

Education And Administration: A Multidisciplinary Approach With An Emphasis On Active Methodologies And Technologies

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Abstract:

Introduction: This study analyzes the integration between education and administration from a multidisciplinary approach, emphasizing active methodologies and technologies as strategic instruments for institutional innovation. In a context of intense social, technological, and economic transformations, the articulation between pedagogical and administrative practices proves essential for building more participatory, efficient, and inclusive environments. **Material and Methods:** This is an integrative literature review, of a qualitative nature, carried out in national and international scientific databases, such as SciELO, BVS, Google Scholar, CAPES Journals, and LILACS, considering publications between 2015 and 2026. **Descriptors** related to education, administration, active methodologies, and educational technologies were used, with thematic analysis for data organization. **Results and Discussion:** The findings show that the integration between education and administration strengthens innovative practices, strategic management, personalized learning, development of socio-emotional skills, and transformational leadership. Active methodologies promote protagonism, autonomy, and critical thinking, while digital technologies broaden access, dynamism, and efficiency. However, challenges such as resistance to change, unequal access, structural limitations, and the need for continuous training still represent significant barriers. The literature reinforces that effective innovation requires planning, ethics, institutional policies, and social commitment. **Conclusion:** It is concluded that the convergence between education and administration constitutes a fundamental basis for organizational and social transformation, favoring more resilient, sustainable institutions aligned with contemporary demands. Strengthening this perspective depends on investment in innovation, interdisciplinarity, inclusion, and continuous training, consolidating more humanized and strategic practices for development.

Key Word: Administration. Education. Multidisciplinary.

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I. Introduction

The integration between education and administration has become a strategic field for the development of innovative practices in the contemporary context. Given social, economic, and technological transformations, it is necessary to rethink traditional teaching and management models, seeking more dynamic, participatory approaches aligned with current demands. In this scenario, the articulation between these two fields expands the possibilities for knowledge construction and the formation of critical and active individuals^[2,10].

Education, understood as a continuous process of human development, finds in administration an organizational support capable of enhancing its results. Educational management, when guided by strategic and participatory principles, favors the creation of more efficient and inclusive learning environments. In this way, administration ceases to be merely a bureaucratic instrument and begins to act as a facilitator of innovative pedagogical practices^[3,5,10].

In parallel, the advancement of digital technologies has significantly impacted both education and administration, promoting new forms of interaction, communication, and knowledge management. Technological tools broaden access to information and enable the construction of hybrid learning environments, in which the student assumes a more active role in the educational process. In this context, the incorporation of active technologies presents itself as a relevant alternative to make teaching more attractive and meaningful^[1].

Active methodologies, in turn, propose a break with traditional models centered on the transmission of content, valuing the participation, autonomy, and protagonism of students. Strategies such as problem-based learning, case studies, and blended learning contribute to the development of essential skills, such as critical thinking, decision-making, and teamwork. These methodologies, when combined with efficient management, enhance educational outcomes^[6,12].

Furthermore, a multidisciplinary approach stands out as a fundamental element for understanding the complexity of the relationships between education and administration. The interaction between different areas of knowledge fosters a broader and more integrated view of educational and organizational processes. This perspective contributes to the construction of more effective solutions, capable of responding to the demands of a constantly changing scenario^[7].

The increasing complexity of educational organizations demands more flexible management models capable of addressing the diverse profiles, needs, and contexts of the individuals involved. In this sense, the articulation between efficient administrative practices and innovative pedagogical proposals becomes essential to guarantee the quality of education. Contemporary educational management requires not only technical skills but also abilities related to leadership, communication, and collaborative decision-making^[11,12].

In this context, the importance of organizational culture in the educational environment stands out, since it directly influences pedagogical and administrative practices. Institutions that value innovation, collaboration, and continuous learning tend to show better results in academic and institutional development. Thus, building a culture focused on the use of active methodologies and technologies becomes a strategic differentiator^[3,10].

Another relevant aspect concerns the training of professionals working in both education and administration. Continuous training is fundamental for these individuals to keep up with technological and methodological transformations. The integration of multidisciplinary knowledge contributes to the training of professionals better prepared to face complex challenges, promoting a more critical, reflective, and innovative approach^[2,6].

The use of active technologies in the educational context promotes personalized learning, allowing learning processes to be adapted to the individual needs of students. Digital tools, interactive platforms, and collaborative resources expand teaching possibilities, making it more dynamic and accessible. At the same time, these technologies require efficient management for their implementation and evaluation^[7,9].

