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BLENDED EDUCATION IN THE MATO GROSSO STATE SCHOOL NETWORK: THE CURRICULAR REFERENCE DOCUMENT

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Abstract: This article provides an analysis of the Mato Grosso State Curricular Reference Document (DRC/MT-EM) with a focus on high school. It defines terms related to blended educational practices. It establishes a relationship between curricular guidance, technology-based teaching, and youth in the final stage of basic education. The terms Online Teaching, Online, Hybridization," and "Hybridism" are also used, including in reference to elective courses.

Keywords: Blende Education; Youth; Technologies.

EDUCAÇÃO HÍBRIDA NA REDE ESTADUAL MATO-GROSSENSE: O DOCUMENTO DE REFERÊNCIA CURRICULAR

Resumo: Apresenta-se uma análise do Documento de Referência Curricular do Estado de Mato Grosso (DRC/MT-EM), com foco na etapa do Ensino Médio, destacando termos que se articulam com práticas de Educação Híbrida. Estabelece-se relação entre orientação curricular, didáticas com tecnologias e juventudes na etapa final da Educação Básica. Confirma-se a ocorrência dos termos: Ensino On-line, On-line, Hibridização e Hibridismo, inclusive na menção às disciplinas eletivas.

Palavras-chave: Educação Híbrida; Juventudes; Tecnologias.

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EDUCACIÓN HÍBRIDA EN LA RED ESTATAL DE MATO GROSSO: EL DOCUMENTO DE REFERENCIA CURRICULAR

Resumen: Se presenta un análisis del Documento de Referencia Curricular del Estado de Mato Grosso (DRC/MT-EM) centrado en la educación secundaria, en el que se destacan los términos relacionados con las prácticas de la educación híbrida. Se establece una relación entre la orientación curricular, la didáctica con tecnologías y los jóvenes en la etapa final de la educación básica. Se confirma la presencia de los siguientes términos: Enseñanza Online, Online e Hibridación, incluso en la mención a las disciplinas optativas.

Palabras clave: Educación Híbrida; Juventud; Tecnologías.

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1 INTRODUCTION

The topic of blended education is being discussed more widely in Brazil due to the exceptional educational experiences carried out during the pandemic, known as Emergency Remote Education (ERE). These experiments involved an increased use of Virtual Learning Environments (VLEs), digital platforms for online classes, and digital repositories for accessing recorded materials, as well as partnerships with local radio stations and the distribution of printed activities to students without internet access. This period saw an increase in the use of digital technologies, particularly online strategies, as a means of continuing school activities amid social distancing recommendations aimed at containing the spread of SARS-CoV-2.

It's important to emphasize that inequalities emerged during this period, particularly regarding connectivity. Amidst the difficulties, interesting lessons were learned from the despair of the many deaths: the power of technologies, especially digital ones, and the legacy of optimizing time and space with activities that can be developed online, either synchronously or asynchronously.

This text examines the experience of the state of Mato Grosso, investigating: what does the document that provides support for developing high school curricula present regarding blended education or related terms? Focusing on high school education, we analyze the state's Curricular Reference Document concerning its content on blended education and associated concepts. This research is documentary in nature (Cellard, 2008) and is supported by a bibliographic survey for data analysis.

The document, in this work, is understood as a precious source, methodologically, “because it is not uncommon for it to represent almost all the traces of human activity in certain periods. Furthermore, very often, it remains as the only testimony of particular activities that occurred in the recent past” (Cellard, 2008, p. 295).

By analyzing the Mato Grosso State Curricular Reference Document (DRC/MT-EM) for references to the term "Blended Education" and related terms, we established that we achieved our objective of identifying how this primary source supports Blended Education practices in the state school curriculum. This is due to its guiding nature and connection to the National Common Curricular Base (BNCC-EM). We believe there is a relationship between adopting pedagogical practices with technology and developing blended education among young people. Therefore, we emphasize that merely using technologies or referencing teaching methods that take place in an online

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environment is insufficient to characterize Blended Education, since such an understanding is neither supported nor explained in the analyzed document.

