

## The production of scientific knowledge about the management of higher distance education in Brazil<sup>1</sup>

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**Abstract:** This article deals with the bibliographic research related to the research "Management of Distance Higher Education in Brazil, from the perspective of normative acts". It presents the bibliographical survey carried out as a methodological procedure that constitutes the exploratory phase, according to the research cycle formulated by Minayo (2001). A total of 686 publications were found, but after analysis, 99 papers were qualified as relevant to the subject of this research: 12 theses, 15 dissertations, and 72 articles. It is worth noting that only 23 papers dealt specifically with the object of study: two theses, two dissertations, and 19 articles. The conclusion is that there are few studies on the subject in question, which indicates the need for further research.

**Keywords:** Distance higher education; Management; Bibliographic survey.

### A produção do conhecimento científico sobre gestão da educação superior a distância no Brasil

**Resumo:** Este artigo aborda o levantamento bibliográfico que se vincula à pesquisa "Gestão da educação superior a distância no Brasil, na perspectiva dos atos normativos". Apresenta o levantamento bibliográfico realizado como procedimento metodológico que compõe a fase exploratória, segundo o ciclo de pesquisa formulado por Minayo (2001). Foram encontradas 686

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publicações no total, porém, após análise, 99 trabalhos se qualificaram como pertinentes ao objeto desta pesquisa: 12 teses, 15 dissertações e 72 artigos. Destaca-se que apenas 23 trabalhos tratavam especificamente do objeto de estudo, sendo duas teses, duas dissertações e 19 artigos. Conclui-se que há poucos estudos sobre a temática em questão, sinalizando a necessidade de desenvolver novas pesquisas.

**Palavras-chave:** Educação superior a distância; Gestão; Levantamento bibliográfico.

## **La producción de conocimiento científico sobre la gestión de la educación superior a distancia en Brasil**

**Resumen:** Este artículo trata del levantamiento bibliográfico vinculado a la investigación "Gestión de la educación superior a distancia en Brasil, desde la perspectiva de los actos normativos". Presenta el levantamiento bibliográfico realizado como procedimiento metodológico que compone la fase exploratoria, según el ciclo de investigación formulado por Minayo (2001). Se encontró un total de 686 publicaciones, pero después del análisis, 99 trabajos calificaron como relevantes para el tema de esta investigación: 12 tesis, 15 disertaciones y 72 artículos. Cabe destacar que sólo 23 trabajos trataron específicamente del objeto de estudio: dos tesis, dos disertaciones y 19 artículos. La conclusión es que hay pocos estudios sobre el tema en cuestión, lo que indica la necesidad de seguir investigando.

**Palabras clave:** Educación superior a distancia; Gestión; Estudio bibliográfico.

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## 1 INTRODUCTION

This bibliographical research is related to the research project "Management of Distance Higher Education in Brazil, from the perspective of normative acts" developed by the Postgraduate Program in Education of the Faculty of Education, Federal University of Goiás, in the research line State, Policies and History of Education.

In this context, research on the management of distance higher education in Brazil becomes relevant when we consider the accelerated growth of this type of teaching in the provision of undergraduate courses. Data from the 2020 Census of Higher Education (BRASIL, 2020) show that distance education has grown significantly in the country in recent decades, making it necessary for institutions to reflect on their management processes. The results of the census, which analyzed data from 2009 to 2019, showed that the number of enrollments increased by 378.9%, and the number of new enrollments, which until then was 16.1% of the total, increased to 43.8% (BRASIL, 2020).

According to the census, the public education network offered 734,225 places during the period, while the private network offered 5,295,477 places. In the distance learning modality, the public network offered 103,584 places, compared to 10,292,016 in the private network (BRASIL, 2020). The data also showed that, for the first time, the number of students enrolled in Distance Education (EaD) courses exceeded the number of students who started their bachelor's degree in person in the private network, that is, out of a total of 3,074,027 students, 50.7% started their bachelor's degree in EaD and 49.3%, in the presential modality.

Thus, in this scenario of expansion of EaD, the discussions developed in this study and throughout the research aimed to present reflections on the establishment of normative acts for the modality, in other words, to answer the following question: what is the normative perspective regarding the management of distance higher education in Brazil?

