

Research Practice in Undergraduate Administration Courses: A Bibliographic Study of EnANPAD Publications (2001-2021)

Prática de pesquisa em cursos de graduação em administração: um estudo bibliográfico de publicações do EnANPAD (2001-2021)

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Abstract

This study aimed to identify and analyze the presence of research practice as a teaching and learning strategy in Undergraduate Business Administration courses through a bibliographic survey of the proceedings from the National Meeting of the National Association of Graduate Studies and Research in Administration (EnANPAD) from 2001 to 2021. Methodologically, the research was conducted through a bibliographic survey of articles published in the proceedings of this scientific event, focusing on the EPQ thematic area—Education and Research in Administration and Accounting. During the investigated period, a total of 1,586 articles were identified in the EPQ subdivision of EnANPAD; however, only 22 of these were related to the research object and fell within the domain of Applied Social Sciences. When the analysis was restricted to the Undergraduate Business Administration course, it was found that only five publications focused on research as a teaching and learning strategy. These results reveal, on the one hand, the relevance of the study, given the limited exploration of this theme in academic-scientific research, and, on the other hand, that the use of research practice as a teaching and learning strategy in Undergraduate Business Administration courses is still seldom employed by professors in their classes.

Keywords: administration courses; administration teaching; research practice; research as teaching.

Resumo

Este estudo teve por objetivo identificar e analisar a presença da prática de pesquisa como estratégia de ensino e aprendizagem no curso de Graduação em Administração a partir de levantamento bibliográfico realizado nos anais do Encontro Nacional da Associação Nacional de Pós-Graduação e Pesquisa em Administração (EnANPAD), no período de 2001 a 2021. Metodologicamente, a pesquisa foi delineada por meio de levantamento bibliográfico de artigos publicados nos anais desse evento científico na área temática EPQ - Ensino e Pesquisa em Administração e Contabilidade com foco na primeira. No período investigado, foram identificados um total de 1.586 na subdivisão EPQ do EnANPAD, mas, desse total, apenas 22 são inerentes ao objeto de pesquisa que estão distribuídas na área de Ciências Sociais Aplicadas. Quando a análise recai apenas no curso de graduação em Administração, constata-se que apenas cinco publicações focalizam a pesquisa como estratégia de ensino e aprendizagem. Conclui-se com isso que esses resultados revelam por um lado, a relevância do estudo, tendo em vista que a temática é pouco explorada no âmbito da pesquisa acadêmico-científica, e, por outro, que o emprego da prática de pesquisa como procedimento de ensino e aprendizagem nos cursos de Graduação em Administração ainda é um recurso pouco empregado nas aulas por parte dos professores.

Palavras-chave: cursos de administração; ensino de administração; prática de pesquisa; pesquisa como ensino.

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1 Introductivo

Higher education in Business Administration in Brazil began in the 20th century. The Federal Council of Administration (CFA) considers the Business Administration program offered by the Brazilian School of Public Administration (EBAP/FGV) of the Getúlio Vargas Foundation, launched in 1952, as the inception of higher education in Business Administration in Brazil. The program offered by the São Paulo School of Business Administration (EAESP/FGV) in 1954 is regarded as the second such program in Brazil (CFA, 2021). Thus, "Business Administration education reached a significant dimension in Brazilian society, given that there were only two programs in 1954, those of EBAP and EAESP, both maintained by FGV" (CFA, 2021).

Since then, the Administration course has experienced significant growth in terms of the number of programs offered. Before 1960, there were only two courses; by 1960, the number had reached 31, and in 1970 it rose to 247. In the following decade (1980), the total was 305, reaching 823 in 1990. Notably, in the 1960s, the growth rate in the number of courses was 696.77%, and from 1980 to 1990, it was 169.36%. This growth trajectory continued into the 2000s, with the number of courses reaching 1,462 in 2000 and 1,805 in 2010 (CFA, 2021), representing a smaller but still significant increase of 23.46% compared to the previous decade.

According to the higher education statistics synopsis of 2022, in that year, the Bachelor of Administration was the largest program in Brazil. A total of 2,290 courses were offered in both face-to-face and distance learning modalities. Regarding the number of students, the program accounted for 638,789 students in 2022, placing it third in the ranking of the largest programs by enrollment, behind only Law (671,726) and Pedagogy (821,864), which held the top position (Inep, 2023). From 2011 to 2022, the growth in the number of Administration courses was 26.87%, a percentage slightly higher than in the previous decade.

These numbers reveal, among other aspects, the need to understand the teaching and learning processes and strategies in undergraduate Administration courses. It is important to remember that teaching, alongside research and extension, is one of the pillars that support universities (Martins & Zerbini, 2014). Additionally, the profession of researcher is closely linked to the teaching career (Andriola & Suliano, 2015), notably in the field of Administration (Melo & Serva, 2014). This interface between teaching and research is particularly evident in *Stricto Sensu* Postgraduate Programs in Administration (Guimarães et al., 2009), highlighting the importance of this relationship for the advancement of knowledge in the area (Ribeiro, 2020).