Starting from this section, this text considers that blended education should not be confused with distance education, a simplified presence of digital technologies, or online practices in virtual learning environments. Rather, it should be considered an intentional process of pedagogical articulation in which teachers, students, technologies, and didactic strategies are planned to construct knowledge. However, it is recognized that blended education requires pedagogical and technological support, ongoing teacher training, a welcoming environment for students, qualified school technicians, and good connectivity (Lima; Toschi, 2025, p. 19, emphasis added). Thus, according to the concept presented in this text, technologies can support the development of blended education.

In fact, the Innovation Network for Hybrid Education (RIEH), established by Ordinance No. 865 on November 8, 2022, supports the development of networks of fifty-two Innovation Centers (including support for recording studios) to "guarantee technical and infrastructure support for technological systems" (RIEH Portal, 2025, online, translated by us). One of these centers is located in the state of Mato Grosso, within the Mato Grosso State Department of Education (Seduc/MT), at the time of writing.

The reform of secondary education (Brasil, 2017) and its restructuring (Brasil, 2024a) were based on the implementation of an education more aligned with the needs of contemporary youth and aimed at developing student autonomy and protagonism. Thus, the extent to which blended education achieves this goal is speculative. The text emphasizes that reevaluating youth education is important as long as it is grounded in human development and the establishment of a democratic society. Criticisms directed at secondary education reform specifically highlight the changes made to secondary school curricula to privilege already privileged youth, while others resign themselves to precarious jobs and access to impoverished curricula.

This text is structured around an introduction and a section on the concept of blended education. The latter addresses the broader concept of education for high school students in Brazil. The text also provides an opportunity to analyze the DRC/MT-EM document regarding technologies and blended education, examining their occurrences and characteristics. Finally, the text presents concluding remarks that explain the relationship between the possibilities of blended education and the Mato Grosso state curriculum reference document.

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2 BLENDED EDUCATION: CONCEPTUALIZATION AND RELATED NOMENCLATURES AND YOUTH EDUCATION

Blended learning, B-learning, mixed teaching, bimodal education, hybrid teaching, and hybrid learning are terms used to refer to what this text refers to as blended education, considering the teaching-learning process that utilizes technology from the planning stage onward. Simply defining teaching as an approach would not adequately encompass this process.

Casagrande, Maieski and Alonso (2024) identified conceptual imprecision regarding blended education in an official document related to the National Digital Education Policy (PNED).

In another study, they recognized that the concept of blended education was misused, especially during the pandemic, due to its reduction to the use of digital technologies. This creates confusion to the point that it becomes impossible to define Emergency Remote Education (ERE) in a specific context. For example, Distance Education (EaD, as it is called in Brazil and hereafter) is a legally recognized modality under Brazilian educational policy, as stated in the Law of Lines of Direction and Bases of the Education (LDB), Law No. 9,394 of December 20, 1996, and Decree No. 9,057 of May 25, 2017. Furthermore, the authors concluded that this misunderstanding stems from the complexity of educational processes in digital culture. According to the authors, there are terms used that do not correspond to Blended Education (BE), making it necessary to “dissociate BE from a simplified, decontextualized education and training project reduced to the most intense use of DT” (Casagrande; Maieski; Alonso, 2023, p. 10, translated by us).

Therefore, it is inappropriate to reduce blended education to the use of digital technologies in the teaching and learning process. At the same time, however, the presence of technologies (not necessarily digital) in the didactic and pedagogical strategies of blended education is recognized. Limiting it to digital technologies would undermine the process's potential for educating young people.

Christensen, Horn and Staker (2013, p. 7, translated by us) characterize Hybrid Teaching as a formal education program in which students "learn, at least in part, through online learning, having some degree of control over the time, place, mode and/or pace of study, in addition to having, at least in part, a supervised physical environment outside their residence”. Initially, they establish a definition for Hybrid Teaching (emphasis: Teaching), and highlight the importance of the online component for what they consider a formal education program.

One of the biggest misconceptions about pursuing Blended Education in educational systems

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is the idea that incorporating technological devices guarantees its feasibility. Horn and Staker (2015, p. 34, translated by us) warn against equipping classrooms with programs, platforms, and devices alone, as this is considered Hydrid Teaching in their broad usage of the term, portraying what they call an "emphasis on extremes" in educational environments. Thus, "Hybrid Teaching is any formal educational program in which a student learns, at least in part, through online instruction" (Horn; Staker, 2015, p. 35, translated by us). However, they emphasize the teaching role when speaking of an element of command (linked to teacher mediation) through pace, time, place or path.

