



## Blended Learning in Practice: The Case Of The Administration Course at Estácio University Center of Santa Catarina

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### ABSTRACT

Blended Learning, or hybrid model of education, has been transforming the way of teaching of Brazilian Higher Education Institutions in the current Age of Knowledge. The present research aims to analyze the implantation of the Blended Learning (flipped classroom) in course of graduation in Administration, presential mode, of the University Center of Santa Catarina, through the perception of its students, teachers and managers, which occurred during the academic semester 2018.1. As for the methods used, a descriptive exploratory research was developed under a qualitative and quantitative approach. Questionnaires, with open, closed questions, and some based on scale and agreement, were applied to 117 course students and 13 teachers. A semi-structured interview was conducted with the course managers (Pro-Rector Academic and the Coordinator). The results show that students have widely divergent opinions regarding the application of the new teaching method, some of which are favorable and others completely against. Teachers, although resistant to changes in principle, believe more in the efficacy of the new method. In addition, it is noted that the support of the managers has been essential for the implementation of Blended Learning to happen. Although, managers have realized the need to slow down the process of change and make it more gradual. It is concluded that the effort to turn teaching into an advanced course of management, while challenging, is valid so that students can follow the demands of the labor market through practical skills.

### KEYWORDS

Blended learning. Flipped classroom. Higher education. Administration.

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## Blended Learning na Prática: O Caso do Curso Superior de Administração do Centro Universitário Estácio de Santa Catarina

### RESUMO

O Blended Learning, ou modelo híbrido de educação, vem transformando a forma de ensinar das Instituições de Ensino Superior (IES) brasileiras, na atual Era do Conhecimento. A presente pesquisa tem como objetivo geral analisar a implantação do Blended Learning no curso presencial de graduação em Administração, do Centro Universitário Estácio de Santa Catarina, realizada através do método sala de aula invertida, com base na percepção de seus discentes, docentes e gestores, a qual ocorreu durante o semestre letivo 2018.1. Quanto aos métodos utilizados, desenvolveu-se uma pesquisa exploratória descritiva, sob abordagem qualitativa e quantitativa. Foram aplicados questionários, com perguntas abertas, fechadas, e algumas baseadas em escala de concordância, em 117 alunos do curso e 13 professores. Com os gestores do curso (Pró-reitora Acadêmica e o Coordenador) foi realizada uma entrevista semiestruturada com cada um. Os resultados evidenciam que os alunos possuem opiniões bastante divergentes quanto à aplicação do novo método de ensino, alguns mostrando-se favoráveis e outros completamente contra, enquanto os docentes, apesar de resistentes à mudança no princípio, acreditam mais na eficácia do novo método. Além disso, denota-se que o apoio dos gestores tem sido essencial para que a implantação do Blended Learning aconteça, embora, os gestores tenham percebido a necessidade de desacelerar o processo de mudança e torna-la mais gradativa. Conclui-se que o esforço para transformar o ensino no curso superior de Administração, embora seja desafiador, é válido, para que os alunos possam acompanhar as exigências do mercado do trabalho através de competências práticas.

### PALAVRAS-CHAVE

Educação híbrida. Sala de aula invertida. Ensino superior. Administração.

## Blended learning en la práctica: el caso del curso superior de administración del Centro Universitario Estácio del Santa Catarina

### RESUMEN

El Blended Learning, o modelo híbrido de educación, viene transformando la forma de enseñar de las Instituciones de Enseñanza Superior (IES) brasileñas, en la actual Era del Conocimiento. La presente investigación tiene como objetivo general analizar la implantación de la hibridación (sala de Clase Invertida) en el curso presencial de graduación en Administración, del Centro Universitario Estácio de Santa Catarina, a través de la percepción de sus discentes, docentes y gestores, la cual ocurrió durante el semestre escolar 2018.1. En cuanto a los métodos utilizados, se desarrolló una investigación exploratoria descriptiva, bajo abordaje cualitativo y cuantitativo. Se aplicaron cuestionarios, con preguntas abiertas, cerradas, y algunas basadas en escala y concordancia, en 117 alumnos del curso y 13 profesores. Con los gestores del curso (Pro-rectora Académica y el Coordinador) se realizó una entrevista semiestruturada. Los resultados demuestran que los alumnos poseen opiniones bastante divergentes en cuanto a la aplicación del nuevo método de enseñanza, algunos mostrando favorables y otros completamente contra, mientras que los docentes, a pesar de resistentes a cambios en el principio, creen más en la eficacia del nuevo método. Además, se denota que el apoyo de los gestores ha sido esencial para que la implantación del Blended Learning ocurra, aunque los gestores hayan percibido la necesidad de desacelerar el proceso de cambio y la hace más gradual. Se concluye que el esfuerzo para transformar la enseñanza en el curso superior de Administración, aunque sea desafiante, es válido, para que los alumnos puedan acompañar las exigencias del mercado del trabajo a través de competencias prácticas.

### PALABRAS CLAVE

Educación híbrida. Sala de clase invertida. Enseñanza superior. Administración.

## Introduction

A new relationship between society and knowledge is developing in an era in which knowledge activities have evolved faster and more systematically, calling for a transformation in the way institutions teach, thus breaking a secular paradigm of education (LENZI, 2014).

Already in 1916, John Dewey, quoted by Valente (2007), criticized the process of teaching and learning based on the transmission of information, labeling it as old-fashioned and ineffective; his proposal was learning based on doing, "*hands-on*". Dewey's argument, according to Valente (2017), was based on the fact that lectures did not take into account that each student has his or her own learning pace and that not everyone can absorb information by listening to the teacher. It is in this sense that Valente (2007, p.81) states: "the traditional classroom is a byproduct of industrialism, idealized in the design of the assembly line".

Given the above, unlike traditional education, which was criticized by Dewey, hybrid education, in turn, assumes that there is no single way of learning and, consequently, there is no single way of teaching. Bacich and Moran (2015) point out that hybrid means *blended*, thus such methodology is also called *blended learning*. For the authors, the hybridization of education allows for visualizing various spaces, times, activities, methodologies and audiences, creating a more open and creative ecosystem. For Bonk and Graham (2005) this is one of the top ten trends in the knowledge field.

*Blended Learning*, the hybrid model of education, is being used at renowned international universities, such as *Harvard University* and the *Massachusetts Institute of Technology* (MIT), which have adopted the *flipped classroom* model, innovating on their methods for exploring advances in technology. In Brazil, this new model of education has been crawling in its application in some higher education institutions (VALENTE, 2014).

In Brazil, in the State of Santa Catarina, the Estácio University Center of Santa Catarina, in the academic semester 2018.1, took on the challenge of implementing *Blended Learning* in its undergraduate courses, especially the Administration course, which is the focus of this study. The performance of managers in organizations consists of a reflection of the knowledge and skills acquired during their formation (NOGUEIRA; BASTOS, 2012; PINTO *et al.*, 2015) and, according to Souza *et. al.* (2014), management education is criticized mainly because it does not have methodologies that promote intellectual effort and the understanding of what is passed on to students by teachers, as well as the way such transmitted knowledge may develop later on in the organizational environment. In addition, the Business Administration course is one of the largest undergraduate courses in the country in terms of number of students, according to the 2017 Higher Education Census, released by the Anísio Teixeira National Institute for Educational Studies (INEP, 2017).

