

Editorial – RAEP – 2nd/2021

Dear Readers,

In the 1st issue we highlight the important achievement of being among the first academic journals in the country in the Administration area according to the Spell system. This privileged position is the result of a construction over the last years. In this context, I would like to mention our permanent commitment to conciliate academic rigor - privileging theoretical findings and empirical contributions in the teaching and learning process - with the concrete demands of professors, especially those of undergraduate courses in Administration in Brazil, in line with the institutional mission of the National Association of Undergraduate Courses in Administration - ANGRAD, our sponsor.

In this context, we would like to announce a Special Call on the theme of “Teaching Cases” to be held in the 3rd edition of 2021. For this purpose, we have invited qualified and recognized editors in this theme. Under the coordination of Prof. Edson Kenji Kondo (FGV), PhD by Harvard University, and member of the alumni association of this prestigious university, world reference in Teaching Cases, the professors Anielson Barbosa da Silva (UFPB), Coordinator of the Center for Studies in Learning and Knowledge, former director of ANPAD and one of the main references in the area of Teaching and Research in the country, Gaspar Giacomini (ESPM), national coordinator of the Cases Center of ESPM, and Prof. Anete Alberton (UNIVALI), with teaching cases in journals such as TAC - Revista de Tecnologias de Administração e Contabilidade da ANPAD and RAC - Revista de Administração Contemporânea, besides being the leader in this theme in the EPQ/ANPAD division.

The 2nd edition 2021 is composed of five articles, one case for teaching and one book review. The first article entitled “Learning Environment and Business Games: the perception of students” by Tatiani Schmitt, Anete Alberton, Marco Aurélio Butzke, Francine Simas Neves (UNIVALI) sought to analyze the perception of students about business games in a virtual learning environment in two universities in Santa Catarina. This is a relevant research, because it offers subsidies to teachers

in order to seek improvement in the teaching-learning process, especially in the use of business games in a virtual application context.

The next article was written by Clécio Falcão Araujo, Ricardo Saraiva Frio, Caroline da Rosa, Patrícia Rodrigues da Silva (PUCRS and UNIJUI) and was entitled “Classroom Value Co-creation as an Antecedent of Higher Education Student Engagement”. The authors sought to analyze the effect of value co-creation in the classroom as an antecedent of higher education institution students’ engagement from a sample of 320 university students. From the results achieved, professors and managers can encourage this type of practice to generate more engagement in the classroom.

The third article “Interactive Qualitative Analysis: a methodological contribution to sustainability research” written by Silvia Ferraz de Tommaso, Ivete Rodrigues and Vanessa Pinsky (FIA) discussed the use of the Interactive Qualitative Analysis (IQA) method for operationalizing a research that investigated the adoption of shared value strategies in large companies. This research adds value to the academic practice because, using an innovative approach, the authors present us with an in-depth discussion on the use of IQA in sustainability-related research.

Next, we have the article “Nurturing the Seeds of Sustainability Education: Information Regime in Brazilian Public Hei” which was written by Ursula Maruyama, Liz-Rejane Issberner and Patrícia Andrea do Prado Rios (CEFET-RJ, IBICT and Northumbria University) with the objective of investigating the commitment of the Federal Network of Professional Scientific and Technological Education (RFEPCT) with environmental issues from a more holistic perspective, constituting a reference in terms of original mapping in particular to RFEPCT, but not exclusively.

The fifth article “Crowdlearning: Strategy Facing Learning Challenges in Higher Education” and written by Adylson Sá dos Santos Filho and Afonso Carneiro Lima (University of Fortaleza) sought to investigate the main difficulties of learning by students of higher education in EaD modality and, in this context, discuss the operational viability of a crowdlearning platform from the perspective of the dynamics of interaction. This research contributes by associating the principles of collaborative economy applied to learning, as well as the application of crowdlearning in private HEIs, considering the structural, cognitive and operational challenges in this type of educational institution.

Under the title “Can Collaboration Help Overcome Crises? Caso Moschetti S/A Embalagens”, the authors Virginia Moreira and Douglas Wegner (UNISINOS) presented a case for teaching that deals with a subject of broad interest, which is the current pandemic crisis. Thus, the authors presented Moschetti Embalagens in terms of its adaptation to the crisis scenario caused by the coronavirus pandemic, with a special focus on how the company’s networking capabilities were fundamental at that moment.

We close this 2nd edition with a review of the book “Innovation in Emerging Markets” written by Henrique Machado Barros, professor of the Graduate Program in Administration at FEI, and Shih Chih Hsun, doctoral student at FEI. This book was organized by professors Roberto Bernardes, Felipe Mendes Borini, Dennys Eduardo Rosseto and Rafael Morais Pereira and received the Belmiro Siqueira Award as the best book in the area of Administration by the Federal Administration Council - CFA in 2019. This is a relevant publication for Brazilian professors and researchers, as it deals with a theme that is valued in management and entrepreneurship courses, and that has increasingly attracted the attention of foreign academics. Its content is attractive and, probably, one of the few works in the world in which emblematic cases were presented, illustrating the types of innovation typical of emerging markets.

We take this opportunity to reinforce our invitation to teachers and researchers to submit their research, reviews, teaching cases, and teaching and learning tools in the context of the Special Call on Teaching Cases. Undoubtedly, this will be an edition that will offer even more highlight to one of the most traditional and relevant methodologies for teaching and learning, contributing to the strengthening of scientific and applied production in our country.

We wish you all a great read!