Although it does not specifically address education, it helps us think about what a blended model would encompass. Christensen, Horn and Staker (2013, p. 2) state that hybridism would consist of

> A combination of new and old technology that represents sustained innovation relative to previous technology. For instance, throughout its transition from gasoline-powered engines to alternative energy sources, the automotive industry developed several hybrid cars. Leading companies wanted the benefits of both types of technology, so they developed hybrid cars that use both gasoline and electric power. Other industries - including excavation, steamships, photography, retail, and banking, experienced a hybrid stage before applying pure disruption.

It is noted that, from the authors' perspective, not only technology is present, but also the notion of innovation, both sustained: better products for existing customers in established markets; and disruptive: a new definition of what is good, with simpler, more convenient and cheaper products that attract new or less demanding customers (Christensen; Horn; Staker , 2013).

The relationship between Blended Education, innovation, and technology is clearly outlined in the scope of the RIEH, which was established by Ordinance No. 865 on November 8, 2022. The RIEH is part of the "National Pact for the Reconstruction of Learning." The RIEH provides funding for the creation of Innovation Centers in participating states, which joined the network voluntarily. Mato Grosso is one of the states that joined and was granted the creation of an Innovation Center. These Innovation Centers are spaces dedicated to producing multimedia content made available to students through digital technologies (RIEH Portal, 2025).

Also, as a product of the RIEH, the document entitled "Blended Education: Concept and Pedagogical Guidelines" was launched, based on the guiding document of the National Curricular Guidelines for Secondary Education, DCNEM, which were instituted by CNE/CEB Resolution No. 2 on November 13, 2024, precisely in item XXI, of article 5, which establishes:

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> Blended education is the combination and/or integration of pedagogical activities through in-person education in physical school spaces and non-in-person education mediated by planning and teaching actions with the support of digital information and communication technologies and online environments, which aim at innovation and expansion of times and spaces in the educational process with a compatible curricular and planning organization (Brasil, 2024, p. 4, translated by us).

Therefore, Blended Education breaks down the barriers of current teaching and learning approaches. This new way of thinking and acting will disrupt school structures. Furthermore, education has always been, in some way, hybrid. Bacich, Tanzi Neto and Trevisani (2015, p. 28, translated by us) argue that education "has always combined various spaces, times, activities, methodologies, and audiences. This process now, with mobility and connectivity, is much more perceptible, broad, and deep: it is a more open and creative ecosystem". Thus, Blended Education is not simply a fusion of distance education and in-person education; rather, it is an approach in which students and teachers are recognized, curricula are analyzed and designed to be more meaningful to students, and learning is enhanced.

However, Blended Education requires both pedagogical and technological support, as reflected in ongoing teacher training and a pleasant, welcoming environment for students. Additionally, the structure of schools must be rethought, and individuals within them must be empowered to understand and actively participate in the teaching and learning processes. Furthermore, technological support must encompass all necessary actions. The document "Blended Education: Concept and Pedagogical Guidelines" warns: "The lack of these actions compromises blended education, especially the pedagogical aspects" (Brasil, 2025, p. 19, translated by us). Thus, it is evident that blended education can represent a pedagogical approach that is more in tune with the socialization and learning styles of contemporary youth, particularly high school students.

Regarding the diverse youth population in secondary education, Carneiro (2012, p. 249, translated by us) states that it is the "school of the young person with a body, emotions, intelligence, and life projects." He makes a notable reference to a school that is more aligned with the desires of young people and today's society. The author emphasizes that it cannot be a school of abstract knowledge and warns that "schools must either open themselves up to this emotion or become increasingly closed to knowledge" (Carneiro, 2012, p. 249, translated by us).

For Russini (2020, p. 61, translated by us), the integration of contemporary youth with digital culture and the use of digital technologies is evident, and “the disconnect between youth and school, in the current situation, is evident and can be perceived by several factors, such as, among others,

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school dropout, distortion between age/grade, failures, indiscipline, lack of motivation".

