: "[...] institutions make available within their scope a more flexible study plan to serve students in atypical situations".

The research

The State of Rio de Janeiro offers Undergraduate Distance Learning courses in the areas of Exact, Human and Biological Sciences. Altogether, there are 41 higher education institutions offering distance courses in the State of Rio de Janeiro: 9 public colleges and 32 private colleges. Divided into three different degrees (Bachelors, Teaching Degrees and Technologists), each with its own characteristics, having a total of 115 courses divided as follows: Bachelor Degrees with 34 courses of longer duration between 4 to 5 years, Teaching Degrees 17 courses where most of them it lasts four years and includes subjects related to didactics, pedagogy and Technology in the curriculum 64 short-term higher education courses (from 2 to 3 years)⁴.

⁴ Available: <https://www.EAD.com.br/faculdades-a-distancia/faculdades-a-distancia-no-rj.html>. Access: 12 Feb. 2019.

The representativeness criterion assigned to determine the sample was to choose the main HEIs by size and by their brands in the educational market. In order to know the reasons for evasion in distance learning and the strategies used to reduce it, coordinators and professors of various distance courses were chosen at random (from each researched University) responsible for this modality in their respective research subjects. Universities. According to Spiegel (1977, p. 218, our translation) “the validity of conclusions about a population depends on the fact that the sample has been chosen properly, in order to represent the population sufficiently well; one of the important problems of statistical inference is precisely that of the choice of the sample”.

The work was carried out in 6 (six) private HEIs in the city of Rio de Janeiro which has a population according to the IBGE⁵ in the year 2019 of 6,718,903 people, which corresponds to 18.74% of institutions across the state. We were not given the number of students enrolled, dropouts and who completed their respective courses because they were confidential data. We were informed that the number of students enrolled in distance learning would have been greater than students enrolled in classroom in 2019. The profile of students in these HEIs is low-income workers, who live with their family, with an average age of 30 years old, being both men and women who were unable to complete higher education at the appropriate age, according to the MEC, between 18 and 24 years old, being committed to their studies and dedicating a few hours of studies, classes, videos and cases per week. The HEIs chosen were due to their representativeness in the city of Rio de Janeiro, their brand, their ease of access and their academic trajectory over the years. A request was made to the coordinators, as per annexes I and II, to distribute the questionnaire to their professors and the amount returned was 24 Coordinators and 66 Tutors from different courses. Being asked to answer a questionnaire consisting of 20 closed questions, about the reasons that can contribute to the evasion of students in distance courses. Each respondent previously received the questionnaire (with closed questions), so that they learn about the subject, optimizing the interview. After the interviews, the data were compiled for writing the case and analyzing the results obtained. The sample was defined through statistical calculation, considering a minimum of 5% of the overall totals with sampling error and 95% confidence level. After preparing the questionnaire, it is time for the interview, which according to Gil (2011, p. 109) “interview is the technique in which the investigator presents himself in front of the

⁵ Available: <https://cidades.ibge.gov.br/brasil/rj/rio-de-janeiro/panorama>. Access: 12 Feb. 2021.

investigated and asks them questions, with the objective of obtaining the data of interest to the investigation”.

However, it is not simple to elaborate a questionnaire, as developing a questionnaire that is adequate to the research objectives becomes a science, since a lot of care must be taken. Generally speaking, it is defined as a set of questions on a topic (GÜNTHER, 2003; XAVIER, 2012), the questionnaire proves to be efficient to obtain biographical information and so that respondents feel more comfortable to score their opinions.

The questionnaire offers subsidies to achieve the specific objectives of this research, which is:

a) Verify the strategies that have been carried out, by the studied Universities, in order to minimize school dropout.

b) Identify the variables and factors that have the greatest influence on dropouts in Distance Education.

c) Point out methods that help to control dropout, in Undergraduate courses in the State of Rio de Janeiro.

Data were collected throughout the year 2019, using a type of probabilistic sampling. The selection of these samples took place with professionals with extensive experience in this type of teaching and who experience the problem of dropout in their management. With this, we sought to guarantee the reliability of the results. The data collected by the quantitative research underwent statistical treatment, carried out with the help of Excel programs. The tabulation of the data was performed using graphs created by the researcher, as he considered them to be expressive for the desired sampling, which does not prevent, synthetically, an analysis of them.

[...] in a quantitative study, the researcher conducts his work from a plan established a priori, with clearly specified hypotheses and operationally defined variables. It is concerned with the objective measurement and quantification of results. It seeks precision, avoiding distortions in the data analysis and interpretation stage, thus ensuring a safety margin in relation to the inferences obtained (GODOY, 1995, p. 58, our translation).

