

**TUTORING AT THE JUDICIAL SCHOOL OF THE REGIONAL LABOR COURT
OF THE 2nd REGION (EJUD2): PERCEPTIONS OF A TUTOR**

**A TUTORIA NA ESCOLA JUDICIAL DO TRIBUNAL REGIONAL DO TRABALHO DA
2^a REGIÃO (EJUD2): PERCEPÇÕES DE UM TUTOR**

**EL TUTORIAL EM LA ESCUELA JUDICIAL DEL TRIBUNAL DE TRABAJO
REGIONAL DE LA 2^a REGIÓN (EJUD2): PERCEPCIONES DE UN TUTOR**

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ABSTRACT: *This article is an excerpt from the master's Dissertation entitled "Indicadores de Qualidade na Formação Corporativa: Gestão da EaD no Tribunal Regional do Trabalho da 2^a Região" (Quality Indicators in Corporate Education: Distance Education Management at the Regional Labor Court of the 2nd Region), whose objective was to identify the quality indicators used to guide and understand excellence in production and offer of distance learning courses in working spaces. In this investigation, the offer of the course "Introduction to Socioenvironmental Issues", produced by the Judicial School of the Regional Labor Court of the 2nd Region (EJUD2), was analyzed. The research adopted a qualitative approach, developing through a case study. However, in this text, the perceptions of a tutor who worked on this course in question are analyzed, since the exercise of tutoring is considered one of the quality indicators within the scope of distance education courses offered by the Judicial School of the Regional Labor Court of 2nd Region (EJUD2). The results achieved demonstrated that the performance of this tutor met the expectations of the students, since several were the contributions he performed, positively influencing the results obtained by the students. It was possible to identify from the tutor's statements that he was helpful, showing himself to be participative, promoting debates and bringing new materials that contributed to the learning in the class. The role played by the tutor was essential for the course to proceed smoothly. Thus, it was concluded that a committed tutor, with specific formation to work in this modality and in the area of knowledge covered in the formation, becomes essential and directly contributes to the quality of a distance course, be it completely online or hybrid*

KEYWORDS: *Distance education. Tutoring. Labor formation. Regional labor court. Judicial school.*

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RESUMO: O presente artigo é um recorte da Dissertação de Mestrado intitulada “Indicadores de Qualidade na Formação Corporativa: Gestão da EaD no Tribunal Regional do Trabalho da 2ª Região”, cujo objetivo foi identificar os indicadores de qualidade utilizados para nortear e compreender a excelência na produção e oferta de cursos a distância em espaços laborais. Analisou-se, nessa investigação, a oferta do curso “Introdução a Temas Socioambientais”, produzido pela Escola Judicial do Tribunal Regional do Trabalho da 2ª Região (EJUD2). A pesquisa adotou uma abordagem qualitativa, desenvolvendo-se por meio de um estudo de caso. Porém, neste texto, analisa-se as percepções de um tutor que atuou nesse curso em questão, uma vez que se considera o exercício da tutoria um dos indicadores de qualidade no âmbito dos cursos de EaD oferecidos pela Escola Judicial do Tribunal Regional do Trabalho da 2ª Região (EJUD2). Os resultados alcançados demonstraram que a atuação desse tutor atendeu às expectativas dos estudantes, uma vez que várias foram as contribuições que desempenhou, influenciando positivamente os resultados obtidos pelos alunos. Foi possível identificar pelas falas do tutor que ele foi prestativo, mostrando-se participativo, promovendo debates e trazendo novos materiais que contribuíram para o aprendizado na turma. O papel desempenhado pelo tutor foi fundamental para o bom encaminhamento do curso. Dessa forma, concluiu-se que um tutor comprometido, com formação específica para a atuação nessa modalidade e na área de conhecimento abordada na formação, torna-se essencial e contribui diretamente para a qualidade de um curso a distância, seja ele completamente online ou híbrido.

PALAVRAS-CHAVE: Educação a distância. Tutoria. Formação laboral. Tribunal regional do trabalho. Escola judicial.