When preparing the teaching plan for a course, the instructor has the opportunity to define which teaching-learning strategies will be employed to ensure effective delivery without compromising student learning. Among these methods are: a) project-based learning; b) the case method; c) problem-based learning (PBL); d) game-based learning; and e) the flipped classroom (Gil, 2020). Regarding active teaching-learning techniques, the following are listed: a) pauses for clarification; b) one-minute papers; c) sharing notes; d) shared thinking; e) summarizing another student's response; f) jigsaw; g) questionnaire construction; h) concept mapping; i) problem-solving; j) visual lists; k) active review sessions; and l) role-playing (Gil, 2020).

Among the teaching-learning strategies identified in the literature, teaching with research is considered fundamental for improving the quality of higher education (Lampert, 2008). Using research as a teaching strategy significantly enhances the learning of the content being taught, as students delve deeper into the subject matter. Additionally, teaching with research can contribute to the development of critical individuals capable of (re)constructing knowledge and understanding reality (Lampert, 2008). This strategy can be applied at various educational levels, from early childhood education to higher education (undergraduate) (Demo, 2015). It is important to distinguish between teaching with research, aimed at developing individuals through research practice, and teaching for research, aimed at training researchers (postgraduate, especially *stricto sensu*) (Lampert, 2008).

The objective of this research was to identify and analyze the presence of research practice as a teaching and learning strategy in the Administration course, based on a bibliographic survey of the proceedings of the National Meeting of the National Association of Graduate Studies and Research in Administration (EnANPAD) from 2001 to 2021.

2 Theoretical Framework

Research practice as a teaching strategy

Among the teaching-learning strategies, the practice of research as a teaching strategy can be used to develop a scientific attitude in students. Demo (2015, p. 1) emphasizes "the importance of research for education, to the point of making research the school and academic way of educating." Nganga and Miranda (2019, p. 33) also highlight the characteristics related to the scientific attitude mentioned by Bordenave and Pereira (2015). According to these authors, "when working with the teaching strategy involving research, it is possible to consider the educational objectives of understanding, application, analysis, and synthesis/creation," which are integral to the teaching-learning process.

In the 1960s, Nérici (1967) segmented teaching-learning strategies into teaching methods and teaching techniques. The author discusses the method of research (classified as a teaching method) and research itself (classified as a teaching technique). In the following decade, the same author described the teaching-learning strategy as the method of research (Nérici, 1977). Additionally, Masetto (2003, 2012), Anastasiou and Alves (2003, 2015), and Nganga and Miranda (2019) also present teaching as research as a teaching-learning strategy. Camargo and Daros (2018), in turn, present the teaching-learning strategies palette of colors with the use of a scientific article and the planning of scientific writing through a diagram.

Gil (2020, p. 102), when describing problem-based learning (PBL), also known as program-based learning (PBL), mentions that this strategy "uses a logic similar to that of scientific research, since, from a problem, hypotheses are constructed and data are collected, which are analyzed and discussed until a conclusion is reached." Libâneo (2009, p. 28) also makes this association by stating that "teaching with research is associated with the problem-solving method."

What is proposed by Nérici (1967, 1977), Masetto (2003, 2012), Anastasiou and Alves (2003, 2015), Camargo and Daros (2018), Nganga and Miranda (2019), and Gil (2020) are

means (differing in terms of operationalization and complexity) of achieving what Demo (2015) and Bordenave and Pereira (2015) advocate: making research the academic method of education and fostering a scientific attitude in students.

There are several strategies that fit within research as a teaching practice, including color palette, planning, problem-based learning, among others.

The color palette strategy, coupled with the utilization of a scientific article, is an intrinsic aspect of the teaching-as-research practice. This strategy "aims to assist students who are initiating scientific writing by visually representing the components of an article in a dynamic and interactive manner" (Camargo & Daros, 2018, p. 85). Through this approach, students gain insight into the structure of a scientific article, broaden their ability to organize their writing, and enhance their capacity for conceptual organization (Camargo & Daros, 2018). In conjunction with the color palette strategy involving the use of a scientific article, the planning strategy for scientific writing through a diagram "aims to aid academics in organizing and catalyzing ideas," introducing students to the process of planning scientific writing (Camargo & Daros, 2018, p. 95).

In problem-based learning, students assume an active role, becoming primarily responsible for their own learning. This learning occurs throughout the operational stages of the strategy, commencing with problem identification and concluding with evaluation and reflection on learning outcomes (Gil, 2020).

Teaching with research "provides conditions for students to attain greater autonomy, assume responsibilities, and develop discipline" (Anastasiou & Alves, 2015, p. 105), and is considered "essential for enhancing the quality of undergraduate courses" (Masetto, 2012).

The operational stages of the teaching with research strategy are delineated by Masetto (2003, 2012), Anastasiou and Alves (2003, 2015), and Nganga and Miranda (2019).

