

Co-creation of higher education in Business Administration with Design Thinking tools supportⁱ

Cocriação do ensino superior de Administração suportada pela ferramenta *Design Thinking*

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ABSTRACT

This article introduces and discusses Portuguese and Brazilian students' suggestions to improve higher education in Business Administration. Aiming at promoting the co-creation in higher education Business Administration the Design Thinking tool was used among students divided in groups of 6 to 12 people. The results of this investigation point out the need to reflect on practice, integration between practice and theory and, above all, how, by establishing the relationship between these "translations" of knowledge about management, it is possible to develop a manager who is able to perform in a very complex environment. It becomes imperative, therefore, the reflection on the potential of the epistemological doubt and how to arouse it in the teaching, learning and evaluating processes in higher education in Business Administration, as well as integrating those processes for the development of a more effective administrator.

KEYWORDS: Higher education in Business Administration; Design Thinking; Suggestions.

RESUMO

Este artigo apresenta e discute as sugestões de melhorias, originadas dos acadêmicos brasileiros e portugueses, para o ensino superior de Administração. Com vistas a promover a cocriação do referido ensino, utilizou-se a ferramenta Design Thinking junto a estudantes divididos em grupos que variavam entre 6 e 12 pessoas. Os resultados desta investigação destacam a necessidade de refletir sobre a prática, a integração entre prática e teoria e, sobretudo, como a partir do estabelecimento de relação entre essas 'traduções' do conhecimento de gestão se pode desenvolver um Administrador capaz de atuar em um ambiente supercomplexo. Emerge, assim, o imperativo de refletir sobre o potencial da dúvida epistemológica e a forma de suscitá-la nos processos de ensino, de aprendizagem e de avaliação no ensino superior de Administração, além de integrar os referidos processos para um desenvolvimento mais efetivo do Administrador.

KEYWORDS: Ensino superior de Administração; Design Thinking; Sugestões.

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1 INTRODUCTION

The expansion of higher education in the world is a reality since 1990. According to the United Nations Educational, Scientific and Cultural Organization (UNESCO) (2012), between 1960 and 1991 revealed that, in the world, the quantitative growth in the order of 13 million students. Projections from the Organization for Economic Cooperation and Development (OECD) (2012) show that, in most of its member countries and member countries of the G20, the number of students in higher education will continue to grow until 2020. In accordance with the projection of the OECD (2012), in 2020 there will be approximately 204 million individuals, between 25 and 34 years, with higher education. According to the UNESCO (1999), the expansion of higher education in Brazil has focused efforts on higher education courses that required less investment, either in equipment or in human resources and functioning, the example of the upper course of administration.

The higher education in Business Administration, currently, is the largest number of students enrolled in Brazil. Moreover, according to data from the Census of Higher Education Courses conducted by the National Institute of Educational Study and Research Anísio Teixeira (INEP), the increase in the number of scholars enrolled in the last twenty years was 208% (INEP, 2017). It is important to make clear that, in general, in that period, the Brazilian higher education has had noticeable progress, in particular public education. The UNESCO (2012) reported that were created fourteen federal universities, between 2002 and 2010, in several states; besides, in 2006, have been launched the Program to support the restructuring plans and Expansion of Federal Universities (REUNI). With this, the offer of 113 thousand vacancies for mode of education in person, in 2003, reached 227 thousand in 2009 (UNESCO, 2012).

The high number of academics and the multiplication of courses are justifications to develop this research with a focus in Higher Education Administration. Added to this, studies such as Almeida, Novo and Andrade (2013) pointed out that such an increase as responsible potential of draining of reflection on higher education board, resulting in serial production of Administrators with low qualification (Alcadipani & Bresler, 2000). This criticism about the teaching of Directors ratifies the importance of investigating such object in depth.

The higher education of directors has been explored in many studies and is the object of study of periodicals and qualified events in this area. The study by Bolzan and Antunes (2015) undertook a review of the main vehicles for research on this subject and underlined the need for revision of the pedagogical models and methods used in higher education courses in Administration. Furthermore, the authors found the gaps in the literature that limit the reflection on the processes of teaching, learning and assessment. Initially, this study shed light on the lack of studies that considered the perspective of academics regarding the processes of teaching, learning and assessment in Higher Education Administration. No studies were found that reflected on the evaluation process or how this process would/could contribute to the learning process of the students. Other gaps were also research on teacher training and the expectations and limitations in Higher Education Administration.

For Vieira et al. (2002), recognize the dissatisfaction with the prevailing pedagogy is a condition to undertake changes and, with a high degree of consensus between the opinions of the Protagonists, the directions of improvements may be operacionalizadas¹ with implications for individual practices in institutional policies and, as a consequence, the academic culture of the institutions. The authors also warned that the changes are slow and difficult, require willingness and ability to question and reflect on the routines, as well as try out alternatives. In the context of changes, it is important to highlight the need to articulate redefinitions of institutional policies.

¹Protagonists (with a capital P) were considered to be those subjects who participated as volunteers in this thesis, as regards the collection of information, i.e., the teachers and students of higher education courses in Administration of the UFRGS, UFBA, ISCTE and ISEG. Conventionally call of actors because these would be the subject of the speech, which as Pêcheux (2009), should be written with the first letter capitalized.

The empirical stage of this research consisted of collecting data from students of higher education courses in Administration of different institutions in Brazil and Portugal, through techniques of *Design Thinking*. The *Design Thinking* was elected as a technique to establish the correspondence between human needs and the possibilities of satisfaction of these (Brown, 2010).

The collection of data in Brazil was held in the first two higher education courses in Administration offered by public universities: the B. A. course of the Universidade Federal da Bahia (UFBA) and the Federal University of Rio Grande do Sul (UFRGS). As the knowledge of administration was introduced in Brazil by Portugal, in 1808, it was decided to conduct the data collection also in that country, on condition of study. In Portugal, we collected data on the ²Higher Institute of Economics and Management (ISEG) at the University of Lisbon and the Instituto Universitário de Lisboa (ISCTE-IUL), both public universities. By means of unfolding, the ISEG was the first course of public administration in Europe.

Such choices are justified by the possibility to promote comparisons between sets of data derived from the collection in different institutions and contexts, making comparisons between the main findings of the study took place in Brazil (protagonista study) and Portugal (supporting study). Were chosen the first public universities in Brazil and Portugal, for being the oldest and, therefore, structured some time ago. In addition to loading historicity and have accompanied more arrests suffered by the science of administration and, consequently, by teaching. As to the comparison between Brazil and Portugal, the objective was to point out the similarities and differences in the current processes of teaching, learning and assessment of their Higher Education courses in Administration,³ since, when introduced in Brazil, by the Portuguese Crown, in 1808, the teaching of business practices followed the same model.

In Brazil, took part in the survey as volunteers the Protagonists who belonged, at the time of data collection (2015/2), Universidade Federal da Bahia (UFBA) and the UFRGS. In Portugal, were chosen also the Protagonists who belonged in 2016/2, ISEG and of the ISCTE. Such choices are made because these students of those semesters of courses already knew about the course and the teachers, what they would make more suggestions.

Under the understanding of Vieira et al. (2002), Higher Education in Portugal is an area that has received attention from the academic community. In addition to the quantitative increase in the number of enrolled, the authors highlight the external pressures (such as the evaluation process inside and outside, in universities, which started in 1994) and the inconsistencies in the practices of training, such as the conventional practices of transmission of content. In the Brazilian scenario, Soares (2009) argued about the expression of neoliberal ideology of globalisation on national policies for Higher Education. There is emphasis on the reduction of financial support from the State for such arrangements, opening doors to the alternative of creating institutions not universities and private institutions that contribute to meet the demand, i.e., the 'Application of the old capitalist logic in regulating the quality through competition, but also by the pursuit of private resources for its maintenance' (Soares, 2009, p. 94).