In this sense, this article seeks to address the production of scientific knowledge on the subject in question and aims, through a bibliographic survey, to provide an overview of studies consisting of theses, dissertations, and scientific articles carried out in Brazil, from 2003 to 2020, on the management of distance higher education in Brazil, from the perspective of normative acts. In this way, the objective is to contribute to the qualification of studies that establish the bibliographic survey as a methodological procedure.



In addition to this introduction and the concluding reflections, this study is composed of a section that refers to how the methodological design was constructed and the choice of procedures that made it possible to classify the material and content researched. Then, concerning the systematization of the data and the analysis of the results, some considerations are made based on the reflections arising from the researched works. Finally, after some reflection, the bibliographical references are listed.

The following is the theoretical-methodological construction of the research, that is, the theoretical-methodological path adopted in this investigation, which analyzes the management of distance higher education in Brazil, from the perspective of normative acts, in which we opted for qualitative research guided by Minayo's research cycle (2002).

## **2 THEORETICAL-METHODOLOGICAL CONSTRUCTION OF THE RESEARCH**

This section is dedicated to presenting the theoretical-methodological approach adopted in this research, which analyzes the management of distance higher education from the perspective of the normative acts of the federal government. Qualitative research was chosen because, according to Lima and Mioto (2007, pp. 38-39), it is an approach that considers that

Every object of study has the following specific characteristics: a) it is historical since it is located in time and can be transformed; b) it has a historical consciousness since it is not only the researcher who gives meaning to it, but all human beings, since they relate to each other in society and give meaning to their actions and theoretical constructions; c) it has an identity with the subject, since by proposing to study human relations, the researcher in one way or another identifies with them; d) it is intrinsically and extrinsically ideological; e) it is essentially qualitative (LIMA; MIOTO, 2007, pp. 38-33). 38-39, translated by us).

In this context, Minayo (1994, p. 21, translated by us) explains that the object of study is inherently ideological because "[...] it conveys historically constructed interests and worldviews, and it submits to and resists the limits imposed by the prevailing systems of domination". Minayo (1994, p. 21, translated by us) also points out "that social reality is richer than the theories and studies made about it, although this does not exclude the use of quantitative data".

Minayo (2009, p. 26-27) also formulated the research cycle that guides this article, which consists of three phases:





[...] a) exploratory, which consists in the elaboration of the research project; b) fieldwork, which consists in the collection of documentary material; c) analysis and treatment of the empirical and documentary material, which refers to the set of procedures for evaluating, understanding, and interpreting the empirical data, articulating them with the theory on which the project is based (MINAYO, 2009, p. 26-27, translated by us).

We agree with Lima and Miotto (2007, p. 39, translated by us), who consider "the research process as a fundamental scientific activity that, through research and the (re)construction of reality, feeds the teaching activity and updates it in the face of reality". In the same way, it confirms what Minayo (2002, p. 17, translated by us) says when he states that, because it links thought and action, "[...] nothing can be an intellectual problem if it has not first been a problem of practical life".

The proposed path therefore begins by defining the research as qualitative and then, according to Lima and Miotto (2007, p. 39, translated by us), presents "the ways of constructing the methodological design and the choice of procedures that allow the classification of the material collected and the content researched", focusing on the object to be researched.

## **2.1 Bibliographic survey - Exploratory phase**

The bibliographic survey, in the context of the production of scientific knowledge, is a methodological procedure that constitutes the exploratory phase of the research cycle formulated by Minayo (2002). In this phase, the aim is to construct the research project and to define the object and the other assumptions that make up its content. Therefore, to better define the object of study and to make any necessary adjustments to the research, it is important to carry out a bibliographical survey. In this phase, the scientific production is studied from different perspectives, such as the frequency of studies, aspects of the content studied, possible gaps in the literature, the mapping of academic communities, the identification of the network of researchers, and the measurement of authorship patterns, as well as the recognition of the resources used to construct the investigation.

According to Lima and Miotto (2007, p. 38, translated by us), a bibliographic review "implies an ordered set of procedures for searching for solutions, attentive to the object of study, and therefore cannot be random". The authors emphasize that, to present bibliographic research from this perspective, it is important to define the criteria and methodological procedures that allow a study to be defined as bibliographic. Research is thus considered a process in which the researcher



[...] an attitude and a theoretical practice of constant search that defines an essentially unfinished and permanent process, since it carries out an activity of successive approaches to reality, which has a historical charge that reflects positions on reality (MINAYO, 1994, apud LIMA; MIOTO, 2007, p. 23, translated by us).

