PRESENTIALITY IN ONLINE ENVIRONMENT: IMPLICATIONS OF A CONCEPT UNDER CONSTRUCTION IN BRAZILIAN DISTANCE LEARNING

PRESENCIALIDADE EM AMBIENTE ON-LINE: IMPLICAÇÕES DE UM CONCEITO EM CONSTRUÇÃO NA EAD BRASILEIRA

PRESENCIALIDAD EN EL ENTORNO ONLINE: IMPLICACIONES DE UN CONCEPTO EN CONSTRUCCIÓN EN EL EAD BRASILEÑO

Elizabeth Matos ROCHA[1]
e-mail: elizabethrocha@ufgd.edu.br

Hermínio BORGES NETO[2]
e-mail: herminio@multimeios.ufc.br

Editor: Prof. Dr. José Luís Bizelli
Deputy Executive Editor: Prof. Dr. José Anderson Santos Cruz

---

[1] Federal University of Grande Dourados (UFGD), Dourados – MS – Brazil. Associate Professor 3 based at the Faculty of Distance Education at UFGD. Undertakes Postdoctoral Internship in Education (UFC).

[2] Federal University of Ceará (UFC), Fortaleza – CE – Brazil. Retired full professor at UFC. Permanent professor of the Postgraduate Program in Education at UFC.

ABSTRACT: The work discusses whether the concept of presence in an online environment is real for synchronous interactions between teachers and students, configuring more reality and proximity at the time of studies. The objective was to investigate whether the state of the art on the concept of presence in an online environment presents literature that points to the resizing of the concept of presence in undergraduate courses offered in the distance modality. The research, as a bibliographical, narrative, exploratory review, was carried out on four sites, using keywords, in the time frame from 2020.1 to 2023.1, on the concept of presence in an online environment, from which only Google Scholar returned results that were in line with the redefinition of online presence based on the strengthening of synchronous interaction in web conferences. It is concluded that, despite the significant increase in distance education undergraduate courses in Brazil in the last decade, there is a need for research that strengthens the concept of online presence and that can even reverberate in the updating of the normative set that deals with this educational modality.

KEYWORDS: Presence. Virtual. Online. Web conference. Distance education.

RESUMO: O trabalho discute se a concepção da presencialidade em ambiente on-line é real para interações síncronas entre professores e estudantes, configurando mais realidade e proximidade no momento dos estudos. Objetivou-se investigar se o estado da arte sobre o conceito de presencialidade em ambiente on-line apresenta literatura que aponte para o redimensionamento do conceito de presencialidade em cursos de graduação ofertados na modalidade a distância. A pesquisa, enquanto revisão bibliográfica, narrativa, do tipo exploratória, foi feita em quatro sites, utilizando-se palavras-chave, no recorte temporal de 2020.1 a 2023.1, sobre o conceito de presencialidade em ambiente on-line, dos quais apenas o Google Acadêmico retornou resultados que se coadunam com a ressignificação da presencialidade on-line tendo como base o fortalecimento da interação síncrona em webconferências. Conclui-se que, apesar do aumento expressivo de cursos de graduação em EaD no Brasil, na última década, há necessidade de pesquisas que fortaleçam o conceito de presencialidade on-line e que possam reverberar, inclusive, na atualização do conjunto normativo que trata dessa modalidade educacional.

PALAVRAS-CHAVE: Presencialidade. Virtual. On-line. Webconferência. Educação a distância.

RESUMEN: Este trabajo discute si el concepto de presencia en un entorno en línea (online) es real para las interacciones sincrónicas entre profesores y estudiantes, configurando más realidad y proximidad en el momento de los estudios. El objetivo fue investigar si el estado del arte sobre el concepto de presencia en un ambiente en línea presenta literatura que apunta al redimensionamiento del concepto de presencia en los cursos de graduación ofrecidos en la modalidad a distancia. La investigación, como revisión bibliográfica, narrativa, exploratoria, se realizó en cuatro sitios, utilizando palabras clave, en el marco temporal de 2020.1 a 2023.1, sobre el concepto de presencia en un entorno en línea, de los cuales solo Google Académico arrojó resultados que fueron en línea con la redefinición de la presencia online basada en el fortalecimiento de la interacción sincrónica en las webconferencias. Se concluye que, a pesar del aumento significativo de los cursos de graduación de educación a distancia en Brasil en la última década, existe la necesidad de investigaciones que fortalezcan el concepto de presencia en línea y que incluso pueden repercutir en la actualización del conjunto normativo que trata de esta modalidad educativa.

PALABRAS CLAVE: Presencialidad. Virtual. En línea. Conferencia Web. Educación a distancia.

Introduction

The presence in an online environment is it real? This is undoubtedly a rhetorical question, especially when we read chapter 10 - Virtual Reality - by Tori (2010, p. 151-152, our translation), in which the author, in the first decade of the 21st century, pointed out the educational possibilities of "interaction in real time, in a three-dimensional educational environment". It was not an isolated voice. Mathematician Borges Neto, since 1999, has been advancing TeleMeios, "as a Learning Tele-Environment consisting of a multimedia telematics structure incorporating sound, image, text, mail and a shared interface between teacher and student", according to Silva (2022, p. 60, our translation).