RESUMEN: Este artículo es un recorte de la Disertación de Maestría titulada "Gestión de la educación a distancia en el Tribunal Regional de Trabajo de la 2ª Región: indicadores de calidad", cuyo objetivo fue identificar los indicadores de calidad utilizados para guiar y comprender la excelencia en la producción y el suministro. Cursos a distancia en espacios de trabajo. En esta investigación, se analizó el curso "Introducción a temas socioambientales", producido por la Escuela Judicial del Tribunal Regional de Trabajo de la 2ª Región (EJUD2). La investigación adoptó un enfoque cualitativo, desarrollado mediante un estudio de caso. Sin embargo, este texto analiza las percepciones de un tutor que actuó en este curso, ya que el ejercicio de la tutoría se considera uno de los indicadores de calidad en el alcance de los cursos de EAD ofrecidos por la Escuela Judicial del Tribunal Regional de Trabajo del 2ª Región (EJUD2). Los resultados mostraron que el desempeño de este tutor cumplió con las expectativas de los estudiantes, ya que varias fueron las contribuciones que hicieron, influyendo positivamente en los resultados obtenidos por los estudiantes. Con las declaraciones del tutor, fue posible identificar que él fue útil, mostrándose participativo, promoviendo debates y trayendo nuevos materiales que contribuyeron al aprendizaje en la clase. El papel desempeñado por el tutor fue fundamental para el curso adecuado. Así, se llegó a la conclusión de que un tutor comprometido, con capacitación específica para el desempeño en esta modalidad y en el área de conocimiento abordada en la capacitación, se vuelve esencial y contribuye directamente a la calidad de un curso a distancia, ya sea completamente en línea o híbrido.

PALABRAS CLAVE: Educación a distancia. Tutoría formación laboral. Tribunal regional de trabajo. Facultad de derecho.

Introduction

The role of the tutor is fundamental in the process of building knowledge in Distance Education (DE) environments. In many moments, he represents the course itself, as well as the teacher in classroom teaching. To achieve a degree of excellence in distance education courses offered by the Judicial School of the Regional Labor Court of the 2nd Region (EJUD2), the Coordination for the Management and Creation of Digital Content (CGCCD) maintains a training program for its tutors, offering annually the Online Teaching course. At EJUD2, tutors are chosen from professionals with formation in the area they will work in. It is important to note that many online tutors come from classroom education. On the other hand, it is observed that distance education has been widely criticized, due to:

The increase in the offer of distance courses has led professionals to assume the role of tutor. Many of these subjects perform this task without specific pedagogical preparation for DE, acting only as a “stimulator” (in the sense of stimulating readings, debates, collaborative work, and the fulfillment of the deadline for delivery of works) and “informant” (gives administrative information). In this line of action, the tutor ends up being limited to acting as “spokesperson” for teachers and course coordinators (CABANAS; VILARINHO, 2007, p. 3, our translation).

It is also noted that in some educational institutions the tutor has no formation in the area, acting only as a “supervisor”, with the sole objective of controlling student access or passing on doubts to a content teacher, thus reducing the enthusiasm of students and consequently impacting on the quality of the courses.

Schlosser (2010, p. 8, authors’ highlights, our translation),

[...] the tutor's performance is based on having, in addition to personal and technical skills, awareness of the modality in which he/she acts (in person, online, postal, telephone). In addition, it is necessary to know how to use information and communication technologies in a competent way, which certainly contribute to develop students' skills and to generate collaboration among the group.

In this sense, it is important that the tutor masters the communication tools and has a didactic that allows a clear exchange of information with the students. As noted in the Quality References for Higher Distance Education (BRASIL, 2007), the tutors' communication with the students must appreciate a dialogical language to establish a more effective interaction. For Freitas, Miskulin and Piva Jr. (2009), the personalized narrative process significantly improves students' learning in distance education. Therefore, for this interaction to happen effectively in favor of quality in distance education, it is essential to know the profile of students, the way

they learn, whether through videos, printed materials, among others. Thus, the quality in distance education goes through the thorough planning of the pedagogical processes, aiming at a determined audience, which needs to be known and analyzed from the perspective of the manager, technical team and teachers.

