

Editorial – RAEP 1st Issue 2026

Diógenes Souza Bido

Dear readers,

RAEP's 1st issue of 2026 reaffirms the journal's commitment to the production and dissemination of qualified knowledge in Administration, Teaching, and Research, bringing together works that speak directly to contemporary challenges in management education, educational administration, and professional practice. This issue features five scientific articles and two teaching cases that, taken together, address topics such as entrepreneurial education in technical training, generative artificial intelligence and teaching, active methodologies, academic integrity, the efficiency of federal institutions of professional and technological education, omni-channel marketing strategies, and growth dilemmas in small businesses.

The first article, "Entrepreneurship in Practice: Challenges and Opportunities in Professional Technical Training", by Simão Pedro Santos da Silva and Vânia Maria Jorge Nassif, analyzes how entrepreneurship education contributes to technical training by integrating theoretical knowledge, practical skills, and behavioral competencies. Based on a qualitative, exploratory, and descriptive approach, with interviews and focus groups involving managers, professors, and students, the study shows that although entrepreneurship is formally incorporated into the curriculum of the institution analyzed, challenges remain regarding teacher training, the adequacy of teaching materials, and the consolidation of pedagogical practices capable of bringing technical education closer to the demands of innovation and transformation in the world of work. The article contributes to reflections on the modernization of technical education and reinforces the importance of preparing professionals not only to perform tasks, but also to undertake, innovate, and deal with dynamic professional contexts.

The second article, "The Epistemology of the Professor in the Era of Generative Reproducibility: Theoretical Notes on Teaching Practice, Management Education, and Artificial Intelligence", by Thiago Gomes de Almeida and Camila Braga

Soares Pinto, offers a theoretical reflection on the effects of generative artificial intelligence on teaching in Administration. Inspired, in a multidisciplinary and metaphorical way, by Walter Benjamin's work on technical reproducibility, and supported by the concept of the professor's epistemology, the essay discusses how the expansion of generative artificial intelligence puts pressure on teaching practices, forms of knowledge production, and the relationships among learning, authorship, and pedagogical mediation. By proposing the conceptual model the text invites professors, researchers, and academic managers to critically examine the place of technology in management education, avoiding both instrumentalist readings and deterministic views of its impacts.

The third article, "Drivers and Barriers Regarding the Use of Active Methodologies in Management Education", by Ricardo Diniz dos Santos, Vanessa de Campos Junges, Samuel Vinícius Bonato, and Guilherme Lerch Lunardi, investigates the perceptions of professors in Administration programs at public universities in Southern Brazil regarding factors that favor or hinder the adoption of active methodologies. Based on a systematic literature review and a qualitative-descriptive study with 104 questionnaires answered by professors from nine federal universities, the authors identify that perceived barriers are more salient than drivers, involving aspects such as workload, social influence, teacher training, and attitudes toward these methodologies. The study highlights the need for institutional policies, training processes, and greater student engagement so that innovative pedagogical practices can be effectively incorporated into the daily routine of Administration programs.

The fourth article, "Dark Triad, Online Academic Solution Technologies, and Academic Fraud", by Márcia Figueredo D'Souza, Camila Viana Brasil, and Elisio Marcos Reis, addresses a particularly sensitive issue for contemporary higher education: the relationship among personality traits, the use of academic assistance technologies, and fraudulent practices. Through a quantitative approach, using descriptive statistics, exploratory factor analysis, structural equation modeling, and multiple regression, the study analyzes business students and shows that traits associated with the Dark Triad positively influence the use of online academic solution technologies, which, in turn, is associated with the commission of academic fraud. By highlighting, in particular, the roles of narcissism and psychopathy, the article broadens the debate on academic integrity, assessment, and the

responsible use of digital resources, offering insights for institutions and educators to develop prevention strategies and ethical training in environments increasingly mediated by technology.

The fifth article, “Technical Efficiency of Federal Institutes of Professional and Technological Education”, by Bianca Eloize Moro, Larissa de Lima Trindade, Darlan Christiano Kroth, and Sérgio Begnini, measures the technical efficiency of Brazilian Federal Institutes from 2018 to 2023, using Data Envelopment Analysis through the output-oriented BCC model. Considering variables such as current expenditure per student, faculty qualification index, student-to-professor ratio, and graduates-to-enrollments ratio, the results indicate that the Covid-19 pandemic did not directly affect the degree of technical efficiency of the institutions, since the downward trend had already been observed beforehand. The study contributes to the evaluation of public policies by demonstrating that higher expenditure per enrollment does not necessarily translate into greater efficiency, and by identifying institutional benchmarks that can guide improvement practices, including the offering of massive open online courses as a complementary possibility to existing educational strategies.

In the field of teaching cases, this issue presents “And the Oscar Goes to... the Salesperson! A Teaching Case on Sales Growth through E-Commerce”, by Diocelio Goulart, Natalia Brito Zuca de Souza, Ramon Silva Leite, and Rodrigo Baroni de Carvalho. The case explores the updating of the marketing strategy of Grupo Oscar Calçados, located in Vale do Paraíba, with a focus on the use of e-commerce, digital platforms, and customer data. Built from interviews with managers and documentary analysis, the material allows classroom discussion of topics such as marketing strategy, omnichannel, innovation, data-driven decision-making, and managerial responses to the impacts of the Covid-19 pandemic. By articulating business history and the proposition of future solutions, the case offers students an opportunity to develop analytical, synthesis, and evaluation skills in real situations of digital transformation.

The second teaching case, “Growing without Losing the Essence: The Dilemma of A Colher Confeitaria between Physical Expansion and Distribution Channels”, by Salete Maria Bernardo Machado, Priscila Martins Barreto, Grazielle Ventura Korerich, and Erica de Padua, presents the trajectory of Cristiane Oliveira and Giovana Bernardo Oliveira, founders of a family-run artisanal confectionery created during

the Covid-19 pandemic in Florianópolis. The narrative places students before a concrete strategic dilemma: physically expand the business, assuming fixed costs and operational risks, or strengthen digital and delivery channels as a more scalable and financially viable alternative. Based on real facts and in-person interviews with the entrepreneurs, the case contributes to discussions on digital marketing, small business management, brand positioning, differentiation, and sustainable growth, bringing the classroom closer to the everyday challenges faced by entrepreneurs.

Taken together, the texts in this issue reveal the vitality of debates on Administration, Teaching, and Research at a time marked by technological transformations, demands for pedagogical innovation, concerns with academic integrity, and challenges of institutional efficiency and business competitiveness. By bringing together articles and cases that move across technical training, higher education, professional education, public management, and small businesses, RAEP reaffirms its vocation to bring academic rigor and practical relevance closer together, offering readers contributions that may inspire future research, teaching practices, and managerial decisions.