

## Editorial - RAEP 1st edition 2022

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Dear Readers

When we took over the journal *Administração: Ensino & Pesquisa - RAEP* in 2018, our strategic proposal was to reconcile relevance and academic rigor with the continuation of relevant and useful publications in the scope of undergraduate courses in Administration in the country. To fulfill this purpose, we actively listened to professors and researchers from different parts of Brazil in order to understand alternatives and innovations.

It was from this listening that we were able to include improvements such as: audio cases as complementary material to the Teaching Cases; adding articles on trends in fields of knowledge with senior researchers, leaders and academic references; adopting thematic Special Calls, including an international one on Sustainability; stimulating the publication of “teaching and research techniques and tools” - material applied both for teachers and researchers. At the same time, and because we understand the importance of Teaching Cases, especially for undergraduate teachers, we give preference to this type of material in all editions.

In 2017, RAEP ranked 78th in the Spell ranking in a universe of 120 Brazilian journals. At the end of 2021, after intense work, and by seeking to follow the strategic planning of 2018, we reached 1st place! Undoubtedly, the result of a continuous and collective effort that began in 2000. It is always important to register that without the support of the National Association of Undergraduate Courses - ANGRAD, its Scientific Editors, Presidents, Directors, Advisors, and administrative team, we would have hardly achieved this result. We would like to thank all the authors who shared their knowledge, findings and experiences through RAEP.

Even with this historic result, RAEP will undergo a relevant change in its Editorial and Scientific Boards, strengthening them in view of the journal's maturation process and its medium and long term plans. In other words, we know that there is much to be improved in order for RAEP to play an increasingly important role in Administration teaching and research in Brazil.

The 1st issue 2022 consists of four scientific articles, two teaching cases, and an invited text.

The first article entitled “Study on Personal Values and Meanings Attributed to Work by Undergraduate and Graduate Students” written by Fabiana Pinto de Almeida Bizarria (Universidade da Integração Internacional da Lusofonia Afro-Brasileira: Redenção), Flávia Lorenne Sampaio Barbosa (UFPI), Alexandre Rodrigues Santos (UFPB) and Daniel Felipe Victor Martins (UFRPE) the research contributes for professionals who work in the planning and coordination of student training, at undergraduate and graduate levels, to consider different forms of perception at each of the training levels, in such a way as to be more assertive in their actions for market insertion and meeting local demands.

Next, we have the article “Remote Teaching and Learning: Gaps in the Field of Administration in the Context of the Pandemic of COVID-19” which was written by Ramon Jung Pereira (PUC-MG), Verónica Macário de Oliveira (UFCG), Daniela Viegas da Costa Nascimento (UNA) and Armindo dos Santos de Sousa Teodósio (PUC-MG) and aimed to analyze how to improve remote teaching and learning, both at undergraduate and graduate levels, taking into consideration not only technological factors, but also social, economic and emotional ones. The authors alert to the fact that the pandemic has potentiated social ills and this, unfortunately, has harmed the teaching and learning process.

The third article entitled “Applicable Digital Capabilities for the Education Sector”, written by Rosemeire de Souza Vieira Silva, Matheus Noronha, Marina Sampaio Correa, Cristina Ritta, and Marcos Amatucci, authors working at the ESPM, aimed to map the digital capabilities applicable to the education sector.

With the title “Proposal for the Validation of Qualitative Research Instruments (Vali- Quali)”, the authors Eloisa Torlig, Pedro Resende Junior, Ricardo Fujihara, Gisela Demo, Lana Montezano, researchers from the University of Brasilia (UNB) presented a new guideline for the validation of qualitative research, contributing to this process, which goes beyond the method itself, encouraging researchers to reflect, exercise their autonomy, and support their choices with the academic rigor that all scientific research must present.

The first case for teaching “Conserve or Deconserve? Dilemmas of Carpello Alimentos” by Renata Luiza de Castilho Rossoni, Diogo Barbosa Leite, Silvina Maria

dos Anjos, Manolita Correia Lima, and Silvio Luis de Vasconcellos, authors working at the ESPM, sought to contribute with reflections about two sets of strategic decisions, portrayed as dilemmas, usually common to small and medium-sized companies. A true invitation for teachers to debate such matters with their students.

The second case for teaching was written by Thais Helena Lenzi Vicente, Roberta Pedrini, Cristiane Pauline Souza Felipe, and Hans Peder Behling, professors at the UNIVALI, and was entitled “Friendship, Success, and Expansion: Everything was going well until the Pandemic arrived”. The authors sought to provide reflection on the importance of internal communication in an organization; to illustrate the challenges of internal communication in times of crisis, and to identify opportunities for improvement in the communication process of mass layoffs. In other words, it is a relevant case to be analyzed and debated by students and teachers.

We close this first issue with the guest article “UNIVERSITY: Defending it, as questioning it” written by Professor Emeritus of the UnB Pedro Demo is thought-provoking and provocative from beginning to end and based on the idea that it is necessary to question in order to defend the University given that self-criticism is preferable to self-defense. Prof. Demo argues that the University, in its different facets, needs to fulfill “its promises” and that it is conservative (despite advances). A relevant point for the author is that “We always see only what we can see, especially what we want to see, because “we don’t see things as they are, but as we are”, challenging self-criticism. In this context, it recognizes that Artificial Intelligence deconstructs the impartiality of data and algorithms themselves, as they are inherently permeated by political and ideological processes due to choices, priorities, inclusions, and exclusions. For those who work as teachers and researchers, Prof. Demo’s article is a plate full of provocations, necessary ironies and questionings and, above all, a text that takes a stand and deserves our attention.

Finally, I would like to wish all readers a great 2022, especially in an environment of transition from the COVID-19 pandemic, with much health, joys, and accomplishments.