Some young people use digital technologies to produce content, study, and socialize on social media. Therefore, it's important to recognize that today's youth are different from those of the past. This text highlights the diversity of today's youth to avoid the error of considering them uniform. Emerim, Faé and Vieira (2021, p. 7) prompt reflection on this topic, in which

> While contemporary society provides opportunities for young people to be seen and heard, it also lacks effective public infrastructure and policies. Young people in large cities face mobility challenges when attempting to integrate into society, such as heavy traffic, long commutes, and social differences between urban neighborhoods and between rural and urban areas. Those living in rural areas suffer from a lack of leisure, study, work, and cultural options. Overcoming these barriers is necessary for realizing the dream of a better life and answering the age-old question, "What do you want from life?" (translated by us).

Thus, it is believed that the characteristics of flexibility and integration/combination in the planning and establishment of objectives and processes linked to the teaching and learning process in different time periods and spaces in blended education can contribute significantly to a school that is more connected to the realities, interests, and needs of young people - which will be discussed based on the Curricular Reference Document for High School in Mato Grosso.

3 BLENDED EDUCATION IN DRC/MT-EM: A DOCUMENTARY ANALYSIS

The approval of Law No. 13,415/2017 during the Michel Temer administration through Provisional Measure (MP) No. 746/2016 and Law No. 14,945/2024, which defines guidelines for high school and partially repeals aspects of Temer's New High School constitution, demonstrates a phase in the focus of educational policy. However, this phase did not originate in 2017. It is worth revisiting other regulations directed at the final stage of basic education, such as the National Curricular Guidelines for High School (DCNEM), the CEB Resolution No. 3 (Brasil, 1998; 2018), and the National Curricular Parameters for High School (PCNs-EM, 2000).

However, the most recent reforms brought significant changes to the high school curriculum and workload, structurally altering them. This is why they are emphasized in this text. Bill No. 5,230 (Brasil, 2023) proposed redefining the National High School Policy by repealing provisions of Law No. 13,415. Criticism primarily revolved around disparate curriculum compositions across the country, which could deepen educational inequalities. Mendonça Filho (União-PE), the bill's rapporteur in the Chamber of Deputies, presented a substitute bill. After amendments and negotiations

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with the government, the Federal Senate approved a version on March 21, 2024.

Following debates in the Senate and the establishment of 64 amendments, the forwarded changes resulted in a new substitute that was approved by the House on June 19, 2024 (Brasil, 2024b). It was then returned to the Chamber of Deputies, which approved the final text on July 9, 2024. On July 31, 2024, presidential sanction occurred through Law No. 14,945 (Brasil, 2024a).

The increase in the total workload for high school, as established by Law No. 13,415, was maintained, and the wording of the LDB was updated. This update determined that the 1,800 hours of basic general training would increase to at least 2,400 hours and that the workload for training itineraries (the diversified part of the curriculum) would reduce from 1,200 hours to at least 600 hours.

Basic General Education encompasses the essential learning established by Brazil's National Common Curricular Base (BNCC). In this context, the Mato Grosso State Curricular Reference Document for High School (DRC/MT-EM) was developed to guide the curriculum for this stage in the state. It is the subject of analysis for this study. The document has been made public. After the State Council of Education issued an approval report and critical review, revisions were made to the second draft. Therefore, the final, approved version is used here.

Table 1 shows the number of times terms related to blended education appear in different parts of the document and provides complete examples that have been analyzed in the context of the text.

Note that the term Blended Education was not found in the document. However, related terms were found that connect with the concept: Online Teaching, Online, Hybridism, and Hybridization. Note that this text does not include the various occurrences of the term Technologies in the document because the scope was established as indicated and described below.

Table 1 – Occurrence of reference to terms related to Blended Education in the DRC/MT-EM

