

VISION OF THE GUARDIANS OF DE GOIÁS STATE COURT - a hint of corporate training to public service

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Innovative experience - Case Study

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ABSTRACT

The role of the tutor, professional engaged in Distance Learning (DL), must be analyzed in order to respond can be defined as a replacement of the teaching function in the corporate training process. Therefore, this study aims to examine whether the characteristics of the work performed by the tutors of the Court of the State of Goiás (TJGO) registered in its Education Center Distance (ADEN) is sufficient to meet the objectives set in the plan goals. The research had two procedures that complement: a literature analysis of articles related to studies on corporate mentoring with use of distance education and a qualitative research, a case study. Regarding the profile of the tutors, research has shown that most graduated in the legal field with experience in tutoring, titration compatible for use in training courses. Overall, the vision of the tutors is that the work, although pioneer in the state of public service, has developed its goal. Thus, we can conclude that corporate training distance education can be a viable alternative to meeting the strategic objectives and improvement in public service.

Keywords: Court of Justice of the State of Goiás; tutor; Corporate Education; Distance education; Public Service.

INTRODUCTION

When researching distance education, it is increasingly common to find ads educational institutions offering vacancies in the various methods of Distance Education - Distance Education. Although such an offer prevails in educational institutions (public and private), we can find in some public corporations, increasingly, particularly in the Courts of Justice.

The Courts of Justice, DL was created to meet the National Judicial Training Plan (PNCJ), created by the National Council of Justice (CNJ) Resolution No. 126 of February 22, 2011, and at the same time meet the need to qualify and improve the servers of the Judiciary, meeting the demand imposed by society in demanding a judicial provision efficiently (CNJ, 2011). This resolution is the set of guidelines guiding the actions promoted by the Brazilian Judicial Schools in the training and development of judges and the judiciary servers, integrating them into a harmonious system and combining the efforts of each one, the ideal common pursuit of technical excellence and Ethics of the National Magistrates and servers of Justice. The PNCJ includes only the common aspects to the different branches of the judiciary, with each Judicial School to develop its specific programs, observing the general guidelines issued by the Plan and increasing them according to their characteristics and requirements.

Thus, to meet such a resolution, the TJGO takes strategy as the ability to reinvent itself to face present and future challenges giving shape and meaning to the effort of each server by means of distance education. Thus, in 2011 it created the Distance Education Center of the Court of the State of Goiás (NEaD-TJGO) whose role is to support and lead the continued development of human capital, the institution and its employees.

For this scope is reached, it is necessary that the training brings opportunities for the server to develop their talents, offering challenges to be what you want and enabling him to meet more and more the expectations of society. The distance learning courses become a great option for the Court to train your team with agility, quality, economy and certification.

The emergence of the context of NEaD-TJGO comes over its brief history, developing its own institutional identity - is the organic point of view, as

the core of the basic structure of the Board's Human Development Division of Human Resources TJGO (DDH) is the functional perspective, when increasingly firm along the lines of a Virtual School; with the formation of his tutors frame.

The NEaD-TJGO works with the constructivist theory, which means collaboratively build the learning process-oriented knowledge, know-how and knowledge to be, from the perspective of organizational strategy. The Virtual Learning Environment (VLE) is designed to help tutors in managing content for their students and the administration of the course allows constantly monitor students' progress, provides greater interaction and introduces features that allow different activities. The NEaD-TJGO opted for Moodle, as a free software developed under the social constructivist theory, free, secure, respected and used by various institutions in the world.

The TJGO requirements in the choice of professionals to work in the courses in the distance, tutors, include the undergraduate and graduate course in the area to be tutored; take the course of tutoring offered by the agency; and have ties to the TJGO -. ie be server Judiciary of the State of Goiás This last criterion benefits almost 7000 servers spread throughout the state of Goias.

Objective

This study, which aims to analyze the characteristics of how the TJGO tutor sees the work performed by him on the DL, and identify the nead-TJGO is fulfilling its primary objective: to support and lead the continued development of capital human, the institution and its employees.

