

THE TEACHING METHODOLOGIES ON MASTER'S COURSES UNDERTAKEN BY TJPE EMPLOYEES

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ABSTRACT: The education scenario has undergone major transformations in recent decades. This article addresses the master's courses taken by public servants of the Court of Justice of the State of Pernambuco (TJPE) and their status as a requirement for functional progression. It aims to draw attention to an investigation into the teaching-learning methodologies proposed by higher education institutions in the context of these master's degrees. The study gives a brief historical description of *stricto sensu* postgraduate studies in Brazil; the master's degree in the TJPE environment; and describes the teaching-learning methodologies proposed in this context. Among the results is to have identified a greater frequency of the use of traditional methodologies, although there are institutions that seek to include the use of active methodologies in the course programs, with planning in this sense, with objectives to achieve professional master's degrees that are increasingly significant and closer to the environment of organizations and their needs.

Keywords: *Stricto Sensu* Postgraduate courses. Professional Master's degrees. Condition in the TJPE. Teaching Methodologies.

INTRODUCTION

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The master's degree within the scope of the Court of Justice of the State of Pernambuco - TJPE is often referred to as a new condition, an additional requirement for functional progression (i.e., career advancement) and for employees to reach the end of their careers, and its implementation has been discussed since 2015.

The topic continues to be discussed due to the practical challenges it faces, not only among employees, but also among TJPE managers. It is not throughout all branches of the Brazilian Judiciary Authority that a master's degree is considered as a condition for the purposes of functional progression.

Currently, TJPE has 314 employees with master's degrees in different areas of knowledge.

This article contributes to the literature by bringing to the discussion the teaching methodologies proposed by institutions in the master's degree programs offered to and undertaken by TJPE employees, and has practical implications by presenting the teaching

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methodologies adopted by the courses, whether or not they are considered innovative, and their importance and contribution to the master's degree scenario.

Its purpose is to produce evidence and raise relevant questions, addressing the use of active teaching-learning methodologies in light of the method proposed by the institution and its interaction with the objectives of the Master's Program offered.

Hence, it is classified as a qualitative and bibliographical investigation, carried out by conducting a survey of theoretical references and qualitative methodology, and is organized into 5 sections: section 2 presents a brief description of the historical development regarding the emergence of master's degrees, both in their academic and professional modality; of the laws of the TJPE that govern the policy of functional appraisal of its employees; and a theoretical description of concepts regarding teaching-learning methodologies. Section 3 presents the materials and methods used in the research: the target institutions and how data collection was conducted. The teaching methodologies in the context of *stricto sensu* postgraduate studies are presented, with a focus on master's courses taken by TJPE public servants. Section 4 gives a brief description of the sample investigated and a discussion on the relevance and implications of the findings. And finally, conclusions are presented in section 5, as well as suggestions for future research into collecting quantitative and qualitative information aimed at measuring the impacts of the use of active teaching methodologies.

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In the research for this article, it could be inferred that little or nothing is still known about the gains arising from the use of active teaching-learning methodologies, with a significant result of new knowledge that will add to the qualifications needed by TJPE employees for advanced professional practice, and perhaps this is the first study in this direction.

2 EMERGENCE OF MASTERS' DEGREES AND THEIR CONDITION IN THE ENVIRONMENT OF THE TJPE

Considering that master's degrees, which were initially academic, arose from a demand for teacher training for universities and that professional master's degrees (PMs), *a posteriori*, were an attempt to seek to bring academia closer to the professional environment, so as to make research viable beyond the linear model, thus representing the recognition of the need that organizations have to count on highly qualified professionals, with training beyond initial graduation, with a view to improving efficacy and efficiency, with effective results in the professional environment.

Paixão and Bruni (2013) emphasize that the emergence of PMs corresponds to an attempt to bring academic production closer to the productive sector, i.e., its vocation is to look at the needs of the labor market.

In the contextualization of professional master's degrees, in their historical constitution, in terms of legislation, we can initially refer to Official Opinion No. 997/1965, which makes it clear that the master's degree can be both by research and guided by seeking to support professional practice (BRASIL, 1965).

