

## Original Article

# The tutor's role in the consolidation of learning in EAD: reflections on practice

Author:

Kleber Saldanha de Siqueira — [kleber.siqueira@cedu.ufal.br](mailto:kleber.siqueira@cedu.ufal.br)

## Abstract

Distance education has promoted new ways of learning and teaching through technological mediation and different pedagogical strategies intrinsic to these resources. In this scenario, the tutor's role in consolidating learning has been the subject of discussion in the educational field, given the size of the impact produced by this professional in the implementation of actions aimed at maintaining DE. Therefore, this article, configured in the form of a bibliographic study of a narrative-qualitative nature, seeks to reflect on the role of the tutor in EaD within the current situation of this modality, addressing the main limits, challenges, skills and perspectives, which make this professional indispensable. To this end, the open access academic portals Scielo and Oasisbr were consulted, using search descriptors and inclusion and exclusion criteria for the selection of the bibliographic base of this research, made up of works published between 2013 and 2023. At the end of this work, based on the produced reflections, it was possible to identify the tutor's performance profile for an effective mediation in the teaching and learning process, revealing which postures, skills, competences this professional must present for the exercise of his function today.

**Keywords:** Distance learning; Mediation; Technology and teaching; Tutoring.

DOI: <http://dx.doi.org/10.17143/rbaad.v22i1.702>

## Resumo

A educação a distância tem promovido novas formas de aprender e ensinar por meio da mediação tecnológica e das diferentes estratégias pedagógicas intrínsecas a esses recursos. Nesse cenário, o papel do tutor na consolidação da aprendizagem tem sido alvo de discussão na área educacional, dada a relevância desse profissional na implementação de ações voltadas para a manutenção da EaD. Este artigo, configurado na forma de um estudo bibliográfico de natureza narrativa-qualitativa, busca refletir sobre o papel do tutor na EaD dentro da conjuntura atual dessa modalidade, abordando os principais limites, desafios, habilidades e perspectivas que tornam esse profissional indispensável. Para isso, foram consultados os portais acadêmicos de acesso livre Scielo e Oasisbr, sendo empregados descritores de busca e critérios de inclusão e exclusão para a seleção da base bibliográfica desta pesquisa, composta por trabalhos publicados entre 2013 e 2023. Ao final deste trabalho, a partir das reflexões produzidas, foi possível identificar o perfil de atuação do tutor para uma mediação eficaz no processo de ensino e aprendizagem, revelando quais posturas, habilidades e competências esse profissional deve apresentar para o exercício de sua função na atualidade.

**Palavras-chave:** Ensino a distância; Mediação; Tecnologia e ensino; Tutoria.

## Resumen

La educación a distancia ha impulsado nuevas formas de aprender y enseñar a través de la mediación tecnológica y diferentes estrategias pedagógicas intrínsecas a estos recursos. En este escenario, el papel del tutor en la consolidación de los aprendizajes ha sido objeto de discusión en el ámbito educativo, tal es el impacto que produce este profesional en la implementación de acciones encaminadas a mantener la educación a distancia. Así, este artículo, configurado en forma de estudio bibliográfico de carácter narrativo-cualitativo, busca reflexionar sobre el papel del tutor en EaD dentro de la situación actual de esta modalidad,

abordando los principales límites, desafíos, habilidades y perspectivas, que hacen indispensable a este profesional. Para ello, se consultaron los portales académicos de acceso abierto Scielo y Oasisbr, utilizando descriptores de búsqueda y criterios de inclusión y exclusión para la selección de la base bibliográfica de esta investigación, formada por trabajos publicados entre 2013 y 2023. Al final de este trabajo, a partir de las reflexiones producidas, fue posible identificar el perfil de actuación del tutor para una mediación eficaz en el proceso de enseñanza y aprendizaje, revelando qué posturas, habilidades y competencias debe presentar este profesional para el ejercicio de su función. hoy.

**Palabras llave:** Educación a distancia; Mediación; Tecnología y enseñanza; Tutoría.

## I. Introduction

Over the past decade, education grounded in digital technologies has sparked research into learning mechanisms, enabling deeper discussion and reassessment of concepts previously set in the digital learning ecosystem and teaching practice (MARTINS; ZERBINI, 2014; SILVA; MELO; MUYLDER, 2015; GARCIA; CARVALHO JÚNIOR, 2015; MARQUES, 2020; CARVALHO; MACEDO; ARAÚJO, 2022; MELLO *et al*, 2023). Within the scope of educational research, numerous studies have sought to investigate the role of the tutor as a pedagogical mediator and its subsequent impacts on the teaching and learning process. Precisely determining the role of this professional and their functional spectrum, based on current demands of distance education (EaD), has sparked debate focused on the limits, possibilities, and responsibilities of the tutor in maintaining the virtual learning environment. Highlighting this importance, Costa (2020) points out that the tutor should initially prioritize individualized learning, increasingly enabling students to engage in autonomous learning.

Given this prerogative, which is crucial for the success of learners in the learning environment, the tutor should display certain skills ranging

from proficient use of digital technologies to knowledge of psychology, which allows them to identify and intervene in scenarios where human integration is a fundamental factor in the teaching and learning process. In this perspective, Almeida (2007) as cited by Bentes and Kato (2014) identified five factors that can lead to student failure in EaD, one of which is the lack of support and monitoring. This highlights the importance of the tutor not only as a mediator or a didactic bridge between content, activities, and methodologies of the teachers but also as a key player in engaging and retaining students in the teaching process.

Considering the various elements that the tutor must address in the pedagogical management plan and in maintaining outcomes in EaD, as well as ongoing discussions about the role of the tutor, this article aims to reflect on the role of this professional in the current context of EaD, around the following question: “What is the functionality of the tutor in the pedagogical context for the success of distance education mediated by digital technologies?”. To answer this question, a bibliographic study of a narrative-qualitative nature was conducted, gathering works published between 2013 and 2023, sourced from the Scielo and Oasisbr portals, through search descriptors and inclusion criteria. This article is divided into six sections, beginning with the motivations and objectives of the research, followed by the methodological elements in section two, with an emphasis on the concept of narrative-qualitative bibliographic research, the search and refinement mechanisms used, the categories of analysis, their methods, and results.

In section three, we present the tutor as a distance education (EaD) professional, defining their basic functions and behavior, and differentiating between face-to-face and online tutoring modalities, while also highlighting the normative legal references that delineate and substantiate tutoring as a unique pedagogical function within EaD, as well as the main challenges faced by tutors today. The concept of the learning space is discussed in section four, relating the different roles of the tutor to the virtual learning environment, with its nuances and characteristics. Section five proposes a reflection on the limits and possibilities of tutoring, as a practice capable of connecting the various participants

in EaD, thus enhancing the effectiveness of the teaching and learning process. Section six presents the conclusions drawn from the reflections produced throughout the research, enabling further discussions on the role of the tutor in pedagogical mediation. At the end, the bibliographic references that support this work are listed.

