

# International Journal of Human Sciences Research

## EXPLORING THE BOOKLET FEDERAL JUSTICE GOES TO THE CITIZEN IN THE CONTEXT OF CYBERCULTURE

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The work was originally published at the III International and VI National Symposium on Digital Technologies in Education (SNTDE), online event 2021, at the institution: Federal University of Maranhão (UFMA).

**Abstract:** The research discusses the application of digital literacy to encourage students to access digital justice in order to investigate the booklet *Federal Justice goes to the citizen*, exposed in the public access database of the electronic portal of the Federal Regional Court of the 2nd Region (TRF2). It aims to make an analysis of the interdisciplinary educational practice formulated for students of the High School course concurrent with that of computer technician at the Federal Institute. This is a documentary research with a bibliographic procedure, triggered by exploratory studies and a qualitative approach. It denotes an interdisciplinary educational practice as a consistent methodological insertion to encourage access to digital justice by instilling in students the exploration of the TRF2 portal and the creation of slides based on the detailed booklet. It is inferred that the unraveled work reveals a way to promote a rapprochement between justice and society, reverberating the common good.

**Keywords:** Interdisciplinary educational practice, *Booklet Federal Justice goes to the citizen*, digital literacy.

## INTRODUCTION

The guidelines for the organizational strategic planning of the Judiciary in Brazil are defined by the National Council of Justice (CNJ), which consolidates the coordinates for the period 2021-2026 in Resolution n° 325/2020. This, in turn, brings together the macro challenges to be overcome in the identified sexennium, organized into horizons: society, internal processes, as well as learning and growth.

Based on this, it is observed that the society aspect is made explicit as a priority in the panorama of the National Strategy of the Judiciary Power contained in the resolution in question. In this regard, it is evident from

the perspective of society: guaranteeing fundamental rights and strengthening the institutional relationship between the Judiciary and society.

Considering these points, the present study works on the construction of an interdisciplinary educational practice with the aim of familiarizing students with electronic justice. For this reason, it chooses the context of the high school course coupled with the computer technician course at the Federal Institute. The referred didactic composition interconnects in the curricular dimension of Art Teaching, the concepts of digital literacy and Citizen Justice. In this investigative field, the booklet named *Federal Justice goes to the citizen*, disseminated in the public access database of the electronic portal of the Federal Regional Court of the 2nd Region (TRF2), is considered interesting for academic purposes.

Under this reflection, the research aims to answer this question: How to encourage access to digital justice in the scenario of the High School course concomitant with the course of technician in informatics of the Federal Institute in the curricular dimension of the subject of Art Teaching based on the booklet *Does Federal Justice go to the citizen?*

The general objective of the research on screen is to analyze the interdisciplinary educational practice that focuses on stimulating concepts related to the accessibility of digital justice in the indicated bias. For this reason, the specific objectives are: (i) to investigate the booklet *Federal Justice goes to the citizen*; (ii) raise the main assumptions for the elaboration of the transversal/interdisciplinary educational practice; and (iii) unveil a proposal for an interdisciplinary educational practice that fosters the learning of knowledge about Art associated with digital literacy and citizenship to activate points of cognition related to access to digital justice.

This work is important in view of the fact

that it creates a methodological possibility that privileges the fundamental and social right to education. Furthermore, the investigation is significant, as it strengthens the institutional relationship between the Judiciary and society, one of the macro challenges stipulated in the strategic planning of the Judiciary for the 2021-2026 sexennium. In fact, the temporal relevance of the research is clear, as the Sustainable Development Goals (SDGs) in Brazil, from the United Nations (UN) Agenda 2030, include SDG 4: quality education. In this unraveling of ideas, the academic relevance of the analysis carried out is verified, since it ventilates a pedagogical formulation that pays attention to the content of SDG 4. In addition, the significance of the appreciation is observed, since it involves the social reach to the direct the initiative to public education students.