However, it was only in 1995, with Ordinance No. 47 (BRAZIL, 1995), that the implementation of appropriate procedures for the recommending, monitoring and evaluating professional master's courses was determined at Capes – Fundação Coordenação de Aperfeiçoamento de Pessoal de Nível Superior (Coordination Unit for the Improvement of the Qualifications of Higher Education Personnel).

In 1998, a new Ordinance, No. 80, provided for the recognition of PMs (BRAZIL, 1998) and, later, Ordinances No. 07/2009 (BRAZIL, 2009a) and No. 17/2009, of December 28, 2009 (BRAZIL, 2009b), which revoked Ordinance No. 07 of the same year, and provided for the professional master's degree within the scope of CAPES, with clear objectives.

Both master's degrees, academic and professional, have qualitatively different natures; specific characteristics, are essentially different in their objectives, and there are still discussions surrounding these modalities and controversies regarding their evaluation (PAIXÃO AND BRUNI, 2013). 4865

It is important to highlight, however, that we do not intend, for now, to go far into and deepen the analysis of these differences and values, considering that space here is limited for the focus of this article.

Yet, it is good to bring here the understanding of Ribeiro (2005) when he says that the main difference between academic and professional master's degrees is held to be in the desired end result. The objective of PMs is to form a professional who has the skills to locate, recognize, identify and use research in his/ her activities.

Also supported by Scarano and Oliveira (2005), who support this idea of a qualified professional, of a transformed professional.

A professional master's degree should form a master who will not be qualified as a scientist or a traditional researcher. He/she will be a professional capable of knowing how to locate, recognize and use quality research, based on academic foundations, but with an eminently practical nature. (SCARANO; OLIVEIRA, 2005, p.90).

Mattos (1997) asserts that professional master's degrees must, by their nature, contribute to the organizational environment, and thus formation that ends with a master's degree is used to research solutions to an existing problem.

For Ruas (2003), professional master's degrees address the problems of organizations.

The argument about this qualification, given that it is clear that the professional master's degree is aimed at professional practice, leads to reflection on the policy of forming and enhancing the skills of the employees of the Court of Justice of the State of Pernambuco – TJPE; of the trajectory of this professional qualification, until it advances and reaches the requirement of a master's degree as a condition for functional progression. This reflection involves historical, social, economic and political contexts.

2.1 MASTER'S DEGREE AT TJPE – A CONDITION FOR FUNCTIONAL PROGRESSION OF THE EMPLOYEES

It was in 2014 that the National Council of Justice (CNJ), by Resolution No. 192, of May 8, 2014, instituted the National Policy for Forming and Enhancing the skills of the employees of the Judiciary Authority and, among the considerations, well-defined principles and objectives, foresaw the modality of *lato and stricto sensu* postgraduate programs in this Formation.

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Although the TJPE, initially, between 2007 and 2014, foresaw and created the additional qualification on the base salary of the employee, due to the additional knowledge acquired in courses that enhanced qualifications, in training actions and postgraduate programs, in a broad or strict sense, it did not have the same connotation given by the CNJ, in terms of the strategic objective of developing knowledge, skills and attitudes of its employees.

It was by means of Law No. 15,539/2015, of July 1, 2015, that a new policy was defined for the functional appraisal of the employees of the Judiciary Authority of the State of Pernambuco and the master's degree course, recognized or revalidated by the Ministry of Education, was instituted in an area of interest to the Judiciary Authority of Pernambuco, in the program for enhancing the skills of TJPE employees, as an additional requirement for functional progression and reaching the end of one's career.

It was by TJPE Resolution No. 381/2015, of October 29, 2015, that the establishment of functional progression was regulated; with the overvaluation of master's and doctorate degrees within the institution. In the sense that another type of professional is sought, with new characteristics, and much more appropriately qualified, since the master's degree acquired,

besides being an additional qualification, a new condition, thus becoming a requirement for reaching the highest salary point at the end of one's career, among others listed.

Today, however, with the advent of Law No. 18,234 of July 3, 2023, the areas of knowledge and lines of research possible for master's degrees for the final formation of TJPE employees are limited. Master's degrees are accepted, but only if they are completed in the legal field, in the area in which the employee works in the Judiciary Authority, or in judicial management.