It is worth remembering about the need to develop studies in Higher Education covering the processes of teaching, learning and assessment (Fernandes & Fialho, 2012), the 'proven need for are characterised, to know and understand a significant diversity of elements that interfere in the learning of students' (Fernandes, 2015, p. 600). In this sense, Fernandes, Rodrigues and Nunes (2012) argue that the studies undertaken in Brazil and Portugal about Higher Education, are still insufficient to understand and promote improvements in education, evaluation and learning. Sá, Monteiro and Lopes (2014) complement that, in Brazil, the processes of teaching, learning and assessment, as well as its dimensions, are still studied, most of the times, in an isolated way. The

² A study supporting role: the choice of adjuvant characteristic was due to the studies conducted in Portugal to establish relations of similarity with the studies conducted in Brazil. The studies that have cooperated with this research offering support and better understanding the responses of the study protagonist. Already the characteristic protagonist was established aiming to give emphasis to the issue of higher education board.

³ Study the protagonist (p) refers to the study undertaken in Brazil, in the UFBA and at UFRGS.

isolation of these processes has resulted in a limitation in research on a global vision of the Brazilian Higher Education.

In this way, the objective of this study: understand the suggestions for improvements, originated from the Protagonists, for Higher Education Administration.

2 THE HIGHER EDUCATION IN BUSINESS ADMINISTRATION

2.1 The higher education of brazilian business Administration

The empirical research on Higher Education on business administration showed gaps about the processes of teaching, learning, assessment and curriculum. Surveys conducted in Brazil argue that the Higher Education of business administration occurs in polarized way, sometimes with a focus on the demands of the market, or under a critical perspective (Magalhães, Jaramillo, & Patrus, 2014; I. C. Silva, K. A. T. Silva, & Freitas, 2013d). Alcadipani and Bertero (2014) consider the administration and management teaching technologies gestadas in the United States and transferred to the Brazil, as well as to other places in the world (Europe, for example). According to the history of science and of management education, such transfer took place through the submission of technical assistance missions using financial resources provided by the government of the United States to the development site (Alcadipani, & Bertero, 2014; Vale, Bertero, & Silveira, 2013).

In accordance with the revision study made by Bolzan and Antunes (2015), in empirical research in Brazil has been the recognition, on the part of the Protagonists (teachers and students), the need to review the pedagogical models and methodological studies in Higher Education Business Administration (S. Bulgacov, Canhada, & Y. L. Bulgacov, 2010; Lucena & Centurión, 2011; Schmitz, Alperstedt, & Van Bellen, 2011; Brambilla & Damacena, 2012; Silva, Lima, Godoi, & Sonaglio, 2011; Oliveira, Sant'ana, & Diniz, 2011; Patrus & Magalhães, 2012; Silva et al., 2013d; Oliveira, Lourenço, & Castro, 2015; Silva, 2014; Palma & Pedrozo, 2014; Pereira, 2014; Noguchi & Medeiros, 2014). The recognition given to the need for an active education that involves the student, teaching more dialogic (Guimarães & Lovison, 2013; Palma & Pedrozo, 2014) and the need for a teaching which undo the dichotomy between theory and practice in Higher Education Administration (Silva et al., 2011; Silva, Oliveira, & Motta, 2013c).

In order to cause improvements in Higher Education Administration, some studies analyzed explored possibilities. The research of Silva, Candeloro and Lima (2013) founded that, knowing the academic and how this best learns, you can enhance the learning process of the student. From the perspective of the authors, knowing the best way of student learning, the teacher would have better conditions to develop teaching techniques. The studies of Canopf, Camargo and Bylgacov (2013), Souza et al. (2013) and Barbosa, Carvalho, Soares, & Costa (2014), argue that the teaching should involve the scholar, because the emotion and motivation in the classroom enhance the student learning. The contributions of Plutarco and Gradwohl (2010), Lourenço (2013) and de Lima and Silva (2014) indicate that the main factor for students' learning is the teacher behavior, followed by the theoretical knowledge of the faculty. Lima and Silva (2014) elencam the characteristics that make the behavior faculty a factor that enhances the construction of knowledge, they are: trust, admiration, respect and credibility.

The study of Pinto, Vale, Pereira, Leite and Alves (2013) signaled the limitation in learning of the academics of business administration about the construction of meanings. The authors stated that the difference in income caused the construction of meanings were different among the students. Pinto et al. (2013) observed that derived from meanings in the experience with some social actors, in particular the teaching institution, the members of living and working conditions and the members of the family. Vergara and Amaral (2010) discussed the concept of student client as another limitation to learning in Higher Education administration. The authors consider that when a teaching institution gives the student rights of customer/consumer, subtracts the same rights of educating, i.e., the right to participate in the learning process.

The investigations revisited by Bolzan and Antunes (2015) pointed out that, in Higher Education Administration, the curriculum was considered a tool very important - a guide to the processes of teaching, learning and assessment. Some articles that analyzed the curriculum kept his gaze on the interdisciplinarity. For Amboni et al. (2010), Caggy and Fischer (2011; 2014), Tordino (2014), the interdisciplinary nature was able to enhance the students' learning. The study of Caggy and Fischer (2013) presents a critical perspective on the interdisciplinarity and argues that the interdisciplinarity in Higher Education administration, was mimetizada. This process was favored by the environment widely institutionalized in that Higher Education Institutions (HEIS) are inserted.

Some other articles have highlighted the importance of the inclusion of disciplines in the curriculum of Higher Education Administration. Vasconcelos and Silva (2010), Merino, Pastorino and Garcia (2010), Feitosa (2011), Silva, Candeloro and Lima (2013) and Hourneaux, Dias, Zellmeister, & Brinholi (2014) grifaram the inclusion of disciplines in which the sustainability was the central theme. Soares, Ohayon and Rosenberg (2011) argued about the need for inclusion of disciplines: Ethics, Management of Resources, International Relations, Innovation, Strategy, and Change Management. Pinto, Silva and Freitas (2010), Santos and Silva (2012) and L. C. Schmitz, Alperstedt, Van Bellen, & J. L. Schmitz (2012) advocate the inclusion of the theme Social Responsibility. Rocha, Bacchi, Guerra, Rôla, & Pinheiro (2011), Greatti, Gralik, Vieira, & Sela (2010), Rocha, Ferraz, Cabral, Santos, & Pessoa (2011) and Izuka and Moraes (2014), Entrepreneurship; Dreher (2011), Governance, Motta, Quintella and Armond-de-Melo (2010) and Oliveira and Sauaia (2011) emphasized the importance of business games in the formation of an administrator. Viegas (2013) and Tudda and Feldmann (2013) called for a requirement of Research in Higher Education Administration, arguing that the search is a good practice to maximize student achievement. The research would contribute to the integration between theory and practice and would, in academic circles, establish relationships between the areas of epistemological Administration and other areas of knowledge. In this sense, the changes of the curriculum recognized by Barnett, Parry, and Coate (2001) were undertaken in response to the needs identified only by the labor market, led by technical reason, aiming to employability of its alumni.

The empirical research pointed out that scholars of Higher Education courses in Administration cherished by activities which show the relationship between the content of each discipline and the work to be developed in the future, in enterprises. Some of these activities were cited: internship at the end of the course, participation in the junior companies, internships and extracurricular activities undertaken during the course and dynamics of the classroom. About the analysis of the final stage or internship, Rego and Silva (2013) concluded that, in this period, the learning was not a priority, whichever is the concern with the delivery of the work of completion. Now the work of Lourenço, Lemos and Pécora (2012) showed that the internship made the scholar to gain overall knowledge about the organization; stimulating the creativity, innovation and communication skills.

About participation in junior companies of Higher Education courses in Administration, Lourenço (2014), Valadão, Almeida e Medeiros (2012) assure that constituted a space for construction of competences, and thus, contribute to the development of the professional career of their students. Fiala and Andreassi (2013) analyzed the participation of academic of business administration in incubators as a way for students to have contact with daily activities of a company. The completion of the work of these authors showed that the incubators are potential environments for learning, but are still opportunities little explored.

