

Editorial - RAEP - 1st/2021

Dear readers,

In this first edition of 2021, we would like to share a relevant result achieved by RAEP: among the 120 Brazilian journals listed in the Spell system, perhaps the broadest and most important collection of theoretical knowledge in Administration in the country, RAEP is in 11th place, that is, the journal occupies a privileged position among the best qualified academic publications in Administration. In fact, the evolution has been consistent and significant: in 2017 we occupied the 78th position; in 2018 we evolved to 33rd position. Why did we significantly increase our academic impact in the last years? And what are the perspectives for RAEP?

At the beginning of our work in 2018, one practice we adopted was the dialogue with researchers of teaching and learning in the field of Administration in Brazil. We conduct interviews, surveys, and open a channel for dialogue with faculty and researchers. In this context, we introduced ourselves to the Postgraduate Programs in Administration and started to work with the coordinators of the *stricto sensu* programs. This listening process was something that offered us relevant insights. The information generated by this interaction allowed us to make a strategic plan for the journal and to search for advances and improvements.

In this sense, we adopted Special Calls - one of them international on sustainability teaching and learning and featuring foreign guest editors. We invited experienced and renowned researchers from cross-cutting areas such as Public Administration and Government and Sustainability for a historical overview and the state of the art of the research process, teaching and learning. We introduced the audio-case feature in which the authors of the Teaching Cases could narrate relevant parts in addition to the written material. In addition, we have inaugurated a section called "Techniques and Tools for Research and Learning" in which teachers and researchers are encouraged to share their practical and applied knowledge for the benefit of the academic community. Finally, particularly for undergraduate business courses, we have reinforced and encouraged the publication of Teaching Cases in all issues.

It is worth mentioning the unconditional support of the National Association of Undergraduate Business Administration Courses - ANGRAD throughout RAEP's existence since the year 2000. We must recognize that the previous scientific editors paved a prosperous and favorable way for us to further increase RAEP's relevance in the current context.

In this 1st issue of 2021, we present four articles, two teaching cases, and one paper in the Teaching and Research Resources and Techniques section. The first article “Questionnaire Planning: Unifying Knowledge in Market Research and Psychometrics” by authors Gustavo Henrique Silva de Souza, Instituto Federal de Educação Ciência e Tecnologia do Norte de Minas Gerais, Jorge Artur Peçanha de Miranda Coelho, Universidade Federal de Alagoas, Nilton Cesar Lima, Universidade Federal de Uberlândia, Josmário de Albuquerque Silva, The Open University, and Germano Gabriel Lima Esteves, Universidade de Rio Verde, had as its main objective the contribution to the field of knowledge in psychometrics and market research, in order to provide a broader spectrum for the usability of instruments for decision making with greater methodological robustness.

The next article by the authors Eduardo Henrique Celestino and Adriana Backx Noronha, both from FEA-USP, entitled “Blended learning: a systematic review on advantages and disadvantages in the perception of students and impacts on higher education institutions” sought to identify which are the impacts verified from the perspective of higher education institutions (HEI) and students with the adoption of blended learning. This research constitutes a relevant source for those involved in the implementation of blended learning.

The third article “Internationalization in Higher Education and Brazil as a Case Study” by Marcia Cristina Alves dos Anjos Almeida, Pontifícia Universidade Católica do Paraná, Angelo Marcio Oliveira Santanna, Universidade Federal da Bahia, and Edson Pinheiro de Lima, Pontifícia Universidade Católica do Paraná, intended to draw a diagnosis of the internationalization of Brazilian higher education in the form of a case study. The central contribution of this research is the comparative perspective of internationalization among different types of HEIs.

Next, we present the article entitled “Who teaches me how to teach? Activities for the Exercise of Teaching” by the authors Fabiana Frigo Souza, Universidade Federal de Santa Catarina, Antonio Nadson Mascarenhas Souza, Universidade

Positivo and Centro Universitário Campos de Andrade both from PR, Romualdo Douglas Colauto and Flaviano Costa, both from the Universidade Federal do Paraná. This article deals with the teaching and learning activities that are developed in the stricto sensu post-graduation course in Accounting and Administration for the exercise of teaching activities. Indeed, the authors ask, are the master's and doctoral programs preparing their students for the exercise of teaching?

The first Teaching Case entitled “From “Off” to “On” in the Wholesale Fashion Market: the Potential of Digital Influencers” and which was written by Ricardo Limongi, Universidade Federal de Goiás, Ana Paula Cândida Dias, Pontificia Universidade Católica de Goiás, André Luiz Barbosa da Silva, Denise Santos de Oliveira and Otávio Bandeira de Lamônica Freire, academics with diverse professional activities, aims to analyze the implementation of the online channel of a fashion wholesale mall, seeking to foster debates about the challenges in choosing digital influencers.

The next Case written by Greice Martins Gomes, Dell Computers do Brasil, and by the academics Henrique Martins de Soares and Ney Roberto Vattimo Bruck, whose title is “A Vez em que a Burocracia Estava Escondida no Banheiro” (The Time When Bureaucracy Was Hidden in the Bathroom) seeks to contrast situations of our daily lives in the most varied organizational forms, analyzed through the Weberian bureaucracy viewpoint, and reflections about collective and organizational constructions more focused on a perspective of autonomy and emancipation of the individuals. This type of tension and debate seems to us to be a relevant theme in the education of students in the various Administration courses in the country.

The section on Teaching and Research Resources and Techniques presents the work entitled “Quantitative Text Analysis: Presentation and Operationalization of the Technique via R Language on Twitter” by the authors Gustavo Henrique Souza, Instituto Federal de Educação Ciência e Tecnologia do Norte de Minas Gerais, Jorge Artur Peçanha de Miranda Coelho, Universidade Federal de Alagoas, Nilton Cesar Lima, Universidade Federal de Uberlândia, Josmário de Albuquerque Silva, The Open University, and Germano Gabriel Lima Esteves, Universidade de Rio Verde, which seeks to broaden the spectrum for the usability of decision-making tools with greater methodological robustness, i.e., it is a research with theoretical and applied importance.

Having presented the work of this first edition of 2021, it is worth mentioning

that the year 2020 was a tense period, full of anguish and considerable challenges. The pandemic of covid-19 tested our resilience and our levels of flexibility in the face of the critical situations to which we were submitted. We had to look for alternatives for our classes, research, and even for our extension projects.

In this context, I would like to express my deepest thanks to the RAEP executive team that has accompanied us during the past years. Even in the face of so many challenges, they supported us so that RAEP could continue even during the pandemic. Gratitude to the editorial team for all that they have done for the journal!

I would like to take this opportunity to announce the arrival of a new Executive Editor at RAEP starting in 2021: Caio Sousa who has a Master's degree in Administration from FEI and is an advisor for the Executive Coordination of Technological Graduation at FGV. We wish Caio every success and may RAEP be a space for significant achievements.

We would like to wish our readers a healthy 2021, with excellent learning, both in teaching and in research, and that the area of Administration may advance despite the challenges we face. I am convinced that we are on the right track, that is, combining academic relevance and concrete benefit to those who work in the classroom in undergraduate courses all over the country. For this reason, we believe that RAEP will increase even more its theoretical and empirical relevance in the coming years.