## 2. Methodology

The pursuit of knowledge compels researchers to adopt methods congruent with the phenomena being mapped and explained, involving paradigms, techniques, and outcomes derived from previous research. Following a scientific approach, this study is based on narrative-qualitative bibliographic research, aimed at reflectively studying a specific phenomenon through the systematic search and selection of literature related to the target phenomenon. In this method, the researcher takes on the important prerogative of interpreting, correlating the adopted bibliographic references and their outcomes, and making interpretive judgments in explaining the phenomenon. Thus, the researcher adopts a critical stance, endorsing their analyses and reflections also based on their knowledge, experiences, and known scientific contexts. This method differs from conventional bibliographic research by presenting a specific systematic approach for collection and selection, considering well-defined criteria for the bibliographic references, which refines the information used for analysis and treatment of the phenomenon under study.

At the same time, narrative-qualitative bibliographic research must present new information and qualitative results that enrich the discussion on a given event, contributing to the scientific literature of a specific area (BATISTA; KUMANDA, 2021). To support the reflections proposed in this research, the Scielo and Oasisbr portals were selected (the latter for hosting the main institutional repositories of academic works from federal educational institutions), as repositories of academic works, both offering free access and containing a vast national scientific production. Following this step, the following search descriptors were established, applied in both repositories: (1) "distance education and tutoring", (2)



"technological mediation in teaching", (3) "tutoring in distance education", (4) "pedagogy and distance education", and (5) "distance education and digital technologies in tutoring".



After applying these descriptors, 426 works were initially found and gathered, of which 128 were selected after applying inclusion criteria as listed below (with the aid of the *Parsifal*<sup>2</sup> platform): (1) works with over 50% of their bibliographic references composed of articles, (2) works published between 2013 and 2023, (3) works with replicable methodology, (4) works published in journals ranked Qualis A1-B3, (5) works with at least 20 bibliographic references, (6) works with a minimum of 8 pages, (7) works with strong thematic convergence with the search descriptors, (8) research related to distance education (EaD), (9) works configured in the form of articles, and (10) works published in conferences. After analyzing and reading the titles and abstracts of the 128 works, 49 were selected for full reading, eventually compiling 24 articles (see Table 1), of which, 10 were extracted from the Scielo database and 14 from the Oasisbr database.

---



<sup>2</sup> Available at: <https://parsif.al/>.




**Table I — Mapping and Analysis of the Works Selected for the Research Bibliographic Corpus**




Title	Author(s)	Year of Publication	Research Objective	Analysis Category/Methodology	Results/Conclusions	Directory
Place-School: Educational Spaces	AQUINORD, A. C. G.; ARAÚJO, E.	2013	To consistently define the concept of learning space, highlighting its importance in the teaching and learning process, while also identifying contrasts between face-to-face and distance learning.	The school space as an influencing element in learning. Qualitative and quantitative data were listed, indicating the influence of spatial and environmental organization as an impact factor in teaching and learning in schools.	It is inferred from the analysis that the physical school structure directly influences student learning, impacting their well-being and readiness to learn. At the same time, such analysis can be transposed to the virtual environment, where the design, tools, and educational resources directly impact student performance and engagement in distance education.	
Methodological Analysis on the Different Configurations of Bibliographic Research	BATISTA, L. S.; KUMADA, K. M.	2021	To understand the limits and potentials of narrative-qualitative bibliographic research within the critical-reflective spectrum of academic research.	The scope of narrative-qualitative bibliographic research to define the current role of the tutor in distance education (EaD), considering the evolution of new digital technologies, their social influence, and pedagogical reinterpretations. The text was read to answer the following questions: “What is narrative bibliographic research and what are its execution criteria?” and “How can it be used to explain a phenomenon in education?”.	Based on the reflections and notes in the text, it was concluded that narrative-qualitative bibliographic research is capable of instructing a method that leads to assertive analysis of a certain phenomenon, especially when it is located in the educational field, since most study objects in this area are limited to qualitative reflection, corroborating with methods and approaches congruent with this context.	




Factors Affecting Dropout in Distance Education: Business Administration Course	BENTES, M. C. B.; KATO, O. M.	2014	To analyze the main problems that lead students from two universities, one public and one private, to drop out of the distance learning business administration degree program.	Generalization of the main factors influencing student dropout in distance education (EaD). Qualitative and quantitative data were grouped to delineate some of the factors causing dropout.	The collected data allowed for understanding that daily routine, excessive number of activities, lack of organization, and demotivation are the main problems faced by the targeted public and private universities regarding dropout. It is possible to extend these results to other courses, necessitating new ways of learning and teaching in EaD, as well as rethinking the role of the tutor in a scenario where secular life increasingly occupies more space.	
Distance Education in Higher Education: The Advantages and Disadvantages of a Current Teaching and Learning Process	CARVALHO, R. R. M.; MACEDO, L. S.; ARAÚJO, N. C.	2022	To identify the elements that contribute to the success of distance education (EaD) and the negative aspects that emerge from the implementation of common evaluative processes in this modality..	Effectiveness of the evaluative process in EaD. The author's reflections were considered to answer the following questions: "Are the evaluation processes in EaD efficient?" and "Does the current EaD scenario require adjustments to evaluative instruments?"	Based on the discussions and the theoretical framework used by the author, it was concluded that the current evaluation instruments in EaD fulfill their role in measuring learning and its consolidation in a limited way. It was also concluded that a reformulation of evaluative practices in EaD is necessary, aiming for greater personalization of the teaching process.	







The Tutor and Their Role as a Facilitator of Learning in Distance Education (EaD)	COSTA, M. B.	2020	To list the skills and competencies necessary for the functional exercise of the tutor in a scenario of substantive and autonomous learning.	The tutor as a link strengthening learning in EaD. To determine the role of the tutor in the consolidation of learning in the current context, the following questions were delineated: "Is the tutor capable of bringing the student closer to the teaching and learning process?"; "Can teaching and tutoring be confused?"; "What skills should the tutor demonstrate to be a facilitator of learning?".	Given the exclusively qualitative nature of the text, and considering the bibliographic notes, reflections, and discussions conducted, it is concluded that the tutor should demonstrate a leading posture, understand that their role is distinct from teaching, comprehend the social context, the evolution of digital technologies, and the pedagogical processes mediated by these technologies, valuing both the collective and the individualities of the students, thus providing greater reach and closeness in EaD.	
Tutoring in Distance Education: Contexts of Operation in Public and Private Networks	FERREIRA, A. A.; PEREIRA, E. A.; COSTA, L. A.	2021	To identify the main differences in the functional posture of the tutor when operating in public and private educational networks, while analyzing the reasons behind such differences.	Challenges, intersections, and dichotomies in tutoring in public and private educational networks. For this analysis, the following questions were proposed: "Are tutors in public and private networks equally supported by legislation?" and "Do both perform their functions in a specific manner?".	Considering the qualitative data and numerical information extracted from the text, it can be concluded that the legislation has been applied equally to both tutors, although situations have been observed where the tutor performs functions different from those typical, especially in the private network, leading to professional compromise.	