However, if the use of computers, from a pedagogical perspective, in supporting teaching has not yet found its role satisfactorily in Brazilian basic education, the same cannot be said about Distance Education (EaD) in higher education in our country (VALENTE, 2014). According to data extracted from INEP[3], EaD, in undergraduate courses, grew 474% in a decade, from 2011 to 2021. This quantitative leap results from the search of thousands of people to continue their studies through EaD. This fact can be analyzed from at least three aspects. The first refers to the set of regulations for opening and operating distance learning undergraduate courses. The second is linked to the rapid and consistent advancement of information and communication technologies in digital format, and the third links distance learning to the business universe and, therefore, has aroused the interest of several educational groups in the private sector.

To understand the first aspect, we have to say that the scenario and the current legal basis that governs EaD in Brazilian higher education are based on the Federal Constitution of 1988 and Law 9394, of 1996, which deals with the Guidelines and Bases of National Education, and in its article 80 encourages, on the part of the Public Authorities, the development and delivery of distance learning programs at all levels and teaching modalities.

This legal basis supported actions such as the creation of the CEDERJ consortium, in 2000, and the creation of the Open University System of Brazil, in 2005 (ALVES, 2011). The creation and offering of distance learning undergraduate courses required the regulation of Art. 80 of LDB 9394/96, with Decree no. 5622/2005 this initial paper. In this Decree, although didactic-pedagogical mediation between teachers and students was defended through

---

[3]INEP - National Institute of Educational Studies and Research Anísio Teixeira - 2021 Census Data. Research available at https://www.gov.br/inep/pt-br/assuntos/noticias/censo-da-educacao-superior/ensino -the-distance-grows-474-in-a-decade#:~:text=In%202021%2C%20they were%20more%20than,fall%20than%208%2C3%25. Accessed on: 10 Dec. 2022.

information and communication technologies, there was not only the obligation that the evaluations be in person, but that the results obtained in these evaluations prevail over the other results extracted in the other forms of assessment carried out, notably online, during the completion of a subject.

Decree no. 5622/2005 was revoked by Decree no. 9057/2017, which is in force, and which has Normative Ordinance no. 11/2017 the standards for the accreditation of institutions and the offering of distance higher education courses. Decree no. 9057/2017, in turn, strengthens the concept of developing distance education beyond the use of information and communication media and technologies, as it brings together qualified personnel, access policies, monitoring and evaluations compatible with a view to strengthening interaction and the didactic-pedagogical moment of educational actors, education professionals and students, located in different places and times.

The text of Decree no. 9057/2017 indicates, without the requirement of obligation, that face-to-face activities, including assessments provided for in pedagogical projects, be carried out at the headquarters of the educational institution or in face-to-face support centers and, also, leaves freedom for the results of these assessments are considered in accordance with pedagogical differentiation and institutional diversification.

We see, therefore, that the understanding of the student's presence when carrying out their assessment undergoes a significant change from Decree no. 5622/2005 for Decree no. 9057/2017, which leads us to conjecture that it is already possible to develop fully online undergraduate courses. However, this is not yet a reality on Brazilian soil, as it is subject to prior authorization from the Secretariat for Regulation and Supervision of Higher Education (SERES) for the provision of higher education courses in the distance learning modality without the provision of face-to-face activities, whether by a public Higher Education Institution (HEI), which has autonomy, or by a private HEI, as indicated in the first paragraph of Article 8 of Normative Ordinance no. 11/2017. Therefore, in order for us to have undergraduate courses completely online, there is a requirement to change the normative document for this purpose.

The second aspect is discussed in this text in order to understand the digital technological potential for synchronous interactions and its contributions to the reframing of the concept of in-person from a virtual perspective. The third aspect of the advancement of distance learning is not the subject of discussion in this article, however, it is an important topic to be studied in a specific approach that aligns with this theme.

Therefore, to strengthen the understanding of what virtual presence means, it is important to raise some questions, which, without the intention of exhausting them, it is essential to consider them in the educational context, especially in the post-pandemic period resulting from of COVID-19. From March 2020 to the first semester of 2022, we were, so to speak, forcibly catapulted into remote teaching, as a result of a set of regulations drawn up in a relaxed manner, which sought to account for the suppression of face-to-face moments in classes, in order to avoid social flow to deal with the impacts of the pandemic.

Based on the exposed context, therefore, this article investigates the state of the art on the concept of virtual presence, taking as a basis the technological potential for synchronous interaction from the perspective of *lives*, in order to extract from this scope elements that point to the resizing of the concept of presence in undergraduate courses offered via distance learning. Some questions about this issue are inherent. Is it necessary to be physically together in a conventional classroom to be present in class? Is the existence and interaction of subjects, from the perspective of in-person, equally valid in a web conference, now commonly called *live*? Are there aspects that maximize the perspective of physical presence to the detriment of virtual presence in classes?

This reality points to the need to investigate whether the concept of in-person presence, from a virtual perspective, for those studying undergraduate courses in the Distance Education modality, has undergone any transformation since 2020. The lives, at times previously agreed between teachers and students, satisfactorily replace face-to-face moments? Is there literature on this topic? Do conference room technologies today satisfactorily meet what we call the concept of presence, that is, do they guarantee the reliability of the intellectual production of those being evaluated?