For the operationalization of the teaching with research strategy, Masetto (2012) proposes that instructors follow these stages: a) motivate students to participate in the activity; b) discuss with students the characteristics of the proposed activity; c) divide students into groups and assign each group a research topic; d) organize the presentation of the results by the groups, followed by a discussion led by the instructor and the students.

Anastasiou and Alves (2015, p. 105) offer a more flexible proposal compared to the model presented by Masetto (2012). Specifically, the authors outline the following operational stages (referred to as the dynamics of the activity) for the teaching with research strategy: a) challenge the student as an investigator; b) establish principles: movement and alteration of knowledge, problem-solving, validation criteria, reproduction, and analysis; c) construct the project.

Nganga and Miranda (2019) present the stages for the operationalization of the teaching with research strategy, emphasizing the importance of basing teaching on the perspective of a research project. The elaboration of the research project consists of several stages: a) defining the research problem; b) defining the research objectives; c) elaborating the justification of the research; d) defining the theoretical basis; e) defining the research method; f) establishing the

research schedule. The proposal of these authors is relatively similar to that of Masetto (2012), advocating for teaching through research with scientific rigor.

Once the research project is prepared, the following stages ensue: a) discussion of the research projects in the classroom for improvements; b) development of the research project, from the preliminary version of the introductory aspects to the writing of the final contributions of the research; c) classroom discussion of the research for contributions from the teacher and peers (improvement); d) submission of the research to a scientific event (further improvement; feedback from reviewers and participants); e) incorporation of the criticisms received during discussions at the scientific event; f) submission of the research to a scientific journal (additional improvement; reviewers' feedback); g) incorporation of criticisms for publication in the journal (Nganga & Miranda, 2019).

For the operationalization of the teaching-learning strategy of teaching with research, Masetto (2012) highlights two key points to consider: a) the time necessary for the development of the strategy; b) the behavior of the teacher when deciding to use the strategy.

Regarding the required time, Masetto (2012) states that the operationalization of the strategy requires two to two and a half months and recommends that the strategy "can be used once a semester or twice a year." According to the author, most of the time needed for the research will be dedicated to extracurricular activities, with classroom time reserved for the teacher's guidance and the communication of the research results (Masetto, 2012). However, this proposal does not reflect the reality of all students in the Administration course, particularly those who study at night, as they are often working students who do not have enough time to develop classroom activities in the format proposed by this author.

For Nganga and Miranda (2019, p. 37), the necessary time will depend on the teacher's planning. In the case of "simplified research, so that the student can have a brief introduction on how and where to research, the necessary time will be three to four hours, divided into moments inside and outside the classroom." In the case of "more in-depth research, such as in the format of a scientific article," the necessary time can be "throughout the semester or even throughout the year of a taught discipline" (Nganga & Miranda, 2019, p. 37). Once again, the proposal does not align with the Brazilian reality, as most undergraduate students juggle work and study.

Regarding the behavior of the teacher throughout the activity, Masetto (2012, p. 118) asserts that the teacher's stance is of fundamental relevance. There must be a willingness to guide the students in the elaboration of the research: "it will be necessary to instruct how to do a research and accompany its realization." The role of the teacher is also emphasized by Nganga and Miranda (2019). Thus, it is the planning made by the teacher that will determine the complexity of the teaching with research strategy.

3 Methodological Procedures

This research was conducted through a bibliographic survey undertaken on the EnANPAD website between 2001 and 2021. This technique involves gathering materials already elaborated and published, allowing the researcher to explore a wider range of phenomena than would be possible through direct research (Gil, 2010). In addition to



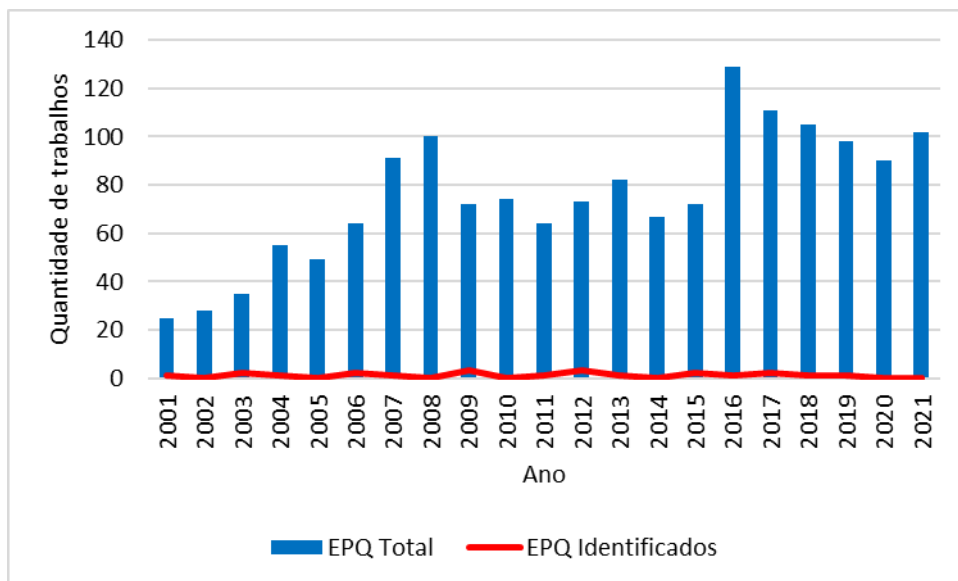
identifying and quantifying articles relevant to the study's focus, selected articles were analyzed using Content Analysis (Bardin, 2002) to understand how research practices are utilized as teaching strategies in Administration courses.