It is worth noting that research is never definitive, as it must accept all possible points of view within the study area. Of course, theoretical cuts are made, but first it is important to know the main authors and the main conclusions of the research carried out in your area of study.

Research results

Ninety (90) professionals in the field of Distance Education answered the questionnaire, who sent information by completing the questionnaire by e-mail. The interviews were carried out between the months of October and November 2019, and they are all considered valid for the study in question, as they present data on the dropout rate, whose analysis is the objective of this research. The information collected from the participants was analyzed individually, in order to carry out a sample analysis and later a statistical analysis of the data. Countless factors are involved in student dropouts and college dropouts. They cannot be considered simply specific causes, but the entire process of student education must be evaluated, from basic education in Brazil over the years. It is important to understand that Brazilian education, as a whole, still has a long way to go. According to Moore and Kearsley (2008), contradicting what happens with younger students, most adult students have work experience and some seek to learn more about areas of work in which they already have a great deal of knowledge.

It can be seen in some cases of dropout that it is the student who did not have the conditions and opportunity to enter Higher Education as soon as he finished high school. Due to the professional demands that the market demands today, they are attracted by distance learning courses because of their flexibility in the most accessible hours and tuition, without considering their vocation, just for the fact of getting a diploma. It can also be added that the fact that they do not consider the most relevant aspects for their formation and that they do not assess whether they will have the disciplines that are necessary for their professional future, so many people drop out. According to the data provided, we can infer the relationship between student entry and dropout and the number of graduates shown in frame 1:

Frame 1 – Distribution of new students, dropouts and graduates per semester

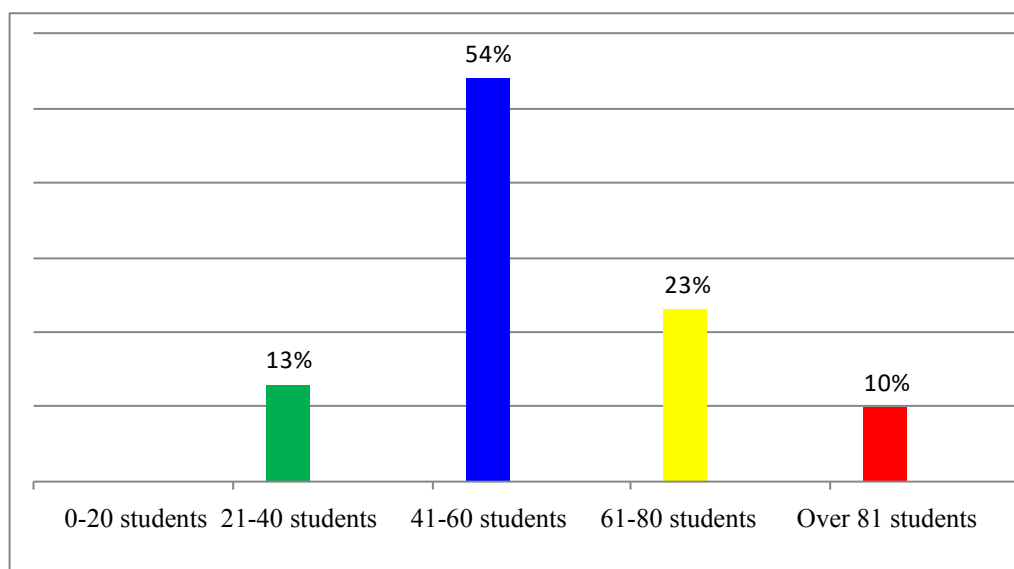
New students	Percentage
Between 0 and 20 students	0%
Between 21 and 40 students	13%
Between 41 and 60 students	54%
Between 61 and 80 students	23%
Over 81 students	10%
Dropout students	Percentage
Between 21 and 40 students	59%
Between 41 and 60 students	41%
Students graduated per semester	Percentage
Between 03 and 30 students	17%
Between 31 and 60 students	62%

Between 61 and 90 students	17%
Between 91 and 120 students	2%
Over 121 students	2%