Teaching Performance in Distance Education (EaD): A Critical Appraisal of the Role of Tutors in Higher Education	FERREIRA, F.A. J.; CAVALCANTE, A. E. L. W.; BARRETO JUNIOR, I. F.	2021	To understand the dichotomy between teaching and tutoring for an effective tutoring role, primarily aimed at student retention and substantive learning in EaD.	Tutoring as a form of secondary teaching. As this study is bibliographic in nature, the main reflections of the authors on the differences and similarities between tutoring and teaching in EaD were identified and grouped, allowing for the delineation of the posture of both professionals in this teaching modality.	We conclude that both the teacher and the tutor should play distinct roles in EaD. The teacher should focus on delivering content, applying teaching methods that enhance learning, and employing diverse evaluative methods that are consistent with the diversity and specific needs of students.	
Tutoring and Teacher Identity in Distance Education	FILHO, A. C.; SALES, V. M. B.; ALVES, F. C.	2020	To identify the various controversies in the literature regarding the roles of the tutor and the teacher, which are still confused in their functional realm.	Teaching can constitute tutoring when confused in the pedagogical field. Qualitative information and documentary fragments from the text were gathered to verify the overlap of the functions of teacher and tutor in cases of pedagogical incongruence.	From the text analysis, we conclude that tutoring carries a strong teaching bias, and a clear distinction between these roles remains difficult. However, it is more evident that tutors often perform typical teaching tasks, such as administering assessments, clarifying doubts, planning, among other pedagogical activities.	
MOOCs Around the World: A Survey of Massive Open Online Courses	FORNO, J. P. D.; KNOLL, G. F.	2013	To understand the importance of the tutor in distance education in the context of the growing number of MOOCs, where tutoring is non-existent.	Learning ecosystems where the tutor may be dispensable. Numerical, documentary, and bibliographic data were grouped to identify the impact of MOOCs on open education, allowing for the observation of different instances where tutoring is a differentiating factor in technology-mediated learning.	Analyzing the collected information, we conclude that the increasing number of MOOCs does not negate the presence of the tutor in distance education. Open learning represents a distinct option for users with specific schedule needs, availability, work routines, and learning purposes. Given this, tutoring plays an important role in integrating students with the course and enhancing their performance.	



Online Tutoring: Challenges of Teaching in Digital Times and Spaces	FRANCO, A. P.; CARMO, R. O. S.	2020	To determine how technological mediation can support the tutor in various contexts where technology and human engagement are essential for effective learning.	Technologies can also support the tutor's praxis in the pedagogical aspect. The analysis, based on documentary sources and bibliographic elements, compiled the authors' main reflections, discussions, and counterpoints regarding the role of the tutor in the face of current technological multiplicity.	From the information collected, we conclude that various technologies can assist the tutor, not only in the organizational scope of their practice but also by supporting strategies for mapping and verifying student learning. This aids the teaching work, strengthening strategies for student engagement and retention in the teaching and learning process.	
Psychology and Distance Education: A Bibliographic Review	FRANÇA, L. C.; MATTA, W. K.; ALVES, E. D.	2012	To ascertain the importance of psychology in the work of tutoring.	Tutoring as a marker of human behavior. Based on conclusions drawn from the bibliographic survey conducted in the text, qualitative information was grouped to answer the following question: "What is the role of psychology in the practice of a tutor?"	From the reflections and bibliographic support compiled in the text, it can be concluded that psychology is an element capable of improving or enhancing the work of tutoring when some of its concepts are intelligible and applicable correctly by the tutor. In this scenario, there is no obligation in the knowledge and application of these concepts, but rather a possibility of positive enhancement in the professional's practice.	
Distance Education (EaD): Concepts and Reflections	GARCIA, V. L.; CARVALHO JÚNIOR, P. M.	2015	To delineate foundational concepts about distance education (EaD).	Structure, characteristics, and importance of EaD. As the text is predominantly qualitative, essential information was gathered for the description of EaD, its pedagogical processes, and philosophy.	We conclude that EaD has its own structure, legislation, evaluative methods, objectives, and means of implementing teaching based on current digital information and communication technologies, making it one of the most well-known and sought-after teaching modalities today.	

Study on the Use of Moodle in Distance Specialization Courses at Unifesp	MAGNAGNAGNO, C. C.; RAMOS, M. P.; OLIVEIRA, L. M. P.	2015	To understand how Moodle facilitates learning in postgraduate courses.	Moodle as a strategic virtual environment for adopting effective pedagogical practices in distance education (EaD). Using qualitative and numerical data gathered in the text, the study aimed to answer the following question: "Can Moodle contribute to learning when strategic teaching methods are implemented?".	Based on the data collected and analyzed, we conclude that Moodle can be strategically utilized through the coordinated use of its typical tools. Among other benefits, this approach aims to bring students closer to the learning environment, increase their engagement, improve learning outcomes, and enhance their autonomy.	
Distance Education in Higher Education Institutions: A Review of Research	MARTINS, L. B.; ZERBINI, T.	2014	To understand the current landscape of distance education (EaD) in Brazilian universities.	Profile of EaD in higher education institutions in Brazil. Qualitative and quantitative data were selected that demonstrate a significant increase in the provision of EaD at Brazilian universities along with the need for academic research focused on learning in this modality.	We conclude that EaD in universities has emerged as a widely sought-after educational modality due to its advantages for students. However, there are still gaps that need to be addressed, especially those related to mapping learning, implementing specific methodologies, improving platform quality, and management.	
Distance Education in the Context of the COVID-19 Pandemic: A Democratic Alternative or a Segregating One?	MARQUES, J. D.	2020	To understand how the paradigms of distance education (EaD) contributed to emergency remote teaching.	The applicability of EaD in various contexts of teaching mediated by digital technologies. Qualitative data, reflections, and discussions from the author were gathered to answer the following question: "Can EaD be applied to any teaching scenario?".	After analyzing the text, it is concluded that EaD and its paradigms contribute to solving atypical teaching scenarios like emergency remote teaching when applied appropriately in a context where there is democratization of internet access and equity in the use of internet access devices and teaching plans that are congruent with the realities of students.	