To be a tutor, service flexibility is required, making yourself available, not only to answer questions, but also to help students find the answers they are looking for, and must go beyond the role of offering content. The tutor can create study teams, encouraging participation through forums, chats or other tools. The ideal is to recreate an environment more similar to the classroom, so that students do not feel alone in the virtual world.

There is no need for the tutor to stay connected all the time, but it is important that you outline a work plan where you do not exceed the twenty-four-hour limit to answer questions, except on holidays, weekends or some other situation. As a way of meeting the quality requirements in the pedagogical processes, it is necessary to offer and contemplate means of interaction such as forums for debate, videoconference, e-mail, among others. Regarding the tutor's interaction work, the document MEC's Quality References for Distance Education (BRASIL, 2007) states that:

[...] the interaction between teacher-student, student-tutor and teacher-tutor must be privileged and guaranteed, the relationship between classmates also needs to be fostered. Especially in a distance course, this is a valuable practice, able to contribute to avoid isolation and maintain an instigating process, motivating learning, facilitating interdisciplinarity and adopting attitudes of respect and solidarity to the other, enabling the student the feeling of belonging to the group (BRASIL, 2007, p. 11, our translation).

It is important to highlight two differences between the EJUD2 Manual of Distance Education and the MEC (Ministry of Education) references. For the “Introduction to Socio-Environmental Themes” (ITS) course, the role of face-to-face tutor was not used since the activities were carried out entirely online. The second point is that according to the EJUD2 manual:

Tutor is the person who, having technical qualification and experience in online teaching, acts as an interlocutor in collaborative courses. [...]. Essential only that he has knowledge about the subject he should teach, in addition to mastering the techniques and principles that inform online teaching (EJUD2, 2018, p. 10, authors' highlights, our translation).

In the referentials, the role of the tutor is seen as a support to the teacher, which can be in person, at the student support centers or directly on the online platform. In EJUD2, in order to be a tutor, a deep knowledge of the subject is necessary, getting closer to the role of the

teacher declared in the Quality References for Higher Distance Education (BRASIL, 2007). And the technical support is responsible for accompanying the students, giving support and clarifying on administrative issues or even mediating any question that is put on the student support forum that is related to the pedagogical part of the course. Among the tutor's responsibilities and challenges, one can highlight the continuous dedication throughout the tutoring process, discipline, and time management and, above all, being able to promote and mediate the debates between students, in order to foster the construction of knowledge collaborative.

The tutor is responsible for the initial contact with the class: he provokes the students' presentation and even deals with the timidest, who are not easily exposed in a virtual environment; sends thank you messages; provides them with quick feedback; maintains a friendly tone. The tutor is responsible for generating a sense of community in the class he leads and, therefore, must have a high degree of interpersonal intelligence. In this sense, he plays a social role (MATTAR, 2012, p. 25, our translation).

Often, the tutor faces several barriers, such as students' shyness, dialogues without deepening the matter and participating in the forums only on the last day, which prevents the creation of new discussions or participations. Thus, it is up to the tutor to promote and provoke debates among students. The ITS course was structured with a forum for each unit; this format promotes the construction of collaborative knowledge, through student posts. The tutor has a fundamental role in this model. The tutor promotes interaction between students, so the tutor enriches the course by collaborating with the construction of collective knowledge.

Considering the relevance of the quality tutoring exercise in the scope of distance education courses offered by the Judicial School of the Regional Labor Court of the 2nd Region (EJUD2), it was decided to discuss in this article the perceptions of a tutor who has worked in a of its courses, in the case in the "Introduction to Socioenvironmental Themes" (ITS), selected as the universe for this investigation.

For that, the following are presented: the methodological guidelines, the presentation and analysis of the tutor's perceptions and, finally, the final considerations.

Methodological guidelines

The ITS course was designed in 2013 and underwent an update in 2015 and another in 2018; these changes were necessary to keep up with the updates that the theme has been

undergoing. Thus, with each edition the course is enriched with new information brought by tutors.

