

DIGITAL EDUCATION IN THE FIELD OF ADMINISTRATION: FORMATIVE AND ORGANIZATIONAL PERSPECTIVES

EDUCAÇÃO DIGITAL NO CAMPO DA ADMINISTRAÇÃO: PERSPECTIVAS FORMATIVAS E ORGANIZACIONAIS

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Alex Paubel Junger*

*Universidade Virtual do Estado de São Paulo, São Paulo, São Paulo, Brazil

Orcid: <https://orcid.org/0000-0002-0148-2457>

alexpaubel@hotmail.com

Rafael Ricardo Jacomossi**

**Universidade Presbiteriana Mackenzie, São Paulo, São Paulo, Brazil

Orcid: <https://orcid.org/0000-0001-5584-142X>

rafael.jacomossi@mackenzie.br

Victor Inacio de Oliveira**

**Universidade Presbiteriana Mackenzie, São Paulo, São Paulo, Brazil

Orcid: <https://orcid.org/0000-0002-6091-6606>

victorif@hotmail.com

Melissa Moreira Zanquetta***

***Universidade de São Paulo, São Paulo, São Paulo, Brazil

Orcid: <https://orcid.org/0009-0007-2871-6528>

mzanquetta@gmail.com

Marcelo Leandro de Borba****

****Universidade da Região de Joinville, Joinville, Santa Catarina, Brazil

Orcid: <https://orcid.org/0000-0002-1940-5994>

marcelo.leandro@univille.br

Cristina Keiko Yamaguchi*****

*****Universidade do Planalto Catarinense, Lages, Santa Catarina, Brazil

Orcid: <https://orcid.org/0000-0001-7073-4307>

criskyamaguchi@gmail.com

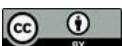
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Abstract

This article analyzes, through a theoretical literature review, the contributions of Digital Education and Corporate Education to training in the field of Administration. It discusses continuing education, supervised internships, the integration of Digital Information and Communication Technologies (DICT), and the reorganization of learning environments in response to historical weaknesses in the field. The studies indicate that the use of digital technologies and corporate education practices can strengthen organizational learning and competency development when aligned with intentional pedagogical projects and institutional policies. It is concluded that Digital Education plays an important role in renewing

Resumo

Este artigo analisa, por meio de revisão teórica da literatura, as contribuições da Educação Digital e da Educação Corporativa para a formação no campo da Administração. Discute-se a formação continuada, o estágio supervisionado, a inserção das Tecnologias Digitais da Informação e Comunicação (TDIC) e a reorganização dos ambientes de aprendizagem frente às fragilidades históricas da área. Os estudos indicam que o uso de tecnologias digitais e de práticas de Educação Corporativa pode fortalecer a aprendizagem organizacional e o desenvolvimento de competências, desde que articulado a projetos pedagógicos intencionais e a políticas institucionais. Conclui-se que a Educação



Administration education by integrating formative, organizational, and social dimensions.

Keywords: Digital Education. Corporate Education. Administration.

Digital é importante na renovação da formação em Administração por integrar dimensões formativas, organizacionais e sociais.

Palavras-chave: Educação Digital. Educação Corporativa. Administração.

1 INTRODUCTION

Corporate Education emerges as an alternative to traditional forms of training present in organizations, both public and private. According to Guedes and Tomasi Cruz (2017), this perspective broadens the understanding of formative processes by going beyond learning focused solely on the immediate performance of job functions. In this sense, Corporate Education comes to value continuing education, skills development, and the improvement of employees' competencies, keeping pace with the changes that occur in the world of work and within organizations themselves.

The renewal of Education in Administration increasingly involves the reorganization of learning environments and the expansion of formative experiences lived by students. Bezerra and Davel (2025) highlight that versatile, sensory, technological, and metaphorical spaces foster the integration of knowledge by breaking away from excessively content-centered, lecture-based models. By transforming conventional classrooms into environments that stimulate interaction, creativity, and participation, such spaces expand pedagogical possibilities and contribute to student engagement, including in content traditionally perceived as less attractive. From this perspective, space ceases to serve merely a physical function and begins to act as an active pedagogical element in the formative process.