Therefore, the work in focus is formatted in the following sequence. After informing the main notes of the research in the introductory segment, it unveils the theoretical conceptions that underlie the line of thought discussed in this scientific communication. Soon after, it delimits the methodologies undertaken in the disentangled investigation. After that, it explains about the analysis of the results in an interconnection with the theorists' dialogues and comments. It also indicates the diagnosed findings, as well as the sources that helped in carrying out the study.

It is a documentary-bibliographic research with an exploratory purpose and a qualitative approach.

## THEORETICAL REFERENCE

Education in the Brazilian legal system is conceived as a fundamental and social right (BRASIL, 1988). Consolidating its expressiveness, article 205 of the Brazilian Federal Constitution of 1988 takes care to conceptualize it as “[...] the right of all and

the duty of the State and the family [...]” (BRASIL, 1988, n.p.). This way, education must be carried out and stimulated with the cooperation of society, aiming at the perfect improvement of the subject, his training for the performance of rights and duties in addition to professionalization (BRASIL, 1988).

The discourse on education nowadays gains international repercussions due to SDG 4: quality education (ONU, 2021). Within this discussion wheel, the importance of re-signifying the teaching-learning process is highlighted, increasing the educational environment with resources of a technological nature in order to streamline the teaching-learning process. In this logic, it is convenient that the treatment of such matter encompasses aspects of digital culture.

Therefore, the raised reflections concern the teaching practices that permeate criteria linked to cyberspace. This way, the academic interactions harmonized here translate perceptions related to digital literacy as an impact factor in the corresponding to quality education under the prism of SDG 4 in Brazil, of the UN 2030 Agenda. In this path of studies, when talking about education, it is opportune to bring the voice of Freire (1992), considering that he presents the following intellectual contribution:

The learner recognizes himself by knowing the objects, discovering that he is capable of knowing, watching the immersion of meanings in the process of which he also becomes a critical signifier. More than being educated because of any reason, **the learner needs to become learner by assuming himself as a knowing subject** and not as an incidence of the educator's discourse. This is where, ultimately, the great political importance of the act of teaching lies. [...]. (FREIRE, 1992, p. 24, this stretch was highlighted by us).

In this regard, it is inferred the pertinence

of the student to assume the role of protagonist in the teaching-learning process. The Freirean postulation is consistent with the evidence denoted in contemporary times. This is because more and more studies and educational experiences emphasize the coherence of the teaching developed with the placement of the student as the main person responsible for the construction of knowledge. In turn, Tavares (2008) draws attention to the need for teachers to immerse themselves in the technological and modern context, to unveil the appropriate tools for the dynamics of learning, to include the students in this current aspect. Based on this articulation, the relevance of studies that examine ideas that unite the practical teaching factor with the media side is considered. In this reasoning, it is worth noting:

We live in the era of education 4.0, whose purpose is to incorporate technology into education, helping in the teaching and learning process. The term refers to the technological revolution we are witnessing, in which computational language, intelligent machines, robotic systems, new media, applications, games, software and many other technologies are being developed to streamline processes in the most diverse social sectors. Digital literacy has been one of the great pillars of education 4.0, as it constitutes the basis for technological understanding, it is a new model of literacy in this new world for students, preparing them in a complete way for the market of 21st century work. (QUEIROS; PIOVESAN, 2021, p. 174).

Based on the position defended by the above authors, the degree of positive impact of conceptions related to digital literacy in the pedagogical space is revealed, since it is currently essential to stimulate the interpretation of information in the context of cyberculture. In addition, “the school culture must no longer remain closed in its historically instituted teaching and learning

methods, fleeing from an increasingly existing reality: the use of digital technologies and the Internet [...]”. (DE PAULA *et al.*, 2018, p. 222).