For this reason, analyzing how the transformation in higher education, in Business Administration, is taking place, based on an empirical study, through a systemic view,

involving all actors in the process (students, teachers and managers), becomes relevant. In this sense, the present article has as its general objective: analyzing the implementation of *Blended Learning*, through the flipped classroom method, in the undergraduate course in Business Administration, in the in-person modality, at Estácio University Center of Santa Catarina, through the perception of its students, teachers and managers.

In addition to this introduction, this article brings a theoretical foundation on the subject under study, emphasizing the hybrid model of education and its presence in Brazil, followed by the scientific methods used for the development of the research. It also presents and analyzes the empirical results based on the theory studied and concludes with the final considerations of the work.

### Blended Learning - The Hybrid Education Model

*Blended Learning*, or hybrid education model, combines in-person and distance learning activities carried out using digital technologies of information and communication (TDIC). That is, it consists of “a formal education program that combines moments when the learner studies the contents and instructions using *online* resources, and other moments in which teaching takes place in a classroom and allows for the interaction with other students and the teacher.” (VALENTE, 2014, p.84; GOMES FILHO, RADOS AND BASTOS, 2007). According to Christensen, Horn and Staker (2013, p.3) “this hybrid form is an attempt to offer the best of both worlds” – virtual and in-person.

The virtual world, according to Lévy (1996), is part of the real and is not opposed to it. In the educational reality, Santos (2002, p.426) defines it as follows: “a virtual environment is a fertile space of meaning in which human beings and technical objects interact, thus enhancing the construction of knowledge and, thus, learning”.

It is noteworthy that it was digital information and communication technologies (TDIC) that provided important changes in education, which was based on printed material sent to students. TDICs have altered classroom dynamics, such as the organization of times and spaces, relationships between the learner and information, interactions among students and between students and teachers, through the mediation of activities (VALENTE, 2007). TDICs allow for the creation of spaces for synchronous activities by scheduling a place and a time for everyone involved to participate in an activity, from teleconferencing to *chats*, and asynchronous activities in which time sharing between the participants is not fundamental, as in video lessons and forums (LENZI and LOPES, 2017).

Among the different ways of combining the activities of the real and virtual world, that is, face-to-face and distance learning, in the hybrid model there is a *flipped classroom*, which has been implemented in both Basic and Higher Education systems. In this *blended learning* mode, the focus of this study, unlike the traditional teaching methodology, the content of a particular subject is not exposed by the teacher in the classroom, because the

student must study the content before attending the class. The class, then, becomes a place where discussions are held, problems are solved, projects are developed, among other activities, always with the teacher's support and the colleagues' collaboration. This is why this approach is also called active methodology, since the student assumes a more active role rather than a passive position in the learning process (VALENTE, 2014).

For the teaching and learning process to become more efficient, interesting and customized, according to Valente (2014), in the flipped classroom the content and the instructions must be designed specifically for the subject. The student should not be instructed by any material that can be accessed on the internet and the in-person part has to be supervised by the teacher.

According to Horn and Staker (2015), in this format the student has the opportunity to step back or advance according to the speed of his or her own learning with regard to the *online part*, thus acquiring greater autonomy in the learning process.

According to the report *Flipped Classroom Field Guide* (2014 *apud* Valente, 2014, p. 86), the basic rules for flipping the classroom are:

Classroom activities involve a significant amount of questioning, problem solving, and other active learning activities, forcing the student to retrieve, apply, and extend the *online* learning material; 2) Students receive *feedback* immediately after the in-person activities; 3) Students are encouraged to participate in *online* and in-person activities, which are included in the student's formal assessment, that is, they are worth a grade; 4) Both the material to be used *online* and the classroom learning environments are highly structured and well designed.

Regarding item 3 above, the evaluation process in hybrid education, according to Spinardi and Both (2018), is a point that needs transformation, because evaluation is no longer an end and becomes a means in the teaching-learning process, contributing significantly to the formation of students and no longer focusing only on approval or disapproval.

Corroborating this, Rodrigues (2015) argues that hybrid teaching is presented as a new way of observing assessment, as this model allows for the insertion of various technological resources that can facilitate student's learning, thus allowing for the assessment to be more personalized and for it to assume the character of a tool.

It is noteworthy that the idea of the inverted classroom is not new, according to Valente (2014). The origin of the inverted classroom lies in the work of Lage, Platt and Teglia (2000), who report the use of the method in 1996, at Miami University, in Ohio, United States, in a course in Microeconomics. Lage, Platt, and Teglia (2000) suggested the already abandoned *inverted classroom* label, which about a decade later was replaced by the expression *flipped classroom*.

For Gomes Filho, Rados and Bastos (2007), as well as Tori (2009), *blended learning* represents the evolution of the educational model while allowing students to learn by doing,

learning together and learning at their own pace, with as much efficiency and effectiveness as possible in teaching and learning. Horn and Staker (2015, p.54) state that “hybrid learning is the engine that can make student-centered learning possible for students around the world, rather than for just a few privileged ones”.

In this sense, Pallof and Pratt (2002) and Spinardi and Both (2018) believe that in-person education and distance education have been mutually influenced, in order to establish efficient strategies for collaboration and interaction. Thus, the modalities in-person and distance, should not be considered conflicting and excluding, but the contrary.

Institutions should take advantage of the characteristics and advantages of each of them, in order to constitute a hybrid model, in which it is no longer discussed whether a particular course will be in-person or a distance course, but rather that its organization be done around time and space, being the time through the synchronous or asynchronous activities and the space by the in-person or virtual activities, thus enhancing the learning with the most appropriate modality, according to the educational objective. (LENZI and LOPES, 2017, p.78)

Spinardi and Both (2018) argue that hybrid education provides students with greater autonomy, discipline and flexibility, as it allows them to combine numerous learning-related resources, giving each student the chance of enjoying *online* and in-person moments more.

Lima Filho and Waechter (2014) argue for hybrid education mainly because the new generation of students consists of a “Mobile Generation”, that is, a generation born within mobile devices and increasingly dependent on these interactive technologies. Thus, by using mobile devices in the classroom, a new paradigm in the teaching-learning process will be starting. Lemos, Fiuza and Freire (2017, p.172) state that several studies have shown that “interactive technologies in education increase the level of students' motivation and participation during the learning process”.

In contrast, Valente (2014) presents some negative factors of *Blended Learning* presented by some authors, among them Hennick (2014 *apud* Valente, 2014), who believes in the difficulty of students to learn via *online* activities or watching videos, since they already experience difficulty in the traditional method; and the one exposed by Ian Bogost (2013 *apud* Valente, 2014) who argues that teachers' videos overly condense the content of the subject and make the student never contact primary materials by authors who specialize in the field. Valente (2014) also adds the question of students not preparing as they should before classes and the great dependence of the method on technology, creating an unequal learning environment.

## Blended Learning in Brazilian Higher Education

In Brazil, the standardization of partially in-person courses opened the door for *blended learning*, and Ordinance No. 4,059/2004 was an important milestone for the dissemination of hybrid teaching practices (SILVA and MACIEL, 2015).