Furthermore, Bezerra and Davel (2025) emphasize that different types of learning spaces enhance the development of skills and competencies that are fundamental to education in Administration. Sensory, convivial, disruptive, and ecological spaces promote experiences that stimulate reflection, critical thinking, empathy, communication, and socio-environmental awareness, while technological environments expand interaction with digital resources and strengthen continuous learning. This spatial diversity contributes to the holistic education of students by articulating technical, human, and social dimensions, aligning Education in Administration with the contemporary demands of organizations and society.

In this context, digital inclusion can be understood as an integral part of Corporate Education, especially in light of the constant evolution of digital technologies. As highlighted by Guedes and Tomasi Cruz (2017), learning in the organizational context is not limited to the actions of a single training agent but occurs collectively through the sharing of knowledge among individuals. This dynamic contributes not only to the dissemination of knowledge in the workplace but also to the promotion of social inclusion, strengthening more collaborative and integrated formative processes.

Given this context, the objective of this study focuses on a theoretical analysis, through a literature review, of the contributions of Corporate Education, Digital Education, and the renewal of Education in Administration, with an emphasis on formative and organizational perspectives. The review seeks to systematize discussions that articulate continuing education processes, digital inclusion, and the reorganization of learning environments, highlighting their impacts on the development of skills and competencies demanded by contemporary organizations.

2 DIGITAL EDUCATION AND TRAINING IN THE FIELD OF BUSINESS ADMINISTRATION

Continuing education can be understood as a set of educational initiatives and practices that are planned and developed with the purpose of promoting professional development throughout individuals' trajectories of practice. As highlighted by Duran (2017), such initiatives are valuable in the face of the constant transformations that characterize the world of work, which demand training processes capable of keeping pace with these changes and responding to new professional demands.

In this context, the notion of a fully trained professional gives way to the understanding of the professional as being in permanent formation. Duran (2017) points out that, given the contemporary dynamics of work, the idea of graduation in absolute terms is no longer sustainable, since learning comes to be configured as a continuous process. Thus, continuing education is consolidated as a necessary and desirable practice in both the public and private sectors, contributing to the updating of knowledge, the improvement of competencies, and adaptation to emerging professional requirements.

According to Fleury (1983, p. 41):

At the undergraduate level, the major problem that exists, and which may be considered structural, is the great difficulty of reconciling, within a four year curriculum, a general education in the humanistic and instrumental areas with professional education in the specific field of administration, while maintaining an adequate level of quality. This research showed that such difficulty is very present in the courses analyzed, with an evident imbalance that is unfavorable to the professional area, which has been taught in a rather precarious way. The curriculum generally devotes an insufficient amount of time to these aspects, and the courses are taught superficially by teachers who are often poorly prepared.

In addition, Marques, Profeta and Oliveira (2016, p. 207 to 208) point out that:

We can say that the strengths of the Administration course, in the present research, with regard to aspects closer to professional life, lie in the development of the capacities to learn, to plan, and to organize. With respect to broader aspects of higher education, it is noteworthy that the course expanded general culture. As for the medium points of the course, beyond the reach of almost half of those who studied Administration, there are aspects such as the search for new learning, the exercise of reflective thinking, and problem solving; on a broader level, there are critical vision and ethics. The weak points lie in the course's deficiency in providing greater scientific culture and specific knowledge of the area, ultimately not facilitating the attainment of a higher social status.

Fleury (1983) describes weaknesses in Administration programs, but also provokes reflection on the very meaning of university education in this field. The difficulty of reconciling general and professional education, identified as structural, reveals a curricular model that tends to fragment knowledge and reduce the complexity of administrative practice to technical content transmitted in a rushed and insufficiently in depth manner. This imbalance, unfavorable to professional education, exposes a contradiction: at the same time that the program proposes to prepare students for professional practice, it limits the conditions under which this preparation can occur with rigor, criticality, and scientific solidity, compromising both the quality of education and the social role of the administrator.