As regards the dynamics used in the classroom in Higher Education Administration, some articles have examined the use of cases for teaching. These studies have concluded that the cases for teaching were effective for the introduction of concepts. Lourenço and Magalhães (2013) pointed out the advantage of using cases for teaching the rapprochement between the theoretical knowledge and the practical, beyond the overrun of foreignism in management education, because the case for teaching would bring up the national reality. As limitations on the use of cases for teaching, Lourenço and Magalhães (2013) showed that teachers were not aware for the use of these tools. To Lourenço and Magalhães (2013) although the teachers believed in the potential of the tool and

defend its use, were unaware of the pedagogical aspects of the case for teaching. Furthermore, the research de Faria and Figueiredo (2011) found that the majority of the cases for teaching addressed topics from the areas of strategy (36 cases) and Marketing (28 cases), and underprivileged areas, such as People Management, Logistics and Finance.

The new Information and Communication Technologies (ICT) were also objects of analysis. The studies of Araujo and Pedrosa (2013) and Klein, Oliveira Almeida, & Scherer (2013) showed that the use of ICT enhances the learning process. However, these latter authors, highlighted that the multimedia capabilities did not influence the learning of the theory, i.e., ICT are, that studies on the evaluation process, one of the objects of this study, were not observed in the period from 2010 to 2015.

The reports of initiatives appeared in greater numbers in the period 2015 to 2017, of which from 2010 to 2015. It is worth mentioning the initiatives observed in recent studies analyzed: Business Games (Gouveia, K. S. S. Pereira, Melo, & N. D. Pereira, 2014; Melo & Oliveira, 2015); Livro-Caixa (Pereira, 2014); Learning in Action (Silva, 2014); construction of Documentaries (Oliveira, Mariano, & Mancebo, 2015); Movies (or animations) and discussion about these (Miranda, Rodriguez, and Barros, 2015; Ferreira, 2015); comic (Silva, Santos, & Bispo, 2015a); Photographs (Silva & Saraiva, 2015); assumptions of Andragogia (Franco, Paiva, & Helmold, 2015); Problem Based Learning (PBL) (Pádua et al., 2013; Guedes, Andrade, & Nicolini, 2014; Vendramin, Araujo, Lima, Farias, & Gilberto, 2015); Work Interim reviews (Tordino, 2014); Simulated Studies (Veiga, Zanon, & Zucatto, 2013); Conceptual maps (Silva, Montenegro, Dias, & Castro, 2015b); Scientific Initiation (Pinto, Fernandes, & Silva, 2015); Shared Responsibility (Damacena & Nascimento, 2015); Business Simulation (Carmo, Silveira, Neri, & Ferraz, 2015), and *Cases* of various areas of management.

Davel, Vergara and Ghadiri (2007) stated that experiences such as those cited in the preceding paragraph shall have the objective of revitalising the processes of teaching and learning in Higher Education administration. For the authors, art provides support for student learning, fosters the relationship between scholar and teacher, and transforms the roles of transmitter and receiver of knowledge for coauthors of knowledge.

2.2 The higher education of portuguese business Administration

The search for empirical studies that address the processes of teaching, learning and assessment in Higher Education business administration from Portugal showed that, specifically, on the teaching of Administration, no reflections were made. However, Portugal, as well as the other countries of Europe, is undertaking changes in Higher Education, due to adherence to the Bologna Process. This process requires the EIS the challenge of creating the European Higher Education Area.

On the Higher Education of business administration in Europe, Reynolds (1999) and Kirby (2004) stated that the development provided by the formal education of administrators is essential, but not sufficient to develop successful businessman, in particular, entrepreneurs. Kirby (2004) postulated that the swelling of the curriculum with content that potentially develop management skills is not enough. Reynolds (1999) argued for the need to change the pedagogy of the university and stressed the importance of the environment in the learning process, in addition to the important role of the teacher in the teaching process.

Kirby (2004) also advocated the need for change in the model of pedagogy courses, including the process of learning and assessment as complementary. The author defended the autonomy of the student front for their learning, the involvement of the student and critical reflection on the real problems in the world and the proactiveness in decision-making. As to the role of management professors, Reynolds (1999) conceived that should not be confined to the role of developing technical skills and reinforce concepts and existing theories. The teachers of administration should be encouraged by the critical reflectivity, ethics in organizations and leadership (Kolenko, Porter, Wheatley, & Colby, 1996).

Higher Education	
It is the process of teaching, learning and personal development complemented by goals of developing the sharing, reflection, autonomy and emancipation of man (Barnett, 1998). Has had its borders and its legitimacy dissolved by actors with whom he co-exist and that it causes noticeable changes not long ago.	
Higher Education in Brazil	Higher Education in Portugal
It is governed by the Law of Guidelines and Foundations of Education (LDB) - Law no 9.394/1996 that gave more freedom to the EIS and, as the Bologna Declaration, is based constructivist (Oliveira, 2009). In the Brazilian case, the results showed a perspective of teaching more student-centered (Cunha, Nunes, & Silva, 2014). However, Sá et al., (2014) make clear that, in most cases, there remains the teaching centered on the teacher as the holder of knowledge, as one who has the responsibility of transmitting the content of curriculum; it is up to the student to learn passively to listen and take notes, in order to play in a future assessment.	Has suffered because of implications the Bologna Declaration that requires changes in the paradigm of education. This process causes changes in academic culture and the role played by the teacher, this is a new look on the processes of teaching, learning, assessment and environments of learning (Borrvalho et al., 2014). Under the lens of Cunha, Nunes and Silva (2014), the processes of teaching, learning and assessment are still far from that proclaim the Bologna Declaration, because they are dependent on a strong tradition based on the experiences and insights of teachers.
University Pedagogy	
According to Leite (2006, p. 58), University Pedagogy "has as its object of study the teaching, learning and assessment at the university".	
Teaching in Brazil	Processes of teaching in Portugal
In general, the classes were expository, with the support of the projection of <i>slides</i> . The teachers had the objective of the lesson and the matched with the subjects addressed in previous opportunities. However, there was concern of teachers with the participation (active) of students in pedagogical activities (Cunha et al., 2014; Silva, Santos, & Passion, 2014).	In the university context english, classes were also of nature, expository and the teaching process centered on the teacher (Cunha et al., 2014). The teacher faces the curriculum content; the students listened and took note.
The learning processes in Brazil	The learning processes in Portugal
The study by Sá et al. (2014) highlighted the willingness of Brazilian students to learn in an active manner and dialogical.	The study by Cunha et al. (2014) showed that, due to the culture of traditional education rooted in higher education, the teacher was still the center of the pedagogical process.
The evaluation procedures in Brazil	The evaluation procedures in Portugal
In the Brazilian context, teachers considered the formative evaluation as the most appropriate. However, the majority of Brazilian teachers not developed the evaluation of a continuous and systematic (Cunha et al., 2014).	The evaluation process was to classify and certify students, process this justified by teachers as a practice highly dependent on the regulations of universities. In addition, there was a consensus among teachers, that there would be interest of students in learning only under the conditions of requirement of study for final exams (Cunha et al., 2014).

Figure 1 - Framework of research
Source: Bolzan, 2017.

According to Teixeira (1985), the voices of the Protagonists of Higher Education should be understood as an opportunity to reflect on such teaching and a direction for change. The multiplication of Higher Education courses in Administration points to the need for skilled labor and ethics in this area. This need should be seen as urgent, it is a challenge to the teachers give rise to improvements in education. Fischer (2001) and Teixeira (1985) consider the teacher as the main agent of transformation. Figure 1 presents a summary of the literature review.