To conduct the bibliographic survey, expressions related to the research focus were compiled based on the theoretical framework. These expressions formed the list of search descriptors, including: a) teaching with research; b) teaching for research; c) teaching by research; d) educating by research; e) education by research; f) research in the classroom; g) investigation in the classroom; h) research with teaching. The search process proceeded as follows: i) accessing the event's website; ii) identifying the Education section or similar denominations; iii) downloading works within this section; iv) accessing each work individually; v) conducting a search within each work using the 'ctrl+f' function and typing the expression 'teaching with research'. This search method enabled identification of occurrences of the expression throughout the text, from titles to bibliographic references.

On the Association's website, works presented from the 1997 edition (XXI EnANPAD) to the 2021 edition (XLV EnANPAD) were accessible. No works within the Teaching and Research academic division were located in the electronic annals of the event between 1997 and 2000. Starting from 2001, the existence of the Academic Division EPA (Teaching and Research in Administration) was noted in the list of presented works. In 2005, the Academic Division EPQ (Teaching and Research in Administration and Accounting) began to be segmented into two themes: Teaching and Research in Administration (EPQ-A) and Teaching and Research in Accounting (EPQ-B). A third theme, General and Reflective Studies of the Field (EPQ-C), was added in 2007. From 2009 onwards, the Academic Division EPQ was further segmented into a greater number of themes, reaching a maximum of 12 themes in 2019 and a minimum of eight themes in 2020.

4 Presentation and Analysis of Data

During the 21-year period spanning EnANPAD conferences, analyzed for this bibliographic survey (2001-2021), a total of 1,586 works were presented, specifically related to the EPQ Academic Division (Teaching and Research in Administration and Accounting). Employing the expressions outlined in the methodological framework, searches yielded 22 identified works containing at least one of the specified expressions. The graph below illustrates the evolution of both the total works presented and the identified works. (Figure 1)



Graph 1. Total number of works and number of identified works (EnANPAD 2001-2021)

Source: Research data (2021).

The expression 'teaching with research' yielded the highest number of identified works (10), followed by 'educational principle' (five works) and 'research in the classroom' (three works). Out of the eight expressions utilized in the bibliographic survey, six resulted in the identification of works presented at the EnANPAD (2001-2021). [Table 1]

On average, 1.05 works per year were identified, with frequencies ranging from zero (in years 2002, 2005, 2008, 2010, 2014, 2020, and 2021) to three works (in years 2009 and 2012). Throughout these 22 identified works, at least one of the eight expressions appears consistently, from the title to the references.

Table 1. Works identified in the electronic annals of the EnANPAD, by year.

| Year | Code | Expressions |
|------|----------|----------------------------------|
| 2001 | EPA1094 | Teaching with research. |
| 2003 | EPA427 | Research in the classroom. |
| 2003 | EPA2087 | Educational principle. |
| 2004 | EPA1256 | Research as a learning strategy. |
| 2006 | EPQA128 | Educational principle. |
| 2006 | EPQA2946 | Teaching with research. |
| 2007 | EPQA1930 | Educational principle. |
| 2009 | EPQ429 | Educational principle. |
| 2009 | EPQ1733 | Research in the classroom. |
| 2009 | EPQ1835 | Educational principle. |
| 2011 | EPQ2529 | Teaching with research. |
| 2012 | EPQ318 | Teaching with research. |
| 2012 | EPQ500 | Teaching with research. |
| 2012 | EPQ1697 | Teaching with research. |
| 2013 | EPQ390 | Research as a learning strategy. |
| 2015 | EPQ636 | Teaching with research. |
| 2015 | EPQ1040 | Research in the classroom. |
| 2016 | EPQ600 | Teaching with research. |

| Year | Code | Expressions |
|------|---------|-----------------------------------|
| 2017 | EPQ218 | Teaching with research. |
| 2017 | EPQ2566 | Teaching with research. |
| 2018 | EPQ2869 | Research as a teaching technique. |
| 2019 | EPQ112 | Teaching with research. |

Source: Research data (2021).

Among the 22 identified works, none specifically aims to report experiences in adopting research as a teaching-learning strategy, particularly experienced by undergraduate Administration course instructors. Instead, this subject is tangentially addressed in the research, rather than being the focus of analysis.