Issues related to the requirement for a master's degree in limited areas of knowledge will be addressed, for now, in a generic way, and we intend to discuss them in another context.

As a study focusing on the methodologies proposed by institutions in the Master's Programs undertaken by TJPE employees, we seek to identify the nature of these teaching-learning methodologies. A critical exercise, of an exploratory nature on the subject.

Thus, the possibility of investigating the teaching methodologies proposed in the scenario of master's degrees undertaken by TJPE employees seems to involve, in the search for summarizing evidence about using or not using active teaching-learning methodologies. It is clear that teaching strategies are fundamental for learning gains and consequent advanced professional formation, “they have been used as strategies aimed at integrating knowledge and promoting a critical and reflective attitude about practice” (LIMA, 2017, p.01).

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In this context, considering the focus of interest, it is important to highlight and provide a little theoretical underpinning for teaching-learning methodologies, with the aim of leading to a reflection on how they have been understood and implemented.

2.2 METHODOLOGIES OF TEACHING-LEARNING AND THEIR MULTIPLE FOCI

It is not possible to formulate a single definition, but rather a diversity of analyses and proposals for teaching methodologies. Thus, we will continue with dipping into the concepts involved, seeking to identify significant descriptions by authors who focus on the use of these methodologies, particularly active methodologies, as an advanced educational practice for the integral formation of the human being.

Active teaching methodologies break with the traditional teaching-learning model, since the learner is the center of the educational process; more than a tool to facilitate learning, as an educational practice, in everyday life, that can be exercised in the most diverse environments.

As Sena (2020) points out when discussing the current educational scenario and the need for differentiated skills that traditional teaching, with its content-based characteristics and focus on expository classes, does not cover.

This scenario requires changes in the teaching and learning process, and requires teaching methodologies that are different from the traditional ones, and that are known as active learning methodologies. Thus, the more student protagonism there is in a teaching methodology, the greater the chance of forming someone with the ability to be a lifelong learner (SENA, 2020, p. 4).

At a time when technology also occupies its place, as an instrument that collaborates in learning, because of tools and possibilities, and that brings gains: in speed, in the development of autonomy and the desire to find out, it is possible to refer to the much talked about search for innovative education, for an integrative pedagogical practice, placing the student as the protagonist of the teaching-learning process, and the teacher as a facilitator, a mediator of the construction of knowledge, valuing the educator and optimizing the student's learning. And it is in this space that the approach to active methodologies emerges, as an innovative element of the teaching-learning process.

These have been considered by several authors. As a movement of change, a new attitude in the search for answers, as an action in facing up to concrete problems, overcoming obstacles and inconveniences in the educational process.

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They treat “active methodologies as pedagogical strategies that place the focus of the teaching and learning process on the learner” (VALENTE; ALMEIDA; GERALDINI, 2017), they are the protagonists of their learning, contrasting with the pedagogical approach of traditional teaching.

According to Filatro and Cavalcanti (2018, p. 7) apud Almeida et al (2019), “active methodologies are anchored in a more humanistic, less technical vision of education, and are inspired by theorists whose theses were raised in opposition to current traditional models”.

From the research, it was noted that the theoretical and pedagogical basis of innovative practices, such as active methodologies, is influenced by classic names such as: Comenius, Piaget, Dewey, Gramsci, Vygostsky, and also Paulo Freire, at a national level.

According to Berbel (2011), active methodologies

[...] are based on ways of developing the learning process, using real or simulated experiences, aiming at the conditions to successfully solve challenges arising from the essential activities of social practice, in different contexts (BERBEL, 2011, p. 29).

In this context, it is also worth mentioning Moran's (2015) thought, "in active learning methodologies, learning occurs arising from real problems and situations; the same ones that students will experience later, in their professional lives, in advance, during the course".

It is important to emphasize that the debate and arguments for active methodologies were not only driven by school practice, but also by the academic community, due to new contemporary challenges, including technological advances, with such discussions also being encouraged in continuing education (SENA, 2020).