In this line, in the field of Education there are challenges to provide this digital literacy in the face of different contexts and social factors verified in the reality of different educational institutions. From this point, reflection and maturation of ideas that touch the best reach of virtual inclusion of a social and pedagogical nature is imposed. Considering these vectors, it is considered relevant to trigger citizenship lessons. Then:

Such citizenship, like anything else, has to be learned. Young people do not become good citizens by accident, just as they do not accidentally become good professionals in different areas. It is necessary to provide them with the necessary encouragement to learn to know, act and think as citizens. (CONSTITUIÇÃO... 2015, n.p.).

Therefore, citizenship “is everything that has to do with being a citizen. It means being protected and having your rights fully guaranteed by the State, as well as having a duty to respect the law. It is the set of rights and duties that allows the person to participate in the construction of society.” (BRASIL, 2018, p. 22). Interpreting such arguments, it is deduced that the consubstantiation of citizenship permeates the notion of rights and duties. In this line of explanation, when engaging in the path leading to knowledge, Tavares (2008) records the following teaching:

It is in the learning environment that the interdisciplinary teacher exercises his detachment, his boldness and his possibilities for cooperation and dialogue. It is in day-to-day life that this teacher uses his own willingness to unlearn as an instrument, to break with his routine, dogmatic, conservative and overbearing practice. In an act of humility, he starts to exercise critical reflection on knowledge, and his pedagogical practices are built and transformed with the other. (TAVARES, 2008, p. 142-143).

Respecting the view set out above, the significance of the teacher's performance in the system that involves a dynamic in the procedures for the elaboration of interdisciplinary educational practices is observed. This way, the fundamentals of theoretical origin that sediment the investigative line of this research were externalized.

## METHODOLOGY

The present work consists of a documentary research that brings together a bibliographic procedure. It adds studies of exploratory intents interconnected with the qualitative research approach. Given this, it is appropriate to list the concepts that define and underpin such research classifications.

In this academic route, with regard to documentary research, Mazucato (2018, p. 69) teaches that these research modalities: "[...] have as a primordial characteristic, when considering the source of scientific work, the use of historical, institutional, associative, public, private, official or unofficial artifacts/materials/subsidies [...]" Based on this perception, it is revealed that the research in question is documental.

When looking back at bibliographic research, it is clear that: "[...] it covers all bibliographies found in the public domain, such as: books, magazines, monographs, theses, internet articles, etc. (CASTILHO; BORGES; PEREIRA, 2014, p. 19). Under this prism, it is denoted that the research on screen is bibliographical.

With regard to exploratory research, Prodanov and Freitas (2013) point out that it has the aim of providing more understanding about the content to be unraveled. It is observed that the exploratory research aims to bring researchers closer to the object of investigation to be unraveled. The vision of Reis (2018, p. 21) is noticeable, which

contemplates exploratory research in these terms: "[...] its purpose is to familiarize the researcher with the study problem [...]. (REIS, 2018, p. 21). It appears, based on the understandings expressed, that the research in focus is exploratory.

When focusing on qualitative research, it is worth writing: "[...] in this model, the use of a statistical instrument is not prioritized. It means that with regard to its results, the factor of measuring or numbering the categories is not used". (FRASSON; OLIVEIRA JÚNIOR, 2010, p. 96). It appears, supported by the position of this writer, that the research in question is qualitative.

In summary, the research organized in this article presents in the introductory text the central points of this analytical work. It also informs the academic postulations that anchor the line of studies detached from exploratory analysis. It reduces, then, the methodologies used to carry out this documentary-bibliographical research.

It also articulates the main findings of this exploratory examination, exchanging with the interaction of scholars of the subject discussed, in addition to the discussions. It also scores the inferences raised in the analytical examination. It closes the writing listing the references that helped to build and sustain the research.

Therefore, it concerns a documentary research linked to the bibliographic procedure, with an exploratory intention and a qualitative approach. Then, the scientific research methodology strategies employed to compose this work were exposed, which shows the results in the analysis and discussion section written below.

