

Open Minds

Internacional Journal

ISSN 2675-5157

vol. 2, n. 4, 2026

●●● ARTICLE 7

Acceptance date: 02/03/2026

EXPOSITORY-DIALOGUED TEACHING PRACTICES AND ENTREPRENEURIAL AWARENESS OF OCCUPATIONAL SAFETY AND ADMINISTRATION TECHNICIANS AT CEEPAMEV (1) IN ILHÉUS, BAHIA.

Ismara Sobral Pereira

Federal University of Southern Bahia - UFSB/PPGER
<https://orcid.org/0009-0004-3555-6401>

Milton Ferreira da Silva Junior,

Federal University of Southern Bahia - UFSB/PPGER,
<https://orcid.org/0000-0002-3168-5132>

Cláudia Oliveira Reis

Federal University of Paraiba - UFPB/PPGEPS
<https://orcid.org/0009-0001-3947-3345>

1. CEEPAMEV is the acronym for Álvaro Melo Vieira State Center for Professional Education in Management and Information Technology, located in Ilhéus, Bahia.



All content published in this journal is licensed under the Creative Commons Attribution 4.0 International License (CC BY 4.0).

Abstract: This paper briefly presents a report on experiences of good teaching and learning practices applied at the Álvaro Melo Vieira State Center for Professional Education in Management and Information Technology, a technical vocational school located in Ilhéus, in the southern region of Bahia. The objective was to raise awareness of potential entrepreneurial and intrapreneurial characteristics in classes of a Technical Course in Security and Administration, through innovative practices, with expository-dialogued classes, by specialists and invited professionals from the thematic areas, as they reported their success stories and experiences, integrating theory and practice. The methodology adopted was qualitative and exploratory in nature, based on action research, structured in three main stages: expository-dialogued classes on experiences and contemplative experiences, on the fundamentals of entrepreneurship and intrapreneurship, as well as lectures with specialists in specific cases. They shared their other practical experiences and professional experiences. Furthermore, practical activities after the lectures were conducted by the teacher, the main author, in the classroom, supported by the other co-authors, with the development of projects designed and applied to the current and future professional context of the graduate in question. The results indicated greater awareness and engagement among students: 92.5% rated the lectures as “excellent” or “good,” 40.2% expressed interest in entrepreneurship, and 88.4% reported that the activities clarified doubts and motivated action, evidencing a positive impact on the formation of entrepreneurial skills, with an emphasis on the practical application of concepts and the effectiveness of expository-dialogued classes in technical education. It was concluded

that the interaction of students with experts during classes provided a realistic, feasible, and viable vision for future graduates entering the entrepreneurial job market. Thus, the approach adopted in preparing students for both technical roles and to act as agents of innovation in organizations or their own businesses was and is a unique stimulus to the performance of future professionals.

Keywords: Entrepreneurship; Intrapreneurship; Experience reports; Technical and vocational education

INTRODUCTION

Professional education has stood out for its ability to align technical professional training with the stimulation of entrepreneurship and youth leadership. In particular, technical education in Occupational Safety and Administration requires, in addition to normative and technical understanding, the development of practical skills, a proactive attitude, and a critical view of the contemporary challenges of work environments.

In this context, the promotion of teaching practices that bring students closer to the professional world becomes not only an educational requirement, but also a social one. According to Dolabela (2003), fostering an entrepreneurial culture in schools is essential for training individuals to take control of their own trajectories. The traditional theoretical presentation of content, whether through active or conventional methodologies, even when conducted by qualified teachers with professional and practical expertise, is often not entirely effective in awakening in students a sense of purpose and practical understanding of the field of work, especially regarding issues of

real entrepreneurial practices in the labor market (Júnior *et al.*, 2019). Thus, it is necessary to incorporate pedagogical strategies that promote meaningful entrepreneurial learning (Passoni and Michels, 2025; Moran, 2008), connected to real life and the job market. The rationale for this work is based on the importance of providing technical and vocational students with formative experiences that broaden their worldview and stimulate the development of an entrepreneurial and intrapreneurial spirit. To this end, it is essential to present real-life experiences of active professionals whose trajectories resonate with the students' context and promote more concrete identification and inspiration. Unlike media examples of world-famous entrepreneurs, which are often distant from the students' reality, the accounts of local or regional professionals make entrepreneurship more accessible, human, and possible. As Dolabela (2003, p. 34) points out, "it is necessary to undertake from within the students' reality, respecting their origins, desires, and possibilities, and not just projecting unattainable models."