In this sense, in terms of method and methodological procedures, it is important to clearly and objectively define and detail the type of research, the delimitation of the universe, and the data collection instruments. These methodological procedures, according to Lima and Mioto (2007, p. 39, translated by us), "[...] include their execution, detailing the sources to present the lenses that will guide the entire process of investigation and analysis of the proposal". Thus, in the exploratory-descriptive studies, it has been observed that the bibliographic survey is a methodological procedure that is very often used.

### 2.1.1 The methodological path of the research

To conduct the bibliographic review, the following descriptors (combined) were used in the filtering process to find the largest number of papers: "Distance Education", "EaD", "Higher Education", "Management" and "Quality". To search for publications, the terms were combined using the Boolean operators AND and OR.

The search for scholarly production on the management and quality of distance higher education in articles, theses and dissertations took place in the databases listed in Chart 1 below.

**Chart 1** - Selected databases

<b>Thesis and Dissertations</b>	Catalog of Theses and Dissertations of the Foundation for the Improvement of Higher Education Personnel (Capes)
	Brazilian Digital Library of Theses and Dissertations (BDTD)
<b>Scientific Articles</b>	Scientific Eletronic Library Online (SciELO)
	Portugal's open access scientific repositories - RCAAP
	Annals of the Symposia and International Congresses of the National Association of Education Policy and Administration (ANPAE)
	Annals of the National Meetings of the National Association for Graduate Studies and Research in Education (Anped)

**Source:** Elaborated by the authors (2020).



Concerning the bibliographic survey, it should be noted that it was carried out by searching for papers in six repositories, five of which were national and one international. For the Catalog of Theses and Dissertations of the Foundation for the Improvement of Higher Education Personnel (Capes), the Brazilian Digital Library of Theses and Dissertations (BDTD), the Scientific Electronic Library Online (SciELO), and the Portugal's Open Access Scientific Repositories - RCAAP, the following descriptors were used in their search systems.

Since it was not possible to search the databases of the Annals of the Symposia and International Congresses of the National Association of Education Policy and Administration (ANPAE) and the National Meetings of the National Association of Graduate Studies and Research in Education (ANPED), it was necessary to access the working groups whose research areas were relevant to the subject of this research. In Anped, access was gained through the working groups GT11 (Higher Education Policy) and GT16 (Education and Communication), which were related to the research topic. At Anpae, access was gained through articles published in international symposia and congresses held between 2003 and 2019, the latter being the XXIX Brazilian Symposium on Education Policy and Administration, held in Curitiba..

The year 2003 was chosen as the beginning of the bibliographical survey because it was the year in which the first quality references for distance education were drawn up, whose function was to indicate the theoretical and methodological conceptions of the modality; to define the principles, guidelines and criteria for the provision of distance education; to contribute to the development of legal documents by the public authorities concerning the specific processes of regulation, supervision and evaluation of the modality, and to organize the distance education system in Brazil. This document was reformulated in 2007, because of expansion, dynamism, and development of distance education.

The period also includes the publication of Resolution 1 of March 11<sup>th</sup>, 2016, which established the national guidelines and standards for the delivery of higher education programs and courses in the distance education modality, established by the Chamber of Higher Education of the National Education Council (CNE) (BRASIL, 2016). Finally, the end of the period, 2020, was determined because it was the year in which these investigations began.

The descriptors used as a search strategy in the databases are shown in Table 1, while the number of publications presented at scientific meetings is shown in Table 2, both below:



**Table 1 - Bibliographic survey - number of publications by descriptor**

<b>Descriptors</b>	<b>Capes's Catalog of Theses and Dissertations</b>	<b>BDTD</b>	<b>SciELO</b>	<b>RCAAP</b>	<b>TOTAL</b>
"distance education" OR "EaD" AND "higher education" AND "management" AND "quality"	7 D-6 T-1	4 D-3 T-1	0	12	23
"distance education" OR "EaD" AND "higher education" AND "management"	29 D-24 T-5	5 D-4 T-1	0	29	63
"distance education" OR "EaD" AND "higher education" AND "quality"	28 D-21 T-7	8 D-6 T-2	6	46	88
"distance education" OR "EaD" AND "higher education"	235 D-155 T-80	13 D-9 T-4	24	157	429
<b>TOTAL</b>	299	30	30	244	603

**Source:** Elaborated by the authors (2020).

**Table 2 - Number of publications presented at scientific meetings**

<b>ANPAE</b>	<b>ANPED</b>	<b>TOTAL</b>
<b>62</b>	<b>21</b>	<b>83</b>

**Source:** Elaborated by the authors (2020).

In this context, Vosgerau and Romanowski (2014, p. 170) state that,

[...] in this type of production, the material collected through the bibliographic survey must be organized according to its origin, that is, whether it is a scientific source (articles, theses, dissertations) or a source for the dissemination of ideas (magazines, websites, videos, etc.), and based on its analysis, it allows the researcher to prepare essays that favor contextualization, problematization, and initial validation of the theoretical framework to be used in the investigation.