Methodology

The research methodology included two research procedures that are complemented: a literature review, a study of the legal and statistical records related to distance education, and the judiciary organs using corporate education; and a qualitative research / quantitative type case study. Surveys were conducted through questionnaires given to tutors, registered in nead-TJGO bank, to identify the profile and performance in courses offered. The

questionnaire was made available to tutors, on the platform of the nead-TJGO. This part of the research was also published in the social network (whats app). The survey was open to all the 135 tutors registered on our platform, but only 61 tutors responded.

This work will be shown in three parts: At first, a discussion of the regulation of distance education in order to find what was made in legal documents, defining the tutor, discussed the roles and tutor tasks in NEaDTJGO as determined in Resolution No. 14/2012. In second place, they were detailed the TJGO the platform's goals and the goals set in its Strategic Plan. Finally, we seek them approach points between the tutor's work and teaching.

The Tutor

The distance education in Brazil starts its activities in the twentieth century, with courses for vocational training, carried out with material sent by mail. One of the pioneers was the Brazilian Universal Institute, founded in 1941, which operates to this day offering courses in several areas.

According to Mendes (2012), regulation of higher education in Brazil's national education was drawn from 1961 and until 1969 no law mentioned about the method of teaching that was not in person; when Decree No. 1044/1969, which provides for the realization of home activities in special cases, gives opening education outside the academic environment - ie the distance. This decree favored the education of people carrying some kind of *afecção*, with an exception made possible by law.

In 1996, the Law of Guidelines and Bases of National Education (LDB), defined the development of distance education in all forms and continuing education levels (Brazil, 1996). Since then the activity has been regulated. But only after a few years out Decree No. 5622/2005 mentions about the presence of the teacher with the student in the teaching process by specifying in Article 12, section VIII that the institution should "provide teaching staff with the qualifications for the work with distance education "; but without specifying the tutor, only the figure of another professional in distance learning without characterize its function.

According to studies conducted by Mendes (2012)

The analysis of all legal documents raised here can be inferred that this professional has the following functions: help students studying away, clarifying their doubts; seek support materials; and carry out mediation between the teacher and the student. This is the professional who will both face poles as the poles the distance to meet the students (MENDES, p. 108. 2012)

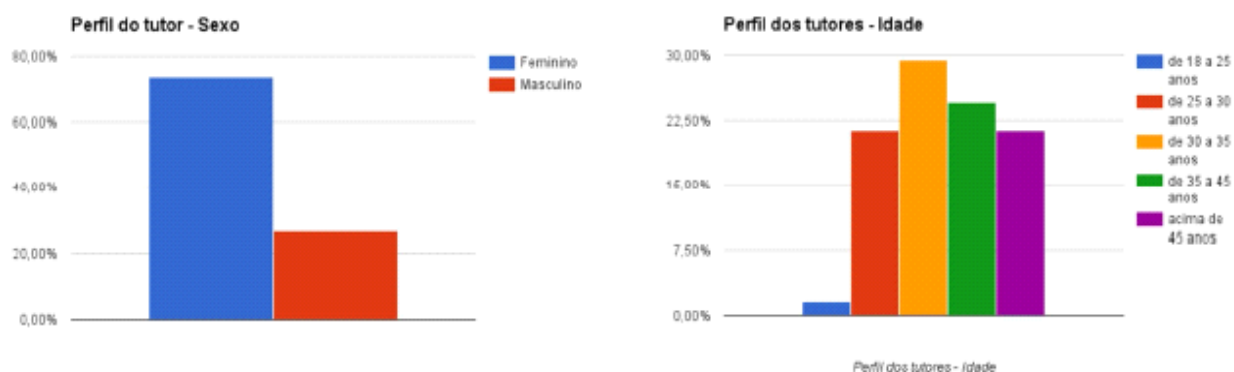
In TJGO, the use of tutors in courses must be linked to the number of students to be achieved, in addition to the course format because there may be distance tutors and face. The distance tutors are those who will do all the job of communicating with students through the AVA, coordinating discipline and providing interaction between students. Resolution No. 014/2012 regulates the ongoing training program of TJGO and gratification by internal instructory; ie corporate education actions taken by occupants of permanent posts servers or commission of the judiciary Goias, including teaching activity in classroom courses or distance. Payment mentoring corresponds to 1.5% of the salary of the last level and job class Judicial Analyst, every given training time, limited to 120 (one hundred twenty) hours per year. Currently hour class tutor ranges from R \$ 80.00 to R \$ 130.00, as the undergraduate level (expert, master and / or doctor).