In this direction, the analyses by Marques, Profeta and Oliveira (2016) make it possible to question the extent to which transformations observed over time have in fact addressed the structural issues indicated by Fleury. Although the development of instrumental capacities and the expansion of general culture are identified as strengths, weaknesses in dimensions such as reflective thinking, critical vision, ethics, and scientific culture suggest the persistence of a form of training marked by pragmatism and superficiality. Thus, the so called medium points and weak points of the course indicate

that the logic of training continues to prioritize functional skills over a critical and scientific understanding of administration. This scenario invites questioning whether programs have effectively advanced toward the construction of comprehensive education or whether they merely reorganize, under new guises, problems that were historically diagnosed.

Moraes et al. (2022), through a quantitative, non probabilistic, non experimental, cross sectional, and descriptive study with a sample of 847 graduates distributed across different regions of the country, highlight relevant contradictions in the process of professional insertion. Although the data indicate that the majority of respondents (73 percent) managed to enter the labor market within one year after graduation, the results also reveal important structural limits, such as the fact that 20 percent occupy positions that require schooling below the higher education level and 16.6 percent are not inserted into the labor market. This scenario points to a weakening of occupational conditions, marked by precarious labor ties, which affects even professionals considered well qualified, suggesting that higher education alone does not guarantee stable professional trajectories or recognition compatible with the level of schooling, regardless of the sociodemographic characteristics of graduates.

The findings of Gonzales (2024) reveal important weaknesses in the way supervised internships have been operationalized, especially because, in most cases, they do not favor potentially meaningful and critical learning. On the contrary, the activities developed tend to reinforce mechanical practices aligned with organizational routines, but weakly articulated with students' formative processes. This finding shifts the debate on internships from a simple curricular requirement to the need to understand them as intentional educational spaces capable of integrating theory, practice, and critical reflection.

In this sense, the results presented by Dias, Paula Junior and Gonçalves (2025) broaden the understanding of this scenario by discussing the relationship between work and training in Administration programs. The analysis of dissertations and the thesis reveals that work experience during higher education, as well as the graduate's field of activity, directly influences the formative and professional trajectory. Such evidence dialogues with Gonzales (2024) by indicating that, when work, including internships, is not pedagogically mediated, it tends to assume an instrumental role, with limited impacts on the consolidation of critical knowledge and on the qualification of graduates.

Thus, the dialogue among the authors points to the urgency of rethinking policies and practices for managing supervised internships in Administration programs. While Gonzales (2024) emphasizes the need for proactive and meaningful learning processes within host organizations, Dias, Paula Junior and Gonçalves (2025) reinforce the centrality of articulating work, education, and the student's professional project. Taken together, the studies suggest that internships, when conceived as an integral part of the formative pathway, can overcome a mechanical logic and contribute more consistently to critical education and to the qualified insertion of graduates into the labor market.

3 DIGITAL TECHNOLOGIES IN TRANSFORMATIONS OF ORGANIZATIONAL AND ADMINISTRATIVE PROCESSES

Despite the broad debate surrounding the incorporation of Digital Information and Communication Technologies (DICT) into teaching processes, especially in the context of higher education, their effective integration still faces significant challenges. Souza Junior et al. (2024) point out that, even in light of advances in theoretical discussions and the pedagogical possibilities associated with digital resources, institutional and formative barriers persist that limit their adoption in higher education institutions.

In this scenario, the difficulties that exist between higher education institutions and education professionals directly affect the encouragement and expansion of the use of DICT in everyday pedagogical practice. As highlighted by Souza Junior et al. (2024), factors such as insufficient institutional policies, lack of continuing education, and resistance to changes in teaching practices contribute to the maintenance of traditional teaching models. As a result, the use of digital resources still occurs unevenly, reinforcing the need for actions that articulate infrastructure, teacher training, and institutional support in order to promote pedagogical practices that are more integrated with contemporary demands.

The relationship between these discussions and the field of Business Administration becomes evident when considering that both supervised internships and the integration of DICT concern processes of educational, organizational, and formative management. In Administration, the way organizations plan, execute, and evaluate their practices whether related to the training of interns or to the integration of digital technologies reflects management models that may foster meaningful learning or,

conversely, reproduce instrumental and mechanical logics. As pointed out by Gonzales (2024), the absence of formative intentionality in internships reveals failures in knowledge management and in people development, which are central elements of contemporary Administration.