This integration between classroom and virtual teaching, according to Belloni (2012, p.117), has been widely studied in the world scenario. The author states that:

The strongest trends indicate the development of 'mixed' or 'integrated' institutional models through which conventional higher education institutions will expand their staff and diversify what they offer, complementing their face-to-face activities with mediated activities within curricula and subjects.

Rovai and Jordan (2004), when comparing hybrid and traditional modalities, believe that the hybrid model is capable of generating a more significant learning potential than traditional methods in higher education students.

Corroborating, Valente (2014, p.95) states that “this pedagogical approach is based on several theories and conceptions about learning that indicate that educational outcomes can be much more promising than the traditional teaching process based on lectures”, as well as studies on learner perception and performance have yielded positive results.

Costa *et. al.* (2012), through an empirical research, analyzed the experience of hybridization of the Introduction to Administration discipline, at the University of Brasilia higher education course in Business Administration, and concluded that the hybridization model was satisfactory, with the approval of more than 80% of the students, highlighting as its strengths: ease of use, access to files, organization, and interaction. However, the authors also highlighted some difficulties in the implementation of the hybrid model, such as: lack of infrastructure; pulverized distribution of grades, and participation in the forums at the last minute.

However, a study by Schneider *et. al.* (2014, p.5) points out the difficulties of implementing *blended learning*, one of the most significant ones being the acceptance of university professors. According to the authors, “the more experienced the teachers, more opposed to change they are, mostly on what concerns the use of technology. Education in Brazil is still very conservative.”

Similarly, Lenzi and Lopes (2017, p.68) consider the sociocultural elements of higher education institutions in Brazil, which are based on the face-to-face meeting, one of the main challenges to be faced by the implementation of a hybrid model. Because, according to the authors, the traditional modality "allowed universities to define curricula, times and spaces for teaching and learning, without concern for individual needs." However, the authors acknowledge that this traditional model is outdated because of the "dynamics required in the training process to meet the rapidly evolving need for teaching and learning today."

However, while hybrid education offers numerous opportunities for ways of teaching and learning, there are difficulties in getting everyone to develop their potential and really mobilize to evolve further (Bacich and Moran, 2015).

For Fiuza and Rocha (2015 *apud* Lemos, Fiuza and Freire, 2017, p.147), in order to have a successful initiative with hybrid education, one that achieves the planned educational objectives, relying only on the best and most modern interactive technologies is not enough, “it is necessary to also have a team of trained specialists (teachers, managers and pedagogical advisors); clarity of the methodological proposal; good quality teaching materials; and technologies appropriate to the course and the characteristics of the school community.”

It is also worth mentioning that among the areas of knowledge, those that are currently suffering the greatest impact on the use of interactive technologies in education are the Social Sciences, which include the Administration course; Medicine and Computer Science, according to a study by Lemos, Fiuza and Freire (2017).

In this sense, we present what Carmo and Albanez (2016) point out, emphasizing that higher education in Business Administration is restricted to theoretical content, thus requiring the institutions to rethink the teaching methodology, as well as the curriculum of their courses, to raise the quality of the teaching-learning process.

## Method

In order to respond to the objective, this study is characterized as a descriptive exploratory research, to be conducted inductively, using a qualitative and quantitative approach, having as its main method the case study, which contributes to an unparalleled understanding of organizational or social and political phenomena (YIN, 2001).

The case study consists of the Estácio University Center of Santa Catarina, more specifically the in-person undergraduate course in Business Administration. Therefore, the universe of the research consists of managers, teachers and students regularly enrolled in the semester 2018.1 of that course, because in the aforementioned semester they were implementing the hybrid education model through the flipped classroom, the object of analysis of this study.

It is worth noting that the Estácio University Center of Santa Catarina, a higher education institution, was established in São José, in the Florianópolis metropolitan region, in Santa Catarina, in August 2000 and is the sponsor of Estácio, based in Rio de Janeiro, the latter founded in 1970 (CENTRO UNIVERSITÁRIO ESTÁCIO DE SANTA CATARINA, 2016).

Regarding data collection, a thorough bibliographical research on the topic under study was initially conducted, aiming at getting acquainted with the subject. Secondary data sources such as books and scientific articles were used. Based on this theoretical research, the



categories of analysis in this study were established aiming at contributing to the collection and analysis of the empirical data obtained, especially regarding the systematization of information. All categories were elaborated *a priori*, that is, before the field trip, based on the theory studied, and they relate to the characteristics and effects of *Blended Learning*, through the *flipped classroom* teaching methodology, being them:

**Table 1.** Categories of Analysis

Category of Analysis	Authors
Increased student participation in the classroom.	Valente (2014)
Increased student attention in the classroom.	Valente (2014) Bacich and Moran, 2015
Classes are more dynamic.	Valente (2014) Lima Filho and Waechter (2014)
Increased interest and motivation of students in the classroom.	Lemos, Fiuza and Freire (2017); Lima Filho and Waechter (2014)
Increased debate and sharing of experience in the classroom that enrich learning.	Gomes Filho, Rados and Bastos (2007); Tori (2009)
Students better understand the content of the subjects.	Honer and Staker (2015), Valente (2014)
The student is better prepared to work in the job market.	Valente (2014)
The student shows improved performance in the assessments.	Rodrigues (2015) and Spinardi and Both (2018),
There is difficulty in adapting to the method.	Lemos, Fiuza and Freire, 2017)

Source: prepared by the author (2018)

Empirical data were collected in documentary research, semi-structured interviews, questionnaires and systematic observation.

The documentary research allowed for the access to data related to the history of the institution under study. Systematic observation was used to evaluate often implicit processes; in this sense, the researcher participated in the academic meetings with the teachers of the course under study (Administration), training and events of EducaLab (a project created by the board in order to encourage and facilitate the adoption of active methodologies), provided by Estácio University Center of Santa Catarina, in order to understand the process of preparation and implementation of the hybrid teaching model.

The instruments for data collection were developed based on the theory studied and on the categories of analysis determined, aiming at meeting the study objectives, created and validated for the use of this research, not coming from other works.

The semi-structured interview script had thirteen open-ended questions and the interviews were conducted in person, at the higher education institution under study, with the Administration Course Coordinator, in-person modality, and the Academic Dean. They were applied in November 2018 and lasted for approximately one hour.

Two questionnaires were developed for the research, one for students and another for teachers. According to Marconi (2003), the advantages of the questionnaire are that it saves time, reaches more people and gets faster and more accurate answers.

The questionnaire developed for the course teachers was applied during a Class Council meeting by use of *QRCode* in July 2018, as this was a good time for all the teachers of the course who taught in the semester 2018.1 to meet. There were thirteen teachers who responded, being only two missing from the total faculty, because they could not attend to the meeting.

Data were collected from students in part at the institution under study, throughout June 2018, when students had access to the questionnaire through a *QRCode*, presented to them by the researcher visiting the classrooms, throughout the month of June 2018. Due to being the end of the semester, many students failed to answer the questionnaire, so it was also made available to students again during the holidays by means of a *link* sent to their email, so they could access the questionnaire *online*. All students enrolled in the Business Administration course, in in-person mode, in the semester 2018.1, met the inclusion criteria; however, randomization was used to define the sample, according to what Trivinõs (1987) states as to the need for counting on individuals who are essential to clarify the research theme and who have time to respond to the research instrument. Of the 413 students enrolled, 117 answered the questionnaire proposed.