Teixeira, Vitcel, and Lampert (2007) discuss scientific initiation in administrator training. Other works provide definitions, present results, and/or list relevant references for this research. Leal, Azevedo, Soares, and Sousa (2016), for example, reference authors in the field of education who discuss teaching-learning strategies and describe studies in Accounting Sciences that mention teaching with research strategy. Their findings include the surveyed teachers' perception that this strategy is underutilized. There are also works identified through the search expressions that lack relevance to this research, such as the work by Canhada and Bulgacov (2009).

For qualitative analysis purposes (Creswell, 2014), works relevant to the study object were identified, including the year of the event, event work code, work title, and authorship. To aid in data visualization and analysis, the results are presented across three tables, created solely for didactic presentation and analysis purposes. The data (articles) are described alongside the objective and the expression that led to their identification. Below, the results obtained from 2001 to 2007 are presented and analyzed (Table 2):

Table 2. List of works identified in the electronic annals of the EnANPAD (2001-2007) – Academic Division Teaching and Research in Administration and Accounting or similar Academic Division.

| Year | Code | Title | Authorship |
|------|----------|---|---|
| 2001 | EPA1094 | The crisis of universities in Brazil: perception of leaderships of Graduate Programs in Administration | Manolita Correia Lima; Lilian Outtes Wanderley |
| 2003 | EPA427 | Analysis of the relationship between the profile of accounting course students and satisfactory performance in a discipline | Fábio Frezatti; Geraldo Alemandro Leite Filho |
| 2003 | EPA2087 | An innovative methodological experience in the Minas Gerais countryside in the teaching of administration | Simone Marília Lisboa; Helga Silva Espigão; Jacqueline da Silva |
| 2004 | EPA1256 | Epistemological aspects of the theory-practice dilemma in the teaching of business administration | Samuel Cruz Dos Santos |
| 2006 | EPQA128 | A study of the factors promoting changes in the world of work in pedagogical projects of the undergraduate course in administration | Keiko Shinzaki; Maria Iolanda Sachuk |
| 2006 | EPQA2946 | Competency model x competency pedagogy: reflections on the training of the administrator | Luiz Carlos do Nascimento |
| 2007 | EPQA1930 | Scientific initiation: developing competencies and skills in the training of the administrator | Enise Barth Teixeira; Marlise Sozio Vitcel; Amauri Luis Lampert |

Source: Research data (2021).

Lima and Wanderley (2001) discussed the crisis in Brazilian universities. The expression 'teaching with research' led to the identification of this work, as it is present in the



title of a book authored by Lima (2000) and referenced by Lima and Wanderley (2001). However, it's important to note that the focus of their work was not on research as a teaching strategy; rather, the subject is addressed tangentially, serving different purposes from the investigation at hand.

Frezatti and Leite Filho (2003, p. 3) conducted a study aiming to answer the research question: "(...) would there be any association between the profile of students in terms of attitudes and aspirations and their performance in Accounting subjects?" Despite the identification of this work through the expression 'research in the classroom,' the text does not refer to a practice adopted by the teacher; rather, it indicates that data collection took place within the classroom setting.

The research conducted by Lisboa, Espigão, and Silva (2003) aimed to report the experience of adopting a project in a Higher Education Institution (HEI) titled 'Adopt a neighborhood.' This project represents a teaching practice designed to integrate disciplines within the curriculum matrix of the undergraduate Administration course. In addition to detailing their experience, the authors present results from a study conducted by a specialized company, which aimed to "understand the desires and needs of students from the 1st and 2nd periods and, consequently, propose a teaching system consistent with the values and mission of the College in line with these students' expectations." (Lisboa, Espigão, & Silva, 2003, p. 9). The expression 'educational principle' facilitated the identification of this work as a subject for analysis in this investigation.

Santos (2004, p. 2) developed a study with the objective of

(...), in the light of the Curricular Guidelines for Undergraduate Courses in Business Administration, to refute the existence of what has been established as a central theme in such courses: the necessity for a curriculum oriented towards the market or, in a more accommodating manner, the requirement for a symbiotic relationship between theory and practice.

The expression 'research as a learning strategy' facilitated the identification of the work for analysis. The author presents data from 2001 related to the evaluation conducted by the Ministry of Education (MEC), wherein approximately 42% of Administration course students participating in the MEC evaluation stated that "few disciplines required them to engage in research activities as a learning strategy." (Santos, 2004, p. 9).

The study conducted by Shinzaki and Sachuk (2006, p. 2) aimed to "analyze the pedagogical projects of undergraduate administration courses from three higher education institutions: one federal, one state, and one private institution, in response to changes in the world of work." The expression 'educational principle' facilitated the identification and selection of this work for analysis. Shinzaki and Sachuk (2006) reference a text by Kuenzer (1998) to discuss educational principles and pedagogical trends, emphasizing the significance of the pedagogical project.

Nascimento (2006) identified and discussed relationships between the concept of competencies in academic (Competency Pedagogy) and business (Competency Model) environments. The expression 'teaching with research' aided in identifying this work, as the author references the National Graduation Plan (PNG) from 1999, which underscores the importance of teaching with research and extension.