The evaluation of educational processes is also a central element in the articulation between education and administration. More traditional evaluation models, focused solely on quantitative results, have been progressively replaced by more formative and process-oriented approaches. In this context, active methodologies contribute to continuous evaluation, which considers the student's integral development, while administrative management provides support in the organization, monitoring, and analysis of these indicators^[8].

Another relevant point concerns data-driven decision-making, which has been gaining prominence in the field of educational management. The use of computerized systems and digital platforms allows for the collection and analysis of information in real time, favoring more assertive and strategic decisions. This practice strengthens the integration between administration and education, aligning planning, execution, and evaluation in a more efficient and well-founded way^[3,5].

Furthermore, interdisciplinarity fosters the development of innovative solutions to contemporary educational challenges, such as school dropout, student demotivation, and learning difficulties. Collaboration between different areas of knowledge enables the creation of more comprehensive and effective strategies. In this sense, both management and pedagogical practices benefit from an integrated vision capable of considering multiple dimensions of the educational process^[6,7].

Given this context, this study proposes to analyze the relationship between education and administration from a multidisciplinary perspective, with an emphasis on the use of active methodologies and technologies. It seeks to understand how these strategies can contribute to improving teaching and management processes, promoting more innovative and participatory practices aligned with contemporary demands.

II. Materials And Methods

This is an integrative literature review study, with a qualitative approach, developed with the objective of analyzing scientific productions related to the interface between education and administration from a multidisciplinary perspective, with an emphasis on the use of active methodologies and educational technologies. The integrative review was chosen because it allows for a broad synthesis of existing knowledge, making it possible to identify trends, gaps, and theoretical and practical contributions on the investigated theme. This type of study favors the understanding of multiple approaches and experiences, integrating different methodological designs into a systematized analysis.

The research was conducted through a bibliographic survey in national and international scientific databases, selected for their academic relevance and scope in the areas of education, management, and innovation. Platforms such as the Scientific Electronic Library Online (SciELO), the Virtual Health Library (BVS), Google Scholar, CAPES Journals, and Latin American and Caribbean Literature in Health Sciences (LILACS) were consulted. These databases were chosen due to the diversity of indexed publications and the possibility of accessing updated studies relevant to the research topic.

For the search of studies, controlled and uncontrolled descriptors were used, combined with Boolean operators, such as "education," "administration," "active methodologies," "educational technologies," "educational management," "innovation in teaching," and "multidisciplinary learning." The terms were used in Portuguese, English, and Spanish, broadening the scope of the search and allowing for greater diversity of results. The strategy of cross-referencing the descriptors was structured to locate publications that addressed, directly or indirectly, innovative practices in the relationship between educational and administrative processes.

The inclusion criteria encompassed complete scientific articles, dissertations, theses, and institutional documents published between 2015 and 2026, available in full, in open or institutional access, and that were related to the proposed theme. Duplicate studies, simple abstracts, incomplete works, publications without explicit methodological rigor, and materials that did not significantly address the integration between education, administration, and active strategies were excluded. This selection occurred in stages, initially by reading the titles and abstracts, followed by a complete reading of the eligible texts.

The organization and analysis of the data were carried out using thematic analysis techniques, allowing the categorization of the main content found into discussion axes, such as innovative management, digital transformation, active pedagogical practices, and interdisciplinarity. After careful reading, the studies were grouped according to thematic similarity, enabling the construction of interpretive and comparative syntheses. This process facilitated the identification of convergences and divergences among the authors, as well as the main scientific contributions to the field.

As this is a literature review, this study did not involve the direct participation of human subjects, thus dispensing with submission to a Research Ethics Committee, according to current regulations for documentary research. However, ethical principles related to scientific integrity were respected, valuing original authorship and properly citing consulted sources. Therefore, the methodology adopted ensures academic rigor, reliability in the selection of studies, and scientific relevance for understanding education and administration as integrated fields in the promotion of innovative and multidisciplinary practices.

To ensure greater reliability and transparency in the review process, a flowchart for study selection was developed, encompassing the stages of identification, screening, eligibility, and final inclusion of the scientific productions analyzed. This procedure contributed to methodological systematization and reduced bias in the selection of materials, ensuring that only studies aligned with the research objectives comprised the final sample. Furthermore, the use of predefined criteria favored the reproducibility of the study, strengthening its academic validity.

