

A Pesquisa em Educação Física e Mídia: Pioneirismo, Contribuições e Críticas ao “Grupo de Santa Maria”¹

Research on Physical Education and Media: Pioneering, Contributions and Criticisms to "Grupo de Santa Maria"

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RESUMO: Este texto relata parte de uma investigação coletiva adotada como estratégia didática (pesquisa como princípio educativo) em Seminário do Programa de Pós-Graduação em Educação Física (PPGEF) da Universidade Federal de Santa Catarina (UFSC). O objetivo geral do trabalho foi efetuar um levantamento em fontes bibliográficas para identificar, entre outros aspectos, as tendências e lacunas teórico-metodológicas da produção em Educação Física e Mídia. Este recorte trata especificamente da produção do chamado “Grupo de Santa Maria”, veiculada em periódicos e anais de eventos científicos.

Palavras-chave: Educação Física. Meios de Comunicação. Bibliografia.

1 INTRODUCTION

The importance of technologically diffused information, i.e., issued by means of mass communication, is recognized in all fields of knowledge related to applied human and social sciences, in the constitution of culturally shared comprehensions associated with different themes of everyday life. This is how media have also influenced concepts,

¹ A preliminary version of this text was issued in the publications of the 3rd Southern Brazil Congress of Sport Sciences, held in Santa Maria, RS, in September 2006 (PIRES *et al.*, 2006).

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conceptions and practices regarding sports, body and movement, and such transformations have particularly impacted Physical Education, a field of human knowledge that addresses movement/sport culture in a scientific and pedagogical manner (BETTI, 1998; PIRES, 2002). Discussing what movement, body and sport are for media, as media have conceived them, and the social representations people make from such information, seems to constitute essential questions to Physical Education, within its interrelations and interfaces with the field of Social Communication.

Since early 1990s, the academic area has shown interest in this theme, although insipient in the beginning, and for this reason, with modest scientific production in both knowledge areas (CARVALHO, 1996; HATJE; CARVALHO, 1996). In the second half of that decade, the number of studies relating Physical Education themes with media production increased more intensely, mainly with the creation of these specific thematic groups in the scientific communities of both areas: Colégio Brasileiro de Ciências do Esporte (CBCE) and Sociedade Brasileira Interdisciplinar de Estudos da Comunicação (INTERCOM). Besides the publications from scientific events of these institutions, journals of these two fields also started to publish studies on this theme.

At the turn of the century, Physical Education seemed to be effectively aware of the importance of media in the classical contents of this curricular component, requiring of professors didactic and pedagogical reflections and experimentations on the theme in a perspective founded on a critical understanding of such relations (PIRES, 2002; LEIRO; PIRES; BETTI, 2007, AZEVEDO *et al.*, 2007).

In this sense, the questions imposed to researchers of the area are: who are the authors/study groups with recurrent production on this theme? Which theoretical-conceptual and methodological trends characterize these studies? Which gaps can be noticed in the area production?

This was the challenge proposed in the Advanced Seminar of Research on Physical Education and Media, of the Postgraduate Program (Master's Degree) in Physical Education of the Centro do Desportos/UFSC⁷, held in the first half of 2005: conduct a comprehensive study on what has been produced and published involving Physical

⁷ Professors in charge of the Seminar: Giovani Pires (CDS/UFSC), Mauro Betti (UNESP/Bauru) and Fernando Bitencourt (CEFETSC/SJ). Guest professors Marli Hatje (CEFD/UFMS), Carmen Rial (NAVI/CFH/UFSC) and Gilka Girardello (NICA/CED/UFSC) also participated in the event.

Education and Media in Brazil, with the following purposes: a) investigate who are their authors, institutions, types of study conducted, main conceptual and methodological bases utilized; b) go deeper in themes and identify recurrences, trends and gaps. With the referred increase in the number of studies about the media culture within Physical Education reach, we understand a systematization of this production can act as a direction to current researchers and a reference to new people interested in this field.

The adoption of the research as a scientific and educational principle (DEMO, 1994) of the Seminar enabled the experience of a collectively planned and implemented investigation, providing also the creation of a vast database on this theme, available at the webpage for LaboMídia/Grupo de Estudos Observatório da Mídia Esportiva in internet (www.nepef.ufsc.br/labomidia).