For this type of production, the physical and virtual organization of the collected documents is essential (VOSGERAU; ROMANOWSKI, 2014, p. 170, translated by us).

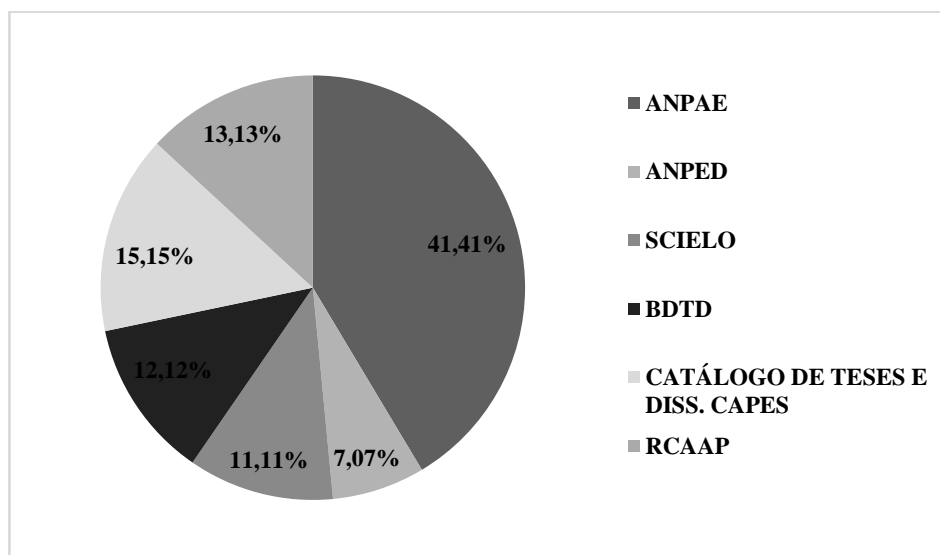
The bibliographical survey therefore allows a better understanding of the object, the way in which the research was constructed in terms of the spaces and periods in which it was produced, as well as revealing its trajectory.

### 2.1.2 Analysis results

The bibliographic search identified 686 publications. However, after reading the abstracts, introductions, and conclusions, several repeated studies were discarded due to the use of different descriptors, as well as studies not directly related to the topic in question.

Graphic 1 below shows the proportion of papers found in each of the databases between 2003 and 2020.

**Graphic 1** - Proportion of publications found by database, from 2003 to 2020



**Source:** Elaborated by the authors (2020).

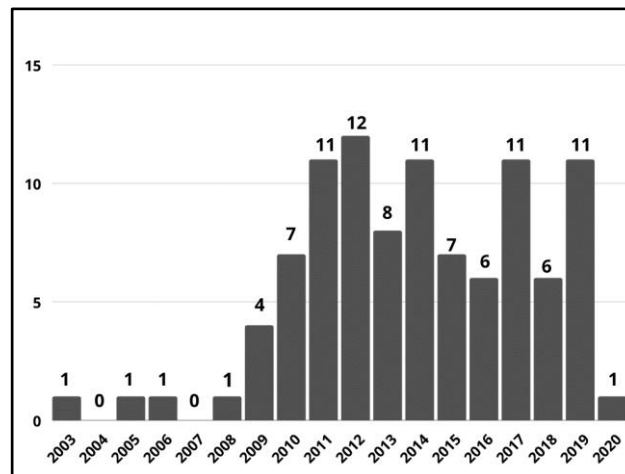
Graphic 1 shows that most of the publications related to the management and quality of Distance Education (EaD) in higher education (41.41%) were found in the Annals of Symposia and International Congresses of the National Association of Educational Policy and Administration (ANPAE). The smallest number of papers related to the research topic (7.07%) was found in the



database of the proceedings of the national meetings of the National Association for Graduate Studies and Research in Education (Anped). It is worth noting that 48 papers were selected from these two databases.