EJUD2 sends a questionnaire by e-mail to all tutors at the beginning of each class, which must be delivered at the end of the course together with the list of those approved. This “Mentoring Report”, as it is called, consists of a questionnaire composed of six open questions. The objective is to collect the tutor's impressions about the experience lived for a better understanding about the course progress, to find subsidies to improve the quality of the courses offered in the distance modality by EJUD2. For each course or class EJUD2 highlights a tutor; in this sense, as only the “1/2018” class of the ITS course is being analyzed here, only one tutor participated. This tutoring report was related to the course accompanied by the tutor. Based on this instrument, it was investigated whether the teacher, when assuming the role of tutor, uses adaptations in his planning, as well as the participation of the professional in the teaching and learning process, as well as his perception of the students' difficulties.

According to the responses sent, the tutor is aged between 40-49 years old, male, Specialist academic background and also specific formation to act as a distance tutor. It is important to note that the EJUD2 Distance Education Manual notes that: “The exercise of tutoring in EJUD2 courses requires prior qualification in online teaching and the observance of the rules contained in Annexes I” (EJUD2, 2018, p. 1, authors' highlights, our translation). Distance education has particularities that differentiate it from classroom education. Thus, EJUD2 tutors must have, in addition to knowledge of the content covered in the course, qualification to work as tutors, thus conferring intimacy with technological resources and online platform, which facilitates the tutoring work, providing greater security to students. The tutor also informed that he has 3 to 5 years of experience with distance education.

From this general presentation of the methodological guidelines, the following will present excerpts from the tutor's speech extracted from the “Tutoring Report”, as mentioned above.

Tutor's perceptions of his experience in the course “Introduction to Socioenvironmental Themes (ITS)” - EJUD2

The answers below were collected through the tutoring report delivered to EJUD2 by the tutor at the end of the ITS course. The questionnaire was composed of seven open questions that helped the tutor to reflect on his performance during the course. The first question dealt with the contact initiatives that were taken for the success of the class.

Question 1: What are the contact initiatives (collective and individual) made by the tutor?

Tutor: *The first of all was the “Virtual Call” forum. The others were: initial calls on the forums, as well as feedbacks from collaborations and discussions posted on the Forums; opening messages of each Unit on the Notice Boards, informing the students to pay attention to the deadlines for the delivery of activities (forums and tasks), as well as the dynamics to carry them out, also requesting that the students consult the calendar, as well as the “Learning Guide” of each unit.*

Another important initiative was to invite students who, despite being enrolled in the course, did not participate in any course activity until Unit 2, or who only made the Virtual Call. This invitation was made through the Moodle platform itself, through the “Messages” tool, on 21/05/2018, asking this tutor to respond to the message (the student should respond to the message both if the course was to be continued and if you did not intend to continue the course). There was only one case where the invitation was sent exclusively by institutional email (see next item). Out of a total of 13 invited students, 03 had only made the virtual call and 10 had not done any activity. The number of responses to the invitation, with details, is in the item below. I also posted on the “Notice Boards”, a message advertising the end of the Unit.

Another important initiative, an action that I did not make in the other times when I was a tutor, was, when I finished correcting the activities, I put a notice on the “Notice Board”, informing that the activities of that unit were corrected and if there was a missing note from those students who performed tasks. There were some isolated cases, only two, where the student reported that his activity had not been rated. This tutor checked and, in fact, was missing a grade assignment. The problem was promptly remedied (our translation).

From the speech presented, it is possible to infer that the tutor used several communication channels to establish contact with students. It is also clear that the tutor performed a good management of deadlines, disseminating the notes of the activities in a short time. This can be considered positive, as it minimizes the anxiety factor of students waiting for grades.

Question 2: How did the students reacted, responded to these initiatives?

Tutor: *The reaction was very good, since by placing the initial notices in the discussion forums and the opening messages of the Units, in the “Notice Boards”, most of the participating students started activities almost immediately. Regarding the responses sent to those who were not participating, as mentioned in the previous question, we have:*

- 13 invitations sent, 12 of which through the messages icon of the moodle platform; 01 invitation was by institutional e-mail, because when trying to send through the message icon from the moodle platform, it accused an error, which, despite not responding, started the course, continued and ended, being approved.

- Of the 13 invitations sent, 03 had only made up to Unit 2 of the course, the “Virtual Call” forum; the rest (10) had no activity.