In order to better understand these issues, we sought to identify the technological changes that occurred in the tools that favor simultaneous teaching between teachers and students, with emphasis on the web conferencing tool developed by the National Research Network (RNP), considering that the The field of analysis is linked to the space of the federal higher education network. This is what we will see in the next topics.

Virtual presence design

Reading Axt (2006, p. 257, our translation), the author shows us that the discussion around the "need or not for face-to-face meetings, their frequency or the periods in which they should take place", notably, in undergraduate courses in the distance learning modality, it was already part of the set of concerns of those who offered these courses. As seen in the introduction to this work, from 2000 to 2006 there were the first real initiatives to offer undergraduate courses in distance learning, and the concern with the presence of students in assessment activities, in HEIs or centers, for example, aimed to respond to the "alleged quality of teaching", as Axt (2006, p. 257, our translation) points out.

We know that the way the class takes place in distance learning is completely different from the classroom teaching, but that doesn't mean it is any less qualified or important. The imposition of physical presence, for classes and evaluation moments in HEIs or centers, of teachers and students of distance learning courses, based on the assumption that this generates more credibility for pedagogical actions, constitutes a mistaken transposition of the face-to-face teaching model to the of EaD teaching.

The perspective of presence should not reflect in EaD the same conception of presence that is reflected in face-to-face teaching. They are different teaching formats and must be respected in their differences. Although distance learning in Brazil actually emerged in the first decade of the 20th century, it is certain that the pedagogical approach is different. This time, the teaching, learning and assessment methods developed in distance learning courses also tend to be redefined. If in face-to-face teaching the interaction through the presence of the organic body of teachers and students is immanent, in EaD the virtual interaction of teachers and students is immanent, in the perspective defended by Axt (2006, p. 260, our translation):

> Without a doubt, verbal language increases interaction between humans, once again transfiguring the notion of interaction. With verbal language, interaction through dialogue (day-through/between; logos – discourse) undergoes an important detachment in relation to the organic body stricto sensu, transmuting into an interaction "through discourses or between discourses", constituting a new plane consistency for the interaction. There is a sort of abandonment of a territory, the organic bodily territory, but simultaneously, in order to exist, the interaction reaches a new consistency.

This new awareness acquires the understanding that interactional relationships between subjects mediated by Digital Information and Communication Technologies (DIT), in synchronous or asynchronous formats, take place in notably virtual spaces/territories, giving new meaning and transforming, therefore, the concept of occupation of the territory, in which

"materiality ceases to be organic bodily, to become a discursive or discourse materiality", as Axt (2006, p. 261, our translation) points out. In this sense, the virtual spaces in which discursive interactions take place allow "reterritorialization", such as the "territory construction movement", according to Deleuze and Guattari (1997, p. 224 apud HAESBAERT; BRUCE, 2010, p. 8), a thought also present in the reading of Enes and Bicalho (2014, p. 199).

This resignification of human presence in virtual spaces was evidenced by the emergency condition imposed by COVID-19, in which we saw Brazil and the world locked indoors, from the first half of 2020 to the second half of 2021, with social distancing, gradually, returning to normality from the first half of 2022. During this period, in relation to education, we saw and experienced the publication of several normative documents from the federal government and other state and municipal governments validating remote teaching.

We saw the struggle for face-to-face teaching, higher education and/or basic education, to adapt to the teaching proposal mediated by TDIC. These difficulties were due to the lack of familiarity between teachers and students with digital platforms for transmitting class materials, in an asynchronous format, such as MOODLE, and/or Google Classroom, and also due to the different nature of carrying out synchronous interactions, through lives/ web conferences made possible by available platforms, such as the National Research Network (RNP), Google Meet, Zoom, Microsoft Teams, YouTube, Facebook, Instagram and TikTok. It is also due to the technological fragility of computers connected to the internet in the homes of teachers and students.

However, those who studied, in this period of time, in undergraduate and postgraduate courses at EaD, felt absolutely no difficulty in continuing their studies. On the contrary, they perceived more comfort and convenience, as teachers and students did not need to travel to carry out assessment activities, or part of them, in accordance with the course model developed by each HEI. This ease resulted from the study logic already developed.

The logic of teaching, on the part of the teacher, and learning, on the part of the student, did not change, as the conception of virtual presence was not modified in relation to what they had already been doing. Interactions took place at simultaneous moments, in compliance with the live calendar, or at different times, through communications via forum, messenger, blog, wiki, among other virtual tools. While face-to-face teaching was developing remote teaching, EaD, from a virtual perspective, continued without change, even because "remote teaching is not EAD, much less Online Teaching", as Santos points out (2020, p. 68, our translation). From

2020 to 2022 we saw the unquestionable advancement of digital technologies to support online teaching, with an emphasis on synchronous interactions.

It was also during this period that the production of content in digital media by Brazilian society increased significantly. If we take, for example, just the YouTube platform, we see that during the critical point of the pandemic there was a 91% increase in the time Brazilians used the platform in 2020 compared to 2019, according to the ComScore survey VideoMetrix [4]. We see in this way that, even when locked at home, people moved en masse to the virtual space and, online, sought new forms of gathering, configuring virtual presence. After all, people need people, because we coexist with each other. We only make sense of existence in the presence of the other, as humanity, from Heidegger's perspective, as discussed by Braga and Farinha (2017), and this applies to both the corporeal physical presence and the virtual, incorporeal presence. Therefore, the support of digital technology for human communication, with an emphasis on the educational aspect, will be addressed in the next topic.