Active methodologies increasingly cause traditional teaching methods to be questioned about their effectiveness in training students, at any level of education; in forming a qualified professional, in undergraduate and graduate courses.

Stahnke, Melo and Medina (2021) when citing Silva (2020) point out that "the use of active methodologies is a process that encompasses autonomy, study, problematization, reflection, research, dialogue and action".

There is no ready-made concept or formula for active methodologies. They are built on cooperation through shared learning; they arise from the desire to share knowledge, from involvement in the objectives of educational projects and from a joint commitment (teachers, students, institution) to collective contribution to addressing specific issues and problems.

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Therefore, identifying innovations in teaching-learning methodologies that lead to the training of professionals with skills that are well aligned with the demands of the world of work does not seem to be an easy task, since the educational process, at any level, must be understood from two aspects: as a real movement and as a permanent process of contextualization - socio-economic, political and cultural.

In this space, and in line with the objective outlined, the intention is not to address the types of active methodologies that can be used with concepts, including in the context of *stricto sensu* postgraduate studies. This is also supported by Silva et al. (2022) who support the idea that

Active Methodologies create a strategic environment for the development of autonomy and appropriation of competences due to their more dialogic and reflective praxis and less theoretical and expository approach, allowing a more effective interaction between the teaching-learning process and the pedagogical objectives established for Postgraduate Programs (SILVA et al., 2022, p. 577).

Without the intention of exhausting the issue of teaching-learning methodologies, we finally risk trying to offer some contribution to seek evidence about the use of innovative

methodologies or identify which teaching-learning methodologies would be presented in the context of training in master's degrees undertaken by TJPE employees.

Thus, would the Higher Education Institutions of Master's degrees undertaken by TJPE employees have presented in their *Stricto Sensu* Postgraduate Programs proposals for the use of active teaching-learning methodologies?

Based on this question, theoretical analysis and reflections, the objective defined is to seek to identify in the Postgraduate Programs carried out, specifically, the use and nature of the proposed teaching-learning methodologies.

3 MATERIALS AND METHODS

This article develops an exploratory research study, with the objective of investigating the teaching methodologies proposed by the Postgraduate Programs in the context of formation, in master's degrees taken by TJPE employees; this being the focus of this research.

Table 1 presents the entities and master's courses taken by these employees.

Table 1. Institutions and courses

HIGHER EDUCATION INSTITUTION	MASTER'S PROGRAM
CENTRO UNIVERSITÁRIO FBV WYDEN (UNIFBV-WYDEN)	BUSINESS MANAGEMENT
CESAR- CENTRO EST SIST AVANÇADOS RECIFE	DESIGN
FACULDADE DAMAS DA INSTRUÇÃO CRISTÃ (FADIC)	LAW
FACULDADE PERNAMBUCANA DE SAÚDE (FPS)	PSYCHOLOGY OF HEALTH
VENI CREATOR CHRISTIAN UNIVERSITY	EDUCATION SCIENCES (REVALIDATED - FATEC)
FUNDAÇÃO GETÚLIO VARGAS (SP) (FGV/SP)	PUBLIC ADMINISTRATION AND GOVERNMENT
FURB- UNIVERSIDADE REGIONAL DE BLUMENAU	ADMINISTRATION (DIPLOMA)
INSTITUTO FED. DE EDUC., CIÊNCIA E TECNOLOGIA DE PERNAMBUCO (IFPE)	ENVIRONMENTAL MANAGEMENT
ASSOCIAÇÃO INSTITUTO DE TECNOLOGIA DE PERNAMBUCO (ITEP)	ENVIRONMENTAL TECHNOLOGY
UNIVERSIDADE FEDERAL DA PARAÍBA (JOÃO PESSOA) (UFPB-JP)	LINGUISTICS
UNIVERSIDADE FEDERAL DE PERNAMBUCO (UFPE)	LAW
UNIVERSIDADE FEDERAL DE PERNAMBUCO (UFPE)	HUMAN RIGHTS
UNIVERSIDADE FEDERAL DE PERNAMBUCO (UFPE)	MATHEMATICS
UNIVERSIDADE FEDERAL DE PERNAMBUCO (UFPE)	OCEANOGRAPHY