Teixeira, Vitcel, and Lampert (2007, p. 1) discussed "the importance of scientific initiation in the training of administrators." The expression 'educational principle' led to the identification of this work for study. The authors discuss research as an educational principle in universities and assert that "the Administration course at Unijuí seeks to conduct its political-pedagogical project with proposals based on research as an educational principle." (Teixeira, Vitcel, & Lampert, 2007, p. 11). Additionally, they reference the work by Pizolotto and Teixeira (2005), which addresses research as an educational principle in the Administration course at the Regional University of the Northwest of the State of Rio Grande do Sul (UNIJUÍ).

The data obtained from the years 2009 to 2012 are described and analyzed below (Table 3). No works pertinent to the object of this investigation were identified in 2008 and 2009.

Table 3. List of works identified in the electronic annals of the EnANPAD (2009-2012) – Academic Division Teaching and Research in Administration and Accounting or similar Academic Division.

| Year | Code | Title | Authorship |
|------|---------|---|--|
| 2009 | EPQ429 | Sustainable regional development as an agenda for the contemporary executive: evaluation of a social managers training program | Kaoê Alves Olivato; Fabio Scorsolini-Comin; Juliana de Freitas Oliveira; David Forli Inocente; Sônia Vale Walter Borges de Oliveira; Alberto Borges Matias |
| 2009 | EPQ1733 | Strategy as a social practice and academic results: the doctorate in Administration at USP and UFRGS | Diego Iturriet Dias Canhada; Sergio Bulgacov |
| 2009 | EPQ1835 | Evaluation of the management model of a professional training course for social managers, through distance education | Fabio Scorsolini-Comin; Marina de Freitas Secaf; Kaoê Alves Olivato; Juliana De Freitas Oliveira; David Forli Inocente; Alberto Borges Matias |
| 2011 | EPQ2529 | The relationship between sociodemographic characteristics and preferences for teaching techniques by higher education students in social sciences | Felipe Augusto Pereira; Daniel Lins; Ronei Picarte; Rita Rovai Castellan |
| 2012 | EPQ318 | Sinaes measures performance? a study in the Master's Degree in Accounting Sciences | Gilberto José Miranda; Sirlei Lemes; Francielly Dornelas Correia Lima; Vicente Bruno Júnior |
| 2012 | EPQ500 | Performance of students in the 2009 ENADE: an empirical study based on the curricular content of Accounting Sciences courses in Brazil | Alair José da Cruz; Arilda Magna Campagnaro Teixeira |
| 2012 | EPQ1697 | Between the training of teachers and researchers in <i>stricto sensu</i> postgraduate programs in administration: contradictions and alternatives | Roberto Patrus; Manolita Correia Lima |

Source: Research data (2021).



From 2009 to 2012, seven works were identified through the bibliographic survey, guided by the predefined expressions for this investigation. Olivato et al. (2009, p. 2), for instance, undertook a study aimed at "evaluating a *lato sensu* postgraduate course in the area of Sustainable Regional Development, analyzing its impact on the professional training of executives from a Brazilian financial institution." The expression 'educational principle' facilitated the selection of this work for analysis within our investigation. It was noted that the authors referenced the work by Saviani (1994), which discusses work as an educational principle; however, research as a teaching and learning practice was not the primary focus of their investigation.

The research conducted by Canhada and Bulgacov (2009, p. 1) sought to "identify the social practices that sustain superior academic results in two doctoral programs in Administration: USP and UFRGS." The work was identified through the expression 'research in the classroom'. Nevertheless, there exists no direct correlation between the subject of this research and that of the current study, as the expression primarily pertains to interactions within research groups across various environments, including the classroom.

Scorsolini-Comin et al. (2009, p. 5) developed a study with the objectives of "evaluating the management model of a social managers training course in the distance learning mode, as well as understanding the satisfaction of the graduating students regarding this model and its impact on the professional training of these executives." In a similar manner to other articles chosen for our analysis, the expression 'educational principle' led to the identification of this work, as it was cited based on a text by Saviani (1994) discussing work as an educational principle.

Pereira, Lins, Picarte, and Castellan (2011, p. 3) analyzed "(...) the preferences of students in terms of teaching techniques and relate them to their personal characteristics, specifically the sociodemographic aspects." The expression 'teaching by research' facilitated the identification of this work. The authors listed various teaching-learning strategies based on Masetto (2003), among which were "teaching by research" and "teaching by projects" (Pereira, Lins, Picarte, & Castellan, 2011, p. 3).

Although Masetto (2003) employs the term 'teaching with research' instead of 'teaching by research', the work conducted by Pereira et al. (2011, p. 3) facilitated the identification of Masetto's work (2003) and provided access to results focusing on the preferences of undergraduate students in Social Sciences courses offered by Higher Education Institutions (HEIs) in the State of Pernambuco regarding teaching-learning strategies.