Thus, instead of resorting to generic models that are often distant from the students' reality, in expository-dialogued case study classes, we choose to bring them closer to professionals working in contexts similar to theirs, whose trajectories are accessible, verifiable, and capable of promoting identification and concrete inspiration.

In this sense, the inclusion of lectures with local reference professionals, transformative agents who share consistent trajectories, success stories, and challenging experiences with educational potential, in the expository-dialogued classes of the technical course in Occupational Safety and Administration contributes significantly to

enriching the learning process and broadening students' understanding of professional reality. These interactions allow students to understand how theoretical knowledge materializes in practice and broaden their perspectives for future action.

Given this, the central problem of this research is: how can success stories in entrepreneurship, presented through lectures (during classes) with leading professionals who are protagonists of these cases, encourage and stimulate students in the technical professional course to adopt an entrepreneurial attitude and become aware of the opportunities for entrepreneurship in their professional careers? The general objective was to analyze the pedagogical impacts of professional lectures on the learning process and development of entrepreneurial attitudes in students at CEEPAMEV Ilhéus (BA). The specific objectives were: (a) to identify students' perceptions of the connection between theories (universalizing reflections) and practices (adherence of such reflections to the cases studied and their possibility of meaningful learning) based on the lectures; (b) to understand how these experiences influence students' vision of the future and professional positioning; and (c) to reflect on the role of these practices in the formation of protagonists who are aware of their role in the world of work.

This study sought to present the application of an educational strategy that aimed to awaken the entrepreneurial and intrapreneurial spirit in students of a technical professional course. To this end, in addition to the theoretical content covered in the classroom, experts in the field were invited to give lectures and share practical experiences. The goal of this approach was to provide students with a concrete view of the appli-

cation of the concepts of entrepreneurship and intrapreneurship in different sectors, making meaningful learning more dynamic and relevant to their future entry into the job market. This research therefore presents a report on an innovative experience in educational practice that aims to integrate technical knowledge with professional experience, strengthening entrepreneurial training and contributing to an education that is more connected to the contemporary demands of society and the world of work.

Thus, based on this experience, the fundamental role of strategies and case studies (Yin, 2015) that bring students closer to the professional reality in technical and vocational courses is evident, awakening an entrepreneurial and autonomous mindset in their training.

THEORETICAL FOUNDATION

Entrepreneurship, according to Dornelas (2018), is the ability to conceive and implement innovative solutions, whether in the context of creating new businesses or reinventing processes within existing organizations. Complementarily, intrapreneurship is defined by Pinchot (1985) as the ability to act as an entrepreneur within a company, developing innovative initiatives without leaving the employment relationship. Thus, these two aspects are essential for competitiveness in the labor market and for the growth of companies. The school environment, in turn, can act as a catalyst for these behaviors. Freire (1996) argues that teaching is not about transferring knowledge, but creating the possibilities for its production.

In this sense, dialogical and participatory pedagogical practices are essential for the construction of meaningful learning.

According to Crispim et al (2022), “The lectures are intended to bring knowledge so that students can understand the topics presented, with the aim of promoting knowledge beyond what they already know” (p.174). Silva and Mello (2021) state that the development of skills goes beyond formal education, being the result of the integration between professional and social experiences, requiring professionals to have the ability to learn in action. To this end, it is necessary to adopt a strategic, humanistic, political, and social perspective that favors the construction of skills aligned with the real context of professional practice. In addition, the articulation between theory and practice, through the sharing of real experiences by experts and invited professionals, broadens students’ understanding of the challenges of the world of work.

According to Kurt Lewin (1945 as cited in Silva and Mello, 2021), “Nothing is as practical as a good theory.” May we practice theories and theorize practices, promoting the development of professional skills through learning in action. The author Tardif (2014) adds that professional knowledge is largely formed by the integration of knowledge acquired during training and that derived from lived experience. In this context, the use of active methodologies, such as real case studies, as presented by the speakers, and practical projects, contributes to the student becoming the protagonist of their own training process. Silva and Mello (2021) complement this perspective by stating that training must go beyond traditional teaching-learning models, highlighting the importance of adopting innovative methods in the classroom in response to the constant changes and demands of the world of work.

