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The student, the teacher, and the distance learning course.

*The student, the teacher and the e-learning course*

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### Summary

Distance Education (DE) has become established as a democratic and flexible modality, allowing access to knowledge regardless of time and space. With the advancement of Digital Information and Communication Technologies (DICT), virtual learning environments have begun to demand new roles and responsibilities from their agents, such as students, teachers, and tutors. This study conducted a literature review based on contemporary authors in the educational and technological fields, aiming to reflect on the challenges and possibilities of pedagogical mediation in DE. The research highlighted the importance of understanding the specificities of the online teaching-learning process and establishing didactic strategies that favor interaction, autonomy, and student engagement. We conclude that, through effective pedagogical mediation and the appropriate use of DICT, it is possible to minimize the challenges encountered in the virtual environment and enhance learning, contributing to the student's comprehensive development and improving the quality of distance education.

**Keywords:** Distance education. Pedagogical mediation. Autonomy. Digital technologies. Tutoring.

### Abstract

Distance Education (DE) has been consolidated as a democratic and flexible modality, enabling access to knowledge regardless of time and space. With the advancement of Digital Information and Communication Technologies (DICT), virtual learning environments have demanded new roles and responsibilities from the agents involved, such as students, teachers, and tutors. This study conducted a bibliographic review based on contemporary authors in the educational and technological fields, aiming to reflect on the challenges and possibilities of pedagogical mediation in DE. The research highlighted the importance of understanding the specificities of the online teaching-learning process and establishing didactic strategies that promote student interaction, autonomy, and engagement. The results indicate that, through effective pedagogical mediation and the proper use of DICT, it is possible to minimize the challenges encountered in the virtual environment and enhance learning, contributing to the students' comprehensive education and the improvement of distance education quality.

**Keywords:** Distance Education. Pedagogical Mediation. Autonomy. Digital Technologies. Tutoring.

## 1. Introduction

Distance education (EaD) has gained significant ground in the educational landscape. Brazilian and global, especially from the technological advances that have provided new ways of teaching and learning. This modality, characterized by flexibility and democratization of Access to knowledge allows students, regardless of their geographical location. or availability of time, can participate in training processes mediated by technology. digital.

With the expansion of online course offerings, challenges related to... also arise. Pedagogical mediation, which needs to be rethought to meet the specific demands of the environment. virtual learning. The relevance of this study lies in the need to understand how...

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Digital Information and Communication Technologies (DICT) impact the teaching process.

Learning in distance education requires the professionals involved—teachers, tutors, and managers—new skills to promote interaction, autonomy and engagement among students.

Reflecting on the challenges and possibilities of pedagogical mediation in this context is Essential for ensuring the quality of education and contributing to the holistic development of the student. Given this... Therefore, this article aims to analyze the challenges and possibilities of mediation. pedagogical aspects in Distance Education, considering the role of ICTs and the importance of strategies teaching methods that promote knowledge building in virtual environments.

For this purpose, a literature review was conducted based on contemporary authors. from the educational and technological field, in order to gather theoretical contributions that support the discussion. proposal. The article is organized into four parts: initially, an overview of the proposal is presented. Distance education and its main characteristics are discussed; then, the role of the student is discussed. actively; then, we address the role of the teacher as a mediator of knowledge; finally, The challenges and possibilities related to teaching practice and the interaction between the subjects involved in the virtual environment, highlighting strategies that can enhance the learning and minimizing the difficulties faced in this modality.

## **2. Theoretical Framework / Results**

### **2.1 Distance Education**

Distance Education (EaD) has become an important alternative in The contemporary educational landscape, especially due to the flexibility and democratization of access to knowledge that it provides. However, beyond the logistical and technological advantages, this This teaching modality requires significant transformations in the role of its main subjects: the student and teacher.

The roles of the teacher and the student in this teaching modality take on specific characteristics. and quite distinct from traditional face-to-face teaching, requiring new attitudes and skills from both. the subjects involved in the process. According to Santos (2016), distance education presupposes the use of different technologies for delivering content and facilitating interaction among participants in the process educational. These technologies can range from printed correspondence to broadcasts. television, video conferencing, and the use of computer networks interconnected by the internet. This The diversity of resources allows students access to content and activities from any location. giving the modality significant flexibility in terms of time and space.



## 2.2 The role of the student

According to Sanches et al. (2025), in distance education, the student ceases to occupy the position traditionally a passive recipient of information, they are now taking on a leading role. in their formative journey. This protagonism implies taking responsibility for their own learning, organizing study time, and actively seeking the knowledge necessary for good academic performance.

According to Sanches et al. (2025), autonomy is configured as a characteristic This is essential for distance learning students, as in-person support and supervision are also important. The constants typical of traditional teaching are not present in this model. Therefore, the student needs develop self-management, discipline, and proactivity skills to maintain the pace of studies and complete the proposed activities.

This proactive stance includes not only completing mandatory tasks, but also seeking... through supplementary content, participation in discussion forums, and the appropriate use of digital tools provided by the virtual learning environment.

Santos (2016) observes that the profile of students has been changing rapidly, Driven by technological advancements and globalization, the distance learning modality attracts... Mostly adults who are already working and are looking for flexible alternatives. training. This audience is characterized by being more demanding and reflective regarding quality. from the education he receives.