Miranda, Lemes, Lima, and Bruno Júnior (2012, p. 1) aimed "to identify relationships between the performance of undergraduate Accounting Sciences courses, as measured by the Preliminary Course Concept (CPC), and students' admission to master's level postgraduate programs." The expression 'teaching with research' led to the identification of this work, as part of the title alludes to Libâneo's (2009) text discussing the subject. However, upon closer analysis, it was found that the research does not specifically address research as a teaching practice, contrary to the initial impression.

Cruz and Teixeira (2012, p. 2) evaluated "the potential relationship between curricular contents—categorized as basic training, professional, and theoretical-practical—and the

performance of students in Accounting Sciences courses during the 2009 ENADE." The expression 'teaching with research' facilitated the identification of this work. Cruz and Teixeira (2012) refer to the theoretical essay by Slomski, Gomes, Silva, and Guimarães (2010), which discusses teaching with research as a methodological proposal.

Patrus and Lima (2012, p. 1) conducted a study to prompt reflection on "the teacher training of professors within the context of *stricto sensu* postgraduate courses in Administration offered in Brazil." It is a theoretical essay aiming "to understand the process of training higher education teachers in Administration," as well as "to propose alternatives for university professor training, particularly within Administration courses" (Patrus & Lima, 2012, p. 3 and 4).

The expression 'teaching with research' facilitated the identification of this work, as it mentions Demo (2011) as an advocate of teaching with research and lists research conducted by Cunha (1996), which includes the expression 'teaching with research' in the title.

Finally, the data obtained from 2013 to 2019 are presented and analyzed (Table 4). No published works focusing on research practice as a teaching and learning strategy in Administration were identified in 2020 and 2021.

Table 4. List of works identified in the electronic annals of the EnANPAD (2001-2021) – Academic Division Teaching and Research in Administration and Accounting or similar Academic Division.

| Year | Code | Title | Authorship |
|------|---------|--|--|
| 2013 | EPQ390 | What is didactics: an analysis of different conceptions in Accounting Education | Edvalda Araújo Leal; Gilberto José Miranda; Aline Barbosa de Miranda; Adolar Ferreira de Faria |
| 2015 | EPQ636 | Teaching practice in higher education: narratives about the teaching-learning process in Northern Amazonia | Jaqueline Silva da Rosa; Idonézia Collodel Benetti; Ana Paula da Rosa Deon; Fernanda Ax Wilhelm |
| 2015 | EPQ1040 | Digital technologies in education: a bibliometric analysis on the theme technologies as a didactic resource | Julio Araujo da Silva Junior; Ana Lúcia Moura Novais; Cleonice Nazaré do Nascimento |
| 2016 | EPQ600 | Strategies and methods applied in the teaching of accounting: a study with teachers of the Accounting Sciences course | Edvalda Araújo Leal; Janaina Amaral Azevedo; Mara Alves Soares; Edileusa Godói de Sousa |
| 2017 | EPQ218 | Active learning for adults: report of an experience in a Marketing course | Alexandre Borba Salvador; Ana Akemi Ikeda |
| 2017 | EPQ2566 | Insertion of the theme of inter-organizational networks into the curricula of <i>stricto sensu</i> postgraduate programs in administration | Fernanda Rosalina da Silva Meireles; Ana Cláudia Azevedo; Raissa de Azevedo Barbosa |
| 2018 | EPQ2869 | ENADE: an analysis of the determinants of academic performance of Accounting students since its first edition | Vivian Duarte Couto Fernandes; Mônica Aparecida Ferreira; Gilberto José Miranda; Janser Moura Pereira |
| 2019 | EPQ112 | Teacher training in postgraduate courses: how Administration professors are trained | Jéssica Cristina Ceni; Indira Gandhi; Jane Mendes Ferreira Fernandes; Layza Karla Miliorini |

Source: Research data (2021).

From 2013 to 2019, eight works were identified in the records of the EnANPAD for analysis, in accordance with the methodological procedures delineated for this investigation. This identification, however, merely sets the stage and does not definitively ascertain the alignment of each selected article with the core focus of this study. Consequently, a deeper analysis is warranted to elucidate the prevalence of research as a pedagogical practice within Administration courses, as depicted in the EnANPAD records (2013-2019).

Leal, Miranda, Miranda, and Faria (2013, p. 13) directed their efforts towards "examining the conceptions of Didactics evident in educational literature, in the evaluative mechanisms of higher education maintained by the federal government, and in the perspectives of students and instructors on this subject." Although the term 'research as a learning strategy' prompted the identification of their work, a closer examination reveals that Leal et al. (2013, p. 9) incorporated a section of the Socioeconomic Questionnaire from the National Student Performance Exam (ENADE) of 2008, which was completed by students. Within this questionnaire, one particular item (9) inquires whether "(...) students were tasked with engaging in research activities as part of their learning strategy (...)."

It is evident that the intention here is to ascertain the presence of this pedagogical approach within the Administration undergraduate program. Thus, while this was not the primary focus of Leal et al.'s (2013) research, they do reference the study conducted by Santos (2012), noting that academic performance demonstrated positive outcomes when instructors "(...) utilized research more frequently as a teaching strategy in 2003 and 2006." (Leal et al., 2013, p. 5). This inference suggests that research as a pedagogical practice indeed formed a component of their investigation.