The practices reported in this study are also in line with the principles of entrepreneurial education proposed by Dolabela (2003), who emphasizes the importance of developing students' autonomy, creativity, and critical thinking, preparing them to deal with the complexity of the contemporary world. Interaction with market professionals and activities that simulate real work contexts foster the development of these skills (Junior *et al.*, 2019), as demonstrated by the results obtained in the research, in which students reported greater engagement and appreciation of the applied activities.

METHODOLOGY

The methodology adopted in this study is qualitative and exploratory in nature, based on action research, as proposed by Thiollent (2011), which is characterized by the active participation of the subjects involved in the process of investigation and intervention in their own context. The methodological strategy was structured in three main stages, described below:

Expository-dialogued and reflective classes

Initially, theoretical and reflective classes were given on the fundamentals of entrepreneurship and intrapreneurship, addressing topics such as opportunity identification, innovation, strategic planning, and business development. In addition, guided debates were promoted on the characteristics of the entrepreneurial professional and the challenges faced in the contemporary corporate environment, stimulating critical thinking and the practical contextualization of the content. As highlighted by Júnior *et al.* (2019), education goes beyond

the simple transmission of content in expository-dialogued classes. It is essential to promote the protagonism of students, traditionally positioned as spectators, through active methodologies that stimulate their participation, critical reflection, and knowledge construction.

Lectures with leading experts:

From July to November 2024, in-person and hybrid lectures were held at the Álvaro Melo Vieira State Center for Professional Education in Management and Information Technology (CEEPAMEV), coordinated by the responsible professor. The lectures, applied as a didactic-pedagogical practice focused on training for entrepreneurial life, included the following topics: (1) Entrepreneurial Life Project; (2) Continuous Improvement Applied to Occupational Safety; and (3) Prevention of Domestic Accidents and Professional Guidance for Building a Successful Career. The meetings were attended by professionals who are specialists and experienced in the areas of entrepreneurship and intrapreneurship, such as administrators, a doctor of Applied Social Sciences, and an individual entrepreneur, a former student of the technical course in Occupational Safety and Administration, who currently runs his own business, setting an example of a successful entrepreneurial career. The presentations, with an average duration of 50 minutes, were held in the computer lab and involved students from the technical courses in Occupational Safety and Administration, with optional participation by other students and teachers. Audiovisual resources, such as *a projector, laptop*, and television installed in the room, were used to project images and illustrative videos to facilitate understanding

of the topics covered. According to Júnior *et al.* (2019), teaching and learning can be enriched by alternating between theoretical and practical moments, such as visits to laboratories, lectures with professionals in the field, and experiences that bring students closer to the reality of work.

Conducting practical activities after lectures, led by the teacher

At the end of each lecture, an electronic questionnaire was applied via *Google Forms*, containing five questions, most of which were objective and semi-structured, in addition to one open question, with the aim of assessing students' perceptions of the applicability and relevance of the content presented. Data collection was carried out systematically at each meeting, allowing for the evaluation of the effectiveness of the training activities. The lectures addressed the following topics: (1) Entrepreneurial Life Project; (2) Continuous Improvement Applied to Occupational Safety; and (3) Prevention of Domestic Accidents and Professional Guidance for Building a Successful Career, totaling 164 participants, with an average of 54 per lecture. The sample of respondents corresponded to 65% of the participating audience, which represents a limitation in terms of generalizing the results. The quantitative data, obtained from the objective questions, were tabulated in Excel and analyzed using descriptive statistics, generating response percentages for each item evaluated. The open-ended responses were submitted to content analysis, as proposed by Bardin (2011). The responses were read, coded, and grouped into thematic categories related to entrepreneurial attitudes, engagement, and practical applicability. To ensure reliability, the coding was performed by

more than one researcher, with subsequent comparison and consensus on the categories. This approach allowed us to correlate individual perceptions with the educational objectives of the lectures, strengthening the interpretation of the results and informing the subsequent discussion.

Students were also encouraged to identify and apply the practices and content covered to their desired professional context, promoting the integration of theory and reality and fostering the development of entrepreneurial and professional skills (Farina & Benvenuti, 2024). All collection and analysis procedures were conducted systematically and judiciously, ensuring consistency in the data and accurately reflecting the students' perceptions.

RESULTS

The research results are presented below, organized into tables and textual descriptions, with the aim of highlighting the students' perceptions regarding lectures on topics related to training for entrepreneurial life. Table 1 presents the students' perceptions of the quality of the lectures they attended.

