

A crisis is impacting training, leading to concerns about training carried out remotely.

The distance, “disturbs, exacerbates, upsets”, according to Jacquinot-Delaunay (2010). Trainers and students often have negative reactions around the feeling of lack of presence. There appears an ideal presence and a negatively connoted distance in common representations.

The concepts appear intertwined with each other at different levels.

It is necessary to appropriate the different presences which aim to initiate a “feeling of presence”.

Obtaining a feeling of presence by all the actors is underlined as a major axis of the success of distance learning courses. But “Learning cannot be achieved without social ties” (Piaget and Vygotski). The challenge is therefore to restore presence, to allow social links at a distance.

As part of the training, interactions take place between learners, trainers and between peers. They will help create an “organic participation link” (Paugam 2022). This link is woven between the actors and the learners who will be able to “rely on” the trainers and their colleagues. But also “count to be an active and recognized member of this learning community” (Jacob and Rivens Mompean 2020).

In conclusion, mastering digital tools is an essential prerequisite for trainers, but this must be supplemented by knowledge in order to be able to recreate presence remotely.