Digital technological potential for synchronous interactions: available tools

In order for people to meet virtually, so that they feel present and comfortable in this space, tools must be made available that are capable of supporting human communication from an interactional and dialogic perspective, in a way that encompasses the three basic forms of communication: The first is verbal communication, in the format of written, spoken or signed language. The second is non-verbal communication, which includes the multiple ways in which the face and body communicate. And the third is visual communication, which uses images, paintings, graphs, tables, among other resources.

Although it has broad social knowledge, especially in the academic world and also in the computational area, it is important to remember that the internet arrived in Brazil in 1988, on the initiative of the National Scientific Computing Laboratory (LNCC), when, in a pioneering way, helped, with the support of the São Paulo Research Foundation (FAPESP), in the implementation of BITNET and RNP data communication networks [5]. This temporal and technological framework serves as a guide so that we can reflect on the speed with which, from then on, communication delivery distribution systems, in analog format, gave way to

---

[4] Information available at https://www.uol.com.br/tilt/noticias/redacao/2020/11/09/pandemia-aumenta-em-91-tempo-de-usuario-brasileiro-no-youtube.htm. Accessed on: 10 Dec. 2022.
[5] More information can be found at https://www.lncc.br/historico. Accessed on: 10 Dec. 2022.

technological options that expand human communication on a global scale, as Ito (2010) points out.

If the implementation of the internet in Brazil, in 1988, was a milestone that took leaps forward, the arrival of YouTube is not far behind. A tool created in 2005, it became the domain of Google in 2006 and proved to be "one of the biggest cases of participatory culture in the world", as highlighted by Burgess and Green (2009, p. 9). And so it has been with other social media that have had the capacity to bring together thousands of people in virtual territory, producing and/or consuming video content, such as Facebook, Instagram, TikTok and WhatsApp.

At the same time, in the world of education, lines of code turned to the development of virtual learning environments, such as MOODLE, for example, in which developers, based on feedback from spaces that offer distance learning courses, over the last two decades, have sought to transform it from a simple class manager, as a "fixed instructional environment", in the timely reflection of Mattar (2010, p. 63), to a more interactive environment, capable of incorporating other media.

But not only that. Chatting with the teacher or classmates in real time via AVA MOODLE chat is no longer enough. If real-time interaction is possible for leisure and entertainment through YouTube, WhatsApp, for example, why not reverse this logic for education? The last two decades have shown the need for those who study in a virtual environment to incorporate face -to- face interaction, live, in color, in real time. And since one technology leads to another, the virtual room also gained more elaborate spaces, such as Google Meet, Zoom, Teams, RNP and TeleMeios, which favor virtual presence in real time and were widely disseminated at a crucial time of the COVID-19 pandemic.

Within the scope of this article, we limit ourselves to the approach of two tools developed with public resources, in this case, RNP and TeleMeios. The first, created in 1989, by the Ministry of Science and Technology to support internet infrastructure and academic support, currently serves, according to the website, around 600[6] connected organizations, more than 4 million users, 50 community networks and offers more than 100 Gb/s connection speed. RNP offers an online conference platform called Conferenceweb, available free of charge to professors in the Federated Academic Community (CAFe), and supports up to 150 people simultaneously. It is integrated with MOODLE and Eduplay and has the possibility of transmitting the session to YouTube, so that the *lives* are automatically recorded, making it

[6]Accessed at: https://www.rnp.br/ Accessed on: 10 Dec. 2022.

possible for the student to access the class at a later time. The Web Conference allows all users to participate by sharing a camera and microphone. The teacher is the room manager and can make any participant the presenter. The tool provides chat between users, participation via multi-user board, attendance list, presentation management, poll management, sharing with Google Drive and personalized layouts. Every day the RNP Web Conference is becoming more intuitive, friendly and easily accessible for teachers and students.

The TeleMeios tool, as an integral part of the Tele-Ambiente project, "in partnership between the Multimeios Laboratory and the Masters in Applied Informatics (MIA) at the University of Fortaleza (UNIFOR)", in turn, since 1999, was designed with the perspective of "computer screen sharing" to enable collaborative work between people in a work and/or study situation, as shown by Silva's research (2022, p. 47). A proposal far ahead of its time, recognizes Silva (2022, p. 47-48, our translation), for the CADI subproject, as a "computational tool for cooperative and adaptive learning of teaching methodology", for the TeleCABRI subproject, for the use of geometry applications and TeleVEH, a tool for "real-time interactivity between CADI and TeleCABRI systems". The tool allows real-time communication via text, camera, voice, presentation sharing and integration with MOODLE. It is a tool that favors real-time communication, as expressed by Silva (2022, p. 65, our translation): "This situation can happen when teacher and student authenticate at the same time and meet on AVE (TeleMeios), without necessarily meeting on the same physical space."

We see, therefore, that both RNP and the Telemeios tool favor communication between users, simultaneously, in real time, configuring virtual spaces with conditions so that teachers and students can develop as virtual learning communities, performing in these spaces all situations inherent to the pedagogical movement, such as the conceptual theoretical approach, the discussion of the assessment activity or the assessment activity itself accompanied by the teacher, when carried out by the student.

