

Editorial – RAEP 1st Edition 2025

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For RAEP, 2025 will be a year marked by self-assessment and the implementation of process improvements. In one of these evaluations, we identified two articles that stood out for the number of “Abstract Views” and “File Views” accumulated over the past ten years and the last 12 months—indicating long-term relevance:

Zappellini, M. B., & Feuerschütte, S. G. (2015). O Uso da Triangulação na Pesquisa Científica Brasileira em Administração. *Administração: Ensino e Pesquisa*, 16(2), 241–273. <https://doi.org/10.13058/raep.2015.v16n2.238> (274 citações no Google Scholar; 31 no SPELL)

Soares, S. V., Picolli, I. R. A., & Casagrande, J. L. (2018). Pesquisa Bibliográfica, Pesquisa Bibliométrica, Artigo de Revisão e Ensaio Teórico em Administração e Contabilidade. *Administração: Ensino e Pesquisa*, 19(2), 308–339. <https://doi.org/10.13058/raep.2018.v19n2.970> (248 citações no Google Scholar, 39 no SPELL)

Both articles clearly capture RAEP’s focus, and we would like to congratulate and thank the authors:

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- Simone Ghisi Feuerschütte <https://orcid.org/0000-0002-0963-1242>
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Dear readers,

Beyond these two articles, we invite you to read and share the works published in the 1st edition of 2025, which includes five scientific articles and one teaching case. The first article, “Active Methodologies in Higher Education: Analysis of Use and Mastery in the Practice of Business Administration Faculty” by Anielson Barbosa da Silva, Rafael Barbosa da Silva, Guilherme Marback Neto, and Carlos Ricardo Rossetto, investigates the mastery and use of active methodologies among Business Administration faculty across three Brazilian universities. Based on a quan-

titative approach, it reveals a paradox: although the professors conceptually master active methodologies, their classroom use remains limited. The article highlights the potential of these practices in developing essential skills for the world of work and suggests ways for institutions to foster faculty training, curricular flexibility, and the promotion of student-centred learning.

The second article, “Personalisation in the Context of Blended Learning,” by Eduardo Henrique Celestino and Adriana Backx Noronha Viana, presents a systematic literature review and proposes an innovative framework for Virtual Learning Environments (VLEs). At a time when hybrid education is gaining prominence, the paper offers a practical guide for pedagogical personalisation, addressing technological dimensions. Its contribution lies in advancing the discussion on the individualisation of learning in digital platforms, with strong potential for use in undergraduate and continuing education programmes.

The third article, “How Much Does Lattes Cost?” by Laize Almeida de Oliveira and Mônica Carvalho Alves Capelle, applies Bourdieu’s theory of symbolic capital and Dejours’ Work Psychodynamics to investigate the implications of academic activity on the mental health of PhD students in Business Administration. The findings expose a troubling lack of recognition of postgraduate students as intellectual workers, resulting in psychological distress, low self-esteem, and emotional exhaustion. The study highlights a legal and institutional void that directly affects the well-being of these scientific professionals, reinforcing the urgency of policies that protect and value scientific research in Brazil.

The fourth article, “Higher Education in Business Administration: Discussions and Research Proposals on Student Retention,” by Jhony Pereira Moraes, Lisiane Quadrado Closs, Silas Dias Mendes Costa, and Diogo Henrique Helal, deepens the analysis of symbolic and cultural factors influencing student retention in business courses. Moving beyond the commonly debated material dimension, the authors uncover the complexity of academic trajectories and identify research gaps related to university management, affirmative actions, and the routines of students from lower-income backgrounds. The article contributes by expanding understanding of student retention and supporting more inclusive higher education policies.

Finally, the last article of this edition, “Is Theory Reflected in Internship Practice?” by Eduardo Barbosa Moraes, Vanessa de Campos Junges, Samuel Vinicius

Bonato, Beatriz Leite Gustmann de Castro, and Flávia Regina Czarneski, examines the alignment between theoretical training and practical experience in Business Administration programmes. The qualitative study reveals that, despite the integrative and reflective pedagogical proposals of some institutions, internship environments often fail to provide adequate conditions for the full development of expected competencies. The paper contributes to reviewing curricular practices and fostering stronger connections between Programme Pedagogical Projects and the formative experiences provided by internships.

Presenting the teaching case, this edition includes “Popcorn and Dentistry: Can This Mix Work?” by Wictória Eloá Gomes Pereira and Lúcio Ângelo Vidal, which offers a case study directed at the Integrated Secondary and Technical Education in Professional and Technological Education. It explores the real-life story of a dentist who chooses to pursue entrepreneurship in the gourmet popcorn market. The case illustrates the tension between professional security and innovation, serving as a valuable pedagogical tool for courses on Entrepreneurship and Business Management.

Finally, the quality and relevance of a journal are the result of the work of many people. We would like to highlight and thank the authors for choosing RAEP as the right place to publish their work, and we hope that readers continue to find the articles we publish here useful for their research or teaching activities.