- Of the 13 invitations sent, we still have: 04 replied that they would start and continue the course and, in fact, completed the course, being approved; 02 answered that, for personal reasons, they would not continue (01 case that made only the "Virtual Call" and 01 case that did not do any activity); the remaining 07 did not respond to the invitation, of which, 02 made only the "Virtual Call", one of which, continued with the course, finishing it and being approved; and 1 (one), despite not responding to the invitation, started and continued the course with approval (the latter invitation was sent exclusively by e-mail, as reported above).

Therefore, out of the 13 invitations sent, 7 students were disapproved for not carrying out any activity or for carrying out only one or two activities, and 6 were approved, which demonstrates the measure's effectiveness.

Finally, I could not record here the beneficial reaction that the notice had about the corrections and assignments of grades of the units that had been finished (see item above), because the two students reacted very well, thanked the tutor and, for me, it was very good, because we are all subject to errors and this, in my view, constitutes a way of monitoring the performance by the student himself. Furthermore, by doing this, it is easier to close the course, just doing a general review, not getting over the last minute hitches regarding corrections and grade assignments (our translation).

Complementing the previous question, in relation to the students' reaction to the contact initiatives, according to the tutor, they were good. It was demonstrated numerically and objectively that the actions performed by him had a positive impact, and of 13 (thirteen) contacts made with absent students, 6 (six) returned to the course and concluded the class, representing a range of 46.15% of success. It is important to emphasize that the course has a general calendar with the activities to be carried out in each of the units, there are also in the learning guides the information of the deadlines of that unit and also in the dissemination of the course, the period of the course will be informed, however, due to the various daily tasks some students end up not paying attention to this information, so the personal contact of the tutor, in this case, generated a positive reaction in the students.

The next question investigated the difficulties faced by students to start activities.

Question 3: **What kind of difficulties did the students have to start the work?**

Tutor: *At first, there was no difficulty. There was only one difficulty for a student in the Unit 1 Task. This student sent a message to the student support. According to the student, she said she tried to send the assignment about five times, but without success. Continuing, she said that after selecting the file to be sent, she clicked save changes and there was no response from the system, and she also noticed that the box with the option described above and the option "cancel" appears long before the choice of the file to be submitted for evaluation. EJUD-2 technical support sent the following message: "I ask you to try to forward the task using another internet browser, before sending in use CTRL + F5 to clear the history. Also check the file extension, save with the extension .pdf, .doc or .docx ". Again that student sent a message to the support, informing that, even with the procedures listed by the Technical Support of EJUD-2, the problem persisted. She also sent a message to this*

tutor, saying that she performed the procedures reported by EJUD-2, but was unsuccessful. She attached her task in a word document. This tutor contacted EJUD-2, but was unable to detect the problem. In view of what happened, and, with the permission of the EJUD-2 Administration, this tutor received the task that was attached in a word document, saved it in the personal files, correcting and posting the scores. Therefore, it is possible to verify that, in the case of the student, there is a score, but there is no task. Needing “proof of authenticity of sending the task”, it can be found in the tutor's personal files, which can be made available to EJUD-2 at any time (our translation).

According to the tutor, a student had difficulty forwarding the task of unit 1, according to the narrative, the technical support attended the student, but was unable to identify the problem, which was bypassed by forwarding the activity directly to the tutor by e-mail. In order to help the students, the activities have tutorials, a kind of step by step on how to do and deliver the activity. However, due to several factors unrelated to the work of the technical support, technical difficulties may arise that are not managed by the support of EJUD2, such as, for example: updating the browsers of the students' machines, installing plug-ins such as Adobe Flash Player, responsible for allowing the display of animation content, videos, games and resources on the Moodle platform, among others.

In addition, although many people are already inserted in the virtual world, it is common for difficulties in accessing or operating a microcomputer and its tools end up representing obstacles to many students less used to this type of technology. Problems such as configuration or access to the internet provider, considered simple, can strongly impact a distance education student and cause demotivation and consequent evasion. As a way of minimizing these problems, the ITS course has an introductory module, to enable the student to master basic knowledge and skills related to technology.

The next question aims to raise the steps taken by the tutor to remedy the reported difficulties.

Question 4: What are the steps and procedures adopted by the tutor to remedy these difficulties?