Graphic 2 below shows the studies by year of publication for all repositories in this study.

**Graphic 2** - Number of papers per year of publication 2003-2020



Source: Elaborated by the authors (2020).

Graphic 2 shows that the years with the lowest number of published studies were 2003, 2005, 2006, 2008, and 2020. All of them had only one selected publication, on the management and quality of distance higher education. It can also be seen that the year with the highest number of publications was 2012, with 12 papers selected; however, the years 2011, 2014, 2017, and 2019 had a number very close to that of 2012, with 11 papers each. Graphic 2 below shows the studies by year of publication for all the repositories in this study.

With regard to the types of papers published and selected, it was found that the majority of them were scientific articles, 72 in total, as shown in Table 3 below.

**Table 3** - Number of papers by type of publication 2003-2020

TYPE OF PUBLICATION	TOTAL
THESIS	12
DISSERTATION	15
ARTICLE	72

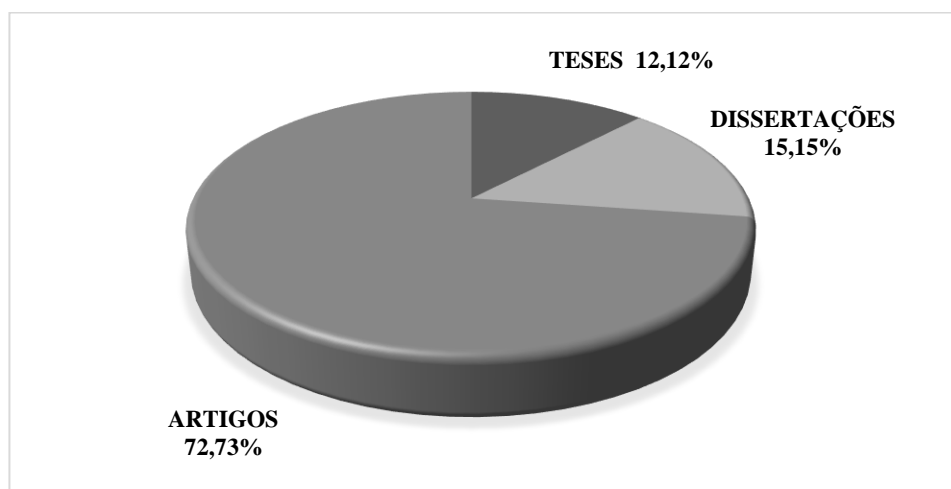


<b>TOTAL</b>	<b>99</b>
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**Source:** Elaborated by the authors (2020).

It should be noted that the smallest number of publications (12) refers to theses. Graphic 3 shows the proportionality of the selected works in relation to each type of publication.

**Graphic 3 - Selected works by type of document 2003-2020**



**Source:** Elaborated by the authors (2020).

### 2.1.3 Qualitative analysis

A total of 686 publications were found, but after analysis, 99 papers were qualified as relevant to the subject of this research: 12 theses, 15 dissertations, and 72 articles. However, only 23 papers dealt specifically with the subject of this research: two theses, two dissertations, and 19 articles.

It should be noted, however, that in the first stage of the survey, it was noticed that few papers were related to the four keywords together, namely: "Distance Education", "Higher Education", "Management" and "Quality", making a total of 23. With the descriptors "Distance Education", "Higher Education" and "Quality", 88 papers were identified as relevant to the subject of this research, but only three were selected because they specifically dealt with the quality of distance education. Almost all of the papers were related to the main themes of the field of distance education in general. The papers included specific discussions on "Institutionalization of Distance Education", "Expansion of Distance Education", "Teacher Training for Distance Education", "Distance Education and Public Education Policies", "Evasion in Distance Education Courses",

"The Work of the Distance Education Tutor", and "Virtual Teaching Work", among others.

The Capes Catalog of Theses and Dissertations identified 299 works, of which seven theses and eight dissertations were selected based on their relationship to the subject of this research; however, only two theses and one dissertation dealt specifically with the "management" aspects of distance education in higher education. In the BDTD, it was possible to identify 30 papers, of which five theses and seven dissertations were relevant to the subject of this research; however, only one dissertation specifically analyzed the management aspects of distance education in higher education.