## PRESENTATION AND DISCUSSION OF RESULTS

It is known that quality education embodies SDG 4 in Brazil of the UN Agenda 2030 (ONU,



2021). In this logic, the temporal relevance of studies that touch on quality education is deduced. In this regard, it is worth noting that education is conceived as a fundamental right in the Brazilian legal system (BRASIL, 1988), in addition to being categorized as a social right (BRASIL, 1988).

By the way, when discussing fundamental rights, it is important to emphasize that the guarantee of fundamental rights as well as the strengthening of the Judiciary's institutional relationship with society are strategic priorities for the management of the Brazilian Judiciary, related to the society segment, for the period 2021-2026 (CNJ, 2020). It is appropriate to emphasize that the Federal Justice Council (CJF) endeavored to create the specific strategic planning of the Federal Justice for the 2021-2026 sexennium organized in Resolution no 668/2020 (CJF, 2020), contemplating the points highlighted in compliance with the dictates of the national matrix.

In this unfolding of ideas, with a view to working on an adequate methodological solution to boost the scope of the macro challenges identified in the society dimension, the booklet entitled Federal Justice goes to the citizen is identified as interesting material for the development of academic studies, inserted in the public access database of the electronic portal of the TRF2, containing the cover shown in Figure 1.

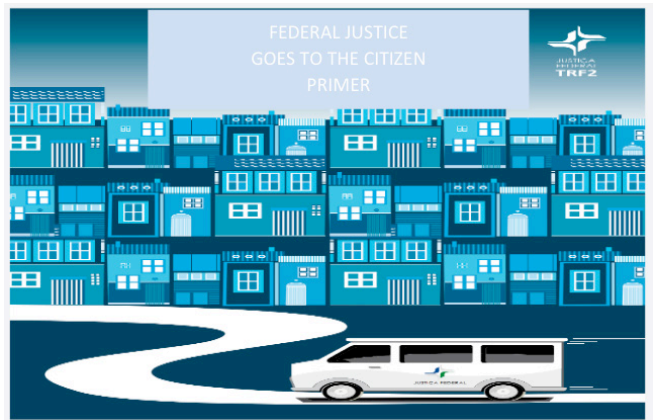


Figure 1 - Booklet Federal Justice goes to the citizen

Source: Brasil (2016).

Thus, in order to answer the research question, a didactic solution is created that favors learning from the booklet raised. From this point of view, Table 1 brings together the pedagogical composition elaborated with the aim of translating the material object of the study in the context of the Federal Institute that includes the High School course integrated with that of computer technician (IFMA, 2018). In this sense, check Table 1.

SUMMARY OF THE PEDAGOGICAL FORMULATION
Target Audience: High School integrated into the technical course in informatics at the Federal Institute.
Title: Exploring the primer Federal Justice goes to the citizen in the context of cyberculture.
General Objective: Encourage students to learn about Art from the perspective of the culture of digital justice in the dimension of the TRF2 electronic portal. Specific objectives: - Stimulate the students' teaching-learning process through the use of tools linked to the virtual universe; - Sensitize students about the possibility of modeling the booklet explored on the horizon of the media world to give a new meaning to teaching.
Content: Artistic production and citizenship.
Area of Knowledge: Art Teaching. Interdisciplinary themes: Ethics and Citizenship.
Necessary material: Booklet: Federal Justice goes to the citizen, data-show projector, internet.

Planned Steps [Application in the Institute's computer lab]:  
1st step – Inform the purpose of the class.  
2nd stage – Make notes on the concepts of the Federal Justice of the 2nd Region.  
3rd stage – Display on slides and figures obtained in the booklet Federal Justice goes to the citizen, permeated by keywords displayed in different colors.  
4th stage – Ask students to access the TRF2 portal to download the booklet studied with a view to preparing slides using the pictures from the booklet Federal Justice goes to the citizen, and translating the central ideas of the texts into core words.  
- Work on social inclusion with the assistance of a Pounds teacher.

