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Building the *Brazilian Encyclopedia of Higher Education* (Enciclopédia Brasileira de Educação Superior-EBES) resulted from knowledge accumulation emerging from the professor-researcher experience. Under Professor Marília Morosini's coordination, several experts in higher education distilled the essence of the theoretical basis of this dynamic field.

It is a precious resource to be explored. It is up to each of us to value this resource through its consultation and reading. This Encyclopedia may be read in two ways: the classic entry through the thematic index (in alphabetical order and breakdown of themes) or through a chapter-by-chapter reading in a coherent and structured sequence.

This work, written in Portuguese, allows open access to current content about the field of higher education. Various target audiences will benefit from its use, including teachers, students, researchers, technicians, managers, organizational and political leaders. Its topics cover classroom practices, network research, effective management and shared leadership as well as evidence-based decision-making processes, both at institutional and government levels. Its rich content is a means of learning itself.

### Reading guide

The Encyclopedia is organized in two volumes, where eight themes are presented with an internal coherence that provides a guided exploration and a captivating reading (Morosini, 2021a; b). These themes are expounded in eight chapters (four in



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<sup>1</sup> This is an English language translation of the original provided by the author.

each volume). Each chapter is specialized and guided by an organizing principle, so the informational content is firmly grounded within a robust and coherent structure. Simultaneously, these chapters are interconnected and follow a flow of thought reflecting the relational space built over time by specialists in the field, who aptly worked together with the common objective of making this reference work available.

In addition to the traditional printed format, EBES is accessible for free through the following links:

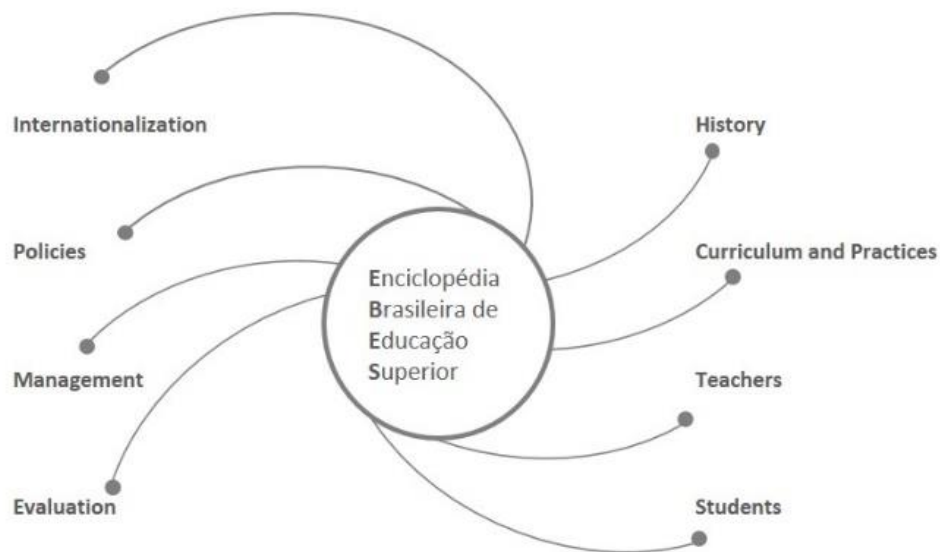
Volume 1 - <https://editora.pucrs.br/livro/1421/>

Volume 2 - <https://editora.pucrs.br/livro/1563/>

Consulting and reading the *Brazilian Encyclopedia of Higher Education* readers may build their knowledge of the following eight themes: Internationalization, Policies, Management, Evaluation, History, Curriculum and Practices, as well as Teachers and the Students at Higher Education context (Figure 1).

**Figure 1**

*EBES Structuring Themes*



While these themes do not cover the entire territory of research and practice in higher education, they provide a structure to connect and highlight other emerging themes (Pinho, 2021).

All chapters contain the most current content for each theme and are supported by reference lists that can be used as a starting point for novice researchers in their quest for a core framework. How one reads each chapter and contents will depend on the user, their previous knowledge, and their goals. In addition to systematic consultation, with the possibility of finding the concepts in a simple query to its thematic index, this work can be read sequentially, giving an overview and allowing the reader to build knowledge in a structured and incremental way.

