

Editorial – 2023

Edson Sadao Iizuka

Dear readers,

One of RAEP's commitments, in addition to master's students, doctoral students and other researchers, is with teachers of undergraduate courses in Administration and related areas. For this reason, we have maintained our efforts in publishing teaching cases, as we understand that this is one of the main resources for streamlining classes and improving the teaching and learning process. The journal collection will be expanded by two teaching cases in this edition. One of them deals with the dilemmas of a gastronomic business regarding in-person service and delivery, something present in several other businesses. The other deals with a dilemma between restructuring a business or selling shares, in a corporate governance context.

Furthermore, the 2nd edition of 2023 consists of four scientific articles and another practice report. The articles focus on student participation in management education, investigating teaching factors of teachers, the research agenda in Public Administration and, finally, work that investigates the object of research in Administration itself. The practice report, whose focus is to inspire other practitioners, deals with the educational designer and the way in-person curricular units were developed.

The first article entitled "Student Participation in Business Education: A Backwards Agency" written by Carla Campana, researcher at Fundação Getúlio Vargas (EAESP/FGV), is part of the field of knowledge about how student agency occurs, analyzing and comparing the discourse and the practice of educational experiences based on the active participation of students in Administration courses. The main contribution of the study refers to a mismatch between discourse and practice regarding student agency, and that in practice, mistaken definitions of this concept are implemented. In part, the study corroborates existing research, but highlights the lack of conceptual rigor in projects that aim to promote active student participation. The data shows that, although educational institutions value

and wish to implement projects that promote the active participation of students, the more specific theoretical concept that underpins these actions – student agency – is not used.

Next, we present the article entitled “Professionalism and Didactic Factors Contributing to Teaching Performance”, which was a work developed by Alexandre Borba Salvador, researcher at ESPM; João Paulo Resende de Lima researcher at the University of São Paulo (USP); and, Vitor Koki da Costa Nogami, researcher at the State University of Maringá (UEM), and its central objective was to identify the didactic factors that contribute to teaching performance in *lato sensu* postgraduate courses. The multiple case study brings as a theoretical contribution, propositions about the didactic factors that relate to teaching performance, highlighting the importance of specific and continued didactic training for teachers of *latu sensu* postgraduate courses, with teacher development within the field of professionalization, with student-centeredness and adoption of new teaching techniques consistent with learning objectives.

The third article “New Paths for a Research Agenda on the Science of Public Administration in Brazil” prepared by Carolina Andion, researcher at the State University of Santa Catarina (UESC) and Patrícia Rodrigues da Rosa, researcher at the Federal Institute of Education, Science and Technology of Rio Grande do Sul (IFRS), sought to explore the theoretical contributions of the recent debate on science studies to renew the research agenda on scientific practice in the field. This is a theoretical essay that begins with a systematic review of Brazilian scientific production on the science of public administration, highlighting three lines of this debate: (1) the teaching of public administration in Brazil; (2) scientific production and research in the field of public administration in Brazil; (3) epistemological studies in public administration. The authors propose a research agenda, based on the most recent approaches in the sociology of science and more particularly the sociology of scientific practices, seeking to highlight the possible contributions of these approaches to the study of management science.

The fourth article “Use Of Social Representation To Validate The Structural Equations Modeling in Management” written by Gustavo Guimarães Marchisotti; José Rodrigues de Farias Filhos and Sérgio Luiz Braga França, researchers at the Fluminense Federal University (UFF); Hélio Cristiano Gomes Alves de Castro, re-

searcher at the Instituto Superior de Educação Personalizada – ISEP; and Fátima Bayma de Oliveira, researcher at Fundação Getulio Vargas - FGV/EBAPE, presents the use of the theory of social representations to validate the structural model of structural equation modeling and better understand the object of research in Administration. The study contributes by validating the structural model using the proposed methodological procedures, applied to a case involving the governance system construct.

Continuing, we have the first teaching case “Dark Kitchen and Marketplaces in the Oven: Paths and Challenges for the Growth of Palatos” by authors Lucas Baesso, researcher at Universidade Estácio de Sá and Marcello Romani-Dias, researcher at Universidade Positivo (UP), which dealt with dilemmas involving the operation of in-person and delivery activities. The case contributes by encouraging reflections on current topics relevant to the food away-from-home sector, applicable to other sectors and organizational types. And it seeks to discuss the opportunities and challenges faced by the business to gain competitiveness based on business strategy concepts and tools.

The second teaching case was written by Joaquim Rubens Fontes Filho, researcher at Fundação Getulio Vargas - FGV/EBAPE and Alex Ribeiro Maia Baroni, and presents the decision dilemma of shareholders of a traditional company faced with the possibility of selling their shares to a potential investor, and secure financial resources, or try to reinvigorate the business in a context of market decline. The situation involves a conflict between corporate governance issues in a company that produces wires and cables in a small town, and addresses agency problems, managerial opportunism, mergers and acquisitions with takeover, and conflicts between partners.

The last work characterized by a practice report, entitled “Education 4.0 and Teaching in Management Courses: What Can We Learn from the Educational Designer?”, presents an experience on the Uncomplicated Educational Design course, offered with the aim of helping teachers of management courses, in the creation, development and evaluation of face-to-face subjects. The facts presented in this report have important implications for those involved in the process of continuous improvement of teachers, showing that by incorporating knowledge about educational design, with emphasis on the ADDIE model, the process con-

tributed to increasing confidence in the adoption of TDICs, with effects positive aspects about teaching practice.

We hope that the reading is useful and that it can contribute to teaching activities, as well as research. For our part, we will continue our journey in search of an increasingly relevant publication that meets the demands of its readers. I wish you all a great reading!