

## Editorial – RAEP 2<sup>a</sup> edition 2024

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### Dear Readers,

This semester, we have many reasons to celebrate, and we would like to highlight two of them. First, our proposal submitted to the CNPq Call No. 30/2023 - Editorial Program has been approved. Second, RAEP has advanced from third to second place in the “5 years without self-citation” impact measure on the SPELL database (<http://www.spell.org.br/impacto>).

The SPELL ranking encourages us to reflect on the past, serving as an indicator of the collective efforts of readers, authors, reviewers, and editors over the years. Meanwhile, CNPq’s support inspires us to look toward the future and explore opportunities to continue implementing improvements that maintain RAEP’s recognition for its quality and relevance.

We extend our heartfelt thanks to our authors and readers, inviting them to explore and share the articles published in the second edition of 2024. This edition features five scientific articles and two teaching cases.

The first article, **“Quo Vadis Epistemology of Management Studies? Current Path and Some Future Directions”**, written by Humberto Souza, Pedro Jaime, Oséas Xavier, and Maxwel Azevedo-Ferreira, examines the scientific production on management epistemology over the past five years. The authors highlight that Brazilian researchers are prominent contributors to the global field of management epistemology, albeit with limited international collaboration. They offer a perspective on the trajectory of studies in this area worldwide, emphasizing the role of Brazilian researchers and underscoring the importance of theoretical and scientific rigor and the reflexivity required for a science that seeks to avoid marginalization.

The second article, **“Predictive Factors of Student Dropout Intention in Technical and Technological Courses”**, authored by Douglas Filenga, Adriano Maniçoba Silva, and Nalbert Seiji Kikuti Moura, aims to consolidate academic, institutional, and personal factors into a variance model tested through Structural Equation Modeling to understand student dropout in Brazil. The results indicate that approxi-

mately 38% of dropout intentions can be explained by three constructs: academic aspects (course difficulty: 0.392;  $p < 0.001$ ), personal aspects (institutional preference: -0.211;  $p < 0.05$ ), and financial situation (0.274;  $p < 0.01$ ).

The third article, “ **University Extension: An Analysis of the State of the Art on the Relationship Between University and Society Aiming at Social Inclusion** “, authored by Oséias Freitas de Oliveira Júnior and Márcia Maria dos Santos Bortolucci Espejo, explores how university extension has been addressed in research on the relationship between universities and society in the pursuit of social inclusion. The authors identify three main gaps: the evaluation and validation of extension project results, the theme of solidarity economy as a driver of social inclusion, and knowledge management. These gaps represent potential research areas to analyze how universities can impact communities through extension actions.

The fourth article, “ **Tech-Driven Learning in Business Management: Generation Z’s Innovative Educational App Proposal** “, authored by Sérgio Adriany Santos Moreira, describes and analyzes the teaching and learning processes of 103 Generation Z students as they create an educational app for a Business Management course. Supervised over three months, the app development process provides insights into how faculty must adapt teaching methodologies to align with Generation Z students’ knowledge, daily lives, and the technological tools they employ to interpret, analyze, and propose solutions for the current market.

The fifth and final article of this edition, “ **Student Evaluation of Management Courses**

**During the Covid-19 Pandemic** “, authored by Roberta Souza Santos, Kelmara Mendes Vieira, and Giana Silva Giacomelli, evaluates a student satisfaction model for management courses offered at a public university during the pandemic. The findings reveal that students were generally satisfied with online teaching. Key aspects assessed included faculty performance, teaching methodology, overall satisfaction, and course content, with course content receiving the highest satisfaction score. Regression analysis indicated that teaching methodology significantly influenced overall satisfaction.

The first teaching case, “ **Novani Brindes – New Target, New Digital Marketing Strategy** “, authored by Stela Cristina Hott Corrêa, Naiara de Oliveira Santos, Roberta Soares da Silva, and Karen Esmeralda Rodrigues Miguel, presents a

dilemma faced by a corporate gift company. While its digital marketing strategies effectively target corporate clients, the emergence of demand for personalized gifts from individual customers prompts the marketing manager to adapt these strategies. Students are invited to step into the decision-maker's role to propose a digital marketing strategy tailored to the B2C market segment.

The second teaching case, “ **The Encantu's of Retail Marketing Strategy!** “, authored by Sara Ariel Cardoso Reichert, Mateus Gaio, and Carlos Marcelo Ardigó, explores the story of “Encantu's,” a retail store owned by Maristela, with contributions from her daughter Sara, a Foreign Trade student, and Mateus, a marketing specialist. The store faces challenges in overcoming business stagnation despite its focus on distinctive products and exceptional service. Students are tasked with analyzing the situation and proposing strategic solutions to meet the store's needs while considering its market-specific challenges.

Finally, the quality and relevance of a journal result from the collaborative efforts of many individuals. At this moment, we would like to express our gratitude to the authors for choosing RAEP as the platform to disseminate their work. We hope our readers continue to find the articles we publish useful for their research and teaching activities.