Source: Devised by the authors

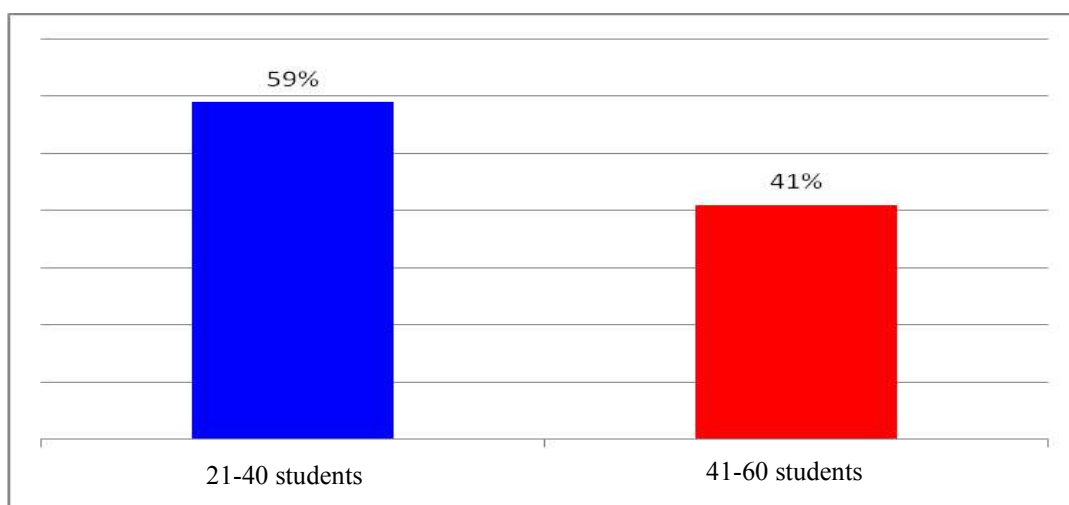
Below are the results of the surveys with graphs and percentages of responses to each of the questions in the questionnaire:

Graph 1 – Entry of new students



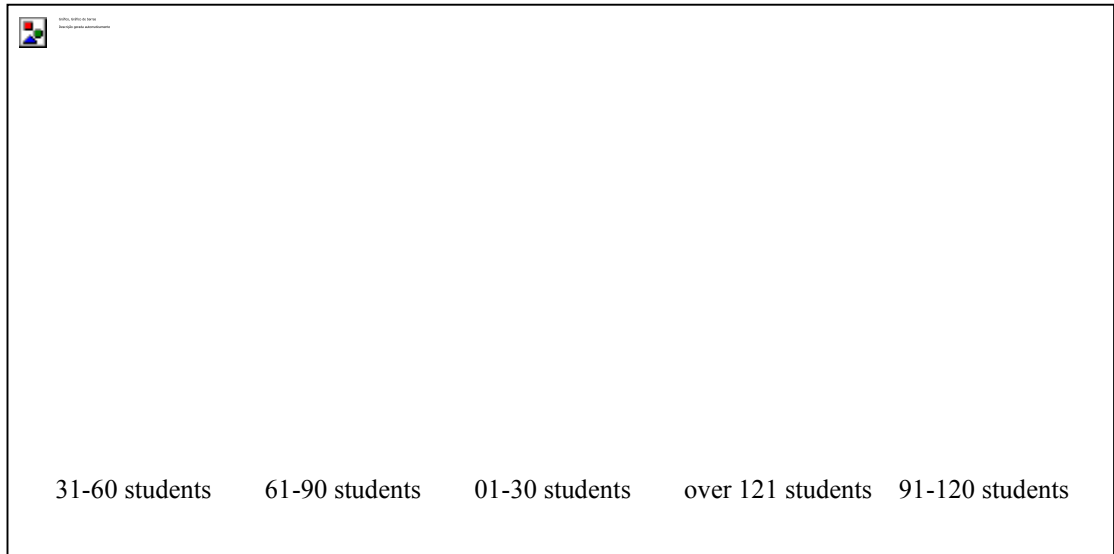
Source: Devised by the authors

Graph 2 – Dropout number in your course



Source: Devised by the authors

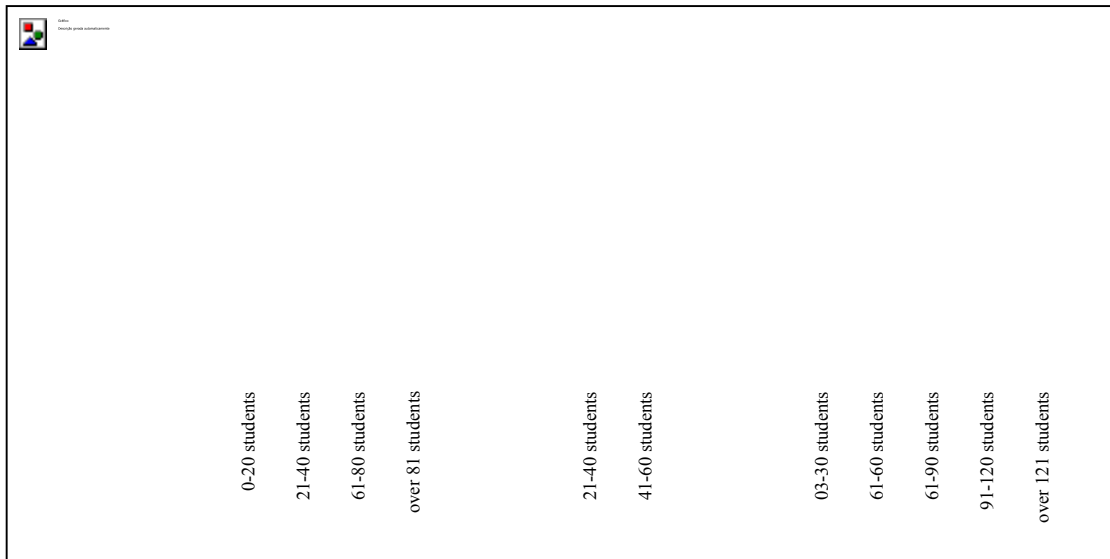
Graph 3 – Number of graduates in your course at the end of each semester



Source: Devised by the authors

It can be seen in Graph 3 that the majority of semester graduates per course, are between 31 and 60 students, reach 62%, of the index that corresponds to all other options together, which are 17% between 61 and 90 students and between 1 and 30 students. Above 121 students only 2%. The highest percentage in the number of graduates is between 31 and 60 students, similar to the higher percentage of the number of students who enroll each semester, which is 54% between 41 and 60 students. An average of 55 students enter per semester, an average of 38 dropouts and an average of 47 graduates who evaded each semester. The first observation about the results of the applied questionnaire refers to the homogeneity of the profile of the courses that the respondents coordinate.

Graph 4 – List of students: enrollments x dropout x graduates



Source: Devised by the authors

Graph 5 – Moving average with trendline



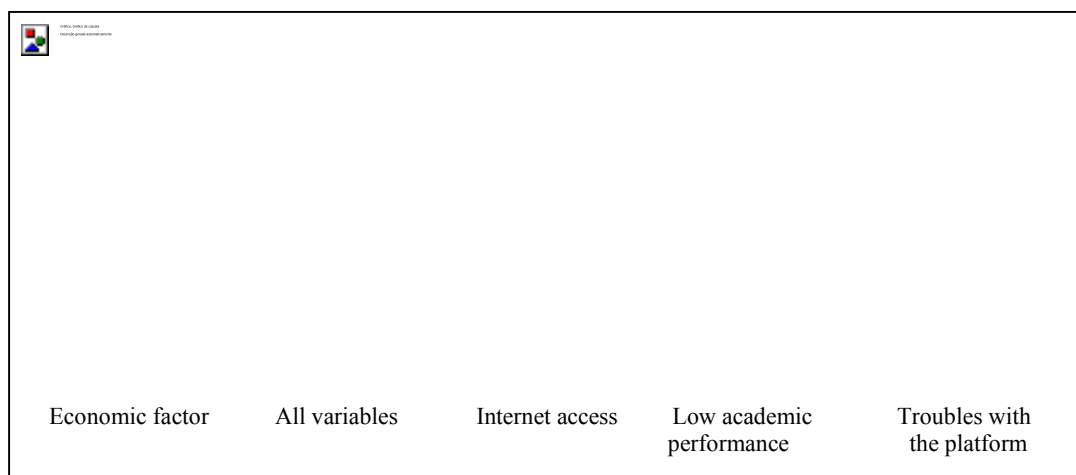
Source: Devised by the authors

Graph 5 shows the trend line of the variables within the moving average of new student entry, student dropout and graduation, based on the data provided.

We can note that the trend is for course completion above the entrance of students, considering the dropout of both ranges of students. It can be seen that an average of 55 students enter per semester, an average of 38 drop out and an average of 47 graduates each semester, it is important to emphasize that this average can vary according to each semester, but through these numbers we affirm that there are more graduates than dropouts. The first

observation about the results of the applied questionnaire refers to the homogeneity of the profile of the courses that the respondents coordinate.

Graph 6 – Main factors of evasion



Source: Devised by the authors

There are several reasons that can lead the student to give up on completing their course in the Distance Learning modality. Among the ones with the highest percentage in the answer, the economic factor comes first, hence the need to think, within their business strategy, of scholarship and discount plans to retain students who are thinking of interrupting the course due to financial difficulties.

The table below shows the percentage of convergence of responses on the profile of the courses.