As a complementary step, a critical analysis of the methodological quality of the selected publications was carried out, considering aspects such as clarity of objectives, methodological coherence, consistency of results, and relevance of conclusions. This evaluation allowed not only the gathering of information but also the interpretation of the level of evidence available on the subject, contributing to more qualified discussions about the application of active methodologies and technologies in educational and administrative contexts. Thus, the study seeks to offer a solid theoretical basis for future research and for the development of innovative interdisciplinary practices.

III. Results And Discussion

The relationship between education and management has strengthened in recent decades in the face of social, technological, and economic transformations that demand new professional and institutional skills. In this context, a multidisciplinary approach emerges as an essential element for integrating pedagogical, managerial, technological, and human knowledge, promoting a broader education aligned with contemporary demands. The literature shows that the articulation between these fields favors more efficient organizational processes, while simultaneously expanding the critical and strategic capacity of the individuals involved, both in educational and corporate environments ^[3].

Active methodologies stand out as fundamental tools in this scenario, as they promote the protagonism of the student or professional in the learning process, stimulating autonomy, problem-solving, collaboration, and critical thinking. Strategies such as problem-based learning, flipped classroom, case studies, and interdisciplinary projects have been widely discussed as practices capable of bridging theory and practice. In management, these methodologies contribute significantly to the formation of more reflective, adaptable leaders prepared for complex contexts, favoring informed and innovative decision-making ^[1,9].

The incorporation of active and digital technologies further expands the possibilities for integration between education and management, especially through virtual platforms, collaborative environments, artificial intelligence, gamification, and multimedia resources. These tools not only modernize pedagogical practices but also transform administrative models, allowing for greater organization, monitoring, personalization, and efficiency in processes. Academic discussion indicates that the conscious use of these technologies can enhance meaningful learning and optimize management practices, provided it is accompanied by strategic planning and adequate professional training ^[6,7].

However, despite the progress, significant challenges remain regarding the effective implementation of these methodologies and technologies, especially in contexts marked by structural inequalities, infrastructure limitations, and cultural resistance to change. Many studies indicate that the lack of ongoing training for educators and managers compromises the transformative potential of these tools, reducing their application to superficial or technocratic practices. Therefore, innovation depends not only on the availability of resources, but also on institutional policies, investment in training, and the construction of an organizational culture open to change ^[11].

Another relevant point concerns interdisciplinarity as a foundation for more integrated and contextualized practices. The convergence between education and administration allows us to understand that formative processes are not limited to the transmission of content, but also involve planning, leadership, people management, evaluation, and innovation. From this perspective, multidisciplinary strengthens the construction of more comprehensive solutions to real problems, contributing to the development of technical and socio-emotional skills. This integration favors the training of professionals capable of acting in different scenarios with a systemic vision and social responsibility ^[9].

The discussion also highlights that the use of active methodologies and technologies can contribute to more democratic, participatory, and inclusive processes, especially when guided by ethical principles and the valuing of diversity. In educational environments, this means recognizing different ways of learning, respecting cultural contexts, and expanding access to knowledge. In administration, it implies developing more humanized, collaborative, and sustainable management models. Thus, multidisciplinary innovation should not be understood merely as technical advancement, but as a strategy for social and institutional transformation ^[3,5].

The training of managers and educators from a multidisciplinary perspective requires the recognition that leadership and teaching processes share similar foundations, such as strategic planning, effective communication, conflict mediation, and the development of human skills. In this sense, administration applied to education contributes to more organized and results-oriented practices, while education applied to administration strengthens ethical, reflective, and formative dimensions within organizations. This reciprocity broadens the understanding of both fields and reinforces the importance of integrated practices for institutional development ^[2].

In the context of innovation, digital technologies play a central role by enabling new forms of organization, interaction, and knowledge construction. Tools such as learning platforms, educational management systems, data analysis, artificial intelligence, and interactive resources promote greater dynamism and personalization in processes. However, the literature highlights that the mere insertion of technology does not guarantee effective innovation. It is necessary that these technologies be linked to clear pedagogical and administrative objectives, avoiding their merely instrumental use and ensuring a real impact on learning and management ^[5,6].

Resistance to change is one of the main obstacles identified in the studies analyzed. In many contexts, traditional practices still predominate due to job insecurity, lack of technical support, or institutional limitations. This scenario highlights that the implementation of active methodologies and technologies requires profound cultural changes capable of transforming conceptions of teaching, management, and evaluation. Overcoming these barriers depends on committed leadership, encouragement of experimentation, ongoing training, and public policies that promote innovation equitably ^[6,7].