On average across the three lectures, most participants (92.50%) rated the activities positively, distributed between the categories "excellent" (75.17%) and "good" (17.33%), as shown in Table 1. The results regarding practices considered relevant and useful for managing a business or starting an entrepreneurial career are presented in Table 2.

Perception of the quality of the lecture	Lecture 1 %	Lecture 2 %	Lecture 3 %	Average %
Excellent	60.50	85.00	80.00	75.17
Good	20.40	12.70	18.90	17.33
Fair	16.70	2.30	1.10	6.70
Poor	2.40	0.00	0.00	0.80
Very poor	0.00	0.00	0.00	0.00
Total	100.00	100.00	100.00	100.00

Table 1 How do you rate the quality of the lecture on entrepreneurial life that you attended?

Practice and applications highlighted as relevant	Lectures	Number of responses	%
Management, Planning, Improvement, and Innovation	1, 2, and 3	130	68.5
Inspiration, perseverance, focus, and motivation	1, 2, and 3	86	52.4
Application of tools (PDCA, 5S, Marketing, Networking)	2	60	36.5
First aid and safety techniques	2 and 3	43	26.50
Correct application of NRs	2 and 3	37	22.7
Prevention culture and training	2 and 3	34	20.5
Customer service/added value	1 and 3	32	19.40
Risk reduction and productivity increase	2 and 3	22	13.6
Seeking continuous training (new courses)	1, 2, and 3	18	11.10
Other knowledge	1, 2, and 3	7	4.50
No interest in entrepreneurship	-	4	2.40
Total		164	

Table 2 Which practices were relevant and will be useful for managing your own business or starting an entrepreneurial career.

Desire to become an entrepreneur	No. of Responses	%
Yes	66	40.24
No	41	25.00
I haven't thought about it yet	57	34.76
Total	164	100.0

Table 3 Have you ever thought about or are you interested in starting your own business in the future?

Participants' perceptions of the contribution of the lectures to their entrepreneurial career	Lecture 1 %	Lecture 2 %	Lecture 3 %	Average %
Yes, clarified and motivated	85.50	90.90	88.70	88.37
Yes, clarified, but did not motivate	9.20	9.1	8.3	8.87
Yes, it motivated, but did not clarify.	5.3	0	3.0	2.77
No, it neither clarified nor motivated me.	0.00	0	0	0
Total	100.00	100.00	100.00	100.00

Table 4 Did the lecture help clarify doubts about professional performance in building a successful career and motivate you to become an entrepreneur?

Table 2 shows that most respondents highlighted Management, Planning, Improvement, and Innovation (68.5%) as the most relevant aspects for future entrepreneurial life, present in all lectures. Next were Inspiration, Perseverance, Focus, and Motivation (52.4%), in addition to the practical application of tools such as PDCA, 5S, Marketing, and Networking (36.5%). The students highlighted the following as relevant to their future entrepreneurial or technical activities: “First Aid and Safety Techniques” (26.5%), application of NRs (22.7%), and “Prevention Culture and Training” (20.5%), addressed in lectures 2 and 3. Table 3 shows the responses regarding the students’ desire to become entrepreneurs.

Table 3 shows that, based on the results compiled from the three lectures, 40.2% of students expressed interest in entrepreneurship, 25.0% stated they had no interest, and 34.8% had not yet thought about the subject, indicating that the majority are motivated or open to developing entrepreneurial skills. Table 4 shows the respondents’ perceptions of the impact of the lectures on their understanding of professional performance and motivation to become entrepreneurs.

The category *“Yes, clarified and motivated”* had an overall average of 88.37%,

with Lecture 2 standing out, achieving the highest score (90.90%), indicating strong alignment of the content with the students’ interests and the speaker’s ability to engage the audience. Lecture 1, although with the lowest percentage (85.50%) within this category, still maintained a significant result, signaling positive acceptance by the participants.

The second category, *“Yes, it clarified, but did not motivate,”* obtained an average of 8.87%, suggesting that, although the content was understood, a significant portion of participants did not feel sufficiently inspired to become entrepreneurs. This information may indicate the need to strengthen inspirational elements and practical examples in the presentations. The response *“Yes, it motivated, but did not clarify,”* with an average of 2.77%, suggests that although the lectures sparked interest in entrepreneurship, in some cases, there was a lack of clarity about the professional role in career building. These data reinforce the importance of balancing the theoretical and motivational aspects of the activities.