The questionnaire was developed in *Google Docs Form* and the *QRCode* was the chosen tool for dissemination, as it allows respondents to access the questionnaire on their own mobile phones. Both questionnaires were developed similarly, based on the same stipulated categories of analysis, changing only the presentation of the questions according to the target audience (teachers and students). They were developed in order to capture the perception of those involved regarding the first experience they had with *Blended Learning*, in the flipped classroom model, which was implemented in the institution during the semester 2018.1. It is noteworthy that before starting to apply the questionnaire, all subjects received an explanation about the objectives of the study and the future use of data, being free to accept to participate or not.

The questionnaires used had open and closed questions, many of which had the alternative “others” to be filled in a qualitative way. To analyze the research categories stipulated, the questionnaires had nine statements, referring to the categories of analysis of this research, in which they used a 5-point agreement scale, being 1 - Totally Disagree and 5 - Totally Agree, characterizing thus a Likert-type scale, according to Brown (2011), because it allows for an individual analysis of the study categories. Thus, the scale data is considered ordinal.

Qualitative data were analyzed based on the theory studied, using the descriptive technique called content analysis, which, according to Bardin (2004), is divided into three phases: 1st) pre-analysis: during which the material that was obtained was organized by the

collection techniques used and the data that were submitted to the analysis were chosen; 2nd) analytical description: in this phase, the collected material was submitted to an in-depth study, guided by the theoretical framework; 3) Inferential Interpretation: this analysis has achieved greater intensity, since content analysis is not restricted to description; it is essential to look beyond and to reach a deeper understanding of message content through inference and interpretation.

As for the quantitative data, referring to the closed questions of the questionnaire, these were analyzed through descriptive statistics. In the analysis of the research categories, based on the agreement scale, the method presented by Jamieson (2004) was performed, which uses the *Box Scores* calculations of the scale items, that is, the confidence interval of *Top Box and Bottom Box* proportions was measured, as well as the median of each category, which demonstrates the most frequently occurring value in a data set, as this is a valid analysis for the interpretation of ordinal data, according to Antonialli, Antonialli and Antonialli (2016).

## Results

### The Implementation of Blended Learning in the Administration Course, In-person modality, at Estácio University Center of Santa Catarina.

The Estácio University Center of Santa Catarina offers today twenty undergraduate courses, 16 of which are traditional undergraduate courses and four undergraduate courses in technology. The Undergraduate Business Administration course is one of the first to be offered by the higher education institution, which is also accredited to offering distance learning courses (EAD), whose projects started in 2011, and today it is also strongly active in this modality, including the course of Administration EAD (ESTÁCIO UNIVERSITY CENTER OF SANTA CATARINA, 2016).

The hybrid teaching model started to be implemented in the institution under study, in the Administration course, focus of this study, in the semester 2018.1, by means of the implementation of a new Curriculum Matrix, which brought the proposal of the *flipped classroom*, in which students would have fewer days of in-person classes in order to have more time to study the material prepared by the teacher of each subject. That is, in the new method, students should prepare for all classes at home, and use the time in the classroom to solve problems, develop projects and solve their difficulties, making the student more active and not just a listener, as suggested by Valente (2014) and Horn and Staker (2015). Such matrix was developed by Estácio do Rio de Janeiro and is being gradually implemented in its sponsors. This means that initially, in the semester 2018.1, it involved only the students of the first and second phases of the course and will gradually begin to involve the other phases as it advances.

However, the Academic Dean of the campus of the Estácio University Center of Santa Catarina has chosen to apply the inverted classroom methodology in all stages of the course, recognizing that this is a trend in teaching, as stated by Bonk and Graham (2005), Gomes Filho, Rados and Bastos (2007), Tori (2009) and Belloni (2012), authors who believe that hybrid education represents the evolution of the educational model. In addition, the Academic Dean of the institution under study, as well as Bacich and Moran (2015), believe that hybrid education is more consistent with the profile of new generations of students characterized by Lima Filho and Waechter (2014) as “Generation Mobile”.

According to an interview with the Dean, who has been working for the institution for 14 years, the interest in the idea of working with Blended *Learning* started when, in 2016, she received a *folder* from a school in Foz do Iguaçu presenting its active methodologies courses, which aroused her interest and led her to take the course, which was *online* and gave her access to a lot of material on active methodologies, including the flipped classroom. Then, the Dean was interested in going deeper into the subject, did many readings, and began to give birth to the idea of applying this at the Estácio University Center of Santa Catarina, along with the course coordinators. At the academic meetings of the institution, several debates were held regarding the difficulties that would be faced by students and teachers, such as the lack of knowledge of the methodology, the students' expectations and the difficulties due to the lack of the necessary structure, especially when it came to technology (*wi-fi* internet access). However, it was decided that they should move forward so that the process of implementing *Blended Learning* would take place at all stages of all in-person courses of the institution, including the Business Administration course.

To this end, in the semester 2017.2, Business Administration teachers were informed of this new method that would be implemented in the institution from 2018.1 on, and the project “EducaLab SC: educating for a new time” was created, with the purpose of encouraging and facilitating the adoption of active methodologies by means of classroom training, which dealt with tools using technology, such as moviemaker, kahoot, *activepresenter*, *masterteisk*, *googleforms*, among others, as well as methodologies that do not require technology, such as RPG, rotation by stations, word cloud, among others, visualizing various spaces, times, activities and methodologies that create a more open and creative teaching ecosystem (BACICH AND MORAN, 2015).

The institution also developed events during the semester 2018.1 for teachers to share their practices, and awarded the best of them.

It is noteworthy that in the early days of the 2018.1 semester, students were informed by their teachers about the change in the classroom, a moment when they could solve their doubts about *blended learning* and the flipped classroom, which would already begin to be applied in all subjects of the course. After the 2018.1 semester ended, the students and teachers, as well as the course coordinator and the Academic Dean participated in this research and the subsection below brings their perceptions of the first semester of the application of the new teaching model in the institution (*blended learning - flipped classroom*).

## The Perception of Students, Teachers and Course Managers Regarding the Implementation of Blended Learning, by Means of the Flipped Classroom

Among the 117 respondent students of this research, it is noteworthy that 50.4% were studying between the fifth and seventh phases; 21.4% between the third and fourth, 18.8% were already in the eighth phase and 9.4% were between the first and the second phases of the Administration course, being 59% night students and 41% students in the morning period.

Students were initially asked if they already knew or had heard about *Blended Learning*, Flipped Classroom, or Active Methodologies before beginning the semester (2018.1) and having contact with the teachers' dissemination of the new teaching method. For 62.4% of the respondent students the new teaching method was a novelty, compared to 37.6% who knew, or at least had heard about Hybrid Education, which shows how new this teaching model is for the students. Likewise, the course teachers were asked if they already knew the method before the Dean had put out the information and a small majority (53.8%) said yes, that they already knew the methodology, which demonstrates more knowledge on the subject among the faculty members than among students, as it might be expected, although a good part (46.2%) did not know the method yet.