It is important to note that in the course of the analysis, it became apparent that the selected theses and dissertations were quite specific about the management of distance education and the aspects that make up this process as a whole. These aspects deal with the dimensions of the organization and management of distance education courses in higher education, considering the growth of initiatives to structure distance education systems in Brazil, evidenced by the number of institutions that have started to operate in this modality, the courses offered and the students enrolled.

In this context, the papers emphasized that the qualifications of the professionals who manage distance education systems play an important role in a context where there are strong competitors in the educational field, made up of both public and private institutions. The papers also pointed out that the management of distance education systems is relevant because it can determine the success or failure of achieving institutional objectives, either by promoting access to education or by strongly influencing the quality of the courses offered in this type of education. The papers also discussed the concept of management and its relationship with education, based on an analysis of Ministry of Education (MEC) documents.

Chart 2 below shows the two theses and two dissertations selected from the Capes and BDTD repositories.

**Chart 2** - Theses and dissertations on the management of distance education in higher education

Reference of the selected work	Year	Archive
FARIA, JULIANA GUIMARÃES. <b>MANAGEMENT AND ORGANIZATION OF DISTANCE EDUCATION AT A PUBLIC UNIVERSITY: A STUDY OF THE FEDERAL UNIVERSITY OF GOIÁS</b> 07/01/2017 277 p. Doctorate in EDUCATION Educational Institution: FEDERAL UNIVERSITY OF GOIÁS, GOIÂNIA Depository Library: BC-UFG.	2011	CAPES



CARNIEL, FABIANE. <b>THE MANAGEMENT OF DISTANCE EDUCATION: FROM THE VIRTUAL CLASSROOM TO THE MANAGEMENT OF HIGHER EDUCATION E-LEARNING COURSES.</b> 2013. 148 p. Dissertation (Master's in Human Sciences) - University of Oeste Paulista, Presidente Prudente, 2013.	2013	BDTD
CAETANO, CAMILLA BARRETO RODRIGUES COCHIA. <b>MANAGEMENT OF DISTANCE EDUCATION SYSTEMS: A COMPARATIVE STUDY'</b> 03/08/2016 211 p. Doctorate in EDUCATION Educational Institution: STATE UNIVERSITY OF MARINGÁ, Maringá Depository Library: BCE - UEM Central Library.	2016	CAPES
MORAES, LENALDA VIEIRA SANTOS. <b>COORDINATION OF DISTANCE EDUCATION HIGHER EDUCATION COURSES: SKILLS DEVELOPED IN THE MANAGEMENT OF TIRADENTES UNIVERSITY'</b> 02/21/2017 115 p. Master's Degree in EDUCATION Educational Institution: University Tiradentes, Aracaju. Depository Library: Jacinto Uchôa de Mendonça Central Library.	2017	CAPES

**Source:** Elaborated by the authors (2020), based on the Capes and BDTD databases..

Faria's thesis (2011, p. 20) stands out concerning the research topic. Its general objective is to "analyze and understand the management and organization of distance education at the Federal University of Goiás, since its implementation" (FARIA, 2011, p. 20, translated by us). In line with this, the research aims to contribute to the effective incorporation and delivery of distance education in public higher education institutions. Faria (2011, p. 20, translated by us) points out that "the research focuses on the meso dimension of the analysis since it takes as its field of investigation the intermediate relationships between the macro and the micro of the educational reality".

In his dissertation, Carniel (2013) analyzes the dimensions of the organization and management of distance education courses in higher education. This topic is relevant because this modality appears on the national higher education scene as an important means of access to this level of education, which can be easily seen by analyzing the latest censuses. Its relevance is also based on the fact that Distance Education has characteristics that deserve attention in terms of the management process, mainly related to the geographical distance that separates its agents, as well as the incorporation of Information and Communication Technologies (ICTs) in education. ICTs are a means of making this modality viable in its most recent generations since their inclusion in schools goes back



a long way. However, the significant expansion of ICTs has occurred, among other factors, in a period marked by the paradigm of the information society.

Caetano's (2016) thesis was developed after noting the growth of initiatives to structure distance education systems in Brazil, as evidenced by the number of institutions working with the modality, the number of courses offered, and the number of students enrolled. Considering that the modality is relatively new in the country, the thesis seeks to highlight that the qualification of professionals who manage distance education systems plays an important role in a context where strong competitors are operating in the educational sphere, made up of both public and private institutions. Therefore, the main focus is to emphasize that the management of distance education systems is relevant because it can determine the success or failure in achieving institutional objectives, which are to promote access to education and to remain in the educational market.

