

Editorial - RAEP 3rd edition 2022

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Dear readers,

Since its launch in the mid-2000s, the journal has maintained the same structure and governance. In the second semester of 2022, due to the advances and maturity of the journal itself, we implemented the following changes: we implemented scientific co-editing, with Prof. Diógenes Bido being the first to occupy this position; we remodeled the Editorial Board with the presence of new members: Prof. Alexandre Gracioso (ESPM), Prof. Antonio de Araujo Freitas Junior (FGV), Prof^a Eda Coutinho Barbosa Machado de Souza (IESB), Prof. Edson Kenji Kondo (FGV), Prof. Edison Simoni (FECAP), Prof. Flávio Vasconcelos (FGV), Prof. Irineu Gustavo Nogueira Giansesi (Insper) and Prof^a Priscila Borin de Oliveira Claro (Insper). A new Scientific Council will be formed in early 2023. Finally, it is worth mentioning the Honorary Council for those who worked at the beginning of the journal as a way of acknowledging our founders.

During the first meeting of the Editorial Board, in October 2022, some changes were approved and will be implemented soon: (i) we will adopt a structured abstract model, i.e., a more objective way for authors to talk about their research, methodologies used, main results and theoretical and applied contributions; (ii) we will separate teaching notes from teaching cases and (iii) following the trends of the best Brazilian journals, we will adopt the APA system. Undoubtedly, these are initiatives that contribute to strengthen RAEP, as well as to value, even more, the researchers who publish in it.

The 3rd edition of 2022 is composed of five scientific articles, two teaching cases and a book review. The book review deals with one of today's main subjects: health and well-being in conjunction with productivity. Keeping the regularity of previous editions, the two teaching cases are true invitations to all Administration teachers who are in search of instigating, consistent, current papers that allow placing students in dilemmas and in a decision-making position. As for the other papers, there is a healthy diversity: two articles in the area of finance, one on the internationalization

of HEIs, an article that focuses on the use of comic strips to stimulate reflection and, finally, a paper on potentials and barriers to the use of active teaching methodologies.

The first article entitled “Financial Education and Sustainability: A Conceptual Framework” written by Renally Fernandes Couto, Kettrin Farias Bem Maracajá and Petruska de Araújo Machado, researchers from the Universidade Federal de Campina Grande (UFCG), is inserted in the field of knowledge about teaching and learning in financial education and sustainability. In this context, the authors present us with the framework with previous elements that are the main factors that influence behavior, such as: construction and monitoring of the personal family budget, the levels of indebtedness, savings and investments, in consumption habits and the production and rejection of waste, among others. It is a relevant article for professors and researchers in the area of finance who are interested in sustainability, i.e. not only in terms of financial return, but also in terms of social and especially environmental benefits.

Next, we have the article “Personal Finance and Current Challenges: A Survey with University Students for Structuring a Financial and Pedagogical App” which was a work developed by Luci Longo and João Renan Almeida dos Santos, researchers at the Universidade Estadual do Centro-Oeste (UNICENTRO) and had as its central objective to understand the factors that determine how students deal with their personal finances. From the applied point of view, the authors indicate a practical proposal to assist in the management of personal finances of undergraduate students. Thus, the study contributes to the identification of the profile of entrepreneurial skills for financial management of students, and promotes innovation and scientific-technological knowledge with new perspectives for the development and improvement of a financial application, with the possibility of becoming an instrument of educational use for academics.

The third article entitled “Internationalization of Brazilian *stricto sensu* programs in Administration” prepared by Leonardo Fabris Lugoboni (Universidade Federal de São Paulo), Alex Martins Pereira (Centro Universitário Alves Faria) and Maria Laura Ferranty MacLennan (Universidade Ibirapuera) sought to understand the main evidences of internationalization of Brazilian HEIs. In this sense, the authors analyzed subcategories of internationalization (faculty mobility, program mobility, online mobility and internationalization of research), besides the possibility of quantifying

qualitative elements that could strengthen the concepts of internationalization in higher education and what possible strategies for its adoption.