3 METHODOLOGY

This research is qualitative investigation, because the information resulted from focus groups with students from two courses of Business Administration, in Brazilian, and two courses in Portugal. These Protagonists have expressed their perceptions and made suggestions to promote improvements about the processes of teaching, learning and assessment. Under these conditions, the data obtained are subjective by nature and are essential elements to understand the assessments of

students. According to Stake (2011), the subjectivity should not be seen as a limitation, but rather as an essential condition for the understanding of the phenomena under study.

This study is an exploratory approach, because it has the objective of providing overview of type approximative, about a certain fact (Gil, 2008). What can be justified for not unfruitful studies on the issue investigated, in particular that they consider the lenses of students, as Bolzan and Antunes (2015). For data collection were used seven focus groups with the academics, having been carried out a group in each institution, three groups at UFRGS and two in the UFBA. Focus group is an interview in the group. It is a debate open and accessible to all participants, the issue to be discussed should be of common interest to those involved (Gaskell, 2015). To obtain the suggestions of improvements was the technique used *Design Thinking*.

The term *Design Thinking*, according to Pinheiro and Alt (2011), means the transformation of an existing situation (situation problem) in a favorite. Brown (2010) understands that the *Design Thinking* seeks to establish the correspondence between human needs and the possibilities of satisfaction of these. Pinheiro and Alt (2011) complement this is the quest for balance between what is desired by the people, financially attractive to the business and what did result easy to implement.

Design Thinking is based on a tripod: Empathy, Collaboration and Experimentation (Brown, 2010; Pinheiro & Alt, 2011). Being: Empathy, the art of knowing people or, in accordance with Liedtka and Ogilvie (2015), the art of deepening the understanding of the people; Collaboration, the art of creating collectively, and Experimentation, the creation of models or prototype. It is the responsibility of the *Design Thinking* the ability to be intuitive, recognize patterns and develop potential through the perception of the sensitivity and emotion (Brown, 2010).

The use of *Design Thinking*, in this research are justified to be a form of data collection more complete, because for Pinheiro and Alt (2011) people are not able to verbalize everything you think and the path to the verbalization, presents many losses.

The *Design Thinking* has four stages of completion, these are versatile and not linear, suited to the nature of the project and the problem (M. Vianna, Y. Vianna, Adler, Lucena, & Russo, 2012). The steps are: Immersion (Analysis and Synthesis), Ideation and Prototyping (Figure 2).

The immersion can be divided at the preliminary stage, which has as its goal the initial understanding of the problem and in-depth, which deals with the opportunities capable of guiding the generation of responses to the problem. In this research, the preliminary step of immersion was the bibliographic research and the knowledge of the object of analysis. The step in depth was the research conducted with academics. The second step is to the organization of information collected. All information must be analyzed and synthesized to obtain an understanding of the problem. In this research, this step occurred when the primary data (data from empirical research) were explained with the support of the theory and empirical studies with similar public, in order to make comparisons.

In the ideation generates creative solutions with a focus on contributing to the advancement of some area of knowledge. Are innovative ideas that lead to a desired situation. In the study, this step resulted in a representation of Higher Education of Directors capable of developing an administrator responsible for the management of organizations coexist in supercomplexidade.⁴

Finally, there is the prototyping that seeks to validate the solutions generated in the previous step. This study did not include the step of prototyping.

⁴ In this study, the term Supercomplexidade was used based in Barnett (1998) and their conceptions about the higher education by referring to the changing environment in which all coexist. It is, therefore, a choice theory and methodology.

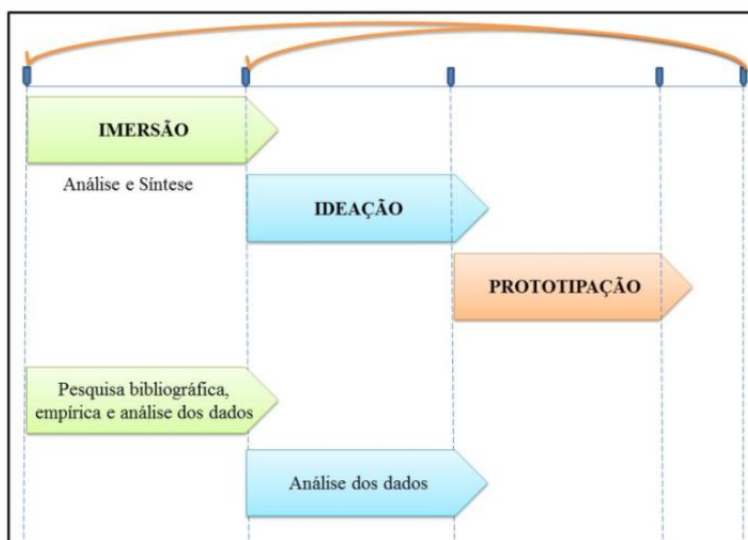


Figure 2 - Diagram representing the steps in the process of *Design Thinking*
Source: Data from the survey.

The *Design Thinking* had receptivity much good among the students. One of the groups compared the experience with therapy. The application of this technique lasted between 30 minutes and an hour. For the construction of the representation resulting from the application of the technique *Design Thinking*, the academics had available a sheet of brown paper (measuring a meter and a half by a meter and a half), colored pens (12 colors) and blocks of paper sticker, varying in color from easy removal.

It is important to say that the first realization of the dynamics using the techniques of *Design Thinking* was treated as a pilot test and was not considered in this analysis; served only to check if the Protagonists have understood and became involved with the technique. The pilot test was conducted at the Federal University with a class of seventh semester, which suggested that the technique was performed in a larger space. The suggestion was welcomed.

The focus groups that comprised the set of data analyzed in this study were between six and twelve participants. The environment in which they were made the groups, the same occurred in School Board from its upper course, in a closed room - since it is a comfortable environment - and without the presence of any faculty, so that there was no discomfort/embarrassment about the answers. The scholars sat in a circle, allowing the all visual contact. The groups had a duration between 30 minutes and 1h25. It is relevant to the information that the groups were dissolved after the closure of the dynamics.

To start each group, the researcher was presented and was speaking briefly about the research - the theme and objectives. Then requested that the participants answer a questionnaire, unidentified, with some characteristics deemed relevant to the understanding of the study. After the completion and delivery of the questionnaire by the students, the researcher asked that each member of the group presented itself so that everyone is aware and could start the interaction. The moderator then out some rules for the development of the discussion clearly to everyone and asked whether the discussion could be recorded (audio) so that he could, in future, be transcribed and analyzed more carefully and in detail. All groups agreed that the recording was performed. During the interaction of the group, the moderator encouraged holdings and, with attention and proposed new reflections.

The techniques of *Design Thinking* used in this study had received very good along with the students. The group called Gabriela compared it with a therapy. Since the students in the group of the Arquipélago, highlighted that were participating in the belief that the research could give visibility to the needs of the academics of that course.

With the goal of preserving the identity of the voluntary participants in this study were assigned fictitious names to each one of them. The fictitious names were extracted from the literature characteristic of each place. Thus, in relation to the School of the Federal University of

Rio Grande do Sul, students volunteers were assigned names of the trilogy “O tempo e o Vento” of Érico Veríssimo. This trilogy is composed by the books “O Continente (2013)”, “O Retrato” (2004b) and “O Arquipélago” (2004a). As for the students volunteers from the School of the Federal University of Bahia, were assigned names of the characters in novels Gabriela (2012) and Tiêta (2009), by Jorge Amado. With regard to study an adjuvant, held in Portugal, the students involved voluntarily in this study were assigned names of the books of Jose Saramago, “Terra do Pecado” (2015) and “Levantando do Chão” (2013) (Figure 3).⁵

Group	No components	Age	Half	Family Income	Cotistas
O Continente	8	19 and 39 years	5° to 10°	Over 6 SM*	Only one
O Retrato	7	19 and 21 years	5Th to 7th	Over 6 SM	None
O Arquipélago	12	20 and 26 years	5 to 8.	Over 6 SM	None
Gabriela	6	19 and 25 years	5Th to 6th	Between 1 to 3 SM	Five shareholders
Tiêta	6	19 and 22 years	5.	Above 10 SM	None
Terra do Pecado	6	20 years	5Th to 6th		None
Levantando do Chão	6	19 and 23 years	4, 5 or 6		None

*SM = Minimum Wage

Figure 3 - Information on the groups
Source: Data from the survey.