Skills and Roles of Online Tutors in Distance Education	MATTAR, J.; RODRIGUES, L. M. M.; CZESZAK, W.; GRACIANI, J.	2020	To delineate the functional aspects of the online tutor in distance education (EaD).	Prerogatives of the online tutor in mediating learning. Through qualitative analyses observed in the text, the key competencies of the online tutor were compiled, emphasizing the capacity for empathy and engagement, as well as interpersonal skills and pedagogical dynamism.	We conclude that the online tutor plays a predominant role in EaD, being responsible for maintaining learning when they understand the difficulties of the student, suggest differentiated learning paths, reinforce empathy, encourage self-reflection, act according to the principles of positive psychology, and monitor each student's learning in a personalized manner.	
Promoting inclusion and equity in Higher Education: Is this the role of distance learning in Brazil?	MELLO, S. L. M.; MEIRINHO, M. J.; LEAL FILHO, W.; SAMPAIO, T. N. R.	2023	To understand how distance education (EaD) can promote equity and inclusion in Brazilian education.	Distance education as a means to strengthen democratic inclusion in education. Quali-quantitative information was gathered around the themes of 'equity' and 'inclusion' with the aim of delineating the intrinsic phenomena of EaD capable of promoting democratic inclusion and the massification of education.	Observing the data collected, it was found that EaD has contributed to a scenario of massification of education. However, this reality has not kept up with the demands for quality of education, with the majority of enrollments still concentrated in private institutions where content and courses are still not sufficiently tailored to the learning needs of students.	

<p>Tutoring in Distance Education: Reflections on the Roles and Pedagogical Mediation of Tutors in the Teaching and Learning Process</p>	<p>MESQUITA, M. C. C.</p>	<p>2022</p>	<p>To delineate the pedagogical role of the tutor in distance education (EaD).</p>	<p>The tutor as a professional in pedagogy. Given that the text is essentially bibliographic, information was compiled to define the pedagogical scope of the tutor in their mediation work.</p>	<p>Considering the interpretation of the data gathered and the initially defined objective, we conclude that the tutor must understand the foundational elements of pedagogy, which is an important ally in their praxis. We also conclude that pedagogy has a strong influence in EaD, guiding practices, methods, and learning techniques in a context where digital technologies act as artifacts to consolidate the teaching and learning process.</p>	
<p>Moodle Platform: Education through Technological Mediation</p>	<p>LIMA, J. M. M.</p>	<p>2021</p>	<p>To understand, from a theoretical aspect, how education mediated by technologies applied to Moodle is effected.</p>	<p>Technology as a means of facilitating learning in Moodle. Given that the text is predominantly qualitative, the main reflections, arguments, and conclusions of the author about learning mediated by technologies in Moodle, as an intrinsic phenomenon to distance education (EaD), were highlighted.</p>	<p>We conclude that Moodle is capable of incorporating important technologies aimed at substantive learning, while this situation requires teachers and tutors to have knowledge and strategic use of these technologies, exploring the tools of the considered virtual environment and its pedagogical possibilities.</p>	

Tutoring in Distance Education	SANTOS, D. C.; FIALHO, L. M. F.; SOUZA, F. G. A.	2020	To analyze the contributions of the tutor in distance education (EaD).	The tutor in the EaD ecosystem. Based on bibliographic notes, qualitative information was gathered to answer the following question: "What is the importance of the tutor in EaD?".	From the authors' considerations, reflections, and discussions, we conclude that EaD substantially depends on the work of tutoring, as the mediation of learning enables students to recognize their learning journey, assess their mistakes and successes, rethink their attitudes and behaviors, and at the same time establish a bond of empathy with the tutor, making EaD a humanized process.	
Distance Education in Focus: A Study on Brazilian Scientific Production	SILVA, M. P. D.; MELO, M. C. O. L.; MUYLDER, C. F.	2015	To gather the main works focused on distance education (EaD) research in Brazil and their principal results in the context of tutoring.	Research gaps on the role of the tutor in EaD. Based on a systematic literature review, the study sought works focused on the actions of tutors in EaD and their contributions.	From the results observed in the text, the authors compiled 16 works within the scope of the research, which aimed to determine the main reasons for the success of EaD. Only 3 of these studies (18%) addressed the theme of tutoring, revealing a gap in research focused on the work of the tutor.	
Digital Information and Communication Technologies (TDICs) and the Teaching Process	SCHUARTZ, A. S.; SARMENTO, H. B. M.	2020	To understand how TDICs function in the teaching process.	The role of TDICs in education. The research included both qualitative and quantitative data, which were compiled and organized to answer the following question: "What role do TDICs play in current education?".	We conclude that TDICs hold a significant place in contemporary teaching, with a growing pursuit for mastery among teaching professionals. It is also inferable that these technologies have redefined the roles of teachers and students in recent years.	

MOOC:A Contemporary Alternative for Teaching Astronomy	SOUZA, R.; CYPRIANO, E. F.	2016	To understand how a MOOC can aid in teaching sciences, specifically astronomy.	MOOCs and science education. The text primarily utilizes qualitative data, which were gathered to answer the following question: "Considering the characteristics of MOOCs, can they be used for teaching astronomy?"	From the data analyzed, it was observed that it is feasible to implement a MOOC focused on teaching astronomy, a field in science characterized by abstraction and concepts from Physics, Mathematics, and Technology. This possibility confirms the reach of open learning in the development of diverse content, facilitated solely through technological mediation.	
Skills and Competencies of the Tutor in Distance Education: Challenges and Overcoming	VILIONE, J. L.; JORGE, M. E. N.	2014	To delineate the skills, competencies, and attitudes of the tutor.	Tutoring for substantive and autonomous learning. Qualitative data and information were gathered and organized to determine the ideal competencies of the tutor in distance education (EaD).	Given that digital technologies are volatile and constantly evolving, and considering the reflections of the authors, we conclude that tutoring involves skills and competencies that are in constant transformation. This requires ongoing research that keeps pace with the current rate of EaD, emphasizing the functional and human role of the tutor.	

Source: Author, 2023.



### 3. Tutoring in Distance Education: legislation and challenges

The presence and actions of the tutor are crucial for monitoring students' routines throughout the teaching and learning process. Depending on the course, tutoring can be divided into two types. Face-to-face tutoring is performed by an education professional with specific knowledge in a particular field and notable skills in using digital information and communication technologies. This tutor is tasked with assisting students in executing and understanding assignments, adhering to deadlines and schedules, correcting activities, resolving doubts, and other related tasks, aiming to guide students effectively through their learning journey. As the name suggests, this tutor conducts their activities in person, at poles or locations specifically designated for their work, valuing human contact through dialogue, empathy, and engagement.

In contrast, the distance tutor is also an education professional with specific training in a particular area of knowledge, possessing functional responsibilities identical to those of the face-to-face tutor, differing only in that their work is conducted entirely online, with no in-person meetings with students. This type of tutoring represents a significant portion of those conducted in current distance education (EaD) courses due to its dynamic nature and ease of execution, allowing all tasks to be fulfilled within the virtual environment, without the need for physical travel or meetings.