The selection process for internal instructory is performed with curriculum analysis and practice of teaching activity, in charge of Human Resources Management, considering the knowledge and practical experiences regarding the contents requested for the activity. Currently the bank internal instructors TJGO has a record of 135 tutors, the vast majority of women; aged 25-45 years; degrees in law and pedagogy; and experts.

RESULTS AND DISCUSSION

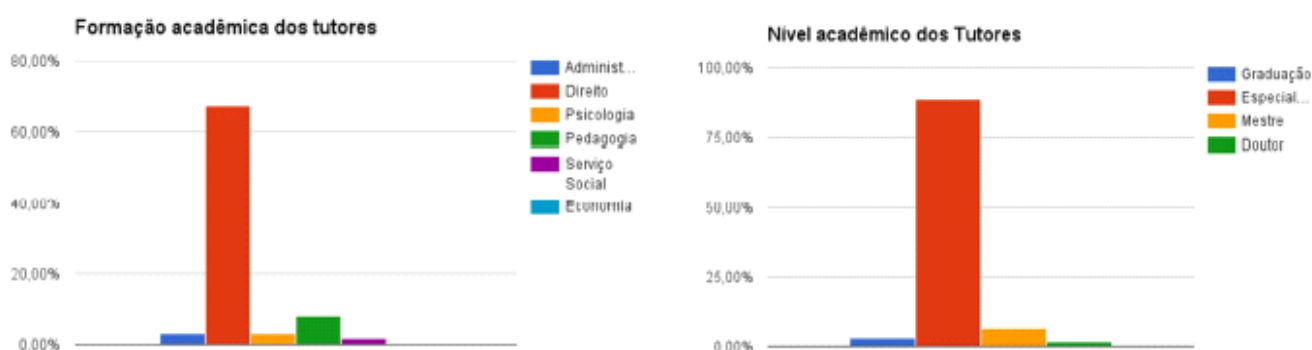
The survey was conducted through a questionnaire posted questions from the Moodle platform, adding to the Court of Educators Forum (FET), which has a record of 135 tutors and is available for six days. Only 61 tutors responded to the survey, ie 45%. This first information is already possible to verify the difficulty of participation in the platform. It was expected greater participation, because the tutor develops the connecting lead role between the virtual and the face.

With the analysis of the responses, it was possible to find that, in relation to the profile of head-TJGO tutors, the vast majority are women, ie 74% of respondents are women, aged 25-45 years.



Graph 1: Profile of the tutors - sex and age

Regarding the area and grade level, the Law on bachelor's program stands out, followed by Bachelor's Degree in Education. We believe that even the profile of the public body which is the judiciary, and therefore requires more knowledge in the legal field than in other organs. The Faculty of Education because it is related to education, with an attractive DL. But the graduate level is mostly specialist, with 88% of respondents, and our staff has master and doctor, but on a small scale.



Graph 2: Academic tutor training

The academic experience in distance education tutoring was realized

when, more than 40% of the tutors have worked more than five times in the TJGO platform and other distance learning platforms; and 72% worked only in TJGO platform.

Research has also shown that, in relation to the learning process, tutors demonstrated that often reflect on student learning, making critical reflections about their ideas, and also reflections on the ideas of other colleagues tutors, discussing with them on the platform .

You reflect on how the student learned ?					
	Never	Sometimes	Often	Usually	Always
	0,00%	0,00%	1,64%	60,66%	24,59%
You make critical reflections on the students' ideas and makes Feedback?					
	Never	Sometimes	Often	Usually	Always
	0,00%	0,00%	1,64%	49,18%	36,07%
You make critical reflections on the ideas of other colleagues tutors and discusses with them on the platform?					
	Never	Sometimes	Often	Usually	Always
	1,64%	3,28%	36,07%	34,43%	18,03%

Table 1: Tutor vision about teaching learning

Regarding the vision of the guardians of the importance of distance education in TJGO, we can see that, although not as desired, there are reflections on the content of the courses. Similarly, the interest of students enrolled is average. What it is easy to see by the very avoidance - National recurring problem in all distance education courses.