No participant selected the category *“No, it neither clarified nor motivated”* (0.00%), indicating a lack of dissatisfaction, which demonstrates, in general, the effectiveness of the lectures as a complementary

educational tool. In their justifications, among the motivating factors, students reported: **self-confidence, focus on goals, and perseverance** as key elements for starting an entrepreneurial career, aligning with the competencies set forth by the National Common Core Curriculum (BNCC) for the formation of the protagonist subject. In addition, contact with guest professionals during the lectures strengthened students' engagement in planning for the future, as evidenced by statements mentioning their intention to take new courses, seek continuing education, and develop interpersonal skills.

- *“These lectures make me feel more confident about starting my own consulting business.”*

- *“It encouraged me to trust my work, be confident in my decisions, be humble, and focus on always seeking knowledge as a differentiator for entrepreneurship.”*

The motivation generated by the experiences was considered positive by the students, as demonstrated in their reports, where they began to see more clearly the steps necessary to achieve their professional goals.

- *“These practices help create a solid foundation for any entrepreneur. The most important thing is to always be willing to learn from mistakes and successes along the way.”*

- *“With continuous improvement, I can achieve good results in my work, because by eliminating hazards and risks, I can create a safer and more efficient work environment.”*

The reports collected show the adoption of values such as responsibility, initiative, and organization, especially with regard

to efficient resource management and waste minimization. Entrepreneurial attitudes also had a positive impact, as they cited the importance of developing skills such as **leadership, discipline, and communication** in their reports.

The **high rate of mentions of planning, management, and training** in the three activities demonstrates that students understand the importance of these practices as pillars for an entrepreneurial career. The students' spontaneous comments (*“Study, focus, goal,” “Continuous improvement and safety standards are essential for the success of any business”*) reinforce that the experiential pedagogy adopted in the lectures contributed to **relating theory to practice**, one of the specific objectives of the research.

DISCUSSIONS

-The responses revealed a significant convergence between the themes of the three lectures regarding the development of entrepreneurial skills. The research proved to be a positive didactic-pedagogical practice, boosting the learning process and the development of entrepreneurial attitudes in students at CEEPAMEV, Ilhéus (BA).

These results are in line with the assumptions of Professional and Technological Education (EPT), which advocate the comprehensive training of students through a critical and transformative approach to social reality (Freire, 1996; 2023), in addition to reinforcing Drucker's (2002) propositions, for whom entrepreneurship can be taught through pedagogical intentionality and approximation with real contexts.

The pedagogical practices adopted, with an emphasis on participatory methodologies, real cases, and encouragement of reflection, contributed significantly to entrepreneurial training, especially when they integrated technical content, real experiences, and motivational elements (Junior, Souza, & Silva, 2019; Moran, 2008; Farina & Benvenuti, 2024). The data also suggested opportunities for continuous improvement, especially in conceptual deepening and the connection between theory and practice, thus reaching more diverse learning profiles (Tardif, 2014; Silva & Mello, 2021). Most participants considered the activity effective both in terms of clarification and motivation, highlighting the value of the practical application of knowledge (Crispim et al., 2022; Passoni & Michels, 2018).

Finally, the assimilation of practices related to workplace safety, leadership, and discipline as part of the desired professional profile stands out. Even in different topics, such as the prevention of domestic accidents, students were able to extract entrepreneurial lessons, demonstrating maturity in the way they perceive the job market and the demands of a leading professional (Dolabela, 2003; Dornelas, 2018; Pinchot, 1985).

In summary, the integration of theory, practice, and contact with professional experts proved to be an effective strategy for developing entrepreneurial skills, strengthening student leadership, and preparing future professionals for innovative and conscious performance in the job market.

FINAL CONSIDERATIONS

The findings indicate that expository-dialogical teaching practices favored the

entrepreneurial awareness of students in technical courses in Occupational Safety and Administration at CEEPAMEV, in Ilhéus (BA), strengthening learning, protagonism, and the integration between theory and practice. Interaction with experts provided students with a realistic and viable view of their future insertion in the entrepreneurial market, encouraging them to act as agents of innovation.

The lectures on entrepreneurial training were highly accepted, with 92.5% of students rating the activities as “excellent” or “good” (75.2% excellent). The most valued practices included Management, Planning, Improvement, and Innovation (68.5%), Inspiration, Perseverance, Focus, and Motivation (52.4%), and the application of practical tools such as PDCA, 5S, Marketing, and Networking (36.5%). Regarding interest in entrepreneurship, 40.2% stated a desire to start a business, while 34.8% had not yet reflected on the topic. In terms of impact, 88.4% stated that the activities clarified doubts and motivated entrepreneurial actions.