However, when responding to how they received the “news” at the beginning of the semester, a small majority of students said they welcomed the news (57.3%), while the others (42.7%) did not like the idea of moving from the traditional classroom to the flipped classroom. In open response, among the justifications for the good acceptance of the change at the beginning of the semester, we had: a detailed explanation of the new method on the first day of class, which made students more comfortable and demonstrated planning; they considered that with the new method it would be easier to learn; they considered the proposal interesting, while bringing more practice to the classroom; they liked change; it was a method that appeared as more motivating and had the perception that classes would be more dynamic. These statements were spontaneously cited by the students, meeting what the authors studied presented as characteristics of the flipped classroom.

Students who did not accept well the news of the change in the teaching methodology to the flipped classroom (42.75%), in open answer justified the choice because: with the daily rush it would be difficult to read the materials requested by the teachers; changes are scary; the fact that they are already in the middle of the course and are used to the old method; the method would be very close to distance learning; dislike of public speaking and group work, and foreseeing an overload of contents to be studied at home.

Among the faculty, 76.9% said they welcomed the news of the implementation of the new method, justifying their yes in open response as believing that the new method prepares the student better for the job market; because classes can be more productive; for already working a little in this way and the importance of constant innovation. Among the 23.1% of the teachers who said they did not welcome the news, in an open answer, they justified it because of the volume of extracurricular activities they would have; due to the need for a new

planning of the classes and due to the resistance that they expected to face from the side of the students.

The Dean pointed out that there was an initial natural resistance on the part of the entire academic community, as they were not used to *Blended Learning*, so it was and is still a big challenge to make the student understand that “the teacher is not quitting teaching or is lazy”, and make him or her believe in the positive results that the new method brings and how much more dynamic the class becomes.

However, when asked if most of the classes that participated in the semester under study (2018.1) had been taught based on the flipped classroom methodology (no lectures), 55.6% of students said no; similarly, 76.9% of the teachers stated that most of the classes they taught in the semester were not based on *Blended Learning*, meaning that many of the teachers in the institution continued teaching in the traditional model. This demonstrates the teachers' resistance to the application of new methodologies, meeting Schneider *et. al.* (2014, p.5), who states that one of the main difficulties in the implementation of new teaching models is the acceptance of university teachers, who the more experienced they are, the more opposed to change they present themselves.

To evaluate the perception of students and teachers regarding the flipped classroom, within the categories of analysis proposed in this research, a five-point Likert agreement scale was used, with 1 representing “totally disagree” and 5 representing “totally agree”. Students and teachers should mark their level of agreement with the sentences presented in the questionnaire, each of which relates to one of the categories under analysis. The results are presented in the tables below, which show the sentences that represent the analysis categories and the gross frequencies at each point of the scale from 1 to 5, the response percentage at the lower end [1] - *Bottom Box* - and at the upper extreme end [5] - *Top Box*.

**Table 1.** Teacher Responses to Scale Items and Percentage at Each End

Sentences	Gross frequency at each point of the scale					Bottom Box	Top Box
	1	2	3	4	5	Totally Disagree	Totally Agree
						[1]	[5]
Increased student participation in the classroom	0	1	6	3	3	0,0%	23,1%
Increased student attention in the classroom	0	1	6	3	3	0,0%	23,1%
Classes are more dynamic	0	1	6	3	3	0,0%	23,1%
Increased interest and motivation of students in the classroom	2	3	2	3	3	15,4%	23,1%
Increased debate and sharing of experience in the classroom that enrich learning	0	1	6	3	3	0,0%	23,1%
Students better understand the content of the subjects	0	0	9	0	4	0,0%	30,8%
The student is better prepared to work in the job market	1	0	1	4	7	7,7%	53,9%
The student shows improved performance in the assessments	0	0	9	0	4	0,0%	30,8%
There is difficulty in adapting to the method	2	4	6	1	0	15,4%	0,0%

Source: Research Data (2018)

**Table 2.** Student Responses to Scale Items and Percentage at Each End

Sentences	Gross frequency at each point of the scale					Bottom Box	Top Box
	1	2	3	4	5	Totally Disagree	Totally Agree
						[1]	[5]
Increased student participation in the classroom	22	14	<b>39</b>	23	19	18,8%	16,2%
Increased student attention in the classroom	20	15	<b>39</b>	16	27	17,1%	23,1%
Classes are more dynamic	11	15	<b>31</b>	32	28	9,4%	23,9%
Increased interest and motivation of students in the classroom	33	19	<b>34</b>	19	12	28,2%	10,3%
Increased debate and sharing of experience in the classroom that enrich learning	19	17	<b>28</b>	26	27	16,2%	23,1%
Students better understand the content of the subjects	20	22	<b>35</b>	27	13	17,1%	11,1%
The student is better prepared to work in the job market	19	14	<b>40</b>	23	21	16,2%	18,0%
The student shows improved performance in the assessments	17	14	<b>42</b>	29	15	14,5%	12,8%
There is difficulty in adapting to the method	25	21	29	12	<b>30</b>	21,4%	25,6%

Source: Research Data (2018)

In the first category of analysis, the largest number of student and teacher responses is concentrated on the scale score 3 (mode), that is, on the students' and teachers' perception, the fact that teachers start working with flipped classroom made no difference to the level of student participation in the classes. However, 23.1% of teachers' answers are at point 5 of the scale, with more than 23 percentage points of difference between the upper and lower extremities, so a considerable number of them believe that with the active methodology their students were more active, as presented by Valente (2014). Among students, the percentage difference between the top and bottom tops only approaches three percentage points, and 18.8% scored 1 point on the scale; that is, most students do not believe that they began to participate more in classes after the change. However, the small percentage difference between the students' responses shows that their perception of the category “participation in class” varies greatly, as 42 of them (35.9%) marked 4 or 5 points in the scale, showing that they agree that their participation in class has increased.

In the next category, “increased student attention in the classroom,” the behavior is repeated, with both students' and teachers' perceptions being fashionable at point 3 of the scale, showing indifference. The group of teachers maintains the difference between the upper and lower extremities of approximately 23 percentage points, much of which corroborates the sentence, while the group of students has a slightly larger difference between the extremities, being close to 6 percentage points, which continues to show a wide range of perceptions.

In the “more dynamic classes” and “classroom motivation” categories, the difference between upper and lower extremities in student responses rose to 14.5 and 17.0 percentage points respectively, although the mode remained at point 3 on the scale, which shows that most students believe that classes have become more dynamic (23.9% marked 5 points on the scale), while most discredit increasing their motivation and interest. (28.2% who marked 1 point on the scale). The fact that most students do not agree with this category about

motivation in class represents what was exposed by Bacich and Moran (2015), when they say that it is difficult to get everyone to develop their potential and really mobilize to evolve more and more. However, this goes against what is proposed by Lemos, Fiuza and Freire (2017, p.172), who state that interactive technologies in education increase the students' level of motivation.

Among teachers, the majority, in line with the students, also perceive the more dynamic class, although the mode is also in point 3 on the scale, the difference between the upper and lower extremities exceeds 23 percentage points, with 23.1%. *Top Box* respondents (maximum level of agreement). While in the category “student motivation in the classroom”, among teachers' responses, mode was repeated at points 2, 4 and 5 of the scale, with a percentage difference between the ends of almost 8 percentage points, which demonstrates a wide range of perceptions, but has 23.1% at the highest point of the scale, believing that their students were more motivated, corroborating then Bacich and Moran (2015) and Lemos, Fiuza and Freire (2017, p.172).