Tutor: *I checked the messages contained in both “talk to the tutor” and “technical support”. The verification was done daily, or almost daily. In the case of the student in question, EJUD-2 technical support had already responded in the first instance. Then, in the second contact, as the problem was not solved by the technical support, despite the attempts made, this tutor got in touch with the EJUD-2 Administration, which answered me promptly and gave the guidelines for the continuation of the work (our translation).*

According to the MEC document (BRASIL, 2007), in addition to the contact channels through the platform, it is important to inform students, from the beginning of the course,

names, times, forms and numbers for contacting support staff. At EJUD2, the tutor and students can get in touch via the platform, email, phone or even in person at the Secretariat.

In the next question, the tutor is led to reflect on his performance and whether, during the development of the work, he created any innovation.

Question 5: Did you create any innovation in your performance, as a tutor, during the module?

Tutor: *At the end of each unit's forum, I made a general summary of the corresponding Unit, including a link from one Unit to another. Some topics that I considered relevant (ISO 14.001, change from ISO 14.001/2004 to the new ISO 14.001/2015; Solid Waste Management; the 5 R's; LCA-Life Cycle Analysis; Water Use and Conservation (Use and Reuse); Effluent Management), a special approach was taken by this tutor, in a summarized form. It is worth noting that, unlike the didactic material from the previous time where I worked as a tutor, the changes regarding the ISO 14.001:2004 Standards to ISO 14.001:2015 were updated, indicating links and videos, thus updating the material. I take the liberty to leave it here that, in Unit 4, where the task was "Socioenvironmental Projects", where the student should suggest themes for socioenvironmental projects to be implemented within the scope of TRT-2, and for each theme presented, it should present an objective and justification, I had to make a special approach on the definitions of the basic elements of Social and Environmental Planning in a summarized way. It turns out that, in the didactic material, the essential elements of a Socio-Environmental Program, Plan or Project were not presented. Therefore, this tutor, in the Unit 4 forum, briefly presented these elements, mainly objectives and goals. Another important point was to draw attention to the TRT-2 socioenvironmental documents and environmental articles, both located on the Socioenvironmental Responsibility tab and on the intranet (Socioenvironmental Management Section), indicating to students how to find them on the internet and intranet.*

Feedback was given to all forum posts, always on an individual basis. This drew the attention of some students, who thanked this tutor, receiving, this tutor, praise from some students.

An action that I did not perform the other times and that, this time I did and that I think had some positive effect, was the [...] invitation to participate in the course of enrolled students who had not done any activity or just the virtual call. Another action that resulted in positive results was announcing, on the bulletin board, that the activities of certain units were already corrected and grades were released and that students could manifest themselves [...] (our translation).

From the tutor's speech, it is possible to infer that he made important contributions that positively influenced the results obtained by the students. The first was a kind of textual stitching (PALLOFF; PRATT, 2002), a summary of ideas in ways that are supported and expanded or branch out in another direction of the research. The innovation of bringing new and current materials on the matter, through summaries, is also seen in a positive way.

The tutor also emphasizes the use of feedbacks for all student posts. Feedback has been incorporated into the teaching and learning processes through the view of behaviorism (SKINNER, 1968), and later on to cognitivism (GAGNÉ, 1985). Mason and Bruning (2003) also agree that it was only during the predominance of behaviorism that the term came to be used in the teaching and learning processes. For the authors, during this period, feedback did not have a corrective function and was not considered a tool that could lead the student to adjust or reflect on his performance, thus remaining limited in this process. However, through cognitivism, emerging in the 1970s and 1980s, feedback took on a new function. The error was no longer simply ignored and became an important data in the students' cognitive processes and in the teaching and learning process. Thus, the feedback started to help the student to identify his flaws and improve his performance, looking for ways to correct the errors and develop his potential. Finally, the tutor considered that contacts made directly with students who were not participating initially had a positive effect and helped them to return to participate and complete the course.

The next question deals with the total number of graduates of the course. It is noteworthy that the number of dropout students was 7 (seven) people for a total of 38 (thirty-eight) enrolled, reaching a degree of 18%, below the 25% average dropout rate in distance education courses (CENSO EAD.BR, 2018).

Question 6: How many students have completed the course?