Another insight from EBES is its construction process. Several authors managed to condense their accumulated knowledge and through collaboration with colleagues

in their networks, they integrated and aligned these contributions in knowledge co-creation, now globally disseminated.

The first volume begins with a presentation made by Marília Morosini, reporting on the trajectory of collective construction of the Encyclopedia and the time needed to obtain this result. Four chapters make up Volume 1. The first chapter, entitled higher education internationalization, gives an overview of this interdisciplinary field, its evolution and its future as an integrator of research, teaching, and its relation to society. This chapter is written and organized by Marília Morosini e Marilene Gabriel Dalla Corte (Morosini e Corte, 2021).

The second chapter covers higher education policies, the legal instruments that frame them and the organization of the multifaceted Brazilian higher education. Some of the threats and challenges to the implementation of the right to education are also mentioned, which must be permanently monitored. This chapter is written and organized by Sérgio Roberto Kieling Franco (Franco, 2021).

The third chapter deals with higher education management in a clear logic, organized into three structuring axes: 1) Institutional concepts and guidelines in higher management; 2) Organization and institutional decision-making processes in the management of higher education; 3) Academic associative movements and higher education management. The complexity of this scientific field and its practical application is presented in an articulated and well-founded way. This chapter is written and organized by Maria Estela Dai Pai Franco e Solange Maria Longhi (Franco e Longhi, 2021).

The fourth chapter on higher education assessment not only brings in important historical perspective with an examination of evolution and significant change, but also projects the future of assessment and its culture. In the future, the contribution of the Latin American perspective of evaluation and assessment becomes relevant. In this context, it is intended that the assessment is carried out in a participatory, supportive manner and aims to improve the various learning processes, to recognize the value of the knowledge that is embedded in local cultures, with the main objective of supporting the well-being of all. This chapter is written and organized por Denise Balarine Cavalheiro Leite e Marlis Morosini Polidori (Leite e Polidori, 2021).

In the second volume, higher education history is presented, a fundamental theme for its deep understanding. This chapter begins with the configuration of the scientific field of higher education. The historical evolution of higher education at a global level and in Latin America and the Caribbean and especially in Brazil is presented below. The axis on university legacy and institutional diversity in higher education calls attention to the need to consider its contextual complexity. Finally, the axis of Higher Education in emerging contexts gives an overview of transversal movements and their impacts in diverse and porous contexts. This chapter is written and organized José Vieira de Sousa (Sousa, 2021).

The following chapter on curriculum and practices in higher education, develops along three axes: 1) Epistemologies and curriculum in higher education; 2) Curriculum organization in higher education and 3) Curriculum development in higher education. Throughout its reading, the concepts are clearly presented and the practices are exemplified with a relevant contribution from the global South, whose maximum

example is materialized in Paulo Freire, an author with worldwide impact. This chapter is written and organized by Cleoni Maria Barboza Fernandes (Fernandes, 2021).

The next chapter in this section examine the important theme of teachers in higher education in two aspects: 1) Teacher training in higher education and 2) Professional development in higher education teachers. It is pleasing to note the emphasis on teacher training valorization as a key component of education quality and a way to build a knowledgeable society. This chapter is written and organized by Maria Isabel da Cunha, Doris Pires Vargas Bolzan e Silvia Maria de Aguiar Isaia (Cunha et al., 2021).

In the fourth chapter, the focus of the fourth chapter is higher education students. This chapter is divided into: 1) Student access to higher education and 2) Student formation pathway in higher education. These aspects are clearly exposed, allowing us to start new paths in this fundamental higher education pillar. This chapter is written and organized by Vera Lucia Felicetti (Felicetti, 2021).

I invite readers to explore this Encyclopedia and gather information to build their knowledge. They will certainly resort to this trustworthy resource that is generously available to everyone and in particular to readers of the Portuguese language, who should be proud to be able to count on this work of quality and timeliness. I encourage its use and dissemination (Pinho e Diogo, 2016) so that this resource can be used globally and spur the further construction of higher education knowledge.

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