HIGHER EDUCATION INSTITUTION	MASTER'S PROGRAM
UNIVERSIDADE FEDERAL DE PERNAMBUCO (UFPE)	SOCIAL SCIENCE
UNIVERSIDADE FEDERAL DE PERNAMBUCO (UFPE)	SCIENCE OF COMPUTATION
UNIVERSIDADE CATÓLICA DE PERNAMBUCO (UNICAP)	LAW
UNIVERSIDADE CATÓLICA DE PERNAMBUCO (UNICAP)	CLINICAL PSYCHOLOGY
UNIVERSIDADE CATÓLICA DE PERNAMBUCO (UNICAP)	HISTORY
CENTRO UNIVERSITÁRIO DOS GUARARAPES (UNIFG-FG)	INNOVATION AND DEVELOPMENT
UNIVERSIDADE FEDERAL DO VALE DO SÃO FRANCISCO (UNIVASF)	SOCIOLOGY IN NATIONAL NETWORK
UNIVERSIDADE FEDERAL DO RIO GRANDE DO NORTE (UFRN)	PSYCHOLOGY
UNIVERSIDADE AUTÔNOMA DE LISBOA	LAW (REVALIDATED - UNIMAR)
UNIVERSIDADE CATÓLICA DE SANTOS	LAW
UNIVERSIDADE DE FORTALEZA (UNIFOR)	LAW AND MANAGEMENT OF CONFLICTS
UNIVERSIDADE DE PERNAMBUCO (UPE)	EDUCATION
UNIVERSIDADE DO ESTADO DA BAHIA (UNEB)	EDUCATION, CULTURE AND SEMI-ARID TERRITORIES
UNIVERSIDADE FEDERAL DE PERNAMBUCO (UFPE)	POLITICAL SCIENCE
UNIVERSIDADE FEDERAL DE PERNAMBUCO (UFPE)	PHARMACEUTIAL SCIENCES
UNIVERSIDADE FEDERAL DE PERNAMBUCO (UFPE)	SURGERY
UNIVERSIDADE FEDERAL DE PERNAMBUCO (UFPE)	MECHANICAL ENGINEERING
UNIVERSIDADE FEDERAL DE VIÇOSA (UFV)	ZOOTECNICS
UNIVERSIDADE FEDERAL RURAL DE PERNAMBUCO (UFRPE)	RURAL ADMINISTRATION AND RURAL COMMUNICATION
UNIVERSITAT DE BARCELONA	SOCIAL PSYCHOLOGY

Source: Author

There are 34 (thirty-four) different master's courses offered up to the date of completion of this article.

To learn about the teaching methodologies adopted by the courses presented in Table 2, the Program Proposal for each course was accessed on the Sucupira Platform (a system for collecting information, analyses and assessments to be used as a standardizing basis for the Brazilian National Graduate System), on the CAPES website (Coordination Unit for the Improvement of Higher Education Personnel), in the submission data for the last four-year evaluation. Appendix A presents the information declared by each course on the Sucupira Platform about the teaching-learning methodologies adopted.

According to Hair Jr. et al. (2005), exploratory research can take several forms. It is especially appropriate when the researcher knows little about the subject under investigation, and is oriented towards discoveries. Since the requirement for TJPE employees to take a master's course for the purposes of functional progression is recent, little is known about the benefits perceived by these employees after taking the course.

The qualitative approach was used (HAIR JR. et al., 2005), since the data describe a systematization, without measurements or direct assignment of numbers.

Thus, the educational proposals of the Programs were analyzed on the Sucupira Platform, representing a guiding question: What teaching-learning methodologies have been proposed in the *stricto sensu* graduate programs, in the master's courses taken by TJPE employees?

The next section presents the main findings obtained from the data analysis and a discussion of these findings.

4 RESULTS AND DISCUSSION

This section presents a brief description of the sample investigated, the main findings and a discussion of the relevance and implications of these findings.

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The report with the list of all employees who have already completed the master's degree was requested from the TJPE Human Resources Management Department and the teaching methodologies proposed in the Programs of 34 master's courses were analyzed, in 23 higher education institutions, corresponding to 100% of the target institutions; 12 of them within the State of Pernambuco and 11 outside the State.