Table 1 – Profile of courses in the distance learning modality

Profile of the courses that respondents coordinate	percentage
Entry of more than 40 students per semester	87%
Management courses with greater dropout	70%
Dropout age group - Between 31 and 40 years old	66%
Graduates between 31 and 60 students	62%
Dropout between 21 and 40 students	59%
Percentage of Masters and Doctors above 40%	59%

Source: Devised by the author

According to Tubino (2000), whenever we have new data, we introduce it in the forecast, we abandon the oldest. Distance learning has been growing at an accelerated rate across the country, where certain groups of the population who did not have this opportunity,

because they work and do not have time or because they consider themselves old to study in the traditional way or because they live in regions with difficult access, can now return. Distance Learning ends up being a democratization of education for those who previously did not have access to Higher Education. The greater the number of students in a class, the greater the risk of dropping out. Management courses are those with the highest number of dropouts due to the fact that they also have the highest number of enrolled students. It is necessary to wait a little longer for this trend, it may be that because they have disciplines that involve calculations and at a distance without a teacher in person to carry out the exercises, students may be demotivated. The question remains whether this percentage tends to increase over time.

The dropout age range is between 31 and 40 years for 66% of the questionnaire responses. It is noticed that these students can be considered non-traditional, that is, most of them are over 30 years old, exercising other activities than studying. The dropout rate for each course is in the order of 31 to 60 students per semester for 66% of the questionnaire responses. Many students are unable to adapt to this study routine, done individually and end up giving up. This is because there is still the imagination that it is possible to learn without having to struggle. This is important data for managers, to carry out a close monitoring and thus manage to maintain the student at each period, reducing the dropout rate.

On the other hand, the number of graduates per course is reported mainly in the range of 31 to 60 students. As they have the same opportunities in the labor market as on-site students, the number of distance learning graduates has been increasing every semester. These students have some very important characteristics that students in classroom classes may not have learned during their course time. These data show that the number of graduates each semester is large due to the number of students enrolled each semester.

Final considerations

The difference between the number of students entering the course and the number of students trained in this course can be considered dropout. Ensuring the permanence of students until the end of the formation process has proven to be one of the main challenges for education at all levels of education. In this continuity, this research sought to present strategic models to contain the evasion of undergraduate courses offered at a distance by Private Universities in the State of Rio de Janeiro. To this end, three specific objectives were defined.

a) Check the strategies that have been carried out by the studied Universities, in order to minimize school dropout. Among the main strategies to be used to control evasion in distance education, we can list the following:

Adequate structure - Investment in interdisciplinary projects or in multimedia spaces with free locations and resources so that students can invest their time in creation, thus discovering their interests and abilities.

Review the pedagogical proposal and methodology – Coordinators and Tutors must check if the classes and activities add knowledge and arouse interest from the students.

Using technology in favor of learning - These resources can facilitate the student's curiosity and attention to certain topics, depending on the school year, such as case studies.

Reduction of students per class - Crowded classes present low content utilization, as it becomes difficult for a Tutor to follow classes with more than 50 students.

b) Identify the variables and factors that have the greatest influence on dropouts in Distance Education.

We can divide the reasons for students to drop out of distance learning courses into four groups:

1- Financial Factors – In general, distance learning courses are cheaper than face-to-face courses, not to mention the reduction in students' costs in transport, food, study material.

2- Lack of academic support – The lack of support is directly linked to the lack of formation for the teacher/tutor and the amount of class-hours he makes available to his classes. Distance Learning has a different peculiarity than in-person.

3 - Problems with technology – We can observe in our research that the public that uses distance learning courses is made up of adults, over 30 years of age, and many have not been able to keep up with the advances in technology.

4 - Low academic performance – Many of the students may have arrived at Higher Education with difficulties in various contents and with an insufficient academic record. The quality of basic education is precarious and in certain regions poor. The suggestion here is to invest in extra materials: movies, in addition to the teacher/tutor encouraging and motivating the student to carry out research to raise their level of learning.

c) Point out methods that help to control dropout, in the Undergraduate Distance Learning courses in the State of Rio de Janeiro.

Among the many ways to reduce the dropout rate, the investment made by HEIs in video classes becomes a critical success factor, as this method tends to minimize the lack of student interaction with the teacher and with their peers. Classes through videos make the environment closer to the reality of face-to-face teaching, as they are more attractive and dynamic. They are: Administration, Human Resources, Pedagogy and Engineering, whose dropout rates for the study period were calculated at 44%, 26%, 22% and 8%, respectively.

The trend is that Distance Education continues to grow and contribute to the offer of Higher Education, however, despite this number growing year after year, there is another worrying factor, but quite common in courses, which is dropout and that in certain cases is very high comparing the potential and demand of this modality.

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