Methodological design

For greater clarity regarding the findings of this post-doctoral research, a search was carried out, with four keywords, with a time frame from 2020 to the first half of 2023, on the concept of face-to-face in an online environment. An exploratory, narrative, bibliographical review was carried out (SOUSA *et al.,* 2018). The research was linked to a central question: Is virtual presence in an online environment real? From this, we sought to map the concept of in-person presence in a virtual environment, so that the quantitative data on the researched topic were tabulated, according to Tables 01 and 02, and interpreted in the discussion topic of this work.

The methodological trajectory contributed to researchers consistently identifying the content of production on the understanding of online presence in undergraduate courses in the distance learning modality, from 2020 to 2023, evidently considering the historical, technological and normative construction of EaD in Brazil, since the publication of LDB 9394/98.

We sought to investigate proximity to academic productions in the time frame from 2020 to 2023, given the moment that Brazil (and the world) experienced the pandemic resulting from COVID-19. We know that Basic and Higher Education teaching worked in the remote model, from 2020 to 2022, and in its current moment, post - pandemic, notably in 2023, in-person teaching returned to normal, and distance learning undergraduate courses continue in their hybrid format in compliance with Presidential Decree no. 9057/2017, which regulates Art. 80 of LDB 9394/96, and Art. 8 of Normative Ordinance no. 11/2017, issued by the Ministry of Education (MEC).

The research used the following criteria to survey the literature: use of databases that release the text in Portuguese and free of charge; time frame from 2020 to 2023, as it focuses on the COVID-19 pandemic and post-pandemic period; use of 04 keywords separated by a Boolean operator AND: resignification AND in-person AND teaching AND online. The initial findings in the databases consulted were, quantitatively: 1. CAPES periodicals: no work found; 2. Google Scholar, considering the configuration of the tool according to the following parameters: specific period: 2020 to 2023; ordering by relevance; search on pages in Portuguese and search on review articles: 110 works were found, considering only 108, in the end, as there was a repetition of 02 works; 3. Scielo: no work found and 4. Science Direct: no work found. Of the 110 works, 02, in article format, proved to be duplicates and 03 did not open the link, therefore considering, quantitatively, 105 works for analysis, of which only 04, tabulated in

Table 01, fall within the question and question of this research, as they deal in some way with face-to-face presence in an online environment. The remaining 101 were tabulated in Table 02. Work presented in conference proceedings was not considered in this research. Below is Table 01, which shows the quantitative data of the valid findings of this research.

Table 01 – Only research works that deal with the redefinition of face-to-face teaching linked to online teaching and that deal with the resizing of this concept

TYPE	QUANTITY - RESEARCH DONE FROM 2020 TO 2023			
	ACADEMIC GOOGLE	CAPES	SCIELO	SCIENCE DIRECT
Article	3	0	0	0
TCC	0	0	0	0
Dissertation	0	0	0	0
Thesis	0	0	0	0
Ebook	1	0	0	0
TOTAL	4	0	0	0

Source: Prepared by the authors themselves

When searching on Google Scholar, the search returned 04 works: the first, an article, authored by Darroz, Rosa and Santos (2023); the second, article, authored by Oliveira and Alves (2022), and the third, article, by Silva and Mori (2022); the fourth, in e-book format, authored by Santos (2022), in which a chapter was analyzed. These four works are addressed in the results of this research. Below is Table 02, which shows the quantitative data of the works that were not validated to compose the results found.

Table 02 – Other research works that use some of the keywords, but do not work on the concept of presence and refer to other concepts, situations and applications

TYPE	QUANTITY - RESEARCH DONE FROM 2020 TO 2023			
	ACADEMIC GOOGLE	CAPES	SCIELO	SCIENCE DIRECT
Article	63	0	0	0
TCC	16	0	0	0
Dissertation	16	0	0	0
Thesis	2	0	0	0
Ebook	4	0	0	0
TOTAL	101	0	0	0

Source: Prepared by the authors themselves

Thus, regarding the quantitative findings present in Table 02, also extracted from Google Scholar, of the 101 works analyzed, it was found that they do not meet the research question, because, despite using, in each text, one or more of the words- key found on the websites, they are linked to contexts different from the concept of online presence and, therefore, despite being tabulated, they do not serve as results of this research.

Discussion of research findings

The analysis of the four works quantified in Table 01, three articles and one e-book chapter, obtained in this research, on the concept of face-to-face in a virtual environment, is better understood considering the introduction and conception of virtual face-to-face undertaken in this article. If in Decree no. 5622/2005, the physical presence of teachers and students on distance learning undergraduate courses was mandatory and amplified, at the Distance Learning Centers and Headquarters, especially for carrying out assessments, in Decree no. 9057/2017, this obligation was diluted so that other course activities could be carried out, and the evaluation aspect started to consider both evaluation activities, virtual and in-person, important and in-person equitable. The theoretical and technological scope, from 1996 to 2017, in general terms, questioned the efficiency of computer use in schools, as Neto (1999) points

out; contested whether, in fact, a physical presence at the EaD Centers and Headquarters was necessary, in the words of Axt (2006); it encouraged the feasibility of distance-free distance learning with Tori (2010), and brought Valente's (2014) reflection on the significant changes in the use of information and communication technologies in distance learning.

