

Dear Readers,

Theory and Practice in Administration (TPA) opens in the Brazilian Academy the first dossier on Organizational Learning (OL) that has renowned scholars offering original thinking on the topic.

When we created this special issue, we have had on mind researchers that are influent on our research agenda, theoretical, and methodological thinking and that reflect on our teaching practices on undergrad and graduate levels as well.

Beyond our admiration and respect for these scholars, we aim to offer a contribution to the Brazilian Organization Studies community based on the theme "*Organizational Learning Perspectives for all kind of organizations.*"

To look at OL at this moment needs a pause to reflect on organizations as the "place" of learning. Such as the Brazilian thinker Milton Santos (2002, p. 322) suggests, "place is the chart of a pragmatic reference to the world of which come precise solicitations and behests of conditional actions. But it is also the theater of unchangeable human passions responsible for (...) the most diverse manifestations of spontaneity and creativity."

If in the past the industrial production was the place where the learning phenomenon was laid, today we need to enlarge our gaze to other spaces where it occurs. Beyond the place where learning happens, it is also important to valorize whose are the individuals that interact with/in the organizations.

We do not offer a fixed classification, label, or stereotype to the notions of "organization" and "subject." For us it is enough signaling that organizations and subjects have many characteristics and configurations of their historical time, what drives the gaze to a broad perspective of learning that call attention to the changes of the society based on stabilities and instabilities.

We assume that the notion of "organization" is something processual; therefore, "organizing" (on movement) instead of "organization" (fixed and well bounded). Organizing is responsible for arraying humans and non-humans in a situated context wherein it happens.

In a similar vein, we reinforce that learning is present in all kinds of organizing. Learning as well as organizing are part of a process embedded in social practices that enact its own organizations and forms of knowing. Based on this context, we present this TPA issue bringing 6 research experiences of scholars from the UK, Italy, Denmark, Finland, and Brazil.

The first article, "Learning, Reflexivity and Knowing from Within: Being Inspired by John Shotter or Why isn't he wearing socks?!" is a contribution of Ann Cunliffe that pays homage to the longing professor John Shotter aiming to show ideas on learning and reflexivity departing from the experiences that both constructed during the years that worked together.

The second article, "'Organisational Learning for and with VUCA: Learning Leadership Revisited" from Elena Antonacopoulou search to present a new way to understand leadership and organizational learning drawing on the notion of sensuous learning.

The third contribution, "Practices and Knowledges" from Silvia Gherardi brings a reflection of the philosophical and theoretical roots that lead the author to construct her perspectives on social practices and its relations with learning and knowledge.

The fourth contribution "Valuable innovations out of nonsense? Expansive organizational learning and transformative agency in the Mann Gulch disaster and in the Finnish homelessness strategy" from Annalisa Sannino e Yrjö Engeström aims to reflect on the role that nonsense may play when innovations are conceived and how innovations out of nonsense possibly inform processes of organizational learning.

The fifth article, "Knowledge sharing viewed through a pragmatist lens: the case of management consultancy" from Bente Elkjaer e Ulrik Brandi explores knowledge sharing in light of a pragmatist understanding of organizational learning drawing upon a case study on knowledge sharing amongst management consultants.

The sixth article, "Organizing and Knowing: Finding Approaches in a Processual Manner" from Camilla Zanon Bussular e Claudia Simone Antonello brings a theoretical perspective of how politics in a processual manner influences organizational learning.

We thank the authors, reviewers, and editorial teamwork as well as the readers for doing TPA a showcase of experiences and socialization of national and international relevant research.

Enjoy the reading!

Greetings!

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