The next category, “increased classroom debate and exchanges of classroom experience that enriches learning,” also features mode at the 3-point scale, both among students and teachers, with 23.1% students and teachers in maximum agreement with the sentence (point 5 of the scale), with a percentage difference between the upper and lower extremities of approximately 7 percentage points between the students and 23 among the teachers, which demonstrates greater unanimity in the agreement between the group of teachers and wide variety among the group of students.

In the category “students better understand the content of subjects”, nine of the thirteen teachers are indifferent (showing mode again at point 3 of the scale), while the remaining 4 marked the upper end of the scale (point 5), fully agreeing with Honer and Staker (2015) and Valente (2014). However, from the perspective of the students, there was a lot of variation, with the mode at point 3 of the scale, most of the students were indifferent, and most of them, 17.1% marked the lower end of the scale, totally disagreeing with the fact that they have come to better understand content by the use of active methodologies, meeting what has been exposed by (Hennick, 2014 *apud* Valente, 2014), who believe that it is even more difficult for students to learn via *online* activities, as many already have difficulty in the traditional model. However, as the variation between the extremities is small, with 6 percentage points, the perception regarding the change in the understanding of the content is well divided, and 11.1% believe that they improved in this aspect.

In the category “students are better prepared to work in the job market”, it is clear that most teachers agree, since mode was presented at point 5 of the scale, with 53.9% of respondents and a percentage difference between the extremities of more than 46 percentage points, corroborating Honer and Staker (2015), who argue that more individualized teacher attention when using the flipped classroom method can facilitate content assimilation. Among the students, the mode was again marked at point three of the scale, with a variation between the upper and lower extremities of only 1.8 percentage points, which shows a great variation



between opinions, being 18% of the students in total agreement and 16.2% in total disagreement.

Regarding the students' performance in the evaluations, the penultimate category under analysis, the mode of both groups of respondents (students and teachers) was presented in point 3 of the scale. However, in the group of teachers, all those who did not mark the 3 points on the scale marked point 5, that is, the upper end of the scale (30.8%), which is the percentage difference between the extremities (30.8), which shows greater agreement. While in the group of student respondents, 12.8% marked point 5 on the scale and the answers obtained a percentage difference between the upper and lower extremities of almost 2 points, which demonstrates a wide range of responses, however, much of it (44%) scored between 4 and 5 points on the scale, so it can be said that they agree with the sentence, as do the teachers. This result draws attention to what was exposed by Rodrigues (2015) and Spinardi and Both (2018), who emphasize that the process of assessment must be transformed to accompany *Blended Learning*, departing from the focus on approval or disapproval, thus improving students' performance in them. It is noteworthy that in the institution under study, the process and assessment still remain the same as in traditional classes, based on written tests, and yet, according to the perception of those involved, their performance improved. According to the Academic Dean, there is a desire to make the change in the evaluation process as well, but she points out that this change needs to be gradual.

In the last category under analysis, which concerns the difficulty in adapting to the method, the student response mode was at point 5 of the scale (25.6%), showing that most had no difficulty in adapting; however, at the other end of the scale, the lower one, the relative frequency of responses was also high (21.4%), with a percentage range of 4.2 points, which shows that the adaptation to the new method happened differently for each student, being the number of those who felt more difficulty or none well divided. Among the teachers, according to the data collected in the research, it is noted that, although the mode of answers is in point 3 of the scale, with six respondents, representing an indifference regarding the adaptation process, 15.4 % totally disagreed with the fact that there was difficulty adapting, being the percentage difference between the extremities, also of 15.4 points, so it can be said that none of the teachers showed a great level of difficulty in adapting.

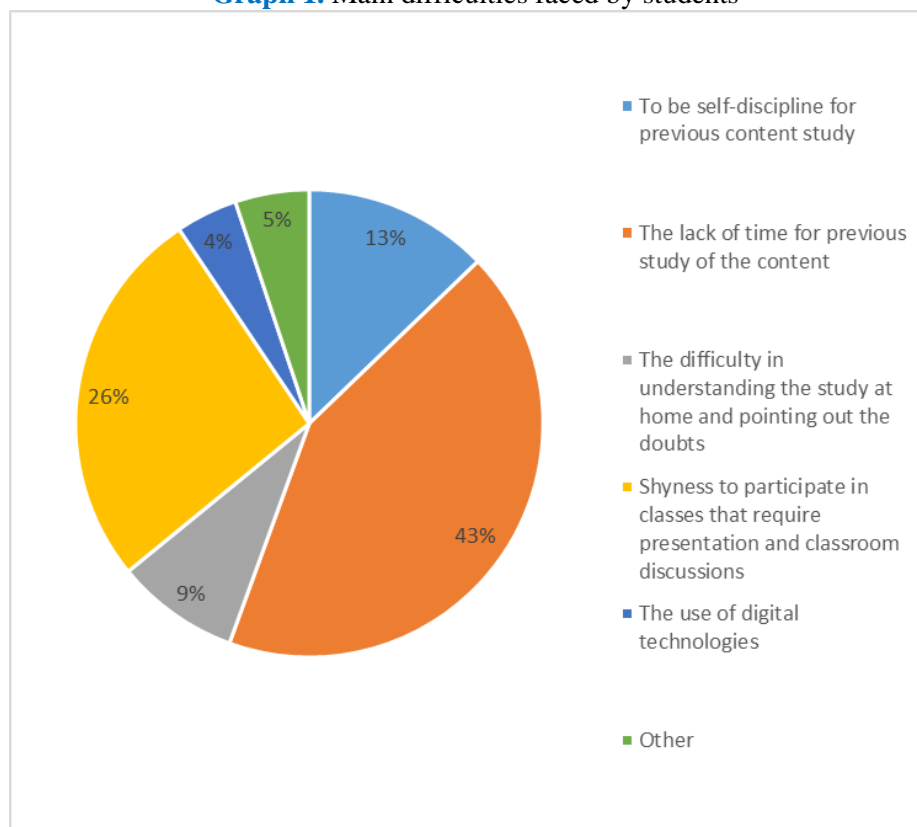
In general, it can be seen that, except for the category “difficulty in adapting to the method”, the percentage of *Top Box*, maximum level of agreement with the proposed sentences, of the group of teachers, when not equal, is always higher than the students', which demonstrates that they noticed more changes when they taught the classes in the *Blended Learning* model and believed more in their potential, especially with regard to “the student is better prepared to work in the job market”. It is also possible to observe that the level of variation between teachers' answers, based on the difference in percentage points between the upper and lower extremes of each category analyzed, is lower among teachers than among students, which shows that the former have a more unanimous view of the new teaching method, while students still have widely differing opinions.

The mode, that is, the value of the scale that occurred most frequently, was 3 points - neither agree nor disagree - which can be due to the fact that teachers have only been working for a semester with *Blended Learning*, and yet not completely, not using it in all classes, which made it more difficult for the respondents to answer in the agreement scale.