From an academic perspective, these reflections may stimulate the development of scientific research in Business Administration, such as investigations into factors that contribute to teaching performance in administration, challenges posed by new technologies, student profiles, and business paradigms. From a practical perspective, they may encourage the pursuit of more comprehensive training from both technical and didactic standpoints and the construction of a new relationship with students. From a social perspective, the development of more fully prepared faculty members implies potential savings of resources for schools and students, with better outcomes for companies and for society (Salvador; Falcão, 2022, p. 169).

Furthermore, the barriers identified by Souza Junior et al. (2024) in the incorporation of DICT directly dialogue with classic challenges in Administration, such as resistance to change, limitations of institutional policies, and deficiencies in training processes. In the context of Administration programs, these issues gain additional relevance, as they concern the education of future managers who will act precisely in decision making and in the management of people, technologies, and organizational processes. In this way, the articulation among internships, work, and DICT highlights that Administration goes beyond being merely an object of education, also constituting a strategic field for rethinking educational, organizational, and technological practices aligned with contemporary social and professional demands.

The study conducted by Tractenberg, Silveira, and Kurtz (2025) adopts a qualitative and descriptive methodological approach, based on semistructured interviews with eight faculty members from graduate programs in Accounting Sciences and Business Administration at public universities. The choice of this method made it possible to understand, in depth, the perceptions and experiences of professors who, between 2020 and 2022, began teaching courses mediated by different models of Online Collaborative Learning, mostly adopted on their own initiative. This methodological option proves to be coherent with the objective of capturing meanings, practices, and emerging pedagogical strategies in a context marked by rapid transformations in higher education.

With regard to the results, the authors highlight pedagogical and institutional benefits associated with Online Collaborative Learning, such as the strengthening of

mutual support, increased interaction among faculty, stimulation of critical thinking, and the promotion of more dynamic classes. However, relevant challenges are also emphasized, especially those related to faculty workload overload, the urgency of changes imposed by the pandemic context, and insufficient pedagogical preparation and technological resources. These findings reveal tensions typical of educational innovation processes in Administration and Accounting Sciences, areas in which the articulation among theory, practice, and digital technologies is important for academic and professional training.

When dialoguing with Francisco et al. (2025), a thematic convergence can be observed with regard to organizational adaptation in crisis contexts, even though the objects of study are distinct. While Tractenberg, Silveira, and Kurtz (2025) analyze innovative pedagogical strategies within graduate programs, Francisco et al. (2025) investigate the financial resilience of companies before, during, and after the pandemic through a dynamic model and sectoral analysis. In both cases, the contribution lies in understanding how organizations, whether educational or corporate, adjust their processes, strategies, and structures in the face of adverse scenarios, reinforcing the relevance of Administration as an analytical field capable of integrating pedagogical, strategic, and organizational dimensions.

4 CHALLENGES AND PERSPECTIVES OF DIGITAL EDUCATION IN BUSINESS ADMINISTRATION

Alves, Rosini, and Vieira (2022) conducted a field study focusing on Corporate Education and Corporate Universities in the national financial sector, based on consolidated theoretical frameworks and the analysis of three financial institutions operating in the state of São Paulo. The methodological design combined qualitative and quantitative approaches, which made it possible to understand both the organizational and strategic aspects of Corporate Education and its forms of implementation in the banks investigated.

With regard to the quantitative dimension, the study covered a large universe of 74170 employees distributed across 5554 retail, government, and regional and state superintendence branches. From this universe, a final sample of 6592 valid cases was

defined, enabling a statistically consistent analysis of perceptions and impacts of Corporate Education actions within the context of the financial institutions studied.

As its main contribution, the research highlighted the relevance of Corporate Education actions for organizational development, emphasizing their role in employee qualification, strategic alignment, and the strengthening of institutional competencies. The results indicated that Corporate Education functions as a structuring element of organizational learning, contributing to the sustainability and competitiveness of the financial institutions analyzed.

Moraes et al. (2025) carried out a case study in a company from the consulting and management auditing services sector, with the purpose of understanding its insertion in the context of digital transformation and the ways in which Corporate Education has been implemented to support employees' professional development. The study sought to analyze how the strategies adopted by the organization are articulated with contemporary demands for innovation, continuous learning, and the use of digital technologies in the corporate environment.