An important observation, which reveals a certain inconsistency, is that the interest of officials for the courses is reasonable, but when we see the participation is much smaller than the demonstrated interest and considerable drop. Inconsistency comes when it is aware that the courses offered by NEaD-TJGO, beyond the educational objective, also has a goal of Pecunia. Staff at TJGO earn financial incentives to the achievement of training courses, ranging from 2 to 10% of base salary; ie 2% for each 120 hours of training courses, being allowed to accumulate up to 10% of base salary. Importantly, this benefit is only valid for 5 years, purposeful for the employee to enable every 5 years. With such an incentive, one would expect a higher participation than the one analyzed.

You make critical reflections on the contents of the courses available in NEaD-TJGO?					
	Never	Sometimes	Often	Usually	Always
	0,00%	4,92%	31,15%	39,34%	21,31%
Em uma escala de 0 a 10, qual o interesse dos alunos matriculados nos cursos oferecidos pelo NEAD-TJGO?					
Escala	0 a 2	4 a 3	5 a 6	7 a 8	9 a 10
	0,00%	1,64%	34,43%	45,90%	13,11%
Em uma escala de 0 a 10, qual o interesse dos funcionários do Poder Judiciário do Estado de Goiás pelos cursos ofertados pelo NEAD-TJGO?					
Escala	0 a 2	4 a 3	5 a 6	7 a 8	9 a 10
	0,00%	11,48%	26,23%	47,54%	9,84%

Table 2: Tutor view of the importance of distance education

Finally, when questioned about the perception of the tutor regarding the achievement of objectives, support and lead the continued development of human capital, it was found that over 70% of respondents believe that the objectives are being achieved to a degree of 7 10%; and likewise believe that evaluations proposals can ascertain students' understanding in relation to the content taught.

Do you believe that the goal proposed by TJGO in relation to distance education courses are being achieved?					
Scale participation	0 - 2%	3 - 4%	5 - 6 %	7 - 8%	9 - 10%
	1,64	1,64	19,67	49,18	21,31
The ratings proposed by NEaD-TJGO can achieve their goals to manage if students understood the content taught?					
Scale participation	0 - 2%	3 - 4%	5 - 6 %	7 - 8%	9 - 10%
	0,00%	1,64%	13,11%	52,46%	26,23%

Table 3: Tutor vision towards achieving the objectives proposed by NEaD-TJGO

In the open questions, we found that the NEaD-TJGO, in the view of respondents, is a pioneering work, aims at seeking the interaction and the improvement of the judiciary servers; the project is being built by managers and responsible way, which has been tracking the growth of education through the technologies offered, ever expanding; that this form of 'changing people' investment for professional growth is highly regarded; the courses do not fall short when compared to other courses offered both by educational institutions and by other organizations; and there is a constant improvement of the courses and their organization.

A. suggests some suggestions for improvements, such as improving communication regarding course offerings; focus more on specific courses of routines purposes of TJGO; invest more in the project with IT resources; there is

greater awareness by the top management of the importance of distance education, for the server to feel motivated; and provide courses to the community at large.

CONCLUSION

Thus, we highlight the importance of the tutor in corporate education, as the key factor in the judiciary, as determined by CNJ through Resolution No. 126. Noticeable by analyzing the distance learning courses offered by NEaD-TJGO, where he was found to have become a great option for the Court to train your team with agility, quality, economy and certification.

Despite the shortcomings demonstrated by the sight of our tutors, it is feasible and even necessary an improvement in communication and technology system, to improve education and training. Thus we can conclude that the performance of the NEaD-TJGO is relatively satisfactory, seen as constantly growing.

Urgent investment in educations Corporate to public bodies, with the use of distance education; seeking to meet the need to qualify and optimize servers, meeting the demand imposed by society in demanding the provision of services efficiently - one of the principles of public administration.

That said, it is believed that distance education is one of the best ways to bring public agencies and improving efficiency, this being our suggestion for corporate training to public service.

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