Qualitative reports reinforced these results, highlighting self-confidence, focus, perseverance, responsibility, initiative, organization, leadership, and discipline, in addition to the importance of integrating theory and practice. Students clearly recognized the connection between abstract concepts and concrete cases, broadening their vision of the future and professional security, especially in selection processes, internships, and entry into the job market.

The experience showed that interdisciplinarity between technical, entrepreneurial, and life project content is an effective strategy for building solid, innovative, and socially responsible professional trajectories,

transforming traditionally abstract content into concrete and applicable experiences.

It can therefore be concluded that the integration of theory and practice, combined with the participation of guest professionals, is an effective way to enhance professional education, strengthen entrepreneurial skills, and train professionals in line with the contemporary demands of the productive sector.

RECOMMENDATIONS AND IMPLICATIONS

As practical recommendations, we suggest expanding these methodologies to other courses, integrating dialogue-based classes, contextualized projects, and the participation of specialists, in addition to strengthening links with the productive sector and collaborative school-business-community networks. For future research, it is recommended to follow the path of graduates to assess impacts on their professional trajectory and entrepreneurial attitudes, as well as to investigate effects on socio-emotional skills and the perception of guest professionals on student training.

Despite the limitations of context and number of participants, the results highlight the potential of these practices to promote meaningful learning, student leadership, and technical-entrepreneurial preparation, demonstrating the applicability and impact of the model investigated. More than just teaching content, schools that aim to prepare students for the contemporary world need to provoke experiences, create connections, and inspire trajectories. This practice has shown that it is possible, and necessary, to teach with others, with the territory, and with real life.

REFERENCES

- Crispim, A. N., Santos, V. C. F. dos, Oliveira, V. G. de, Menezes, J. A. de, & Lima, R. A. (2022). A importância de palestras educativas com enfoque nos temas transversais. *RECH – Revista Ensino de Ciências e Humanidades: Cidadania, Diversidade e Bem Estar*, 6(1), 173–188. <https://periodicos.ufam.edu.br/index.php/rech/article/view/10085>
- Dolabela, F. (2003). *O segredo de Luísa: Uma ideia, uma paixão e um plano de negócios: Como nasce o empreendedor e se cria uma empresa*. São Paulo, Cultura.
- Dornelas, J. C. A. (2018). *Empreendedorismo: Transformando ideias em negócios* (6ª ed.). Rio de Janeiro, Elsevier.
- Drucker, P. F. (2002). *Inovação e espírito empreendedor: Prática e princípios*. São Paulo, Cengage Learning.
- Freire, P. (1996). *Pedagogia da autonomia: Saberes necessários à prática educativa*. São Paulo, Paz e Terra.
- Farina, I., & Benvenuti, D. B. (2024). *Formação continuada de professores: Perspectiva humana e emancipatória*. Editora Unoesc.
- Junior, J. M. A., Souza, L. P., & Silva, N. L. C. (2019). *Metodologias ativas: Práticas pedagógicas na contemporaneidade*. Editora Inovar.
- Moran, J. (2008, 1 de agosto). *Aprendizagem significativa*. Entrevista concedida ao Portal Escola Conectada da Fundação Ayrton Senna. https://moran.eca.usp.br/textos/educacao_inovadora/significativa.pdf
- Passoni, D., & Michels, E. (2018). *Empreendedorismo: O estado da arte*. Editora FUCAP. https://www.researchgate.net/publication/340350671_Empreendedorismo_-_estado_da_arte

Pinchot, G. (1985). *Intrapreneuring: Why you don't have to leave the corporation to become an entrepreneur*. New York: Harper & Row.

Silva, A. B., & Mello, R. B. (2021). *Aprendendo em ação: Utilização de casos para inovação no ensino e na aprendizagem* [e-book]. Editora UFPB. <https://www.editora.ufpb.br/sistema/press5/index.php/UFPB/catalog/book/680>

Tardif, M. (2014). *Saberes docentes e formação profissional* (17ª ed.). Editora Vozes.

Thiollent, M. (2011). *Metodologia da pesquisa-ação* (18ª ed.). Editora Cortez.

Yin, R. K. (2015). *Estudo de caso: Planejamento e métodos* (5ª ed., C. M. Herrera, Trad.). Editora Bookman.