Nature of reference	Concept	Occurrence Number	Transcription
Skills EM13MAT202: Plan and carry out a sample study on relevant issues using data collected directly or from various sources, and communicate the results through a report containing graphs and an interpretation of measures of central tendency and	Online	3	Suggested practices (EM13MAT202) "Conduct statistical research on a topic of community interest, **using online data collection software** to assist in the processing and presentation of information" (p. 368, translated by us) (EM13MAT203) "Use **online credit** simulators

dispersion, such as range and standard deviation, using or not using technological resources. EM13MAT203: Apply mathematical concepts to the planning, execution, and analysis of actions involving the use of applications and the creation of spreadsheets (e.g., family budget control, simple and compound interest calculation simulators) to make decisions. EMIFCHSA11: Intentionally select and mobilize knowledge and resources from the Humanities and Applied Social Sciences to develop a personal project or a productive enterprise, at a local, regional, national and/or global level.			or apps to obtain the value of the installments when financing a given amount on a compound capitalization system" (p. 368, translated by us); (EMIFCHSA11) "Create **online materials** for interaction and collective production" (p. 521, translated by us)
Section 7.2 Progression of CHSA learning in Basic Education Stage corresponding to high school. Deepening and consolidation of knowledge in the Humanities and Applied Social Sciences (CHSA)	Online	1	"In this sense, the area favors the development of youth leadership, as its skills and objects of knowledge allow young people to be able to mobilize different languages (textual, graphic, cartographic, artistic, digital, gestural, technological, imagery, etc.), undertake fieldwork (interviews, **application of physical and online questionnaires**, observations, participant observation, etc.), use different research sources, engage in cooperative practices in the exercise of otherness, for the formulation, analysis and resolution of problems" (p. 212, translated by us)
Elective in the Area of Applied Human and Social Sciences (CHSA) Connected Youth in Action	Online	1	"In addition to the cultural exhibition, the results may be disseminated beyond the school walls **through printed materials, which can be distributed, or online** in blogs, social networks, institutional websites, podcasts, scientific journals, newspapers, film clubs, meetings, and hearings with representatives from various institutions" (p. 480, translated by us)
Elective Exploring the world of TECMAT – Mathematics associated with Technology.	Online Teaching	1	"The teacher can use different active methodologies, for example: Flipped Classroom, Team-Based Work, Flex Model, Problem-Based Learning, Station Rotation, Peer Instruction, Dynamic Projects, Complexity Paradigm Method, **Online** and Offline **Teaching** and others" (p. 499, translated by us)

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Ability EM13LGG402: In social interactions, use the variety and style of language that is appropriate for the communication situation, interlocutors, and genre of speech. Respect the language use of the interlocutors and avoid linguistic prejudice.	Hybridism	1	**“**Artistic-cultural **hybridism**” (p. 296, translated by us)
Section 8.3 Progression of Learning in the Area of Languages and their Technologies in Basic Education BNCC- Justification for the Language Area and its technologies.	Hybridization	1	“From the point of view of contemporary language practices, digital culture, youth cultures, new literacies and multiliteracies, collaborative processes, interactions and activities that take place in the media and social networks, information circulation processes and the **hybridization** of roles in this context (of reader/author and producer/consumer), already explored in Elementary School, gain more prominence in High School (Brasil, 2018, p. 498, author's emphasis)” (p. 264, translated by us).

Source: Data adapted from the Curricular Reference Document of the State of Mato Grosso.

The term "online," which is linked to the concept of Blended Education, appears three times in three different skills: two times in Mathematics and its Technologies and one time in Applied Humanities and Social Sciences: EM13MAT203, EM13MAT202, and EMIFCHSA11. The first two skills are related to online collection software and credit simulators. The EMIFCHSA11 skill involves forms of production and dissemination in the digital environment that seem "directly related to new educational proposals," as indicated by Souza and Andrade (2016, p. 4, translated by us) in a study presenting case examples of workstation rotation and flipped classroom models.

However, it is noteworthy that the authors addressed hybrid teaching, which combines online and offline learning. For them, online teaching serves as a reference point (Souza; Andrade, 2016). Specifically, the term appears in association with curricular components that deepen and consolidate knowledge in the field of applied humanities and social sciences (HSSA). In the document under analysis, this occurs through the indication of fieldwork involving the administration of online questionnaires. Additionally, the term "online" is used in reference to the HSSA area in the proposal

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for an elective, which is a component of the diversified part of the curriculum.

The concept of hybridity relates to the field of languages and their technologies in skill EM13LGG402, referring to linguistic varieties that can occur in plural contexts. The term "hybridization" broadens understanding by referring to the interchange of reader/author and producer/consumer roles. This occurrence most prompts reflection on diverse practices related to combinations and intersections. In this case, it is important to consider the role of new literacies and multiliteracies in high school curricula.