Regarding the categories of research analysis, in an interview, the managers also expressed their opinions and agreed with all of them, highlighting some points. For the Dean, the main advantage of the flipped classroom is that it takes off the teacher the responsibility of exhausting all the content of their classroom subjects, allowing them to record lectures or to indicate readings and videos or lectures on the content, in such a way that in class they have the opportunity to perform more interactive activities and bring the student to the leading role of learning, which makes them better at absorbing the content. For the Course Coordinator, the main advantage is the dynamics of the classes, and preparation for the job market, in accordance with the other teachers who participated in the research, the Coordinator states: “[...] students can solve more doubts in class and share experiences, generating cooperation between students, because those most involved with the content help the students who are having more difficulties”.

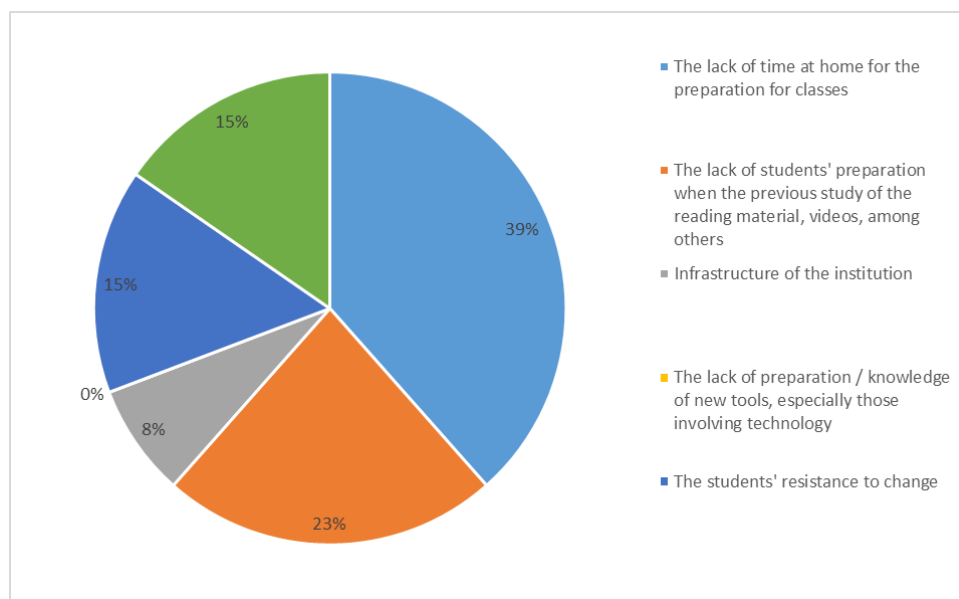
Regarding the difficulty to adapt to the new teaching method, in a closed question, teachers and students were asked what was more difficult in this process of adapting to the implementation of *Blended Learning*, as shown in the graphs below:

**Graph 1.** Main difficulties faced by students



Source: Research Data (2018)

Graph 2. Main difficulties faced by teachers



Source: Research Data (2018)

Based on the graphs, it is clear that the main difficulty perceived by students regarding the implementation of the flipped classroom was the lack of time for previous study of the content (43%); and secondly, shyness to participate in classes that require presentation and classroom discussions (26%); 13% said it to be self-discipline for previous content study; 9% the difficulty in understanding the study at home and pointing out the doubts; only 4% pointed to the use of digital technologies as a difficulty, which meets Bacich, Tanzi Neto and Trevisani (2015), who state that the new generation of students likes using technology in the learning process, and Lima Filho and Waechter (2014) who call the new generation “Mobile Generation”, born within mobile devices and increasingly dependent on these interactive technologies. The 5% of students who ticked the “other” option pointed to difficulties such as poor student interaction and lack of interest on their part, as well as the lack of a real change in institution.

For teachers, 39% pointed as the main difficulty the students' resistance to change; 23%, in line with the students' response, pointed out as being the main difficulty for them the lack of students' preparation when the previous study of the reading material, videos, among others, basic requirements of the new teaching model, according to Valente (2014) and Horn and Staker (2015) and Belloni (2012). Thus, the empirical data corroborate what was discussed by Valente (2014), as it exposes the lack of students' preparation as a negative fact of *Blended Learning*. Also, 15% of the respondents pointed out the lack of time at home for the preparation for classes; 8% infrastructure of the institution, 15% marked the option "other", for which they highlighted as a justification the fact that the student is not already informed in their enrollment about the new teaching method adopted by the Institution.

It is noteworthy that when students were asked if they arrived in the classroom prepared, having studied the required material at home, as it should be, it is seen that the

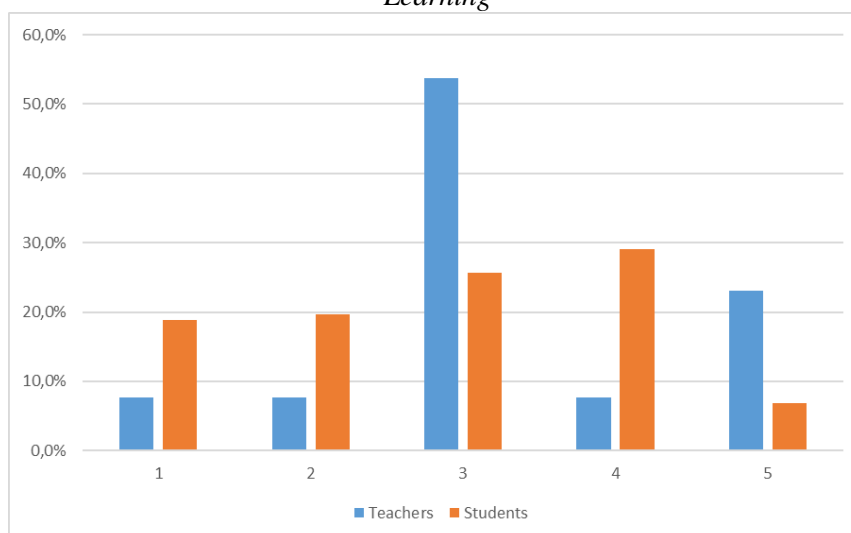
majority, (70%) is not prepared. This factor demonstrates the difficulty for the implementation of the flipped classroom methodology in the institution under study, having as one of the causes the resistance to changing habits from the part of the students, that is, preparing at home to attend the classes, a requirement according to Valente (2014) and Horn and Staker (2015) and Belloni (2012). Thus, the students of the institution under study are failing to enjoy one of the advantages that hybrid education gives them: greater autonomy and flexibility, having the chance of enjoying their moments of study at home and in the classroom (SPINARDI E BOTH, 2018).

However, along the same lines, teachers were asked if they prepared and made the material to be studied available at home in advance for the students, only 46% said yes.

Regarding the use of tools that enable the development of active methodologies, among the tools used by teachers, which they learned to develop in EducaLab meetings, the one which the majority of students (30.8%) liked the most was Kahoot (an *online* game); second was the case study (20.5%); third, the video classes developed by the teachers (15.4%); fourth was project development (10.3%); fifth was the use of the *google forms* (6%); sixth, the rotation by seasons (3.4%); following this was a tie between *maistertask* (an *online* project management tool) and the development of mind maps, with 0.9% each. The remaining 11.8% marked the option “other”, in which they affirmed that they had no previous contact with any of the methodologies mentioned, what again demonstrates that not all teachers applied the tools taught at EducaLab. However, this also demonstrates that the new generation of students enjoys the use of technology in the learning process, as presented by Bacich, Tanzi Neto and Trevisani (2015), as the Kahoot tool was preferred by the students under study, followed by two other digital tools.