The evaluation of the impacts of active methodologies also emerges as a relevant point in the scientific discussion, since traditional assessment models do not always manage to measure competencies such as creativity, collaboration, leadership, and critical thinking. Therefore, it becomes necessary to rethink assessment instruments in both education and administration, incorporating more process-oriented, participatory, and formative practices. The adoption of diversified assessments allows for a better understanding of the integral development of individuals and strengthens processes that are more coherent with innovative proposals ^[10].

Institutional sustainability also emerges as a strategic dimension in this approach. The integration between education and administration, mediated by active methodologies and technologies, can favor more sustainable organizational models by optimizing resources, increasing efficiency, and promoting continuous human development. Furthermore, innovative practices can contribute to institutions that are more resilient in the face of social and technological changes, strengthening their capacity for adaptation. Thus, multidisciplinary is a key element for organizations seeking not only productivity but also social relevance ^[2,3].

Given this scenario, the literature reinforces that the future of education and administration is directly related to the ability to integrate innovation, interdisciplinarity, and social commitment. Building more flexible, inclusive, and technologically prepared learning and organizational environments depends on the articulation between technical knowledge, human sensitivity, and strategic vision. Therefore, investing in multidisciplinary practices with an emphasis on active methodologies and technologies represents a concrete opportunity for transformation, capable of enhancing educational, administrative, and social outcomes in a broad and sustainable way ^[9].

Personalization of learning and management is another widely debated aspect in contemporary literature. With the advancement of educational and administrative technologies, it has become possible to adapt teaching, monitoring, and planning strategies to the specific needs of different profiles of individuals and institutions. In education, this means respecting rhythms, learning styles, and diverse sociocultural contexts; in administration, it represents adjusting leadership, productivity, and people management practices according to specific organizational realities. This personalization strengthens more effective and humanized processes, contributing to better results ^[1].

The culture of collaboration also stands out as an essential foundation in multidisciplinary approaches. Active methodologies favor teamwork, the collective construction of knowledge, and the exchange of experiences, indispensable aspects in both academic and corporate environments. Contemporary management increasingly recognizes that successful organizations depend on collaborative teams capable of integrating different skills and perspectives. Therefore, the intersection between education and management promotes collaborative practices that strengthen innovation, creativity, and the shared resolution of complex problems ^[4].

Another relevant element refers to the development of socio-emotional skills, such as leadership, empathy, communication, emotional intelligence, and adaptability. A review of the literature shows that active methodologies and technologies not only develop technical skills but also enhance fundamental interpersonal competencies for working in diverse contexts. In the educational field, these competencies contribute to a well-rounded education; in management, they become strategic differentiators for leaders and professionals capable of managing teams, facing challenges, and promoting healthy organizational environments ^[2].

The democratization of access to knowledge, driven by digital technologies, represents a significant transformation in the relationship between education and administration. Online platforms, hybrid courses, open resources, and information systems expand possibilities for professional training and updating, reducing geographical and temporal barriers. However, studies also warn of the persistence of digital exclusion, especially in vulnerable contexts, which can widen inequalities if inclusive policies are not in place. Thus, technological innovation must be accompanied by accessibility and equity strategies ^[8].

Transformational leadership emerges as a central concept when discussing management associated with educational innovation. Managers and educators assume a strategic role by stimulating change, promoting participation, and creating favorable conditions for the implementation of innovative practices. The literature demonstrates that transformational leaders positively influence institutional cultures, strengthening motivation, engagement, and continuous development. In this sense, leadership ceases to be merely operational and becomes educational, strategic, and oriented towards social transformation ^[4].

Furthermore, the integration between education and administration fosters the construction of learning organizations, characterized by the capacity to continuously produce, share, and apply knowledge. This concept broadens the traditional view of institutions as rigid structures, repositioning them as dynamic spaces for collective learning. In schools, universities, companies, or public bodies, this perspective strengthens constant innovation, process improvement, and adaptation to change. Therefore, multidisciplinary contributes to smarter, more resilient, and more competitive institutions ^[12].

The internationalization of knowledge also emerges as an important component in discussions about education and multidisciplinary administration. In a globalized scenario, educational and administrative practices begin to engage with international experiences, allowing for the incorporation of innovative models, the exchange

of knowledge, and the broadening of cultural perspectives. The use of digital technologies facilitates this process by connecting institutions, researchers, and professionals on a global scale. In this way, multidisciplinary contributes to the formation of individuals better prepared to work in diverse, competitive, and intercultural contexts [7].