Considering the key competencies of each professional and their respective fields of action, and in agreement with the previous discussion, according to Ferreira, Pereira, and Costa (2021), both are generally responsible for pedagogical mediation in the virtual environment, overseeing deadlines, clarifying doubts, correcting assignments, advising on activity execution, and other pedagogical situations. However, the face-to-face tutor holds a unique role in this process, as, unlike the distance tutor, they must develop specific socio-emotional skills since they directly guide students and also assist lead teachers in their classes or in-person activities.

Thus, we must consider the following questions: given the numerous prerogatives, and reconsidering Ferreira, Pereira, and Costa (2021), why is the work of tutors not yet regulated as a teaching profession? Given that tutors are charged with various pedagogical duties, including planning activities, grading assignments, didactic organization, achieving instructional objectives, and data analysis and organization, why are tutors still functionally equated? These questions seek to reflect on the precariousness of the tutor's role, which continues to be placed on a level not commensurate with their skills, competencies, and responsibilities.

In light of the questions raised, the legal frameworks that underpin the role of tutorship include: Law 9.394-1996/LDB, Ordinance No. 4.059-2004-EAD, Resolution No. 1-2016, Decree No. 9.057 of May 25, 2017, Ordinance No. 1.428-2018, and Ordinance No. 2.117-2019, representing an important foundation in the establishment of distance education (EaD) courses and the stakeholders involved. Analyzing these frameworks, we observe the progressive maturation of the tutor's role, starting from the LDB with its basic foundations, through Ordinance No. 4.059-2004 which specifically defines initial tutorship, to Resolution No. 1-2016, Decree No. 9.057, and Ordinances No. 1.428-2018 and No. 2.117-2019, which strengthen the role, specializing the tutor as an indispensable professional for EaD in the pedagogical context. In this regard, one of the challenges for tutoring professionals, according to Vilione and Jorge (2014), is:

[...] it is known that the EaD teacher/tutor performs tasks that require competencies and skills, among them: the ability to mobilize and associate a set of resources or mental schemes of a cognitive, socio-affective, and psychomotor character (theoretical knowledge and experiential wisdom and affectivity) with the purpose of effectively solving a series of new situations (VILIONE; JORGE, 2014, p. 808).

Thus, in addition to academic training, the tutor must possess socio-emotional skills and competencies that are compatible with the challenges of distance education (EaD), needing to be capable of overcoming

the inherent difficulties of the educational process in this modality. Moreover, currently, tutors also face undervaluation, often being assigned tasks and roles not in compliance with the law, low remuneration, precarious technological resources, and other challenges.

Considering the tutor as a professional who manages the virtual learning environment, monitoring student performance throughout the entire process, including combating dropout rates, they must, from the beginning, create an environment of warmth, attentiveness, and discipline, where students feel as part of the teaching process, thus enhancing their engagement and consistency in the learning trajectory.

Among the various challenges facing tutors, interaction with students represents a significant topic of discussion. Given that each student has a specific socioemotional profile, it is paramount for the tutor to adopt methods (directly linked to their experience, knowledge in psychology, class mapping, and others that allow the professional to anticipate and characterize the audience to be served) capable of drawing students closer to the virtual learning environment, while simultaneously strengthening the bond with their peers and teachers. Handling the human variable is a complex task, considering that each individual has a distinct psychological profile and diverse socioemotional experiences, which significantly affect their learning journey.

Broadly speaking, the tutor should be a professional capable of reasonably handling digital information and communication technologies, facilitating their work. In addition, they must display emotional intelligence, understanding the different forms of socioemotional relationships among users. Thus, in addition to having specific training in one or more knowledge areas, they should ideally have training in educational technologies and notions of psychology.

In this context, “the role of Psychology in distance education is primarily based on contributions found in models of development theories, learning, cognitive, behavioral, and socioconstructivist theories” (FRANÇA; MATTA; ALVES, 2012, p. 7). Being a tutor involves organizing, managing, and interpreting different situations in the virtual environment, and their work is not limited to the bureaucratization of

distance education, but rather to the capacity for humanizing this mode of education.

## 4. Learning spaces and technological appropriation by the tutor

Learning spaces represent a valuable concept in education, defined as places where educational actions are carried out or implemented, with the learner at the center of this process, through the intervention of another individual, whose function is to guide this process (AQUINORD; ARAÚJO, 2013). The most common learning space is the classroom, characterized by the presence of students who receive systematic instruction from a teacher, who develops a teaching plan aimed at learning. The classroom is defined by the shared physical space between teachers and students. However, with the digital revolution and its technological possibilities, particularly the advent of the computer, its evolution, and its use in mass communication, the classroom has taken on new meaning, with the spatial-temporal separation being the main differentiating feature in the use of digital information and communication technologies (TDICs) in education (SCHUARTZ; SARMENTO, 2020).

Thus, distance education (EaD) courses and their various modalities have led to the formation of new learning spaces, one of which is the virtual learning environments (hereinafter referred to as VLEs), redefining the way students learn while also changing the way teachers teach (LIMA, 2021). As such, in the face of digital possibilities, various methodologies have emerged, modifying traditional teaching and incorporating digital means as an effective method for learning. For example, blended learning has emerged, characterized by the use of the conventional classroom together with virtual learning environments, integrating in-person and distance learning moments into a hybrid learning space. However, learning spaces extend beyond those experienced in VLEs, in which teachers and tutors organize and manage activities, establishing a direct relationship with the users.

There are learning spaces where the mediation of a second individual (teacher or tutor) does not occur, with the learning process experienced by the user through their interaction with the virtual environment itself, which is programmed to interact based on the user's actions within the environment (SOUZA; CYPRIANO, 2016). Such spaces are known as MOOCs (Massive Open Online Courses), frequented by students who seek flexibility and suitable schedules for their academic activities (FORNO; KNOLL, 2013). In light of this, TDICs have been promoting the diversification of learning spaces, redefining the role of the tutor from the new possibilities brought about by these technologies.

In the virtual learning space, the tutor must be proficient in using digital technologies in distance education (EaD), understanding, applying, and intervening in the various situations where learning will occur through technological mediation. In this regard, the primary resource adopted in this process is the selection and configuration of the learning environment, which, in most courses, uses Moodle due to its deductive structure and ease of use. Both instructors can organize their content appropriately on this platform, using its features in an attractive and dynamic way, and students can interact with the platform, maximizing the benefits of the implemented resources (MAGNAGNAGNO; RAMOS; OLIVEIRA, 2015).