Students and teachers were also asked about their level of satisfaction regarding the implementation of *Blended Learning*, through the inverted classroom methodology, implemented in all subjects of the Administration course, in 2018.1, by means of a scale, where 1 represented “Very Dissatisfied” and 5 “Very Satisfied”. The chart below shows the result:

**Graph 3.** Level of satisfaction concerning the first experience of the institution with *Blended Learning*



Source: Research Data (2018)

Among students, the level of satisfaction is lower than among teachers. However, it can be considered that most students have a certain degree of satisfaction, since most (29.10%) scored point 4 on the scale, however a small portion of students (6.6%) scored Very Satisfied, and another considerable share (18.8%) marked level 1, very dissatisfied.

Among the teachers, most marked point 3 on the scale, because they were neither satisfied nor dissatisfied, however, a good portion (23.1%) opted for level 5, very satisfied.

In the last question of the questionnaire teachers and students had the possibility to talk openly about the theme in question; some students' statements are worth mentioning: "it is a distance course in disguise, (...) they should decrease our monthly fee (...) I pay for lectures and not to study at home", a fact that was also highlighted by the Course Coordinator as the main complaint of the students, who claimed to pay and opt for a classroom course, precisely for not having time and / or not wanting to study at home, making critical analogies with distance learning, which demonstrates total ignorance of *Blended Learning* and its purposes by these students, and meets the discussion presented by Lenzi and Lopes (2017, p.68) which consider the sociocultural element one of the main challenges to be faced by the implementation of a hybrid model, which combines classroom activities and distance educational activities (GOMES FILHO, RADOS AND BASTO S, 2007).

In the same sense, according to Pallof and Pratt (2002), many students, due to years studying through the same model, fail to realize that classroom education and distance education should not be exclusive and / or conflicting, but rather mutually influenced and there is the possibility of establishing effective strategies for collaboration and interaction.

However, for the Academic Dean, more than the resistance of the students, the main challenge was the resistance of some teachers, the mental model they have and the difficulty

with technology that many presented, which culminated in the need to offer various skill trainings for teachers so that they could use some resources.

When managers were asked about the main challenges in this process of implementing *Blended Learning*, in addition to the resistance of some teachers, the Dean cited the structure of the institution, since many more technological tools could be used if there were *wi-fi connection* in all the rooms. For the Course Coordinator, students' resistance, who still have restrictions, especially for tasks that were previously sent to be worked in class, was the main challenge and a factor that still needs to be worked on.

However, with the case under study, we demonstrate what Fiuza and Rocha (2015 *apud* Lemos, Fiuza and Freire, 2017, p.147) also highlight when they state that to have a successful initiative with hybrid education, one that achieves the educational objectives planned, just having the best and most modern interactive technologies is not enough, it is necessary to have a whole team very engaged too.

In this sense, the managers were asked with factors made it possible for the implementation of *Blended Learning* to happen, according to the Academic Dean of the institution under study, what allowed for the implementation process to be performed in the institution was the teachers' perception of a need for change, despite the challenge, and also the fact that the process was conducted in a collective fashion by means of creation and socialization, sharing of what was being done, spreading the idea and demonstrating to the more skeptic ones that they too could modify their didactic-pedagogic practices even with theirs or the students' resistance. In the same vein, the Course Coordinator believes that training on techniques and tools developed with teachers through the EducaLab project facilitated this process.

However, despite all the challenges, the Dean, as well as the Course Coordinator, never failed to believe that the implementation of *Blended Learning* would not work, but they were always attentive to changes in direction that might be needed. In this sense, they realized that the changing process needs to be more gradual than it was planned, so that teachers can realize the importance of their adaptation, that is, management has noticed the need to reduce the intensity of the change.

When managers were asked about controlling the implementation of the new method, to ascertain assertiveness, the Dean stated that for the semester 2019.2, she wants to carry out a reliable evaluation through the students' evaluations, since currently the use of this methodology is still sporadic. However, the Coordinator pointed out that a follow up is happening by means of spreadsheets, which teachers fill in with the activities they propose, so they know what is being done and how often, so that advances can be compared year after year.

## Final Considerations

The implementation of *Blended Learning*, or hybrid education model through the *flipped classroom* methodology in the in-person course of Business Administration, at Estácio University Center of Santa Catarina, was shown in general as valid and satisfactory regarding the perception of students, teachers and managers involved in the process, although it still receives some criticism from them.

Through the data collected in the empirical research, mostly on what concerns the categories of analysis established, based on the theoretical framework of this research, it is possible to observe that the perception of the changes brought by *Blended Learning* diverges a lot in the students' perception due to the presence of a significant number of respondents in all points of the agreement scale, and the fact that in most of the categories analyzed, eight categories among the nine used, the greatest frequency of answers (mode) was always at point 3 of the scale "I don't agree neither disagree". However, it can be inferred that the main positive point perceived by the students with the change of method was the fact that the classes are more dynamic.

Among the group of teachers, the mode in each of the categories under analysis was also mostly at point 3 of the scale. However, the distribution of responses was more homogeneous and it is possible to highlight that the main change that teachers saw with the implementation of the flipped classroom in the 2018.1 semester was the fact that it better prepared the student for the work market, improving their performance in assessments and increasing the debate and sharing of classroom experience.

It is also worth mentioning the resistance of some students, who declared themselves completely against the inverted classroom methodology, as well as some teachers who applied the method in few or none of their classes, which is the resistance, pointed by the managers as the main difficulty in the implementation of *Blended Learning*, which made them choose to slow down the pace of the change, making it more gradual, towards the goal that all teachers use the method in 100% of their classes throughout the semester.

It was also possible to notice that among the methods used for the development of the classes through the inverted classroom methodology, the ones that the students liked the most are those that involve technology.

However, the movement and support of managers, as well as the open dialogue and the sharing of experiences, has been fundamental for the process of implementing *Blended Learning*.

The hybrid model of education can still evolve at Estácio University Center of Santa Catarina, however, for a first semester, it can be considered that it has already become a successful and brave initiative, since it consists of a strong paradigm, a secular way of conveying knowledge, and strong habits that need to be broken by the entire academic

community, which involves teachers and students. However, it is a necessary change to keep up with evolution.

Limitations of this research are the low number of students who answered the questionnaire and the fact that the results of this study are local, as it is a case study, but the idea is that these results expand to other contexts.

Finally, the study of this theme does not end with this research, which opens doors for a series of future investigations, such as a new evaluation of the method in the institution studied, when it completes two or three years of this first implementation. In addition, studies involving the comparison between different courses and different educational institutions, as well as more in-depth research on the evaluation process in hybrid education can be performed in the same higher education institution or in others to generate comparative data, aiming at improving and innovating education and increasingly clarifying this new modality of education, the hybrid one, to improve the quality of education and prepare better professionals for the country's labor market and development.

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