OPINION

How to reference this paper:

AKHMETSHIN, Elvir; ABDULLAYEV, Ilyos; SHICHKIN, Igor; KHABIBULINA, Elizaveta; SHICHIYAKH, Rustem; KUDRINSKAIA, Irina; BARYSHNIKOVA, Galina. The role of scientific schools in shaping the intellectual infrastructure of a university. **Nuances: Estudos sobre Educação**, Presidente Prudente, v. 36, n. 00, e025017, 2025. e-ISSN: 2236-0441. DOI: 10.32930/nuances.v36i00.11289

| **Submitted**: 15/05/2025
| **Revisions required**: 02/06/2025
| **Approved**: 18/10/2025
| **Published**: 16/12/2025

Editor: Prof. Dr. Rosiane de Fátima Ponce

SUMMARY FOR THE EDITOR

The article discusses the role of scientific schools in shaping the intellectual infrastructure of universities, highlighting their influence on academic production and the critical development of individuals. Based on a literature review and a survey with experts, the study defines and articulates the concepts of scientific school and intellectual infrastructure, demonstrating their interdependence. The analysis is consistent but the text presents some weaknesses, such as the delayed definition of key concepts, a certain level of abstraction in the discussions, and the lack of more robust numerical data. The conclusion could focus more on proposals and align better with the data. The article is relevant and contributes to the debate on university life but it has been accepted with mandatory corrections. The requested changes must be clearly highlighted in the text for review.

ARTICLE ANALYSIS

INTRODUCTION

The article offers a reflection on the role of scientific schools in shaping the intellectual infrastructure of a university. With this analysis, the research identifies the key factors that influence the dynamics of university intellectual infrastructure. In order to better work with this analysis, it was necessary to define two key concepts: scientific school and intellectual infrastructure.

The main points include:

- Scientific school: traditionally, the concept is primarily associated with the social sciences and humanities. The success of these schools depends solely on their internal self-organization and the potential of their leaders and members.
- The role of intellectual infrastructure is to accumulate social and cultural capital, and this should contribute to the development of individuals and society. In addition, the efficiency of this process depends on the quality of the interaction between students and teachers, as well as the competence of the supporting staff.

CRITICAL ANALYSIS

In the article, the authors effectively articulate the concepts of scientific school and intellectual infrastructure, arguing that scientific schools operate as dynamic drivers of university life by promoting not only scientific production, but also a collaborative, internationalized academic culture focused on the formation of critical thinkers.

Furthermore, the research uses qualitative-quantitative analysis, involving both a literature review and a survey of professionals, and this approach helps to strengthen its validity.

STRENGTH OF THE ARGUMENT

The introduction clearly defines the scope of the study and justifies the importance of the topic, preparing the reader for the investigation. However, although it indicates the need to define "scientific school" and "intellectual infrastructure," these definitions do not appear immediately but are better explored later—which can be seen as a slight weakness in the initial argumentative structure.

Therefore, the strength of the text lies mainly in its careful analysis of the constituent elements of a scientific school and how it impacts the intellectual infrastructure of the university. The only thing is that the conclusion could be improved to be more propositional, and the introduction could more immediately define the central concepts. Furthermore, it could be even more compelling to revisit the data from the analytical framework of the results and propose direct recommendations for institutional policies.

LIMITATIONS AND OPPORTUNITIES

Although the work is well structured, there are a few points that could be improved. One issue is that some concepts, such as "intellectual infrastructure," are discussed in a very dense and unobjective way, leaving the ideas somewhat abstract. Although it uses qualitative-quantitative methodology, the article needs more robust numerical data to allow for comparisons or objective measurements of the impact of science schools.

DIALOG WITH OTHER AUTHORS

Some authors cited throughout the text analyze scientific schools as informal communities that are central to the advancement of knowledge. Ustyuzhanina and Evsyukov (2010) emphasize their historical role in science. Kozlov (2015) highlights their contribution to the quality of education and international cooperation. Parakhonsky (2007) and Zacharchuk (2012) define schools as intergenerational collectives guided by academic leaders. Krasikova (2018) emphasizes cohesion around scientific ideas, methods, and traditions. Leventsov *et al*. (2023) and Yakovleva and Miller (2021) expand the concept of infrastructure to include dimensions such as environment and intellect. Efimov & Lapteva (2020) argue that university education should be based on research, training critical and innovative subjects. Finally,

Klochkow and Panin (2011) highlight the importance of the leader as an autonomous and reflective figure.

Additionally, a section in the Discussion needs to be further developed: "*According to a group of scientists practicing this approach, crowdsourcing can accelerate scientific progress and improve the quality of research*." Which group of scientists is that? This passage is too vague.

CURRENT RELEVANCE

The article is relevant and well-structured, and it offers a significant contribution to the debate on the strategic role of scientific schools in university development.

FINAL RECOMMENDATION

The article comprehensively analyzes the role of scientific schools in the constitution and dynamism of university intellectual infrastructure. Based on a literature review and a research project with experts, the study shows that scientific schools—informal and spontaneous communities led by recognized researchers—are crucial to fostering a creative, collaborative, and innovative academic environment. Finally, the article concludes that the university's intellectual infrastructure depends on the quality of human interactions, scientific leadership, and the ability to disseminate and integrate the knowledge generated, with scientific schools serving as central strategic agents in this process.

Therefore, the article has been accepted with mandatory revisions. Please highlight all changes made in the article so that we can compare it with the previous version and ensure that all the requested modifications have been implemented.

MANDATORY CORRECTIONS

I request that you review the citations and references—all citations should be in the references, and references that are not cited should be removed. If suggestions for including additional references are made, adopting them is not mandatory for the article's acceptance, and the decision remains at the discretion of the authors. Additionally, we request that all modifications be highlighted in yellow in the manuscript text.

Other aspects that need to be submitted:

- ORCID;
- E-mail;

- Credit Authors filled out;
- All abstracts must be adjusted to 150 words;
- The conclusion could be improved by being more propositional, further developing the final arguments;
- A section in the Discussion section needs to be further developed. "*According to a group of scientists practicing this approach, crowdsourcing can accelerate scientific progress and improve the quality of research*." Which group of scientists is that? This passage is too vague;
- Some concepts, such as "intellectual infrastructure," are discussed in a very dense and vague way, leaving the ideas somewhat abstract;
- Although it uses a qualitative-quantitative methodology, the article would need more robust numerical data to allow comparisons or objective measurements of the impact of science schools.

Processing and editing: Editora Ibero-Americana de Educação
Proofreading, formatting, normalization and translation