The tutor must understand the pedagogical strategies behind the main tools used in Moodle. The (1) Chat is a feature capable of connecting platform users in real-time, with the goal of discussing information pertinent to the course or resolving doubts. For the tutor, this tool represents an important means of communication, providing flexibility in tutor-student contact and reducing response time. The (2) Forum is a significant strategy (for synchronous or asynchronous use), allowing for the discussion of topics related to the content in the virtual environment, fostering broad participation by students, as well as the sharing of files among users.

Another valuable interactive resource is the (3) Link, a strategic element used by teachers and tutors in tasks, where a student, upon answering a question, receives feedback on the response, and is automatically

directed to the content of that activity on the platform, reinforcing learning or addressing any errors made. This tool enables the tutor to analyze the learning trajectory of the students. The (4) Assignments encompass all activities proposed by the teacher during the course. They can be synchronous or asynchronous, depending on the pedagogical approach of the teacher. This classic Moodle feature is important for assessing students. The (5) Quiz is a type of task in which the teacher sets questions with predefined answers, which are answered and automatically graded by the teaching platform.

Here, it falls to the tutor to analyze the students' results on the quiz, providing brief comments on their performance, focusing on areas of success and concern. An interesting way for the tutor to monitor student interactivity is through the use of the (6) Wiki tool. This resource is based on forming groups for collaboratively building content discussed in the virtual environment, where students can insert text, images, graphs, and videos, and are assessed on organization, participation, and coherence in the activity's construction. For the tutor, the (7) File Directories serve as basic references for directing activities, being the places where students can access files provided by the teacher (articles, texts, etc.) related to a specific subject of study.

The (8) Glossary, similar to the Wiki feature, is also a collaborative activity, but performed individually by each platform user, in which each must enter a term, generally a word related to the developed content, where each user must enter its meaning, contributing to the construction of a large glossary accessible to all. This tool enables the tutor to gauge the concepts each student holds about a certain content, allowing prediction of their performance throughout the course. The (9) Survey tool allows for the formulation of questions where students are encouraged to research and investigate, enriching discussions and reflections about a study topic. From this resource, the tutor can analyze the proactivity of the students.

Considering the collaborative resources described previously, the (10) Database, a tool similar to the glossary but differing in that it allows

for a greater variety of shares (texts, images, videos, links), enables the creation of a digital archive accessible to all users. This allows the tutor not only to analyze the level of participation and proactivity of the students but also their creativity, demonstrating how the learned concepts relate to the various forms of language (written, visual, auditory, etc.) exhibited by the students

## 5. Limits and possibilities of tutoring

The tutor's role in the virtual learning environment requires the exercise of specific skills, coupled with appropriate training aimed at the objectives of the course to which their work is linked. Within this framework, the tutor must plan their intervention actions in congruence with the course's lead teacher's plan, striving to act in a present and dialogic manner, enhancing the engagement and autonomy of students in the teaching process. According to Mesquita (2022):

The tutoring system should be perceived as a personalized and cooperative education, in which the educator takes on the role of guiding the student and makes available resources that allow the learner to study autonomously, achieving the course objectives (MESQUITA, 2022, p. 10).

However, for the tutor's interventional proposal to be successful, it is crucial that they demonstrate situational mastery, resilience, and adaptive capacity to revise their methods and plans according to the varying results shown by students throughout the course. Thus, it is evident that the tutor's role closely approximates that of teaching itself, where planning is not fixed but is adaptable according to the learning dynamics of the students. Certain limits for the tutor become apparent, who must identify their place in the teaching process, distinguishing the intersections that exist between tutoring and teaching.

This separation is important to protect the actions of each professional directly involved in the process, preventing students from acting inappropriately, confusing tutors with teachers and vice versa, which

could disrupt the process and create undesirable situations among the professionals. Taking as an example the activities of the Universidade Aberta do Brasil (UAB), Filho, Sales, and Alves (2020) note that even in a scenario where the roles of each professional are well-defined, situations can arise where the tutor "goes beyond," becoming confused with a teacher.

Although in the UAB model of distance education the tutor is not recognized as a teacher, it is observed that tutors, in general, are required to have knowledge and skills in these EaD environments that go beyond the mere perspective of a "motivator" (FILHO; SALES; ALVES, 2020, p. 8).

For there to be a perfect functional separation between teachers and tutors, it is important that the tutor engages students, reinforcing positive aspects that can consistently draw them closer to the virtual environment, in the "neutral correction" of the proposed activities, avoiding extensive comments that are only pertinent to the teacher, in managing the feedback provided by the students, identifying signs of dropout, and promoting objective feedback capable of demonstrating to the student their performance and areas of attention. Supporting Mattar et al. (2020) regarding these functions:

The tutor also plays a pedagogical and intellectual role, which involves devising activities, encouraging research, asking questions, evaluating responses, relating comments, coordinating discussions, synthesizing key points, and developing the overall intellectual climate of the course, thereby encouraging knowledge construction (MATTAR *et al.*, 2020, p. 4).

We have previously listed some points that we consider essential for the tutor to satisfactorily develop their role; however, given the complexity of different virtual learning ecosystems and their challenges, other parameters may be considered, such as interpersonal capacity to resolve or mitigate unique situations, like conflicts between students, instances of harassment, large-scale dropout, issues related to teaching



performance, poor organization of the virtual environment, delays in the activity schedule, among others that demand strong management skills and tenacity. In light of this, the tutor must be attentive to the dynamics of the virtual environment, identifying and anticipating positive situations (ensuring their maintenance, when possible) and negative ones, intervening appropriately, respecting the boundaries of their role. Considering this context, for Franco and Carmo (2020):

The educator responsible for mediating the teaching and learning practices of the digital classroom is generally called a tutor, but characterizing their functions and duties in the context of distance education can be challenging, as their role may vary depending on the educational context and the pedagogical model of the course (FRANCO; MARCO, 2020, p. 115).

Nevertheless, it is essential for the tutor to possess organizational skills, as it falls upon them to correct, suggest grades (or concepts), and describe the results obtained by students throughout each stage of the course, as well as to identify each student according to their performance, highlighting strengths and areas for attention. It is important for this professional to specifically delineate, together with the lead teacher, strategies aimed at maintaining learning, identifying the main difficulties experienced by students, redirecting the choice and use of didactic tools in the virtual environment, rethinking approaches, activities, communication methods, teaching materials, and evaluations in the pursuit of learning, developing new techniques and ways to transmit knowledge, as emphasized by Ferreira, Cavalcante, and Barreto Junior (2021, p. 130), who note that: “the distance education professional must develop other skills and adapt to different pedagogical approaches.”