In pursuit of a flexible curriculum, electives were established so that students could design their educational journey, considering their available resources. The Curricular Reference Document under analysis includes an elective entitled "Exploring the World of TECMAT — Mathematics Associated with Technology," which contains terms related to Blended Education.

The objective is to provide students with learning opportunities through technological resources based on mathematics given their relevance to digital technology. The document states: "This elective enables students, considered digital natives, to build a more stimulating path for mathematical learning and foster youth leadership" (DRC-MT-EM, p. 491, translated by us). This elective indirectly contemplates the concept of blended education, as its justification and methodology align with the way RIEH (2025), Horn and Staker (2015), and Moran (2015) conceptualize it as constitutive of blended education. Active methodologies are mentioned, such as the flipped classroom, team-based work, the flex model, and problem-based learning, among others, which were presented in Table 1.

The other elective, which references printed materials that are potentially distributed online through blogs, social media, institutional websites, podcasts, and other outlets, is called "Connected Youth in Action." It references young people who practice digital culture, which, as Russini (2020, p. 65, translated by us) recognizes, is characterized by consuming, interacting with, and acting through technological devices that "pedagogize their living spaces," permeating all their relationships, from social to educational. Thus, it is clear that the elective seeks to encompass diverse youth and their technological knowledge and encourage experiencing life beyond the school walls.

The justification for the applicability of the elective is the understanding that students are protagonists who construct knowledge related to scientific knowledge based on their understanding of problematic situations in their social contexts, with the purpose of finding answers and solutions to them. In this way, they will behave, "in a participatory manner, in social phenomena and processes,

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political, economic, and cultural" (DRC/MT-EM, p. 478, translated by us). The encouragement of active methodologies is evident. Furthermore, subtly, there is an element of Horn and Staker's (2015) definition of hybrid teaching, in which students begin to have some control over the learning process, mediated by the teacher. Thus, youth protagonism and active methodologies are encouraged.

It is important to emphasize that addressing problems in social contexts is beneficial when working with young people. By addressing real issues, youth develop the knowledge necessary to actively participate in social, political, economic, and cultural processes. Encouraging active methodologies is a relevant strategy that aligns with Blended Education's vision, as defined by Horn and Staker (2015).

4 CONSIDERATIONS

The goal was not to oversimplify blended education by reducing it to online pedagogical practices that use digital technologies. The DRC/MT-EM analysis aimed to verify references to terms related to hybridism in the educational field and the possibility of using them to mobilize diverse teaching strategies.

There is also no belief in defining a blend of in-person and remote learning using the metaphor of baking a cake. Baking a cake isn't just about mixing ingredients; it's about carefully planning and systematically considering processes that result in enjoyable food that won't be hard, tasteless, burnt, or raw.

In the presented concept, blended education involves the use of technologies in a planned, articulated manner that respects a teaching-learning process committed to emancipatory education and the construction of knowledge. Separating Blended Education from technology broadens the concept to the point of becoming an approach that can be anything — a meaningless everything that confuses rather than helps teachers and students. Therefore, this topic is being debated more in the post-pandemic period as a possibility for contemporary education because it incorporates elements of digital culture into pedagogical practices.

Simply stating that this approach involves technology leads to a poor understanding of its possibilities and allows for its inappropriate use to address an increased workload, such as in the case of night classes in high school. This situation would require developing some curricular components in a virtual learning environment (VLE).

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Similarly, stating that it is characterized by the use of digital technologies leads to confusion with distance education (EaD), which is inappropriate due to the specific academic and administrative structure of the modality. This structure is recognized by the LDB of 1996 and Decree No. 9,057/2017. It involves in-person support centers and compliance with regulations that allow a higher education course to be registered as EaD.

The analyzed document confirms the presence of terms related to blended education: Online (five times), Online Teaching (one time), Hybridization (one time), and Hybridism (one time) in the skills and at other times in the Curricular Reference Document of the State of Mato Grosso, High School stage. These terms appear in two electives linked to the diversified part of the curriculum. These terms appear as suggestions for organization and offering in various state schools.

While blended education still requires further discussion, this research is expected to serve as a catalyst. Youth education and the inequalities they face need to be rethought, especially those exacerbated by the Emergency Remote Learning period. What can be built from these experiences?

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