Moraes (2017), in his dissertation, addresses the issues surrounding the role and development of the competencies of the coordinator of distance learning courses offered by Tiradentes University in Aracaju, in light of the MEC's quality benchmarks. To this end, reflections were made on the competencies assigned to the course coordinator and their role in practice, based on different authors.

In this context, Moore and Kearsley (2013, p. 246-288) explain to managers and administrators of distance education systems that some of the activities that fall to managers, such as "human, material, technological and financial resources, etc. are necessary for the development of quality distance education programs" (MOORE; KEARSLEY, 2013, p. 246-288, translated by us). According to the authors, these activities can be grouped into

[...] strategic planning, program administration, staffing, student support centers and libraries, budget, quality assessment, policies: institutional, state and federal, institutional: faculty policies and national policies regarding the digital divide (MOORE; KEARSLEY, 2013, pp. 246-288, translated by us).

Concerning the articles, a specific spreadsheet was created for each database for the bibliographic survey, using Microsoft Excel, to better organize the information on the works identified and selected. After reading all the titles and abstracts, 72 articles were found to be aligned with the theme of this research, according to the worldview adopted by the researcher. However, of these, only 19 articles were identified and selected that dealt specifically with the object of study of this research, which, as already mentioned, deals with the management of distance higher education from the perspective of normative acts. The list of articles can be seen in Chart 3.



**Chart 3 -** Articles dealing with the management of distance higher education in Brazil

<b>Title of the article</b>	<b>Author/Institutions</b>	<b>Year</b>	<b>Archive</b>
The State of the Art of Distance Education at the Federal University of Santa Maria from the Point of View of the Management Process	RONSONI, M. L. – UFSM	2009	Anpae Symposiums
Academic Management in Distance Education: challenges and practices	MOREIRA, B. C. de M.; SAFANELLI, A. dos S.; CARDOSO, J. M. R.; BATTISTI, P. – UFSC	2010	RCAAP
Pedagogical Management in Distance Education: an analysis of an experience from the manager's perspective	CERNY, R. Z. – UFSC	2010	Anped
Managerial Management: reframing the principles of democratic management	DRABACH, N. P. – UFPR	2011	Anpae Symposiums
An Analysis of the Distance Education Management Process at a Public University in the Southeast of Brazil	SOUZA, A. A. de.; COSTA, C. M. da.; SOARES, A. G.; SILVA, R. F. da.; CHAVES, V. de O. S. – UFSC	2012	RCAAP
The Social Roles and Management of Federal Universities in Brazil	OLIVEIRA, J. F. de. – UFG	2013	Anpae Symposiums
Public Educational Policies and the Organization of Distance Education in Higher Education Institutions	FARIA, J. G. – UFG LIMA, D. da C. B. P. – UFG e UEG TOSCHI, M. S. – UEG	2013	Anpae Symposiums
Distance Education in Brazilian Federal Public Higher Education Institutions: an analysis based on the structure and challenges presented to distance education management	BEHR, A.; COSTA, C. F. da. – UFSC	2014	RCAAP
Distance Education Management and Information Technology: a relationship to be explored	OLIVEIRA, P. C. de.; NAKAYAMA, M. K. – UFSC	2014	RCAAP







Management and Organization of Distance Education: reflections on its institutionalization process	FARIA, J. G. – UFG	2015	Anpae Symposiums
Institutionalization of Public Distance Education in Brazil: limits and potential of the process	LIMA, D. da C. B. P.; OLIVEIRA, J. F. de. – UFG	2015	Anpae Symposiums
The Challenges of Institutionalizing Higher Education in the Distance Modality: the vision of managers at a Federal University	NASCIMENTO, J. P. R. do - UFPE. VIEIRA, M. das G. - UFPB	2016	SciELO
The insertion of distance education in presential undergraduate courses in Brazil: management logics in public and private networks	SEGENREICH, S. C. D. – UFRJ	2016	Anpae Congresses
New Forms of Organization in the Public Sector and their Consequences for Distance Education: a systematic literature review	COLLE, A. B.; BECK, G. G. de L.; NISHIYAMA, M. A. – UFSC	2017	RCAAP
Expansion of higher education: quality indicators in the distance modality	FAGUNDES, C. V.; RICHTER, D. A. M.; MUNIZ, K. C. P. – UVA	2018	Anpae Congresses
Management Challenges for a UAB Center in the Para Amazon	COELHO, A. L.; BRASILEIRO, T. S. A. UFPA	2019	RCAAP
Teacher and Public Manager Training Programs under the Brazilian Open University System (UAB)	LIRA, L. A. R - UNIMEP LENUZZA, C. C. M. – UFRGS	2019	Anpae Symposiums
Conceptions of Quality in EaD: an analysis of recent literature	SOUZA, M. P. de. – UEMS REAL, G. C. M. – UFGD	2019	Anpae Symposiums
Quality of Distance Higher Education and the PNE 2014/2024: disputed interests and processes	FONSECA, M. A. R. – UFG	2019	Anpae Symposiums