To conduct the research, the Sucupira Platform was consulted on the Capes website, searching for the entity and course, to analyze qualitative data regarding the teaching methodologies proposed in Programs of the respective higher education institutions, in the master's courses taken by TJPE employees.

In order to conduct the analyses, a table was created, listing the entities, courses and teaching methodologies declared by the courses, and these were associated with the traditional and/or active teaching-learning methodologies.

From the sample, it can be seen that only data from national courses are included, which is why the Master's course in Educational Sciences - from Veni Creator Christian University,

the Law course - from the Autonomous University of Lisbon, and the Social Psychology course - from the University of Barcelona, do not appear registered on the Sucupira Platform.

From the information obtained about the Teaching Methodologies, in the proposal of the Programs of the Master's courses taken by TJPE employees, it is clear that some institutions declared using a teaching methodology different from the traditional one; others said they use an innovative methodology, but did not specify what one; others explicitly stated that they use the traditional methodology; and others did not mention anything about the teaching methodology adopted, which, for these, was standardized in this work, with the use of the term “not found”. Table 2 shows the distribution of this information among the courses.

Table 2 – Distribution of information on the use of teaching-learning methodologies in master's courses taken by TJPE employees

Information on the use of teaching-learning methodologies in master's courses	%
Says it uses different methodologies and specifies them	26%
Says it uses different methodologies and does not specify them	12%
Does not use different methodologies or only suggests some	35%
Not found	18%
Course not formally recorded	9%

Source: Author

Of the 34 courses investigated, many mention innovative teaching-learning methodologies in their master's programs, but do not mention which methodologies are said to be used in practice, nor do they show different possibilities for using strategies related to active methodologies; many mention technology and state-of-the-art equipment, but do not mention practical projects with a variety of methodologies considered active and that can be developed using this technology.

In the Program proposals, it was noted that there is a higher education institution that recognizes the student as the center and protagonist of their learning; that proposes to stimulate active learning, using diverse methodologies (although some do not specify them); that talks about independent studies (such as the flipped classroom); that talks about objectives, planning, meaningful learning and assessment; and, in the same way that it suggests preparing expository, didactic, clear and attractive classes, it suggests stimulating discussions with real

cases. In fact, this issue is raised by the FBV Wyden University Center, in its Master's Program in Business Management:

It is important to highlight that there is a concept that the teaching-learning process needs to consider the specificities of each student. Thus, the courses offered by UniFBV are supported by pedagogical projects that seek to: develop a solid generalist education; encourage independent study practices; stimulate the development of skills; strengthen the connection between theory and practice, valuing individual and collective research, practical classes in the laboratory, as well as internships and participation in extension activities and social responsibility programs.

Just like the Catholic University of Santos, which mentions active methodologies in its Law course, with the use of thematic seminars in almost all disciplines and group discussions:

Several teaching and learning strategies were part of the Program's training scenario, with emphasis on the so-called active methodologies. The use of thematic seminars in almost all disciplines, the holding of conferences, group discussions of Axis-Themes identified by students, as well as the use of some videos and software, were some of the strategies incorporated and used.

Another institution that mentions the application of active methodologies in its Program proposal is the University of Fortaleza, in its Law and Management of Conflicts course, which seems to focus on project-based learning:

The arrangement of the tables, the types of chairs, the technological resources, among other aspects, were designed to facilitate the application of active methodologies centered on the student and teamwork, and focused on the construction of projects. Constant proposal of didactic innovations that incorporate new teaching and learning methodologies.

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Among those institutions that mention innovative teaching-learning methodology in their Master's Programs, but do not specify which one, we could mention Faculdade Damas da Instrução Cristã, which in its Law course:

Provide teaching, research and extension practices, at the *stricto sensu* postgraduate level, interdisciplinary and transdisciplinary, through integration with other fields of knowledge production, aiming to address legal experience, according to the institutional mission.