From a methodological perspective, the research used a questionnaire administered via Google Forms, which enabled direct data collection from the employees of the company investigated. The analysis of the results showed that the institution allocates specific resources and makes use of different Corporate Education tools, integrating training practices into organizational processes and ongoing digital transformation strategies.

The findings of the study indicated that Corporate Education initiatives contribute significantly to employee development and engagement. Participants demonstrated satisfaction and motivation in relation to the actions implemented, suggesting that Corporate Education, when aligned with digital transformation, strengthens professional performance and fosters the construction of an organizational culture oriented toward continuous learning (HULTEN et al., 2023; JUNGER et al., 2023a; JUNGER et al., 2023b; JUNGER et al., 2025; NASCIMENTO et al., 2020)..

Maia and Silva (2022) show that collaborative digital learning environments have come to occupy a greater space in Corporate Education strategies, although they still present limitations in terms of maturity and result measurement. Although companies recognize the relevance of practical experience and knowledge sharing among employees, the study points to the absence of consistent indicators capable of

demonstrating the impacts of these practices on organizational learning. Nevertheless, a significant shift in focus is highlighted, in which the employee assumes a central role in the educational process, reflected in the personalization of development pathways and in the strengthening of individual protagonism. In this context, learning management system platforms have incorporated technologies based on artificial intelligence, big data, and analytics, seeking greater automation and precision in the analysis of training needs and in the monitoring of professional development.

Another relevant aspect discussed by Maia and Silva (2022) concerns mobility and the consolidation of the mobile first paradigm, in which mobile devices assume a primary role in the consumption of educational content. The authors emphasize that it is not the technology itself that generates value, but rather the way organizations use it to transform their practices and work dynamics. The covid 19 pandemic acted as a catalyst for this process, accelerating the migration of face to face programs to virtual environments, albeit in many cases without in depth reflection on methodological adequacy. The study warns of the risk of simply transferring face to face models to digital formats and argues for the need to rethink pedagogical conceptions and to build methodologies consistent with the use of technologies, so that Corporate Education can be consolidated as a digital learning ecosystem aligned with contemporary technological, social, and cultural transformations.

5 CONCLUSION

The theoretical analysis developed in this study showed that Digital Education, articulated with Corporate Education and the renewal of Education in Business Administration, occupies a strategic position in the reconfiguration of formative and organizational processes. The discussions presented indicate that education in Administration has historically carried structural weaknesses related to curricular fragmentation, the predominance of instrumental practices, and the limited consolidation of critical and scientific training. In this context, digital technologies and innovative learning environments emerge as possibilities for challenging these limits, provided that they are embedded in pedagogical projects intentionally oriented toward continuous, collaborative, and reflective learning.

The studies analyzed also revealed that the incorporation of Digital Information and Communication Technologies and Corporate Education practices does not, by itself, guarantee formative advances. Challenges persist related to institutional management, teacher education, pedagogical mediation of supervised internships, and resistance to organizational change. The evidence indicates that when digital and organizational processes remain subordinated to mechanical and productivist logics, previously diagnosed weaknesses in Administration education are reproduced, such as superficial learning, the precarization of professional trajectories, and the distancing between theory, practice, and critical reflection. Conversely, experiences that articulate digital technologies, collaboration, pedagogical intentionality, and knowledge management point to the expansion of formative possibilities and to the strengthening of organizational learning.

Finally, it is concluded that Digital Education in the field of Administration requires an integrated understanding of formative, organizational, and social dimensions. This understanding implies recognizing that the education of administrators involves not only technical mastery but also the development of critical, ethical, and reflective competencies aligned with transformations in work and society. In this sense, Corporate Education and digital learning environments assume a relevant role when conceived as formative ecosystems supported by institutional policies, consistent pedagogical practices, and management models committed to lifelong learning. These reflections reinforce the need for deeper investigation and for institutional actions that challenge traditional models, contributing to an education in Administration that is socially committed and pedagogically consistent.

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Authors' Contribution

All authors contributed equally to the development of this article.

Data availability

All datasets relevant to this study's findings are fully available within the article.

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