Source: Elaborated by the authors (2020), based on data from the SciElo, RCAAP, Anped and Anpae repositories.

Based on the analysis of the results found, it can be seen that, in general, the selected studies are quite specific on some aspects of management and quality in distance education. In this sense, given the scenario of higher education in Brazil and the significant expansion of this modality, it is



considered necessary to reflect on the management processes in IES.

### 3 CONSIDERATIONS

In view of the above, the selected scientific papers reinforce the need for systematic research on the management and quality of distance education in higher education and can contribute to this research. In this sense, and highlighting the contributions of Lima and Mito (2007, p. 44), it is possible to state that to carry out this bibliographical research, it was fundamental and "[...] essential to follow non-random paths, since this type of research requires a high degree of epistemological vigilance, observation and care in choosing and following methodological procedures" (LIMA; MIOTO, 2007, p. 44, translated by us). It should also be noted that it was necessary to "use clear and well-defined criteria that were constantly evaluated and redefined as the analysis of the proposed object of study was built up" (LIMA; MIOTO, 2007, p. 44, translated by us).

With the bibliographic survey, 99 (ninety-nine) papers were analyzed and selected as relevant to the object of this research, including 12 (twelve) theses, 15 (fifteen) dissertations, and 72 (seventy-two) articles. However, it was possible to see that the largest number of publications related to "Management and Quality of Distance Education (EaD) in Higher Education" was found in the Annals of Symposia and International Congresses of the National Association of Educational Policy and Administration (ANPAE), with 41.41% of the selected papers. The lowest number of papers was found in the database of the Proceedings of the National Meetings of the National Association for Postgraduate Studies and Research in Education (ANPEd), with 7.07% of the selected papers.

Regarding the types of papers found, it was found that most of them refer to scientific articles, 72 (seventy-two) in total, found in the Scientific Electronic Library Online (SciELO) databases, in the Portugal Open Access Scientific Repositories - RCAAP, in the Proceedings of the Symposia and International Congresses of the National Association of Educational Policy and Administration (ANPAE) and the Proceedings of the National Meetings of the National Association of Graduate Studies and Research in Education (Anped). However, regarding the number of papers per year of publication, from 2003 to 2020, it was possible to see that the years with the lowest number of published studies are 2003, 2005, 2006, 2008 and 2020, and the year with the highest number of publications is 2012, with 12 (twelve) selected papers.

The bibliographic survey shows that there are few studies on the management and quality aspects of distance education in higher education in Brazil. The results of this survey reveal this

conclusion by observing that, of the 99 (ninety-nine) works selected as relevant to the object of this research, only 23 (twenty-three) deal specifically with some aspects of management and quality of distance education in higher education, including 2 (two) theses, 2 (two) dissertations and 19 (nineteen) articles, of which 16 (sixteen) deal with some aspects of management and 3 (three) deal with the quality of distance education. It is noteworthy that among the 99 papers selected, the main focuses were management, organization, and institutionalization of distance education, indicators, and systems for evaluating the quality of distance education.

It is important to note that when this research was formulated, the initial project included management and quality in distance education in higher education. After reviewing the literature, the decision was made to develop it solely on the theme of management, considering that distance education has grown significantly in Brazil in recent decades, making it necessary for institutions to reflect on their management processes, as already mentioned. In this sense, the analysis of the management of distance higher education proceeded from the perspective of normative acts.

Based on this study, there is a clear need to develop research related to this topic, considering the significant expansion of distance education in higher education and understanding that this modality is of significant relevance to the current Brazilian educational scenario. Therefore, it is justified to explore and critically analyze the constituent elements that permeate the field of distance management of higher education in Brazil.

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