Despite these reflections and many other voices from researchers on the subject of the use of information technology in education, with an emphasis on undergraduate courses, in the distance learning modality, it was, in fact, the context arising from the isolation and social distancing imposed by the COVID-19 pandemic, which brought, to the educational field of distance learning, changes that helped to experience what until then remained in the discourse: taking all subjects in one semester, for practically two years, completely online, from 2020 to 2022. Although the normative set, available on the MEC website[7], has established teaching, during this period, as remote, there is a consensus, among those who develop undergraduate courses through virtual EaD, that this teaching format does not define EaD, because, while the moment remote provides a transfer of the weekly class schedule to the online environment, EaD has time as a continuous act moved by asynchronous communications and, within this chrono, the probable synchronous moments.

In this context, therefore, arising from the pandemic and post-pandemic moment, in search of clarifying how Brazilian research has treated the concept of online presence, we have in the text by Santos (2022) a similar and bold thought, just like Axt (2006, p. 3, our translation), when it asks "what does a face-to-face meeting guarantee that a virtual meeting cannot guarantee?". Santos (2022, p. 58, our translation), in a light and dialogical text, leads us to reflect on three distinct times. The first, in 2007, when she portrayed that distance learning was a "forbidden word at the Faculty of Education" and that her teaching action made a difference when, at that time, she took on a completely online discipline. An incredible milestone of didactic and pedagogical autonomy, on the part of Professor Santos, without a doubt! In the second moment, the professor takes us to 2009, and shows us the fragile didactic and communicational reality of using a blog to support online teaching, covering 20% of the distance learning course load for in-person courses. Finally, Santos (2022) portrays EaD carried out in the harsh social reality imposed by COVID-19, and the criticism that the author makes is that teachers and students from face-to-face teaching who migrated to the online environment

---

[7]The opinions and resolutions made available by the MEC at the time of the COVID-19 pandemic can be found at http://portal.mec.gov.br/pec-g/33371-cne-conselho-nacional-de-educacao/90771-covid -19. Accessed on: 10 Dec. 2022.

only meet their students on the days and scheduled hours and thus repeat models centered on the teacher and without taking advantage of the potential of cyberculture, but, in short, defends distance learning in the online format and online in the face-to-face format, with an emphasis on public HEIs.

The article by Darroz, Rosa and Santos (2023, p. 2, our translation), brings a contemporary term called OnLIFE, which, in general terms, incorporates the *pool* of technologies that contribute to the hyperconnected human reality and "suggests an education based on conception that digital technologies and networks can no longer be seen as simple tools, but rather as environmental forces". The authors argue that this confluence of technologies favors, through video calls, the "combination/mixture – of the physical, biological and digital world, in which, at the same time as being at home, it is also possible to be in other people's homes people, using video calling applications or other DT" (DARROZ; ROSA; SANTOS, 2023, p. 3, our translation), making it no longer possible to differentiate between a person who is connected or not.

The other two texts, in article format, address the field of application of the use of technologies that support synchronous virtual interactions in real time to give new meaning to the concept of online presence. The article by Silva and Mori (2022) shows that the communication process between psychotherapist and the person undergoing psychotherapy is fundamental to defending the process of reflection that takes place through dialogue. The authors emphasize that service through web conferencing platforms benefits both sides, the professional and the person served, as they are a practical solution for modern life, although challenges linked to security and internet failures need to be considered.

The last article analyzed, by Oliveira and Alves (2022), advocates people visiting virtual museums, as many of them would not have the opportunity to travel due to geographic and individual budget limitations. The authors point to research that indicates that a solution is visits to digital museums, which can be explored in an immersive way, represented in a realistic way, and which, without disregarding physical museums, encourage interactive visits, saving distance and time.

These four texts have in common the idea that virtual presence tends to be real for teachers and students, and that it can be strengthened by synchronous moments, in web conferences, supported by the necessary legal basis that will allow fully online undergraduate courses. This will tend to generate elements of appreciation for people, in Brazil and around the world, especially those who speak the Portuguese language, who seek continuity and

diversification of their training and want their degrees linked to public HEIs due to the quality and free of charge inherent to them.

This opportunity to complete a degree in public HEIs, completely online, becomes more achievable, given that, in the current model, public HEIs are limited to physical space, reaching a minimum number of students, given budgetary limitations, unlike private HEIs, which have had better financial conditions to open face-to-face support centers in more Brazilian cities and even outside Brazil. It is a reality that few students have the financial resources to pay for bus or plane tickets and accommodation, even once a semester, to carry out only assessment activities that are perfectly feasible in a virtual environment.

The experience of remote teaching, despite all the pedagogical failures that emerged in different educational spaces, served to show that it is possible to change the set of regulations and, when necessary, with the necessary speed.

Final remarks

After the approaches linked to the normative set, Federal Constitution of 1988, Education Guidelines and Bases Law 9394/96, Decree no. 5622/2005, Decree no. 9057/2017 and Normative Ordinance no. 11/2017, we have that, in 2023, in Brazil, any undergraduate course in the distance learning modality cannot operate entirely online without authorization from SERES.