The data collected were analyzed under the lens of Discourse Analysis (DA), proposed by Pêcheux (2009). By this means the pursuit of understanding of historical production of senses and the constitution fragmented of the subject. The AD is the study of the *practice* of speech. It is the search for understanding the language makes sense, while I work symbolic, part of social work generally, incorporation of man and his history (Orlandi, 2012). The analysis is done with support of notions/interpretation devices or devices analytical theorists. The analysis is to identify the device empirical theoretical in speech and with this desvelá it. The description of the devices analytical theorists used in this research are those specified below:

- Ideological Formation (FI): For Ferreira (2013) and Courtine (1999), is a complex of attitudes and representations that are neither beds nor universal. The senses are derived according to certain FI;
- Discursive Formation (FD): This is a clip of discursive FI that determines what can and what cannot be said from a given position at a given situation (Courtine, 2009);
- Pre-built: the pre-built is crucial. In the AD, the story is sonship, production and distribution mechanism of senses (Pêcheux, 2009). It is considering the history that will give the interpretation;
- Discursive Memory: it is a social memory historically constituted (Pêcheux, 2009);
- Historicity: are events that cross the speech. The historicity is "constitutive relationship between language and history [...]. The entry of history in the language" (Ferreira, 2013, p.15). It is necessary to make clear the difference between history and historicity. The story is linked to the succession of events or historical events. Historicity is the way the events or historical events constitute the discourse.

4 ANALYSIS OF THE SUGGESTIONS OF THE PROTAGONISTS TO THE COURSE OF BUSINES ADMINISTRATION

As the literature on University Pedagogy teaches, the result of this study evidenced the need for a Higher Education Administration more dialogic, such as in the studies of S. Bulgacov, Canhada, & Y. L. M. Bulgacov (2010), Lucena & Centurión (2011), Schmitz, Alperstedt & Van Bellen (2011), Brambilla & Damacena (2012), Silva, Lima, Godoi & Sonaglio (2011), Oliveira,

⁵ Tables with the pseudonyms of the Protagonists and some of their characteristics can be found in Annex A.

Sant'ana & Diniz (2014), Patrus & Magalhães (2012), Silva et al. (2013b), Oliveira, Lourenço & Castro (2015), Silva (2014), Palma & Pedrozo (2014), Pereira (2014), Noguchi & Medeiros (2014), Guimarães & Lovison (2013) and Guerra & Teodósio (2013). It was also highlighted the need to establish a climate favorable to the learning process (highlighting respect for academics and the authority exercised by teachers), as pointed by Walker and Gleaves (2015). The scholars also showed a greater theoretical and practical knowledge of management of the teacher, as well as the ability to inter-relate both (Silva et al., 2011; Silva et al., 2013a). Suggested better use of infrastructure offered by institutions; appreciation and encouragement of the extracurricular experiences (involving HEIs, public and private institutions and communities) as highlighted Lourenço (2014), Valadão et al. (2012) and Almeida e Silva (2014). Finally, the students claimed by the development of critical thinking (Almeida, Novo, & Andrade, 2013; Alcadiyani & Bresler, 2000).

To analyze the discourse of representation built by the group Gabriela, is valid resume the characteristics of the Protagonists who constituted the group. From all the six academics volunteers, only one was not beneficiary of "cotas". All lived on the outskirts of Salvador, they were between 20 and 26 years, monthly income between 1 and 3 times the minimum wage and, they reported having suffered prejudice, in the UFBA or outside it.

In the representation built by the group Gabriela, in the center, it was written in large letters "Quality in Education". About the word "teaching", was drawn a scholar, recognized by the use of toga, and a teacher, identified by the executive folder in one hand. It should be emphasized that this was the first contribution of the group. The space of a meter and a half square was used in its entirety, were placed colored stickers for easy removal in almost all the area. On the stickers were written claims and opinions that, under the lens of academics, would be responsible for the improvement in Higher Education Administration.

In the analysis of the phase of ideation in this group, there were claims for fairness, respect, respect for different experiences and by different knowledge, as well as respect for different social classes that share the space of the School of Administration, UFBA, in that order. Such claims could be analyzed through the theoretical devices empirical, of the analysis of discourse: social formation, historicity and production conditions. The discourse "Equity", "experience of life is also knowledge", "Less coercion, more freedom of thought", "Respect", "understanding", "Equality: "cotistas" are not poor wretches, nor donkeys", showed that events have crossed the discourse of these Protagonists and constituted that truth, indicating the historicity. In addition, the speech marked the space from which you could predict the effects of meaning produced by identifying specific social formation.

In this way, the historicity of the social classes, the constitution of the state of Bahia, on the basis of "coronelismo", racial prejudice, the conceptions of elitization of right to Higher Education in Brazil, among other elements, could be identified in the strata of speech played above. Another device empirical theoretical identifiable were the conditions of production, i.e., the experiences of the Protagonists who have established power relationships within the speech. It was, as identified in the discursive sequences, of economic conditions, social or political (not) favorable to the achievement of a Higher Education course.

The situations reported in the discourses that comprised the representation, prejudice and contempt, were cited by academics in the sense of integrity of the learning process. To explore these contributions, took as a reference the study of Walker and Gleaves (2015), which highlighted the positive relationship between the healthy relationship teacher-scholar, between academics and the learning process. According to the perception of academics, it was evidenced that, sometimes, the hierarchical relationship, having the power of the teacher and the institution (present), created a climate favorable to learning in the formal setting of teaching (EA UFBA).

About the processes of teaching and learning, the focus group Gabriela, suggested that they were formed by discussions and reflections, thus developing, critical thinking and analytical in academics. In addition to the minimization of simple presentation of good practices applied to businesses, there was also a request for a collective construction of knowledge - considering the

various social actors that coexist with the University and, therefore, with the B. A degree. The strata of speech taken from representation that showed the findings on those processes were: "Sharing knowledge", "fewer students in classes; increasing the faculty", "Teachers more humanistic, less capitalist. Students more interested", "Activities of collective construction", "classes more dynamic". These results corroborate with the findings in the review study undertaken by Bolzan and Antunes (2015), which identified that the Protagonists of the B. A believed in a dialogical process to develop managers more capable to a praxis of management in a complex medium.

In the group, there was a collective construction. The academics wrote on papers adhesives, which they took for themselves during the dynamics, and placed on the brown paper. Few times happened interactions among the students. Noting the silence, the mediator of the focus group informed, by three times, which was allowed to interact during the activity, even so there was no change in behavior - the academics were creating for themselves their suggestions. Figure 4 shows the result of step of *Design Thinking* of the group Gabriela.

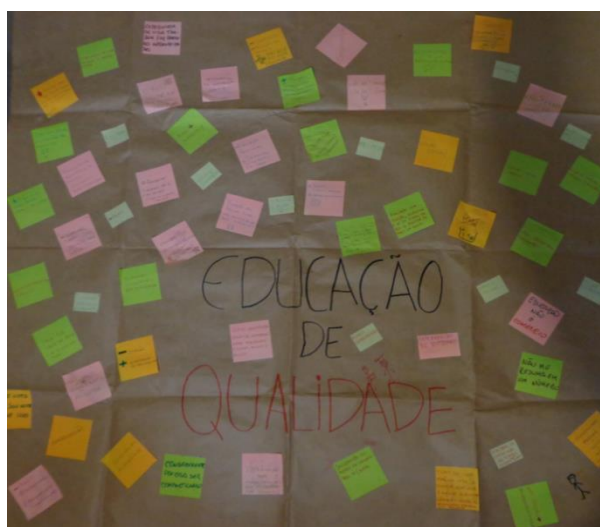


Figure 4 - Result of Ideation phase of *Design Thinking* process, of the focus group Gabriela
Source: Data from the survey.