Table 1 – General overview of the methodological solution – Curricular dimension of Art Teaching - Interdisciplinary Educational Practice

Source: Authors (2021).

It appears that the proposed proposal encourages access to the culture of digital justice by encouraging students to get to know the TRF2 electronic portal. This way, students are invited to navigate the virtual space in order to acquire knowledge related to the Federal Justice of the 2nd Region. Furthermore, when preparing slides based on the surveyed booklet, learners tend to assimilate cyberculture concepts in the context of appreciated justice: Federal Justice of the 2nd Region. It is revealed that the formulated [good] practice involves low costs for implementation and focuses on the effectiveness of the teaching-learning process.

It is widely known that education is considered a fundamental and social right in accordance with the provisions contained in the Brazilian Federal Constitution of 1988 (BRASIL, 1988). In fact, “it will be promoted and encouraged with the collaboration of society, aiming at the full development of the person, his preparation for the exercise of citizenship and his qualification for work.” (BRASIL, 1988).

In this line, it raises the re-signification of learning driven by the translation of consolidated concepts in the booklet object

of analysis to the perspective of (multi) digital literacy. It must be noted that the (re) configuration of the booklet adopts a different look, since it is now modeled for the appearance of slides, showing illustrations and keywords that tend to streamline rereading and teaching in the cybernetic landscape. In this maturation of ideas, urges to conclude:

In addition to incorporating fundamental rights as an explicit conceptual framework for social public policies and acknowledging that they impose certain limits on state action, policies with a rights approach face the great task of recognizing and confronting poverty, vulnerability and social exclusion, phenomena contrary to fundamental rights and, specifically, to seek to do everything to overcome situations of state inertia so that, at least, the constitutional duty of guaranteeing an adequate standard of living is fulfilled. Such situations of social hardship are inadmissible in a Social State based on the rule of law. (CARVALHO, 2019, p. 791).

It is reaffirmed that quality education is SDG 4 in Brazil, referring to the UN Agenda 2030 (ONU, 2021). It must be noted that the research discusses education in terms of fundamental and social rights. It also explains about education from a pedagogical perspective by revealing an interdisciplinary educational practice aimed at intensifying the teaching-learning process. In this academic journey, lessons related to the culture of digital justice and citizenship are exchanged, awakening an interlocution that harmonizes the relationship between justice and society.

Therefore, the idea disseminated in this paper meets, in particular, this macrochallenge pointed out in the strategic planning of the Brazilian Judiciary Power, established for the 2021-2026 sexennium: strengthening of the institutional relationship of the Judiciary with society. Therefore, it appears that the interdisciplinary educational practice outlined in this investigative study works on the good institutional image of the Federal Justice [of

the 2nd Region] before society.

## FINAL CONSIDERATIONS

This research explains digital literacy as a vector for the exploitation of the booklet Federal Justice goes to the citizen in order to encourage access to digital justice for high school students concurrently with that of a computer technician at the Federal Institute. For this reason, it creates, in the curricular dimension of the Teaching of Art discipline, an interdisciplinary educational practice using teachings of digital literacy in order to give rise to the concept of citizenship and the stimulus to learning about electronic justice.

Therefore, it raises the exploration of the booklet object of the study in the approach of interdisciplinary educational practice to

encourage access to digital justice, in addition to considering the relevant practice, above all, for the strengthening of the institutional relationship of the Judiciary with society. Therefore, this methodological insertion is insinuated, in this investigative trail, as a pedagogical solution aligned with the perspective of long-term planning of the Brazilian Judiciary, period 2021-2026.

It must be noted that the research relates the methodological formulation outlined here with quality education, which is configured as SDG 4 in Brazil, related to the UN 2030 Agenda, by signaling digital literacy as a determinant that leads to the achievement of this SDG. It is argued the pertinence of developing more research linked to the content versed in this article to share new discoveries.

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