Regarding the concept of presence in distance learning, we see that it has already been discussed for 18 years, starting with Decree no. 5622/2005. We have noticed, along this trajectory, that the experiences and understandings of face-to-face interaction in distance learning undergraduate courses have undergone transformations, in the sense that synchronous online interactions have become increasingly comfortable with conference platforms, such as those discussed in this article, RNP and TeleMeios.

Without a doubt, the moment of the COVID-19 pandemic gave new meaning to the concept of in-person presence, because, as discussed in this article, people found a way for their minds to meet in a point of virtual space, a territory possible to gather, when their bodies They were isolated at home. If this is possible in YouTube lives with content producers, why wouldn't it be possible in RNP and TeleMeios rooms, for heated discussions in virtual classes?

However, it is necessary to advance in this concept and in this struggle and to stimulate new and important spaces for the definition of normalizing policies of EaD, in order to dialogue

with the contemporary reality of 2023. This discussion is fundamental, as public HEIs, in offering their Distance learning undergraduate courses lose space to private HEIs, which manage to place several centers in many Brazilian cities, greatly increasing their offerings and increasingly emptying the classrooms for face-to-face courses and public distance learning. It is important to highlight that students at public HEIs are penalized, as they need to travel, often from one state to another, to continue their undergraduate courses through the distance learning modality. It remains, therefore, to move the spaces for discussion to guide public policies and update, once again, the set of regulations so that the courses can take place entirely online, as was done during the pandemic.

Finally, the aspect that can be most controversial and encourages resistance and, why not say, distrust, for undergraduate courses to take place entirely online, is linked to the issue of reliability of the essence of being. Is the person doing the assessment activity, participating in the classes, in fact, the student who enrolled in the course, pledged their identity documents and received their registration number? Brazil, in its online undergraduate courses, has techniques, human resources and technologies that validate and guarantee that the enrolled student is the same one who focuses on studies, in synchronous interactions during classes and in carrying out online assessments? Will the student be able to remain ethical and not research the answers to the questions in the final assessments of each subject, per semester, of their course? There are more questions that require more research. This remains, then, an educational background for more researchers to pursue answers, if they do not already exist.

REFERENCES

ALVES, L. Educação a distância: conceitos e história no Brasil e no mundo. **Revista Brasileira de Aprendizagem Aberta e a Distância**, São Paulo, v. 10, n. 01, p. 83-92, jan. 2011. Available at: http://www.abed.org.br/revistacientifica/Revista_PDF_Doc/2011/Artigo_07.pdf. Access 10 Feb. 2023.

AXT, M. Comunidades virtuais de aprendizagem e interação dialógica: do corpo, do rosto e do olhar. **Filosofia Unisinos**. São Leopoldo, v.7, n.03, p.256-268, set/dez.2006. Available at: https://revistas.unisinos.br/index.php/filosofia/article/view/6104/3280. Access: 28 Apr. 2023.

BRAGA, T. B. M.; FARINHA, M. G. Heidegger: em busca de sentido para a existência. **Phenomenological Studies** - **Revista da Abordagem Gestáltica**, Goiânia, v. XXIII. n. 01, p.65-73, jan./abr. 2017. Available at: humanahttp://pepsic.bvsalud.org/scielo.php?script=sci_arttext&pid=S1809-68672017000100008. Access: 21 May 2023.

BRASIL. [Constituição (1988)]. **Constituição da República Federativa do Brasil de 1988**. Brasília, DF: Presidência da República, [2016]. Available at: https://www.planalto.gov.br/ccivil_03/constituicao/constituicao.htm. Access: 19 May 2023.

BRASIL. Ministério da Educação. **Decreto n. 5622 de 19 de dezembro de 2005**. Regulamenta o art. 80 da Lei nº 9.394/96. Brasília, DF: MEC, 2005. Available at https://www2.camara.leg.br/legin/fed/decret/2005/decreto-5622-19-dezembro-2005-539654-publicacaooriginal-39018-pe.html. Access: 19 May 2023.

BRASIL. Ministério da Educação. **Decreto n. 9057 de 25 de maio de 2017**. Regulamenta o art. 80 da Lei nº 9.394/96. Brasília, DF: MEC, 2017. Available at: https://www.planalto.gov.br/ccivil_03/_ato2015-2018/2017/decreto/d9057.htm. Access: 19 May 2023.

BRASIL. Ministério da Educação. **Portaria Normativa n. 11 de 22 de junho de 2017**. Brasília, DF: MEC, 2002. PL 634/1975. Available at https://abmes.org.br/legislacoes/detalhe/2178/portaria-normativa-n-11. Access: 19 May 2023.

BURGESS, J.; GREEN, J. **YouTube e a Revolução Digital**: como o maior fenômeno da cultura participativa transformou a mídia e a sociedade. Tradução: Ricardo Giassetti. São Paulo: Aleph, 2009. *E-book.* Available at https://edisciplinas.usp.br/pluginfile.php/2205278/mod_resource/content/1/Burgess%20et%20al.%20-%202009%20-%20YouTube%20e%20a%20Revolu%C3%A7%C3%A3o%20Digital%20Como%20o%20maior%20fen%C3%B4meno%20da%20cultura%20participativa%20transformou%20a%20m%C3%ADdia%20e%20a%20socieda.pdf. Access: 21 May 2023.