The success of students in this modality is closely linked to their ability to Maintain motivation and organize your study conditions in an autonomous and disciplined manner. Santos (2016) highlights that distance education provides the student with the possibility of flexibility in space and time of study, respecting your needs and personal characteristics.

## 2.3 The role of the teacher

When we talk about the role of the teacher in distance education, we see that it also undergoes significant changes. As argued by Sanches et al. (2025), the teacher ceases to be the central figure and holder of... He becomes exclusively knowledgeable in order to act as a mediator of knowledge. He becomes responsible for creating teaching strategies that promote interaction and the development of student autonomy, In addition to guiding and monitoring the learning process.

This mediation occurs through the organization of appropriate teaching materials, and the proposition meaningful activities and encouraging student participation in virtual spaces. In this way, The teacher assumes a more guiding and less expository role, which requires new...



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Pedagogical skills and mastery of educational technologies.

In addition to the professor, distance education often relies on the figure of the tutor, whose role is to...  
equally relevant to the smooth running of the course. As highlighted by Sanches et al. (2025), the tutor  
It offers individualized support to students, answering questions and suggesting solutions.  
Solutions for specific difficulties and encouraging the continuation of studies.

According to Santos (2016), the tutor acts directly in monitoring the student during  
The execution of subjects and courses. The responsibilities of this professional are broad and include tasks  
how to comment on assignments, correct assessments, assist in understanding the materials, answer questions.  
institutional questions, planning study activities, organizing discussion groups, providing  
Provide information via telephone, fax, and email; supervise projects and practical activities; monitor the...  
To monitor student progress and provide feedback to coordinators on the progress of the subjects.

Santos (2016) highlights that tutoring performs two fundamental functions: informative and  
advisor. Frequent, quick, and effective contact between tutor and student is essential to prevent dropout and  
to guarantee the quality of the training process.

### **3. Materials and Methods**

This study is characterized as a literature review, based on authors  
Contemporaries in the educational and technological field, with a focus on Distance Education (DE). They were  
Recent scientific publications, books, and articles addressing the roles of the student and the student were analyzed.  
The role of the teacher and the tutor, as well as the challenges and possibilities of pedagogical mediation in learning environments.  
virtual learning.

The collection of information involved the identification, selection, and critical analysis of the texts.  
considering the relevance, timeliness, and theoretical consistency of the sources. The synthesis of the data obtained  
It was organized thematically, allowing for the connection of concepts and evidence regarding the interaction between  
Educational agents and the use of Digital Information and Communication Technologies (DICT)  
in the distance learning process.

### **4. Results and Discussion**

According to Sanches et al. (2025), knowledge construction in distance education occurs in a way...  
collaborative, resulting from the continuous interaction between student, teacher, and course. This dynamic involves  
the use of virtual learning environments, discussion forums, video conferencing,  
interactive activities and multimedia resources, which enable different forms of communication and  
collective construction of knowledge.



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In this context, the quality of the educational process depends not only on the actions of the professor and tutor, but also the effective engagement of students in learning opportunities offered.

Sanches et al. (2025) point out that the absence of physical contact can hinder the construction of deeper bonds between students and teachers, which, in turn, can compromise the motivation and engagement of students with the proposed activities.

Interactivity is one of the fundamental elements in the context of distance education, because it enables closer relationships between those involved in the educational process, going beyond the simple sharing of information to create meaningful and lasting relationships.

In this sense, Moraes (2021) highlights that relationships in distance education are the result of effective interactions between people, associated with the technological tools and resources that mediate teaching. However, these relationships are often limited to aspects of control and evaluation, failing to... Alongside this is the affective dimension, which is essential for motivating and supporting students.

Santos (2016) reinforces that the interaction between tutor and student in distance education is more complex than in-person modality, requiring the tutor to develop specific skills to deal with the particularities of the virtual environment. In addition to theoretical knowledge about the content to be covered. In teaching these subjects, the tutor needs to be prepared to use the technologies efficiently, mastering them. The principles of the conceptual organization of the subject, keeping up with new ideas and practices in the field of educational.

Another important point highlighted by Sanches et al. (2025) refers to adaptation to digital technologies used in distance learning courses. Problems such as connection difficulties, lack of adequate equipment and limitations in digital skills can compromise performance. academic, requiring specific actions to reduce inequalities.

Digital technologies are indispensable tools for distance education, allowing for quick access. The tutor assists the student in using data, images, and summaries, making learning more dynamic. interpretation and application of this data, promoting intellectual autonomy and critical thinking skills.

Moraes (2021) states that the first step in building affection is to establish a dialogue based on politeness and kindness, creating a respectful and welcoming environment. Furthermore, it is... It is fundamental to understand the characteristics of the adult student, adapting pedagogical practice to their needs.

## Final Considerations

The analyses developed throughout this study allowed us to achieve the objective of reflecting about the challenges and possibilities of pedagogical mediation in Distance Education. Starting from



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A literature review made it clear that the role of educational agents in the virtual environment is...  
fundamental for promoting interaction, autonomy, and engagement among students.

Effective pedagogical mediation, combined with the appropriate use of Digital Technologies...  
Information and Communication contributes significantly to overcoming the difficulties of the modality.  
Distance learning. Well-structured teaching strategies can enhance learning and promote...  
comprehensive training of students, promoting quality in Distance Education.

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