To start examining the proposal built by the group Tiêta, as is done with the group Gabriela, initially, incorporates the characteristics of participants. These Protagonists, at the time, aged between 19 and 22 years, participated in the junior consulting the School Board of the UFBA and had as family income more than 10 times the minimum wage. For the most part, had as a perspective being executives of success, absorbed quickly by the market after completing the academic formation, as postulated Santos et al. (2011) about the expectations of graduates of the advanced course administration.

Some of the demands of the Group Tiêta were: "Schedule of classes created by students," "greater experience of market during the course", "Interentrepreneurship⁶ in college", "learning by projects," "subjects that are different from the curriculum", "College as the driving force of motivation and entrepreneurship to students," "Alignment of theory and practice (less theoretical classes)", "Program of *cases* between various disciplines", "Training more entrepreneurial mindset" and "Choice of materials in accordance with the preferences of students (in accordance with the desired future)", it is noteworthy that the contributions were given in this order. Whereas the theory of discourse analysis, were identified discourses traversed by the logic of the market - the ideology of *management*, responsible for the expectation of a more practical, more technical course.

The group Gabriela sought to compose suggestions of a more reflexive, as inferes Ramos (1981; 1984). Group Tiêta, wrote the proposal for a more managerial. Under the lens of discourse analysis, to establish a relationship between the contributions of groups Gabriela and Tiêta, the same

⁶It is the entrepreneur inside an organization, an employee with entrepreneurial attitudes (Hanif, 2015).

Economics" and "Calculo I". In the second stage of the curriculum, were listed the subjects "Specifics of each area," "Discipline of law", "Micro and macro (in diferente smesters)" and "Sequence of exact sciences disciplines". The disciplines of "Introduction to Administration (practical areas)", "Introduction to the Theory of ADM" of the first stage, were linked to the discipline "Disciplines of each area", the second stage, indicating pre-requisite. The discipline "Introduction to Law", also the first step, was allocated as a pre-requisite to the "Discipline of law". Already the disciplines of "Introduction to Economics" and "Calculo I" preceded, in the representation, the disciplines of "Micro and macro (in separate semesters)" and " Sequence of exact sciences disciplines ", respectively.

The reason that led to the construction of a new curriculum as a proposal for improvement of Higher Education administration, was the perception of the academics of the curricular structure was an essential guide for its development. However, the disciplines that currently constitute the curriculum were not considered capable of developing an administrator to manage an organization in a complex world. What corroborates with the results of studies of Rocha and Bacchi (2010), Greatti et al. (2010), Pinto et al. (2010), Vasconcelos and Silva (2010), Merino et al. (2010), Ambori et al. (2010), Motta et al. (2010), Rocha et al. (2011), Oliveira and Sautia (2011), Feitosa (2011), Silva and Correa (2011), Soares et al., (2011), Dreher (2011), Caggy and Fischer (2011; 2013; 2014), Santos and Silva (2012), Schmitz et al. (2012), Tordino (2013), Silva et al. (2013b), Viegas (2013), Tudda and Feldmann (2013), Hourneaux et al. (2014) and Izuka and Moraes (2014). Figure 6 shows the result of the Ideationfase from O Retrato group.



Figure 6 - Result of Ideation phase of *Design Thinking* process, of the focus group O Retrato
Source: Data from the survey.

The representation of group O Continente did not take advantage of all the space of a meter and a half square to build their proposal. The claims were made in colored stickers for easy removal, taking care to attach, in brown paper, only the suggestions approved by all actors who participated in the group. Each one, before writing on the sticker, questioned the other volunteers, promoting a discussion with everyone. The contributions were, in particular, relating to environmental, institutional resources and how they contribute to the processes of teaching, learning and assessment. Thus, the statements attached to the brown paper were: "Integrating and sponsorship of Youth Exchange alumni", "dialog", "Intercultural experiences, intercultural classes", "Academic Mobility", "Best use of electronic resources", "Mentoring" and "best use of resources", in that order. Still about the curriculum, it was proposed a better "contente conection between the disciplines".

With regard to the process of teaching, academics have called for "a teaching closer to practice." Students also have reinforced the need for "greater involvement of students and teachers", mentioned the use of "case studies" - for greater learning, and proposed formative evaluation - with less evidence and more group work with intention to promote healthy discussions in formal

education. Thus, analyzing the contributions of the group O Continent, it is also possible to observe the questioning of speeches by the ideology of *Management*. Which had the belief that a more technical/practical to develop an administrator capable of promoting a *praxis* of management in a complex reality. Figure 7 shows the result of O Continent's Ideation phase.



Figure 7 - Result of Ideation phase of *Design Thinking* process, of the focus group the Continent
Source: Data from the survey.

In the same way as the group Tiêta, the group O Aquipelago was formed mostly by participants of the Company Jr. This group has proposed a Higher Education administration based on the structure adopted in the Company, Jr., as shown in Figure 8. This, believing that the Company Jr. contributed more to their training than the B.A. Drew attention that the first action for making the proposal was the entrepreneurs juniors underline the phrase "problem solver", so an administrator capable of managing complexity, is a professional problem solver.



Figure 8 – Result of Ideation phase of *Design Thinking* process, of the focus group O Aquipelago
Source: Data from the survey.

This proposal also showed steps presented in this order. At first, were attached to the brown paper the words: "Knowledge", "Skills" and "attitudes". "Knowledge", under the lens of academics, was composed of "Discussions", "critical", "Entrepreneurial vision," "Feedbacks", "Sharing of knowledge and ideas," "grounding", "suit: the market; the problem of the company; the economy, society," "Identification of problems" and "formation of new leaders". The proposal of the students is that knowledge can be shared, in Higher Education Administration, by means of "Pre Readings", "Dynamism", "use cases", "show the applicability of the knowledge and possibilities", "knowledge", "practice", "collective discussion, constructive and practical",

"Impartiality of teachers (showing all points of view)", "Evaluate the contents as will be applied in a real scenario" and, finally, "Use *feedback*. Ex: Routine Management in Education (PDCA)".

"Skills" was considered the search for knowledge", "practical experience" and the "certainty of purpose". The proposal of how to develop "Skills" in future administrators through the Higher Education was revealed in the promotion of "Business Experience", "Contact", "Experience with recovery and goals", "self", "leads to yourself: 1. Self-consciousness; 2. Self-management; 3. Empathy; 4. Social Skills". Finally, "attitudes" was composed by "purpose" and "Challenge". Developing the skills emotional, cognitive and Techniques".

As for the speech this step of the group O Arquipleago, it is identifying the training ideological geared to market/managerialism. Thus, the formation of this group is similar to that of Tiêta, because all actors participating in this group have monthly income greater than six times the minimum wage. The discursive formations found in groups in Brazil have confirmed the polarity present in Higher Education, as concluded Magalhães, Jaramillo and Patrus (2014), sustaining the existence of concepts with a focus on the demands of the market and in critical perspective. Due to different social classes exist in Brazilian territory differences were identified also as the historicity and production conditions.

The focus groups conducted in Portugal on cultural issues that reflect the behaviors of the Protagonists, had less contributions. There were fewer entries and, consequently, the duration was shorter. The mediator sought to introduce intermediate discussions the main object, scheduled for those situations that aimed to enhance the involvement and participation of the Protagonists. One of the groups, Terra do Pecado, has built a representation that was practical and theoretical knowledge, teachers and academics, as shown in Figure 9. The relationship between practical and theoretical knowledge was the main claim of academics and healthy relationship between teachers - academics, scholars, teachers, students, staff, was highlighted as positive.