Tutor: 31 (thirty-one) students completed the course and 07 (seven) students did not complete, totaling 38 enrolled.

In this last question, a space is opened for the tutor to make his final considerations. For privacy reasons, where the name of a student appeared, it was changed to “student A”.

Question 7: Final considerations...

Tutor: In addition to messages of operational failures, as well as lack of attribution of grades, these cases have already been reported, there were some doubts regarding the sending of tasks, which were promptly solved. Pedagogical/content-wise doubts were resolved by this tutor in the discussion forums themselves. There was a case of difficulty in carrying out the final evaluation, of an operational nature, where student A was not able to carry out the final evaluation. From what was informed by the support of Ejud-2, a day had passed since the evaluation was carried out and, therefore, the system did not allow it to be carried out. This tutor contacted EJUD-2 support and, once again, was attended immediately, promptly; the problem was solved and the deadline was reopened until 08/06/2018, until 11:59 pm, and this tutor posted a notice on the “Notice Board”, informing the extension of the deadline for all, in addition to an individual response to said student, both in "messages" and in "talk to the tutor".

Another consideration I would like to make is about the activity of Unit 4 (task), where I asked the student to mention the theme of a socioenvironmental project, as well to put at least one objective and justification for each project. As there were no explanations about the essential elements of Socioenvironmental Planning (Theme, objectives, goals, indicators, actions, responsible persons, start and end deadlines), I made a summary in the unit 4 forum itself. The activities carried out by the students were excellent. However, I recommend that such explanations be placed, in a very summarized form (as very detailed would be a separate course), at the end of Unit 4, or a very brief explanation in the task of Unit 4, in dynamics.

It is the fourth time that I work as a tutor at EJUD-2, the last time was in the year of 2016 (November/December). It's a great experience for me. I taught for three consecutive years in classroom Higher Education and I have already taught in high school (technical). I confess that, this time, it was even easier to act as a tutor than the other times, each time it seems that it gets easier, perhaps due to the experience acquired. However, some doubts arose, especially regarding the use of the new platform (more advanced version of Moodle), and I promptly called the EJUD-2, which always answered quickly, clarifying all my doubts. The main doubts were about the operationalization of the moodle platform, partly because this is a more advanced version than the other versions. But everything went well, with all my doubts being answered by the support of EJUD-2.

I believe that I have improved in relation to the other opportunities in which I worked as a tutor, especially in relation to the latter, however, I believe that we can always improve and suggestions and criticisms are welcome.

The course had a total of 38 enrolled, 31 passed and 7 failed (of these 7, 4 did not perform any activity), that is, the approval rate was 81.58% and, consequently, 18.42% were failed. Compared to the other time I was a tutor in November/December 2016, where the approval rate was 55.56% and, consequently, the failure rate was 44.44%, which, at the time I considered high, we had a significant advance. I consider the high failure rate to be low, especially considering that all failure cases were due either to not even starting the course (4 cases) or to just performing one or another activity at the beginning of the course (3 cases). The initiative to invite people who were absent from the course gave an excellent result, as out of 13 absent guests, 6 were approved. The lowest grade of the course was 7.3, with an average passing grade of 6. Due to this, I am very happy with the outcome of this class. Another reason that shows my contentment with the performance of this class, in addition to little disapproval and high grades, is the participation of students in forums and tasks. The dialogues in the forums were of the highest level, demonstrating the students' interest in the topic. Some students asked the tutor questions, which is very good because it shows interest; the others, besides making their own posts on the forums, commented on the posts of the other colleagues. The tasks were also excellent, as the texts were presented with cohesion, coherence, knowledge of the theme and a lot of creativity. All of this, I repeat, shows interest in socioenvironmental issues.

Another important point is the search for socioenvironmental themes, considering the number of subscribers.

Due to the relevance of the topic (socioenvironmental management), I hope that EJUD-2 will provide other formation courses for TRT-2 magistrates and civil servants.

I would like to immensely thank EJUD-2, both for the opportunity to offer me the tutoring role (DE Collaborative Course "Introduction to Socioenvironmental Themes"), whose theme is extremely relevant for TRT-2 and for society in general, as for the doubts solved by the EJUD-2 team.