Given this, it is possible to gauge the complexity of tutoring as a pedagogical activity, demanding dedication and organization from the professional. When the tutor is capable of performing their duties appropriately, a higher degree of participation, engagement, learning, and student satisfaction is observed, with students returning to the virtual environment regularly, attending synchronous and asynchronous meetings, and structuring their participation as expected, with

organization and sufficiency (SANTOS; FIALHO; SOUZA, 2020). We do not advocate here for the exclusive participation of the tutor for the success of distance education, as there are multiple actors involved in this process, each responsible for a specific part of it. Thus, it is up to the student to be aware of the demands of distance education, as well as to the teachers and the pedagogical team.

Conversely, when tutoring is not conducted satisfactorily, there is initially a higher number of student dropouts, low rates of activity feedback, grades and concepts below average, limited student interactivity in forums and chats, and low attendance at synchronous meetings. Scenarios like this reaffirm the importance of learning mediated by professionals prepared to systematically intervene in the human element, reinforcing student autonomy, which is fundamental in this process, and not forgetting to act collaboratively with the students themselves, promoting an environment of empathy and communication, where reflection, questioning, and socio-interactionism are key components for effective learning.

Thus, the tutor performs a pedagogical function in tune with the students, basing their planning and actions on the virtual ecosystem from the conditions and intervening parameters, duly mapped and interpreted, which consequently allows for assertive decision-making for the conduct of the teaching work. It is important to highlight that the role of the tutor is still surrounded by false conceptions, mistakes, or functional discrepancies, sometimes being mistaken as a counselor, administrator of the learning environment, or teacher. It is crucial to value the tutor as a professional in pedagogy, with specific responsibilities, training, and capacity for coordinated action.

## 6. Conclusion

From the reflections proposed, based on the adopted bibliographic references, we conclude that the tutor plays an important role in consolidating learning in distance education, being responsible for the participative cohesion of students in the virtual environment, motivating, assisting with the taught content, analyzing student performance,

resolving conflicts, and implementing different and current methodologies used in virtual teaching within the current context. At the same time, we deem it important for the tutor to adopt techniques and knowledge validated by psychology, to effectively maintain the interpersonal relationships experienced by this professional in the learning space, considering the human variable as an impact factor in the process of mediating learning.

Considering the current legal norms and the evolution of tutoring as a pedagogical practice, we conclude that such benchmarks may be reassessed, aiming for greater specialization of the role, presenting in depth the skills and competencies of this professional. Concurrently, we conclude that the tutor can use, in a coordinated manner, the different types of activities available on the Moodle platform and their pedagogical potentials, aiding their planning, conduct, and investigation, mapping the evolution of students throughout the educational journey, allowing for a triangulation between engagement, results, and the pedagogical proposal of the tutored course. Such a possibility emerges from the current professional context of the tutor, acting as an "analyst," gathering data, organizing, and interpreting the different educational phenomena detectable in the virtual learning environment.

Thus, we conclude that tutoring, considering the pedagogical nuances and current trends, has become increasingly complex as an intervening medium, elevating its pedagogical status and expanding its possibilities from the growth of distance education in Brazil and the new educational needs of this modality. This leads the tutor to develop new forms and approaches to the realization of learning, based on areas of knowledge previously overlooked, highlighting the paradigmatic evolution of the role. This requires progressive reflections and inquiries that lead to the measurement of learning in virtual spaces in a concrete and efficient manner.

## Referências

AQUINORD, A. C. G.; ARAÚJO, E. A. Lugar-Escola: espaços educativos. **Revista Mal-Estar e Subjetividade**, Fortaleza, v. 13, n. 1-2, p.

221-248, 2013. Disponível em: [http://pepsic.bvsalud.org/scielo.php?script=sci\\_arttext&pid=S1518-61482013000100009](http://pepsic.bvsalud.org/scielo.php?script=sci_arttext&pid=S1518-61482013000100009). Acesso em: 15 ago. 2023.

BATISTA, L. S.; KUMADA, K. M. Análise metodológica sobre as diferentes configurações da pesquisa bibliográfica. **Revista Brasileira de Iniciação Científica**, Itapetininga, v. 8, n. 6, p. 1-17, 2021. Disponível em: <https://periodicoscientificos.itp.ifsp.edu.br/index.php/rbic/article/download/113/235>. Acesso em: 21 ago. 2023.

BENTES, M. C. B.; KATO, O. M. Fatores que afetam a evasão na educação a distância: curso de administração. **Revista Psicologia da Educação**, São Paulo, v. 9, n. 2, p. 31-45, 2014. Distância em: [http://pepsic.bvsalud.org/scielo.php?script=sci\\_arttext&pid=S1414-69752014000200004](http://pepsic.bvsalud.org/scielo.php?script=sci_arttext&pid=S1414-69752014000200004). Acesso em: 17 ago. 2023.

CARVALHO, R. R. M.; MACEDO, L. S.; ARAÚJO, N. C. Educação a distância no ensino superior: as vantagens e desvantagens de um atual processo de ensino e aprendizagem. **Revista Conjecturas**, v. 22, n. 15, p. 396-404, 2022. Disponível em: <https://conjecturas.org/index.php/edicoes/article/view/1887>. Acesso em: 17 ago. 2023.

COSTA, M. B. O tutor e suas atribuições como facilitador da aprendizagem na modalidade de ensino EaD. *In*: CONEDU: Educação como (re)Existência: mudanças, conscientização e conhecimentos. 7, 2020. **Anais [...]**. Maceió-AL, 2020. Disponível em: [https://editorarealize.com.br/editora/anais/conedu/2020/TRABALHO\\_EV140\\_MD1\\_SA1\\_ID2573\\_22052020180603.pdf](https://editorarealize.com.br/editora/anais/conedu/2020/TRABALHO_EV140_MD1_SA1_ID2573_22052020180603.pdf). Acesso em: 17 ago. 2023.

FERREIRA, A. A.; PEREIRA, E. A.; COSTA, L. A. Tutoria na educação a distância: contextos de atuação nas redes públicas e privadas. **Revista Trabalho & Educação**, Belo Horizonte, v. 30, n. 1, p. 145-160, 2021. Disponível em: <https://periodicos.ufmg.br/index.php/trabedu/article/view/25104>. Acesso em: 28 jul. 2023.

FERREIRA, F. A. J.; CAVALCANTE, A. E. L. W.; BARRETO JUNIOR, I. F. Atuação docente no modelo de educação a distância (EaD):

uma apreciação crítica sobre o papel dos tutores no ensino superior. **Revista Direito e Justiça**, Santo Angelo, v. 21, n. 40, p. 115-133, 2021. Disponível em: <https://san.uri.br/revistas/index.php/direitoejustica/article/download/406/176/1174>. Acesso em: 13 ago. 2023.

FILHO, A. C.; SALES, V. M. B.; ALVES, F. C. Tutoria e identidade docente na educação a distância. **Revista PEMO**, Fortaleza, v. 2, n. 1, p. 1-15, 2020. Disponível em: <https://revistas.uece.br/index.php/revpe-mo/article/download/3632/4052/19806>. Acesso em: 13 ago. 2023.