Thus, mention can also be made of the Federal Institute of Education, Science and Technology of Pernambuco, which in its Master's Program in Environmental Management speaks of students/researchers as protagonists in their own knowledge construction, without, however, inferring which teaching methodology to apply:

The teaching is focused on breaking with traditional learning, encouraging students to develop applied research that brings innovation linked to the necessary provision of service and awakening the willingness to be of service to society and to dedicate themselves with zeal to building this path.

There is still a perception of institutions that explicitly emphasize lectures. Here, we can mention the Federal University of Viçosa, which in its Zootechnics course program only states: "all classrooms are equipped with computers and projectors that allow for improvements

in the presentation of classes, seminars, symposiums and conferences”; as well as the State University of Bahia, which in its Education, Culture and Semi-Arid Territories course program, although it emphasizes lectures, the text of the proposal suggests combining the traditional methodology with field classes, emphasizing:

Also as didactic-pedagogical procedures, lectures and debates stand out. Films, documentaries and visits to places are used as field classes, as well as visits by professionals from other institutions. Another system adopted in the classes is to encourage students to record discussions, with a view to producing a memory of each of the classes, so that at the end of the workload they have material to prepare and publish an article related to the theme of the classes.

Thus, based on the analysis, despite the proposals presented in the course programs, the results suggest that the traditional methodology is more frequently used, with a predominance of lectures.

This hypothesis, although it seems reasonable, deserves to be understood in the sense that some institutions seem to try to combine this concentration of lectures with activities outside the classroom, such as field trips or the creation of a discipline of seminars, for example.

This premise serves as inspiration for thinking about the focus of interest, trying to argue that, no matter how good the lectures are, the use of audiovisual and multimedia resources, no matter how good the equipment, the use of technology, teaching can remain traditional unless the teacher is motivated, and acts as a facilitator, guide and motivator of the students, so that meaningful learning can occur. Using, of course, teaching methodologies that involve students in the collective commitment to learning, doing, building and transforming.

5 FINAL REMARKS

The study presented identified the proposal for a master's degree with application oriented to the field of professional activity and the significant understanding of how teaching-learning methodologies have been understood, questioned and placed as a new attitude in everyday life, as strategies that facilitate learning.

The analysis of the sample reveals the relative frequency regarding the nature of the postgraduate programs that involved the use of active methodologies in Higher Education Institutions where TJPE employees completed their master's degrees.

This study revealed that, despite being challenging in the educational context, at its different levels of education, the use of active methodologies is perceived as a paradigm shift in *stricto sensu* postgraduate studies, which are also described in this space. It is interesting to note that the author, a master's student in Educational Sciences at Veni Creator Christian

University, was able to make this connection, having verified that in the course, in the discipline *Higher Education Methodologies*, active methodologies were also used, with the aim of creating situations of student engagement and providing significant learning.

Regarding active teaching-learning methodologies in master's degrees taken by TJPE employees, it is possible to imagine, but it seems impossible, for now, to predict the impacts produced as a result of the use of these strategies in professional master's degrees, and in what quantity or intensity.

Therefore, to speak of the contribution of active teaching methodologies to a quality master's degree, so that advanced professional practice can occur, helping to solve problems and generate and apply innovative processes in the development of daily activities, requires a more in-depth investigation, including the perception of master's students when taking their courses, regarding the methodologies used; whether they perceive both the need and relevance of using active methodologies that prioritize engagement, the involvement of students in the learning process, and the benefits and challenges of their use. Hence, this article presents itself as a contribution, albeit embryonic, to the understanding of proposals that are part of a perspective of active teaching-learning methodologies on *stricto sensu* postgraduate courses, as an incentive to the development of other research and new investigations in this context, in order to clarify further and validate different application strategies. It is also sought to facilitate the expansion and dissemination of these active methodologies, which have proven to be so positive and effective in the teaching-learning process.

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Therefore, as suggestions for future work, new studies are proposed that seek to collect quantitative and qualitative information aimed at measuring the impacts of the use of active teaching methodologies, in *stricto sensu* postgraduate settings, so that they are representative of the actual gains in learning, in order to build quality indicators aimed at the training of critical and autonomous professionals, who are able to reach a contextualized understanding of reality, for intervention and transformation, when necessary

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