Rosa, Benetti, Deon, and Wilhelm (2015, p. 2) undertook a study with the aim of "examining students' perceptions of pedagogical practices within the Administration course." The phrase 'teaching with research' facilitated the identification of their work, as it echoed the title of Lima's (2000) book – *Teaching with Research: A Silent Revolution*. However, upon closer scrutiny, it becomes apparent that their study does not explicitly address research as a teaching and learning strategy. Instead, the text primarily delves into didactic-methodological procedures, rather than the implementation of research as a pedagogical strategy.

The text authored by Silva Junior, Novais, and Nascimento (2015, p. 1) presents findings from research aimed at identifying "(...) trends in academic literature regarding the use of technologies as a didactic resource, employing bibliometric analysis techniques (...)." The term 'research in the classroom' emerged as one of the 94 keywords identified by Silva Junior et al. (2015) during their bibliographic inquiry. However, a thorough examination reveals a lack of correlation between their work and the focal point of this current investigation.

Leal, Azevedo, Soares, and Sousa (2016, p. 2) conducted a study with the objective of "identifying and analyzing the primary factors influencing the selection of teaching strategies by instructors within the undergraduate Accounting Sciences curriculum, as outlined in course plans." Their work was distinguished through the term 'teaching with research'.

The study by Salvador and Ikeda (2017, p. 1) sought to "enhance comprehension of active learning methods and, consequently, furnish educators and researchers with valuable

insights for their professional endeavors." Their work was identified through the phrase 'teaching with research', a teaching-learning strategy delineated by Anastasiou and Alves (2009), authors cited by Salvador and Ikeda (2017).

Meireles, Azevedo, and Barbosa (2017, p. 2) analyzed "the integration of inter-organizational networks into the curriculum of *stricto sensu* Postgraduate Programs in Administration." Their work was recognized through the term 'teaching with research'. While referencing Cunha's (2016) research on curriculum and training within *stricto sensu* courses, Meireles et al. (2017) focused on postgraduate programs, diverging from the scope of this investigation, which centers on undergraduate Administration programs.

Fernandes, Ferreira, Miranda, and Pereira (2018, p. 2) identified "(...) key variables contributing to the academic performance of Accounting Sciences students, as assessed in the ENADE since its inception in 2006." Their work was distinguished through the expression 'research as a teaching technique'. Referencing Santos's (2012) study, Fernandes et al. (2018, p. 4) noted that "(...) institutions with faculty holding master's and doctorate degrees, who utilize research as a teaching technique, tend to yield superior student performance (...)."

Lastly, Ceni, Gandhi, Fernandes, and Miliorini (2019, p. 3) proposed a study aimed at "examining teacher training (...) from the perspective of doctoral students in Administration." Initially recognized through the term 'teaching with research', their work highlighted the absence of respondents reporting the use of research as a means of knowledge production within the classroom (Ceni et al., 2019, p. 8). Additionally, they referenced Malusá, Pompeu, and Reis's (2014) research, which contained the term 'teaching with research'. However, the focus of their investigation was on *stricto sensu* postgraduate programs rather than undergraduate Administration programs.

The absence of literature specifically addressing the adoption of research as a teaching-learning strategy within undergraduate Administration courses underscores the need for further exploration in this area. Moreover, many existing works tangentially engage with the topic rather than making it the primary focus of study.

5 Conclusions and Recommendations

The EnANPAD serves as a forum for peer dialogue and encourages research development within the realm of Administration education, encompassing both undergraduate and postgraduate studies. One of the focal points of discussion at this event is the EPQ - Teaching and Research in Administration and Accounting, which forms the basis of this investigation. Through this, specific themes are proposed to address dilemmas within the university teaching environment, spanning undergraduate and postgraduate levels, while aiding decision-making processes and fostering a deeper connection between theoretical concepts and practical applications.

Between 2001 and 2021, out of a total of 1,586 works published within this EPQ subdivision of the EnANPAD, only 22 were identified through bibliographic survey using predefined expressions. Consequently, the aim was to identify and scrutinize the presence of research as a teaching and learning strategy within undergraduate Administration courses, as viewed through the lens of this scientific event. However, despite initially identifying a small

number of articles, this figure decreased further upon closer examination, reducing it to nine, when considering the broader area of Applied Social Sciences.

A more focused analysis on undergraduate Administration courses revealed that only five publications emphasize research as a teaching and learning strategy. These include the works of Lisboa et al. (2003), Santos (2004), Nascimento (2006), Teixeira et al. (2007), and Pereira et al. (2011).

These findings underscore both the significance of this study, given the limited exploration of the topic within academic-scientific research, and the underutilization of research as a teaching and learning method in undergraduate Administration courses. This suggests that more traditional approaches, such as the classic expository lecture, continue to prevail at this educational level.

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