

Review of: "Between Avoidance and the Need to Learn: Emerging Dynamics in the First Weeks of Classes in Higher Education in Angola"

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The research article examines the socio-pedagogical dynamics that emerge in the early weeks of classes in higher education in Angola.

The article addresses a relevant and underexplored theme: the adaptation of students and teaching practices in the context of higher education with transnational influence, as is the case in Angola.

Qualitative methodology and the use of Grounded Theory seem appropriate for a thorough understanding of this phenomenon from the perspective of the actors involved (students and graduates).

The results provide novel information about the existence of an "informal academic calendar," knowledge avoidance dynamics among students, and the functional relationships established, with significant implications for teaching.

The need to adapt teaching practices to the sociocultural context is emphasized, surpassing mere importation/imposition of knowledge, theories, and methodologies. Additionally, the relevance of promoting professional development in teaching along these lines is underscored.

The conclusions and recommendations appear well-founded in the study's results. They are relevant to other contexts with transnational influences in higher education.

The article could be enriched with a more profound discussion contrasting the results with existing literature on student adaptation, knowledge avoidance, etc., in other transnational education settings.

The research is valuable, employing a rigorous methodology and presenting original results that make significant contributions to understanding the addressed issue in the studied context and generating recommendations for practice.