Under the title “Organizations and their perverse stories: the potential of comic strips to stimulate reflexivity of undergraduate students”, the authors Leticia Graciele Vieira Ferreira, Débora Cristina Soares, Cintia Rodrigues de Oliveira, Valdir Machado Valadão Júnior and Daniel Victor de Sousa Ferreira, researchers from the Universidade Federal de Uberlândia (UFU), presented a new guideline to explore the potential of comic strip production to stimulate reflexivity of undergraduate students in Administration, especially regarding corporate practices. The study, innovative and creative, has high potential to stimulate differentiated forms of playful and creative teaching that can be used to further stimulate the involvement of students in learning moments that involve engagement in organizational practices.

The fifth article “Stimuli and blockages in the use of active teaching methodologies: a study based on the perception of professors of bachelor’s degree courses in Administration of Federal Universities in the Southern Region of Brazil” written by Ricardo Diniz, Samuel Bonato and Guilherme Lerch Lunardi, researchers from the Universidade Federal do Rio Grande (FURG) analyzed different stimuli and blockages in the use of active methodologies (AMs) in teaching Administration. The study is relevant, as it contributes to the creation of an instrument for data collection regarding the use of active methodologies in Administration teaching. One aspect to be highlighted is that the teachers’ lack of training is a strong barrier to the use of active teaching methodologies. In other words, investing in teachers is one of the main measures to be taken by educational institutions, for example, pedagogical training together with greater investments in technological tools are desirable.

Following on, we have the first case for teaching “Divine Goal: At 45 Minutes of the Second Half, Will There be Extension?” by the authors Jose Marconde Souza da Silva, Aline Belletti Maffezzoli, and Anete Alberton, researchers from the Universidade do Vale do Itajaí (UNIVALI). The authors sought to place the student in the role of the manager or entrepreneur in a context of decline in business results, that is, instigating him to position himself and make decisions. Thus, this work contributes to teaching and learning in Administration by exploring and practicing concepts related to management challenges, calling on students to be creative and innovative in their decision making.

The second case for teaching was written by Nelson Beuter Junior, Kadígia Faccin, Mateus Augusto Fassina Santini, and Michele Kremer Sott, researchers from the Universidade do Vale do Rio dos Sinos (UNISINOS) and was entitled “Can Mocca innovate?”. The authors sought to provide reflection on the importance of reinventing and innovating in order to grow again. In this context, with the support of innovation management tools, students are stimulated to discuss and explore solutions to Mocca’s dilemma.

The closing of this 3rd edition includes a review of the book “Reflective Practices of Managerial Actions: A Way to Promote Health and Well-Being Without Losing Sight of Productivity” written by Renato Marcondes (Universidade de São Paulo - USP) and Kênia da Luz Souza (Universidade de Rio Verde - UniRV), treating, in a critical and reflective way, one of the most current and relevant themes - health and well-being in conjunction with productivity - in such a way as to promote the balanced and healthy development of managers and students, privileging the construction of a leadership development program for sustainable managerial action.

We believe that this edition can simultaneously benefit researchers and professors of undergraduate and post-graduate *lato sensu* courses working in management. It is something apparently simple, but not always easy, to maintain a set of publications in synergy with RAEP’s mission, that is, that can contribute to improving the process of teaching and learning in management courses.

At the end of the year 2022, we must thank everyone who worked in the construction of this journal: the authors who sent their works and trusted RAEP with their research efforts; the evaluators who dedicated themselves to a careful and rigorous reading and acted in a contributive manner; the executive team, reviewers, translators, diagrammers and other professionals; ANGRAD, our sponsor, who gave us unrestricted support so that RAEP could reach the best results.

We wish you a great reading of this edition! And may 2023 be a prosperous year, with health, joys and achievements to our readers.