In this context, innovation management assumes a strategic role by organizing change processes and ensuring that new methodologies and technologies are implemented sustainably. The literature indicates that innovation requires planning, continuous evaluation, risk management, and institutional adaptability. In education, this means reorganizing curricula, pedagogical practices, and assessment models; in administration, it involves reviewing organizational structures, decision-making processes, and leadership strategies. Thus, innovation ceases to be an isolated event and becomes a permanent culture of improvement [10].

Another recurring aspect is the relevance of continuing education for professionals in education and administration. Given the rapid pace of technological and social transformations, lifelong learning becomes an indispensable condition for maintaining quality and competitiveness. Studies demonstrate that continuous training programs strengthen professional security, update skills, and increase openness to the adoption of innovative practices. Therefore, investing in continuous training is a fundamental element in consolidating educational and organizational environments that are better prepared for change [3].

Ethics in the use of technologies and active methodologies also deserves attention, especially given the growth of artificial intelligence, automation, and data analysis. While these resources increase efficiency and personalization, challenges arise related to privacy, equity, transparency, and social responsibility. Academic discussion reinforces that innovation without ethical principles can deepen inequalities or compromise rights. Thus, both education and administration need to incorporate ethical debates into their practices, ensuring that technological advancement is aligned with collective well-being [6].

The ability to make evidence-based decisions is another significant contribution of this multidisciplinary approach. Data analysis technologies, performance indicators, and institutional monitoring allow for more strategic decisions, reducing improvisation and strengthening results. In the educational environment, this can guide more effective pedagogical interventions; in administration, it optimizes planning and resource management. In this way, the integration of scientific knowledge, technology, and management strengthens more efficient institutions oriented towards consistent results [5].

The appreciation of creativity and innovative thinking emerges as an indispensable dimension in multidisciplinary practices between education and administration. Active methodologies, by stimulating investigation, experimentation, and problem-solving, foster environments in which creativity ceases to be a secondary element and takes on a strategic position. In administration, innovative organizations depend on professionals capable of proposing original solutions and responding quickly to changes; in education, creativity strengthens meaningful learning and greater engagement. Thus, promoting creative spaces represents a direct investment in the training of individuals better prepared for complex scenarios [9].

Curricular and organizational flexibility also stands out as an essential requirement for the effective implementation of these approaches. Rigid, fragmented, and excessively bureaucratic structures tend to limit innovation, hindering integration between areas of knowledge and reducing possibilities for adaptation. Studies indicate that flexible curricula, participatory management, and more horizontal organizational structures favor interdisciplinarity and expand opportunities for innovation. Therefore, rethinking traditional models becomes a strategic condition for consolidating practices aligned with contemporary demands [2].

The active participation of different institutional actors students, educators, managers, and the community, is another decisive factor for the success of this integration. The literature demonstrates that innovative processes achieve better results when developed collaboratively, considering multiple perspectives and real needs. In education, this strengthens contextualized practices; in administration, it enhances legitimacy and organizational efficiency. Therefore, the collective construction of multidisciplinary strategies contributes to greater engagement, co-responsibility, and institutional Sustainability [8].

Furthermore, organizational and educational resilience emerges as an important benefit of this convergence. Institutions that integrate education, administration, active methodologies, and technologies demonstrate a greater capacity to face crises, adapt to changes, and respond to emerging challenges. This resilience has become even more evident in the face of recent global transformations, which have demanded a rapid reorganization of teaching and management practices. Thus, multidisciplinary strengthens institutions not only to innovate but also to remain relevant in unstable contexts [11].

The integration between education and administration also contributes to strengthening the organizational learning culture, in which institutions come to understand knowledge as a strategic resource for innovation and continuous growth. In this model, learning ceases to be an activity restricted to the academic sphere and becomes part of the institutional dynamic, influencing decisions, practices, and interpersonal relationships. This perspective fosters more reflective, adaptable environments oriented towards continuous improvement, expanding the capacity of organizations to respond to complex challenges more efficiently [6].

Social inclusion and the appreciation of diversity are equally fundamental elements in this discussion. Active methodologies and educational technologies, when applied critically, can broaden participation opportunities for different social groups, respecting cultural, cognitive, and socioeconomic pluralities. In administration, this translates into more inclusive and equitable practices, capable of recognizing diverse talents and promoting organizational justice. Thus, multidisciplinary strengthens not only technical innovation but also social responsibility and commitment to building more democratic institutions [4].

Another significant aspect concerns the development of skills for the future of work, marked by automation, digital transformation, and new professional demands. The convergence between education and management allows individuals to be prepared for constantly changing scenarios, stimulating skills such as analytical thinking, collaboration, adaptability, and continuous learning. The literature shows that institutions that invest in this preparation increase their social and economic relevance, training professionals who are more capable of acting strategically in diverse contexts [10].