Always helpful, my doubts were answered immediately. I am very pleased to offer my services to EJUD-2.

The answers to the questions in this section (part 2) were based on the Tutoring Report of the Distance Education Course, collaborative modality "Introduction to Socioenvironmental Themes", class 1, 2018, held between May and June 2018, sent to the Course's executor, that is, TRT-2 Judicial School (EJUD-2).

Finally, I would like to leave it here that, although this tutor does not have specific formation in tutoring, I took some courses on tutoring, which were very important. Among them, we have: Introduction to Teaching online; Copyright and DE, Moodle for Tutors, Textual Production for Online courses; Online Evaluation (instruments for evaluating students and courses); Andragogy, Didactic Planning; Content production for distance education (courses sponsored by EJUD-2); KLS 2.0 (new academic models, educational practices, teaching-learning process: pre-class, class, post-class; 3 P's; directed study; model class; inverted classroom; academic BSC; types of assessment), training for the ENADE, Selection and Training of Tutors PRONATEC (courses sponsored by Anhanguera Educacional/Kroton Educacional).

In the question above, the tutor starts by rescuing some of the students' difficulties that occurred during the course. Then, he explains that he made a summary in order to collaborate with a socio-environmental planning activity and understands that his work has improved with the experience, for having been a tutor for the fourth time. It also highlights the low dropout rate and the positive evaluation of students. These considerations were also considered in the previous questions, so the analysis did not go into depth. One last observation to be made refers to the tutor's statement about not having a specific tutoring course, and afterwards he claims to have participated in the Online Teaching and Moodle courses for tutors, promoted by EJUD2. It is important to clarify that these courses are specific for the formation of teachers who wish to act as tutors within the scope of EJUD2, so the tutor has theoretical and practical subsidies for the exercise of tutoring and his work was considered excellent, which contributes greatly to the quality courses promoted by EJUD2, in particular the course "Introduction to Socioenvironmental Themes".

Final considerations

With the analyzes performed here it was possible to understand the importance, in collaborative courses, of the role of the tutor. In order to establish a more effective interaction, it is necessary to value the use of a more dialogical language. According to Freitas, Miskulin and Piva Jr. (2009), personalizing the narrative process in distance learning significantly helps students' learning. Thus, for this interaction to happen satisfactorily in favor of quality in distance education, it is also necessary to outline the profile of students, as well as their needs

and learning styles. Thus, the quality in distance education goes through the planning of the teaching and learning processes aimed at a specific audience that needs to be known and analyzed from the perspective of the tutor.

Reflecting specifically on the role of the tutor, it was possible to understand that it is possible that this professional is the same as in classroom teaching. In fact, this reality is common among education professionals. However, this does not guarantee the quality of the teaching and learning process, as each modality has different characteristics. Therefore, the teacher who works with classroom education and wants to work in distance learning needs formation to acquire and/or develop specific skills to work with the tools and the online platform. In this vein, EJUD2 annually offers formation courses to its tutors. Another factor that was positive is that EJUD2 tutors are experts in the subject in which they will act, a fact confirmed by the evaluation of students who considered the tutor's performance to be excellent.

It is believed, then, that this research was extremely relevant for the valorization of distance education in working spaces, in order to help to outline a new paradigm of quality of the modality, especially regarding the role played by the tutor. The documentary surveys, both of Organs higher bodies of the judiciary, as well as the MEC and EJUD2 references, proved to be important for the promotion of these discussions. However, it is inevitable to point out the need for further research of this nature with the use of a larger sample of research, with the aim of achieving generalizable results in other judicial schools and the judiciary and perhaps other training schools in working environments.

It was also observed that, regardless of the modality, distance or in person, digital technologies of information and communication have increasingly been part of the teaching and learning processes, therefore, an important possibility to be investigated in the future is the use of hybrid courses in initial and continuing training in working spaces.

Finally, it should be noted that education, and especially distance education, is currently going a long way in advancing, a path that is changing due to the characteristics of contemporary society and cyberculture, both in terms of the use of tools, as well as in the methodologies to be employed. It is important that new research be carried out, as with each new discovery, the way is opened for new reflections and construction of new knowledge.

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