FORNO, J. P. D.; KNOLL, G. F. Os Moocs no mundo: um levantamento de cursos online abertos massivos. **Revista Nuances: estudos sobre Educação**, Presidente Prudente, v. 24, n. 3, p. 178-194, 2013. Disponível em: <https://revista.fct.unesp.br/index.php/Nuances/article/download/2705/2368/7932>. Acesso em: 15 ago. 2023.

FRANCO, A. P.; CARMO, R. O. S. Tutoria online: desafios da docência em tempos e espaços digitais. **Revista Educação e Políticas em Debate**, São Paulo, v. 9, n. 1, p. 107-120, jan./abr. 2020. Disponível em: <https://seer.ufu.br/index.php/revistaeducaopoliticas/article/view/54803>, Acesso: 13 ago. 2023.

FRANÇA, L. C.; MATTA, W. K.; ALVES, E. D. Psicologia e educação a distância: uma revisão bibliográfica. **Revista Psicologia: Ciência e Profissão**, v. 32, n. 1, p. 4-15, 2012. Disponível em: <https://www.scielo.br/j/pcp/a/bW6QmWGtMPLXbB5TDBcwBqs/>. Acesso em: 04 ago. 2023.

GARCIA, V. L.; CARVALHO JÚNIOR, P. M. Educação à distância (EAD), conceitos e reflexões. **Revista Medicina**, Ribeirão Preto, v. 48, n. 3, p. 209-213, 2015. Disponível em: <https://www.revistas.usp.br/rmrp/article/download/104295/102940>. Acesso em: 17 ago. 2023.

MAGNAGNAGNO, C. C.; RAMOS, M. P.; OLIVEIRA, L. M. P. Estudo sobre o uso do Moodle em Cursos de Especialização a Distância da Unifesp. **Revista Brasileira de Educação Médica**, São Paulo, v. 39, n. 4, p. 507-516, 2015. Disponível em: <https://www.scielo.br/j/rbem/a/>

VWzZ6BGGjVjhqywtrH5ckDJ/?lang=pt. Acesso em: 15 ago. 2023.

MARTINS, L. B.; ZERBINI, T. Educação a distância em instituições de ensino superior: uma revisão de pesquisas. **Revista Psicologia: Organizações e Trabalho**, v. 14, n. 3, p. 271-282, 2014. Disponível em: [http://pepsic.bvsalud.org/scielo.php?script=sci\\_arttext&pid=S1984-66572014000300003](http://pepsic.bvsalud.org/scielo.php?script=sci_arttext&pid=S1984-66572014000300003). Acesso em: 17 ago. 2023.

MARQUES, J. D. Educação a distância no contexto da pandemia da covid-19: uma alternativa democrática ou segregadora. **Revista Interinstitucional Artes de Educar**, Rio de Janeiro, v. 6, n. Especial II, p. 416-429, 2020. Disponível em: <https://www.e-publicacoes.uerj.br/index.php/riae/article/view/52294/35782>. Acesso em: 17 ago. 2023.

MATTAR, J. *et al.* Competências e funções dos tutores online em educação a distância. **Educação em Revista**, Belo Horizonte, v. 36, n. 8, p. 1-23, 2020. Disponível em: <https://www.scielo.br/j/edur/a/wDMtcL9S-sDw5ZMFLfxr98Cw/?format=pdf&lang=pt>. Acesso em: 13 ago. 2023.

MELLO, S. L. M. *et al.* Promoting inclusion and equity in Higher Education: is this the role of distance learning in Brazil? **Ensaio: avaliação, políticas públicas e educação**, Rio de Janeiro, v. 31, n. 118, p. 1-23, 2023. Disponível em: <https://www.scielo.br/j/ensaio/a/yp-7VKpyfBP4VyxnQvdwkccc/>. Acesso em: 17 ago. 2023.

MESQUITA, M. C. C. A tutoria na EaD: reflexões acerca dos papéis e da mediação pedagógica dos tutores no processo de ensino e aprendizagem. **Revista Cocar**, Belém, v. 16, n. 34, p. 1-21, 2022. Disponível em: <https://periodicos.uepa.br/index.php/cocar/article/view/4935>. Acesso em: 13 ago. 2023.

LIMA, J. M. M. Plataforma *Moodle*: A educação por mediação tecnológica. **Revista Científica Multidisciplinar Núcleo do Conhecimento**, São Paulo, vol. 07, n. 06, p. 17-37, 2021. Disponível em: <https://www.nucleodoconhecimento.com.br/educacao/plataforma-moodle>. Acesso em: 15 ago. 2023.

SANTOS, D. C.; FIALHO, L. M. F.; SOUZA, F. G. A. Tutoria em educação a distância. **Revista REVASF**, Petrolina, v. 10, n. 21, p. 397-425, 2020. Disponível em: <https://www.periodicos.univasf.edu.br/index.php/revasf/article/view/1003>. Acesso em: 13 ago. 2023.

SILVA, M. P. D.; MELO, M. C. O. L.; MUYLDER, C. F. Educação a distância em foco: um estudo sobre a produção científica brasileira. **Revista de Administração Mackenzie**, São Paulo, v. 16, n. 4, p. 202-230, 2015. Disponível em: <https://www.scielo.br/j/ram/a/NBrjWSWJKnbnbgfDjTTxbMth/?lang=pt>. Acesso em: 17 ago. 2023.

SCHUARTZ, A. S.; SARMENTO, H. B. M. Tecnologias digitais de informação e comunicação (TDIC) e processo de ensino. **Revista Katál**, Florianópolis, v. 23, n. 3, p. 429-438, 2020. Disponível em: <https://www.scielo.br/j/rk/a/xLqFn9kxxWfM5hHjHjxbC7D/>. Acesso em: 15 ago. 2023.

SOUZA, R.; CYPRIANO, E. F. MOOC: uma alternativa contemporânea para o ensino de astronomia. **Revista Ciência e Educação**, Bauru, v. 22, n. 1, p. 65-80, 2016. Disponível em: <https://www.scielo.br/j/cie-du/a/BCRfcxNR9N8CT863wp8rjWz/>. Acesso em: 15 ago. 2023.

VILIONE, J. L.; JORGE, M. E. N. Competências e habilidades do tutor em EaD: desafios e superações. **Revista Colloquium Humanarum**, v. 11, n. especial, p. 807-814, 2014. Disponível em: <http://www.unoeste.br/site/enepe/2014/suplementos/area/Humanarum/Educa%C3%A7%C3%A3o/COMPET%C3%80NCIAS%20E%20HABILIDADES%20DO%20TUTOR%20EM%20EAD.pdf>. Acesso em: 12 ago. 2023.