Ultimately, a multidisciplinary approach with an emphasis on active methodologies and technologies represents an opportunity for paradigmatic reconstruction in the ways of teaching, learning, and managing. By integrating knowledge, innovation, ethics, and inclusion, this perspective transcends traditional models and proposes new forms of human and institutional development. In this way, education and administration consolidate themselves as interdependent fields, whose strategic articulation can drive profound and sustainable transformations in contemporary societies [3].

IV. Conclusion

Analysis of the literature shows that the integration of education and administration, from a multidisciplinary perspective, is an essential strategy for responding to the demands of a constantly transforming society. The articulation between these fields expands possibilities for innovation, strengthens formative and managerial practices, and promotes a more systemic view of teaching, learning, and management processes. In this way, multidisciplinary is consolidated as a fundamental element for the development of more dynamic, efficient, and socially committed institutions.

Active learning methodologies stand out as relevant tools in this process because they promote protagonism, autonomy, critical thinking, and problem-solving—essential characteristics for training individuals prepared for contemporary challenges. Combined with educational and administrative technologies, these methodologies enhance more flexible, collaborative, and contextualized practices, contributing to institutional modernization. However, their effectiveness depends on strategic planning, continuous training, and institutional commitment to structural and cultural changes.

The incorporation of technologies, while representing significant progress, demands ethical and inclusive use guided by clear pedagogical and administrative objectives. Technological innovation, when linked to human development and social equity, expands access to knowledge, strengthens decision-making processes, and contributes to more sustainable organizational practices. Thus, technology should be understood as a strategic means for transformation, and not merely as an instrumental resource.

The challenges identified, such as resistance to change, inequalities in access, structural limitations, and the need for professional qualification, demonstrate that consolidating this approach requires continuous investment and consistent institutional policies. Effective transformation depends on building organizational cultures open to innovation, valuing interdisciplinary training, and the active participation of all stakeholders. Therefore, the advancement of this proposal is directly related to a collective commitment to more integrated educational and administrative processes.

The ongoing professional development of educators, managers, and other professionals emerges as an indispensable condition for consolidating this perspective. In a scenario marked by rapid technological, social, and economic changes, lifelong learning becomes a fundamental requirement to guarantee updating, technical security, and openness to new practices. Therefore, investing in continuous training means strengthening institutions that are better prepared to deal with uncertainties, promote innovation, and sustain long-term transformation processes.

Another important concluding aspect refers to the need to align innovation and social responsibility. The integration between education and administration must be committed not only to efficiency and productivity, but also to inclusion, ethics, sustainability, and the appreciation of diversity. The literature shows that innovative practices achieve greater relevance when guided by humanistic principles, ensuring that technological and methodological advances contribute to reducing inequalities and strengthening social justice.

The construction of resilient, flexible, and learning institutions also stands out as a potential outcome of this multidisciplinary convergence. Organizations that incorporate education, administration, active methodologies, and technologies in an integrated way tend to exhibit greater adaptability, continuous innovation, and sustainability. This reinforces the importance of rethinking traditional models and investing in more collaborative, reflective, and future-oriented institutional cultures.

Furthermore, the consolidation of this approach depends on institutional and public policies that encourage innovation, interdisciplinarity, and the democratization of access to technologies and knowledge. Without structural investments and consistent guidelines, innovative practices may remain restricted to specific contexts, limiting their transformative potential. Therefore, expanding this perspective requires a collective commitment among managers, educators, researchers, and policymakers, ensuring that its benefits reach different social and institutional realities.

The integration between education and administration also represents a concrete opportunity to strengthen the training of critical citizens, competent professionals, and leaders prepared for complex realities. By promoting technical, socio-emotional, and strategic skills, this convergence expands possibilities for ethical and innovative action in multiple scenarios. In this way, knowledge ceases to be fragmented and takes on an articulated, functional, and socially relevant character, favoring deeper and more lasting transformations.

It can be concluded, therefore, that education and administration, when associated with active methodologies and technologies, constitute a strategic basis for promoting human, institutional, and social development. This convergence makes it possible to reconstruct traditional paradigms, expand competencies for the future, and strengthen more resilient, creative, and inclusive organizations. Thus, investing in this multidisciplinary approach represents not only keeping up with contemporary transformations but also contributing significantly to the construction of more just, innovative, and sustainable societies.

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