DARROZ, L. M. C.; ROSA, T. W.; SANTOS, S. C. M. Educação digital OnLIFE: uma revisão nos periódicos da área. **Revista Cocar**, Belém, v. 18, n. 36, p. 1-16, fev. 2023. Available at: https://periodicos.uepa.br/index.php/cocar/article/view/5382. Access: 06 May 2023.

DELEUZE, G.; GUATTARI, F. **Mil Platôs**: capitalismo e esquizofrenia. 34. ed. Rio de Janeiro: [s. n.], 1997. v. 5.

ENES, E. N. S.; BICALHO, M. G. P. Desterritorialização/reterritorialização: processos vivenciados por professoras de uma escola de educação especial no contexto da educação inclusiva. **Educação em Revista**, Belo Horizonte, v. 30, n. 01, p. 189-214, mar. 2014. Available at: https://www.scielo.br/j/edur/a/s9hTrTjxknZLc9mKvFgH74x/?lang=pt. Access: 20 May 2023.

HAESBAERT, R.; BRUCE, G. A Desterritorialização na obra de Deleuze e Guattari. **GEOgraphia**, Niterói, v. 4, n. 07, p. 7-22, set. 2002. Available at: https://periodicos.uff.br/geographia/article/view/13419/8619. Access: 20 May 2023.

ITO, L. L. Revolução do conhecimento. **Revista Comunicação Midiática**, Bauru (SP), v. 5, n. 1, p. 164-167, set./dez. 2010. Available at:

https://www.academia.edu/12890020/Cultura_de_Converg%C3%AAncia_resenha. Access: 21 May 2023.

NETO, H. B. Uma classificação sobre a utilização do computador pela escola. **Educação em Debate**, Fortaleza, ano 21, n. 37, p. 135-138, 1999. Available at https://repositorio.ufc.br/bitstream/riufc/24440/1/1999_art_hborgesneto.pdf. Access: 26 May 2023.

OLIVEIRA, M. P. de.; ALVES, L. R. G. Museus digitais e ensino de ciências: uma revisão da literatura. **IENCI. Investigações em Ensino de Ciências**, Porto Alegre, v. 27, n. 2, p. 197-221. ago. 2022. Available at: https://ienci.if.ufrgs.br/index.php/ienci/article/view/2797/806https://publi.ludomedia.org/index.php/ntqr/article/view/683/733. Access: 06 May 2023.

SANTOS, E. EaD, palavra proibida. Educação Online, pouca gente sabe o que é. Ensino Remoto, o que temos para hoje. Mas qual é mesmo a diferença? #livesdejunho... **Notícias, Revista Docência e Cibercultura**, [*S. l.*], ago. 2020. ISSN: 2594-9004. Available at: https://www.e-publicacoes.uerj.br/index.php/re-doc/announcement/view/1119. Access 28 Apr. 2023.

SANTOS, E. **Escrevivências, ciberfeminismo e ciberdocentes**: narrativas de uma mulher durante a pandemia Covid-19. p.57-74. São Carlos, SP: Pedro & João Editores, 2022. 192 p. *E-book.* Available at: https://pedroejoaoeditores.com.br/2022/wp-content/uploads/2022/01/Escrevivencias-Ebook-1.pdf. Access: 28 Apr. 2023.

SILVA, A. S. **TeleMeios**: uma proposta de virtualização do ensino ancorada na sequência fedathi. 2022. 126 f. Dissertação (Mestrado em Educação) – Faculdade de Educação, Universidade Federal do Ceará, Fortaleza, 2022. Available at: https://repositorio.ufc.br/handle/riufc/69217?mode=full. Access: 03 Feb. 2023.

SILVA, D.; MORI, V. NTQR. **New Trends In Qualitative Research**, Aveiro, v. 13. p. 1-9. jul. 2022. Available at: https://publi.ludomedia.org/index.php/ntqr/issue/view/13. Access: 06 May 2023.

SOUSA, L. M. M. *et al*. Revisões da literatura científica: tipos, métodos e aplicações em enfermagem. **RPER – Revista Portuguesa de Enfermagem**, Silvalde, v. 1, n. 1, p. 45-54, 2018. Available at: https://rper.aper.pt/index.php/rper/article/view/20. Access: 07 abr. 2023.

TORI, R. **Educação sem distância**: as tecnologias interativas na redução de distâncias em ensino e aprendizagem. São Paulo: Ed. Senac São Paulo, 2010. 258 p. *E-book*. Available at https://edisciplinas.usp.br/pluginfile.php/5147288/mod_resource/content/1/Educa%C3%A7%C3%A3o%20Sem%20Dist%C3%A2ncia.pdf. Access: 10 Feb. 2023.

Valente, J. A. Blended Learning e as Mudanças no Ensino Superior: a proposta da sala de aula invertida. **Educar em Revista**, v. esp. 4, p. 79-97, 2014. Available at: https://www.scielo.br/j/er/a/GLd4P7sVN8McLBcbdQVyZyG/?format=pdf&lang=pt. Access: 26 May 2023.

Processing and editing: Editora Ibero-Americana de Educação.
Review, formatting, standardization and translation.