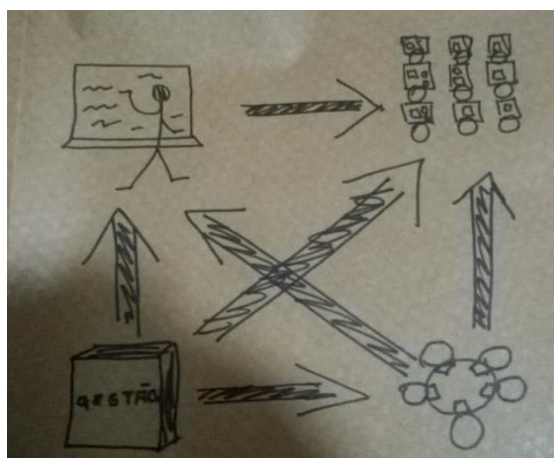


Figure 9 - Result of Ideation phase of *Design Thinking* process, of the focus group Terra do Pecado
Source: Data from the survey.

The other group discussed about the improvements that should be undertaken in Higher Education Administration, but argued that the representation that should be built on brown paper had been spoken and justified by means of criticism. Thus, the second group agreed not to perform the Ideation phase.

In short, the Ideation phase ratified the presence of bias in Higher Education Administration (Magalhães et al., 2014; Silva et al., 2013d), the demand for a management education more dialogic (S. Bulgacov et al., 2010; Lucena & Centurión, 2011; Schmitz et al., 2011; Brambilla & Damacena, 2012; Silva et al., 2011; Oliveira et al., 2014; Patrus & Magalhães, 2012; Silva et al., 2013c; Oliveira et al., 2015; Silva, 2014; Palma & Pedrozo, 2014; Pereira, 2014; Noguchi & Medeiros, 2014; Guimarães & Lovison, 2013; Guerra & Teodósio, 2013), the demand for a Climate favorable to the learning process (Walker & Gleaves, 2015), the demand for

incentives for extracurricular experiences (Lourenço, 2014; Valadão, Almeida, & Medeiros, 2012) and the need for developing critical thinking (Almeida et al., 2013; Alcadipani & Bresler, 2000).

Figure 10 summarizes the suggestions of the academics as to improvements in Higher Education Administration.

Groups	Gabriela	Tiêta	O Retrato	O Continente	O Arquipelago	Terra do Pecado
Equity	X					
Respect for differences	X			X		
Favorable Climate	X			X	X	X
Sharing of knowledge	X			X	X	
The dialogic teaching	X			X	X	X
Critical Education	X				X	
Classes with fewer students	X					
Classes more dynamic	X				X	
The collective construction of knowledge	X				X	
Formative Evaluation	X			X	X	
Curriculum created by the Scholar		X				
Lessons with emphasis on management practice		X		X	X	
Closer relationship between theory and practice		X		X	X	X
Training more entrepreneurial mindset		X				
Updating of knowledge		X			X	
The use of more cases for teaching		X		X	X	
Mentorship		X		X		
Introductory Courses			X			
Interdisciplinarity			X			
Greater relationship/daisy chaining between disciplines			X	X	X	
Integration and support of Youth Exchange alumni				X		
Intercultural Experiences				X		
Academic Mobility				X	X	
Best use of electronic resources				X		
Best use of resources				X		
Self-knowledge					X	
Leadership					X	

Figure 10 - Summary of the suggestions of the academics for improvements in higher education
Source: Prepared by the Authors

The suggestions cited more times during the stage of ideation were: the establishment of a climate favorable to the learning process (Walker & Gleaves, 2015), the sharing of knowledge between the Protagonists and a dialogic teaching (S. Bulgacov et al., 2010; Lucena & Centurión, 2011; Schmitz et al., 2011; Brambilla & Damacena, 2012; Silva et al., 2011; Oliveira & Sauaia, 2011; Patrus & Magalhães, 2012; Silva et al., 2013a; Oliveira et al., 2015; Silva, 2014; Palma & Pedrozo, 2014; Pereira, 2014; Noguchi & Medeiros, 2014; Guimarães & Lovison, 2013; Guerra & Teodósio, 2013), the use of formative evaluation, including auto, multiple evaluation and *feedbacks* (Perrenoud, 2007; 1994; 2008; Fernandes & Fialho, 2012; Black & William, 2013), strengthen the relationship between theory and practice in Higher Education Administration (Santos et al., 2011; Santos, Pelogio, Alexandre, Cardoso, & Leite, 2009; Silva, 2013a), to improve the interlinking between disciplines in the curriculum (Cunha, 2014), and an increased use of cases for teaching (Lourenço & Magalhães, 2013).

As the individual analysis of the suggestions of groups, it is worth noting that the groups performed in the UFBA proposed completely diferente ideas, reinforcing the different ideological crossings. The group Gabriela made requests for a more dialogic and reflective. The

group Tiêta suggested a more technical and geared to the practice in organizations. The groups performed in UFRGS, although they presented in their speeches, crossings different ideological, in the stage of ideation was not noticed this difference, since many suggestions were mentioned by at least one group.

5 FINAL CONSIDERATIONS

This article aimed to understand the suggestions for improvements, originated from the Protagonists - in the case of this study, only the academics from Business Administration Course. In order to fulfill this purpose, we carried out a qualitative and exploratory research (Gil, 2008). The data collection was carried out by the students, through focus groups, using techniques of *Design Thinking* - Immersion and Ideation phases.

The main results of this research have ratified the polarisation of the Higher Education of Administration, as the investigations of Magalhães et al., (2014) and Silva et al. (2013d). Were confirmed also demands for a more dialogic Course, such as demonstrated by the work of S. Bulgacov et al. (2010), Lucena & Centurión (2011), Schmitz et al. (2011), Brambilla & Damacena (2012); Silva et al. (2011), Oliveira and Sauia (2011), Patrus and Magalhães (2012), Silva et al. (2013a), Oliveira et al. (2015), Silva (2014), Palma and Pedrozo (2014), Pereira (2014), Noguchi and Medeiros (2014), Guimarães and Lovison (2013) and Guerra e Teodósio (2013). Another result was the emphasis on the need to establish a climate favorable to the learning process (highlighting respect for academics and the authority exercised by teachers), as referenciam Walker and Gleaves (2015).

The scholars also illustrated the dichotomy between theory and practice, in their majority, suggesting that education should integrate knowledge theoretical and practical training of management (Silva et al., 2011; Silva et al., 2013c). Also suggested greater incentive to extracurricular experiences (HEI, public and private institutions and communities), as highlighted Lourenço (2014), Valadão, Almeida and Medeiros (2012). Finally, the students claimed the development of critical thinking (Almeida et al., 2013; Alcadipani & Bresler, 2000).

It reflect, that were not identified similarities between the Higher Education of Brazilian Administration and Portuguese, in the sense of coloniality of knowledge. This means that the Higher Education of Brazilian Administration probably does not follow the model of Higher Education administration of Portugal. However, both are similar by using the ideology North American *Management*. This question is not ideological is common to all the Protagonists, as already mentioned, what causes polarity and tends to limit the dialog.

In this study, were exposed to the dissatisfactions of academics about the Higher Education course. Under the lens of Vieira et al. (2002), this recognition of dissatisfaction with the prevailing pedagogy is the condition to undertake changes. In the same way, were explored suggestions for improvements, with a certain degree of consensus between the opinions of the protagonists? What, according to Vieira et al. (2002), indicates the directions of improvements that can be operationalized.

As limitations of this study, we can mention the methodological limitation of the application of the techniques of *Design Thinking*, whereas its time for implementation. In addition, it is worth noting the low adherence of volunteers in participation in the research. Having the invitation been carried out in different ways, as it was in Brazil, the positive responses were few and slow to arrive. Moreover, as the collection of data from the Portuguese academic quotes to shyness due to the strong culture.

