

THE JOINT PARTICIPATION AMONG STUDENTS, TEACHERS AND PROFESSIONALS IN HIGHER EDUCATION LEARNING PROCESSES

LA PARTICIPACIÓN CONJUNTA ENTRE ALUMNOS, PROFESORES Y PROFESIONALES DEL MERCADO EN LA EDUCACIÓN SUPERIOR EN LOS PROCESOS DE APRENDIZAJE

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Abstract: This study examines students-teachers-business professionals collaboration in higher education via an e-learning commercial management program. Findings show structured involvement in topic selection, content creation, assessments processes, lesson delivery, and digital environment usability significantly boosts engagement, enhances relevance, aligns with student needs, and challenges traditional educational paradigms.

Keywords: learning processes; joint participation; higher education; e-learning; interaction.

Resumen: Este estudio analiza la colaboración entre estudiantes, profesores y profesionales del mercado laboral en educación superior mediante un curso online de gestión comercial. Revela que participar estructuradamente en definir contenidos, evaluaciones, dinámicas docentes y usabilidad del entorno incrementa el compromiso estudiantil, mejora la relevancia del aprendizaje, alinea experiencias con necesidades y desafía paradigmas educativos.

Palabras clave: procesos de aprendizaje; educación superior; educación a distancia (EaD).

1. Introduction

Contemporary education faces a paradox: while recognizing student diversity, institutions rely on generic traditional models, ignoring contextual demands and operating without student input. The issue is critical in e-learning business programs, where knowledge applicability determines its efficacy, since current frameworks lack adaptability to specific learning needs, undermining the potential of personalized education in professional-focused programs.

This context emphasizes that it is essential to involve students and professionals from the initial stages of program development, addressing the usability of the learning environment and resource creation. Collaborative methods like satisfaction surveys and educator-learner synchronous meetings customize content, rejecting traditional models for systemic transformation through pedagogical diversity (Abrahão, 2011; Fagundes, 2012). WHEC 2022 data show that personalized learning improves student engagement (37%) and knowledge retention, validating Ausubel's (2000) meaningful learning theory about relevance's cognitive importance.

This approach implements diversity through temporality, teleology, and situatedness, demonstrating how collaborative development creates more effective, relevant learning experiences that significantly outperform traditional methods in key educational metrics while supporting established pedagogical theories.

1.1 Joint participation as an innovative pedagogical strategy — the case study

The synergy between academic theory and students' professional expertise optimizes the implementation of more didactic and effective teaching methodologies, enabling bidirectional teacher-learner knowledge exchange. The 2024 OECD report empirically supports this, showing that collaborative material development significantly enhances competencies: increasing critical thinking by 33% and improving complex problem-solving skills by 29%.

The J&F Institute, part of J&F Group's structure (maintaining J&F College and Germinare school), implemented a 440-hour pilot program before launching its e-learning commercial management program. This validated their pedagogical model, developed through six months of iterative collaboration among students, teachers and business partners in working sessions. Subject-matter experts from corporate and academic spheres served as content developers and tutors, while senior managers delivered advisory support via mentorship meetings and presented actual business challenges. Twenty-three alumni from the institution's business administration program participated as active learners, via synchronous sessions and surveys, analyzing competency gaps, proposing learning interventions, and evaluated program efficacy.

2. Methodology

This qualitative research employs an interpretative approach to examine the dynamics of joint participation between students and teachers in higher education learning processes. The methodological framework is grounded in Bardin's (1977) content analysis, whose primary purpose is to systematically analyze data generated during inquiry, while simultaneously organizing and interpreting conceptual frameworks pertinent to the study's core object.

The study included not only students but also three key figures for the application of the methodological proposal: content developers — teachers or business professionals responsible for developing program content; tutors — responsible for mediating the learning process; corporate advisors — experienced professionals, invited to present students with practical challenges they face in companies. To enable data collection, evaluation questionnaires were used, shared via digital survey platforms, always at the end of each class. Chart 1 presents the most common answers from the participants of the study.

Chart 1 – Participants answers

Profile and survey topic	Most common answers
Students: multiple dimensions of the learning experience	E-learning pros and cons; course application; resource usage; content updates; theory-practice integration; competency implementation; curriculum engagement; evaluative program.
The content developers: instructional design process	Methodology in content development; resource creation challenges; e-learning methodology strategies; essential business competencies for students' development.
Tutors: pedagogical mediation	Students' engagement metrics; motivational strategies; learning challenges identification; intervention protocols; synchronous sessions frameworks.
Corporate advisors: their role in the collaboration methodology	E-learning program participation; advantages of being a business professional; student expectations; evaluation parameters for business challenges; connection between content program and real business challenges.

3. Results and conclusions

The analysis highlights key e-learning perceptions: students prioritize flexibility, autonomy, and tech tools for academic/peer support. All participants applied the content professionally, enhancing management, leadership, and decision-making. Considering technological resources, 85% primarily used computers/tablets, with video lectures being the most popular learning object, this is evidenced by the enhanced engagement resulting from synchronous feedback, tutor/coordinator communication, and institutional evaluations. The hybrid model included mandatory in-person sessions, though 30% desired additional face-to-face interactions. Notably, WhatsApp organically became both an official instructor-student channel and peer-created networking space.

These findings demonstrate e-learning's effectiveness while revealing opportunities to balance virtual and physical interactions within the educational mode.

Chart 2 – Results of methodology applied.

Profile	Contribution to the methodology
Content developers	Instructional development begins by analyzing content/objectives and adapting language; research uses reliable sources with sequential organization; developers map trends, align theories with real situations, and link practices to company values; their expertise balances clarity with interaction integration; clear communication employs quizzes, images, and simple language.
Tutors	Tutor monitoring ensures e-learning success; they monitored students via platform, comparing engagement metrics with expected progression — if engagement was below average, the tutors contacted them via text to check for difficulties and stress consistent submissions; for synchronous meetings, the tutors prepared a relevant agenda, addressed frequent questions, and emphasized self-discipline in class participation.
Corporate advisors	They enabled discussions by addressing course topics and student inquiries, linking theory to practice through real-world business challenges; overseeing projects, they gave feedback on commercial management solutions; the corporate advisor guided on market trends, industry challenges, and career development, aligning curriculum with labor market demands to boost students' employability.

The study found e-learning offers key benefits (flexibility and autonomy), as well as learners could apply the knowledge acquired in the professional environment but signaled a desire to have more face-to-face interaction.

The methodology improved the quality of program content and promoted dynamic learning that was more connected to real experiences and students' needs. The incorporation of pedagogical innovations, such as advanced technologies and active teaching methodologies,

proved crucial to keep courses updated and relevant and prepare students for the challenges of the modern labor market.

The methodology enhanced program quality through dynamic, experience-based learning. At the same time, pedagogical innovations—such as advanced technologies and active methodologies — kept the program relevant, preparing students for modern labor market challenges.

A pilot program evaluating innovative pedagogical frameworks through student-educator-business professional collaboration before full implementation can significantly enhance higher education's learning experience. It suggests a new higher education paradigm: institutions serving as collaboration platforms, where academic and professional knowledge reinforce each other, solving curricular relevance and redefining 21st-century education roles. For future research, studies on the impact of personalization in e-learning, engagement in virtual communities and innovative assessment methods are suggested.

Joint participation of students, teachers, and professionals, combined with pedagogical innovation, effectively meets e-learning demands, since this approach enables relevant, interactive, student-centered learning, especially in commercial management programs.

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