For the continuity of this research is suggested that, from the diagnosis presented here, make yourself a quantitative research and descriptive with the aim to confirm the results shown and also extend the reflection. Taking into account the suggestions of the Protagonists volunteers, it is important to highlight the preparation of cases for teaching method (quoted as positive and with triple aim: teaching, learning and assessment (Fernandes, 2015), the effect of organizational

innovations and social. There are also the true work of preparation of reports of pedagogical innovation in management education; the search for integrating, with the objective of complementarity, theory and practice in disciplines; and examples that meet the need of interaction between ICT and teaching process.

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ANNEX A

Table 1 - List of pseudonyms assigned to students volunteers from the Federal University of Rio Grande do Sul. Extracted from the Continent (2013)

The Continent	
Pedro	21 years; beds; have a family income above 10 times the minimum wage; 8° semester; No cotista.
Ana	19 years; unmarried; has family income between 6 and 10 times the minimum wage; 5th semester; No cotista.
Henriqueta	20 years; unmarried; have a family income above 10 times the minimum wage; 5th semester; No cotista.
Alonzo	24 years; beds; have a family income above 10 times the minimum wage; 9° semester; No cotista.
Antônio	24 years; beds; have a family income above 10 times the minimum wage; 10th semester; No cotista.
Ismália	23 years; unmarried; have a family income above 10 times the minimum wage; 10th semester; No cotista.
Maneco	22 years; beds; have a family income above 10 times the minimum wage; 8° semester; No cotista.
Inácia	39 years; unmarried; have a family income above 10 times the minimum wage; 8° semester; cotista L3.

Source: Data from the survey.

Table 2 - List of pseudonyms assigned to students volunteers from the Federal University of Rio Grande do Sul. Extracted from the portrait (2004)

The Portrait	
Getúlio	21 years; beds; has family income between 6 and 10 times the minimum wage; 7th semester; No cotista.
Luzia	20 years; unmarried; have a family income above 10 times the minimum wage; 6th semester; No cotista.
Carl	20 years; beds; have a family income above 10 times the minimum wage; 6th semester; No cotista.
Hermes	20 years; beds; have a family income above 10 times the minimum wage; 6th semester; No cotista.
Maria	22 years; unmarried; have a family income above 10 times the minimum wage; 6th semester; No cotista.
Ricardo	26 years; beds; have a family income above 10 times the minimum wage; 5th semester; No cotista.
Juvenal	20 years; unmarried; has family income between 6 and 10 times the minimum wage; 6th semester; No cotista.

Source: Data from the survey.

Table 3 - List of pseudonyms assigned to students volunteers from the Federal University of Rio Grande do Sul. Extracted from the Archipelago (2004)

The Archipelago	
Rodrigo	20 years; beds; have a family income above 10 times the minimum wage; 5th semester; No cotista.
Bibiana	21 years; unmarried; have a family income above 10 times the minimum wage; 8° semester; No cotista.
Licurgo	20 years; beds; have a family income above 10 times the minimum wage; 6th semester; No cotista.
Bolívar	20 years; beds; has family income between 6 and 10 times the minimum wage; 6th semester; No cotista.
Alice	19 years; unmarried; has family income between 6 and 10 times the minimum wage; 5th semester; No cotista.
Bento	19 years; beds; have a family income above 10 times the minimum wage; 5th semester; No cotista.
Anita	19 years; unmarried; has family income between 6 and 10 times the minimum wage; 5th semester; No cotista.
Valéria	21 years; unmarried; has family income between 6 and 10 times the minimum wage; 5th semester; No cotista.
Florêncio	20 years; beds; have a family income above 10 times the minimum wage; 5th semester; No cotista.
Nicolau	21 years; beds; have a family income above 10 times the minimum wage; 5th semester; No cotista.

Source: Data from the survey.

Table 4 - List of pseudonyms assigned to teachers volunteers from the Federal University of Rio Grande do Sul. Excerpted from the book Behold the lilies of the field (1938)

Teachers Interviewed	
Olivia	19 years of teaching experience; 5 years experience in companies.
Eugênio	44 years of teaching experience.
Honório	11 years of teaching experience.
Ângelo	17 years of teaching experience; 28 years of experience in companies.

Source: Data from the survey.

Table 5 - List of pseudonyms assigned to students volunteers from the Federal University of Bahia. Extracted from Gabriela (2012)

Gabriela	
Gabriela	23 years; unmarried; has family income between 1 and 3 minimum wages; 5° semester; cotista L2. ¹
Nacib	22 years; beds; has family income between 1 and 3 minimum wages; 5° semester; cotista L4. ¹
Gerusa	24 years; unmarried; has family income between 1 and 3 minimum wages; 5° semester; cotista L3. ¹
Malvina	25 years; unmarried; has family income between 1 and 3 minimum wages; 5° semester; cotista L2.
Lindinalva	25 years; unmarried; has family income between 1 and 3 minimum wages; 5° semester; cotista L1. ¹
Mundo	19 years; beds; has family income between 1 and 3 minimum wages; 5° semester; No cotista.

Source: Data from the survey

Table 6 - List of pseudonyms assigned to students volunteers from the Federal University of Bahia. Extracted from *Tiêta* (2009)

Tiêta	
M ^a Antoineta	19 years; unmarried; have a family income above 10 times the minimum wage; 5th semester; No cotista.
Felipe	20 years; beds; have a family income above 10 times the minimum wage; 5th semester; No cotista.
José	20 years; beds; have a family income above 10 times the minimum wage; 5th semester; No cotista.
Eliza	20 years; unmarried; have a family income above 10 times the minimum wage; 5th semester; No cotista.
Leonora	19 years; unmarried; have a family income above 10 times the minimum wage; 5th semester; No cotista.
Ramiro	22 years; solteir0; have a family income above 10 times the minimum wage; 6th semester; No cotista.

Source: Data from the survey.

Table 7 - Relationship of the pseudonyms assigned to teachers volunteers from the Federal University of Bahia. Taken from the novel *Dona Flor and Her Two Husbands* (2008)

Dona Flor and Her Two Husbands	
Vadinho	23 years of teaching experience.
Epaminondas	29 years of teaching experience.
Teodoro	3 years of experience in business; 12 years of teaching experience.
Taísa	15 years of teaching experience.
Flor	20 years of teaching experience; 3 years in business.

Source: Data from the survey.

Table 8 - Relationship of the pseudonyms assigned to students volunteers from the Portuguese University. Extracted from *land of Sin* (2015)

Land of Sin	
M ^a Eleonore	Student of the ISCTE, 20 years and 6 semester.
Júlia	Student of the ISCTE, 20 years and 5th semester.
Joaquim	Student of the ISCTE, 20 years and 5th semester.
Joana	Student of the ISCTE, 20 years and 5th semester.
António	Student of the ISCTE, 20 years and 6th semester.
Teresa	Student of the ISCTE, 20 years and 6th semester.

Source: Data from the survey.

Table 9 - Relationship of the pseudonyms assigned to students volunteers from the Portuguese University. Extracted from *Levantando do Chão* (2013)

Levantando do Chão	
Gracinda	Student of the ISEG, 20 years and 4 °semestre.
Sara	Student of the ISEG, 22 years and 6th semester.
M ^a da Conceição	Student of the ISEG, 22 years and 6th semester.
Amélia	Student of the ISEG, 19 years and 5th semester.
Faustina	Student of the ISEG, 22 years and 6th semester.
Anselmo	Student of the ISEG, 23 years and 6th semester.

Source: Data from the survey.

Table 10 - Relationship of the pseudonyms assigned to students volunteers from the Portuguese University. Extracted from *A Noite* (1998)

A Noite	
Abilio	Professor of the ISEG, 54 years, 20 years as a teacher, 14 years in business.
Josefina	Professor ISCTE, 40 years, market experience and 2 years as a teacher.
Manuel	Professor of the ISEG, 46 years, 18 years as a teacher, 8 years in business.
Cristina	Professor ISCTE, 2 years of teaching experience, 8 years in business.
Rui Pedro	Professor of the ISEG, 2 years of teaching experience, 22 years in business.

Source: Data from the survey.

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