The first meetings of the Seminar defined the sources to be analyzed, according to a set of inclusion criteria that involved temporality of productions, representativeness, accessibility, among others. In addition, didactic and pedagogical strategies of the Seminar favored exhibition classes and thematic discussions based on the material collected for analysis.

We also decided to investigate the publications from the two events of the national scientific communities that keep each a thematic group on the subject: CONBRACE and CBCC - Congresso Brasileiro de Ciências da Comunicação (Brazilian Congress on Communication Sciences), promoted by INTERCOM, as well as a group of periodicals from both areas, according to the access availability.

In the first stage of the study, the students divided themselves into pairs to speed up the analyses of sources and identify the productions on Physical Education and Media, which resulted in 201 logged texts. In the second stage, for better data insight, three subgroups were formed, each of them in charge of performing a more detailed analysis of a part of the collected material, under the coordination of one of the professors in charge of the Seminar. After that, a single record of the investigated studies was elaborated to enable a general report that could fulfill the purposes of the Seminar. The texts related to the three groups are available at the webpage for LaboMídia (BETTI *et al.*, 2005; BITENCOURT *et al.*, 2005; PIRES *et al.* 2005). New systematizations, with more updated data, can be found in Azevedo; Costa; Pires (2007).

This text was produced from the research report and presents the study results and the analyses of these subgroups, more precisely what was discussed by “Grupo de Santa Maria”, published by Kinesis Magazine of the Centro de Educação Física e Desportos (Physical Education and Sport Center) at the Universidade Federal de Santa Maria (UFSM) and within the sphere of INTERCOM⁸. The selection of these sources is justified by the fact that UFSM is the home to the pioneer group of Media & Physical Education studies, and which will later be present in the creation of the Núcleo de Pesquisa em Mídia e Esporte (Media and Sport Research Center) of INTERCOM.

Then, the texts analyzed for this study were extracted from the following publications: INTERCOM Magazine, Kinesis Magazine, Communication Laboratory Magazine, Movimento e Mídia na Educação Física/UFSM and publications of the INTERCOM Congress (NP Comunicação e Esporte), from 2000 to 2005⁹.

2 “GRUPO DE SANTA MARIA”: THE LABORATORY AT CEFD/UFSM AND THE RESEARCH CENTER AT INTERCOM

The first studies of scientific character developed at the Centro de Educação Física e Desportos (Physical Education and Sport Center) of the Universidade Federal de Santa Maria, RS, and related to Physical Education/Media, have been systematized since their implementation in 1991, from a research sub-area of the Postgraduate Program in Human Movement Science, including contents of Physical Education and Social Communication, named Comunicação, Movimento e Mídia na Educação Física (Communication, Movement and Media in Physical Education), under the responsibility of Professor Sérgio Carvalho (CARVALHO; HATJE, 1996).

At the same time, the LCMMEF - Laboratório de Comunicação, Movimento e Mídia na Educação Física (Laboratory of Communication, Movement and Media in Physical Education) was created, with restricted technical apparatus and a group of researchers constituted of professors and students from CEFD/UFSM and the journalism and advertising courses of UFSM, besides visiting professors and collaborators. In

⁸ Publications of INTERCOM Congress and Revista Brasileira de Ciências da Comunicação. There is also a small number of texts by “Grupo de Santa Maria” in CONBRACE publications and in Revista Brasileira de Ciências do Esporte, but they were not logged in this investigation.

addition, the LCMMEF created the Comunicação, Movimento e Mídia na Educação Física, a magazine - initially a didactic publication - to publish studies, mainly the scientific production of the Laboratory; this production is also supported by Kinesis Magazine, of CEFD/UFSM, and INTERCOM Magazine.

In 1996, the CMMEF/CEFD/UFSM Laboratory proposed the creation of the Núcleo de Pesquisa Comunicação e Esporte (Communication and Sport Research Center) at INTERCOM, during the Brazilian Congress on Communication Sciences, held in Londrina/PR, which was implemented in the following year, under the coordination of Professor Sérgio Carvalho.

After a period of fast progress, the Laboratory lost importance in both the Research Center at INTERCOM¹⁰ and the Centro de Educação Física e Desportos (Physical Education and Sports Center) at UFSM, due to the interrupted production of the Laboratory Magazine and the irregular issues of Kinesis Magazine, and particularly, the extinction of the Postgraduate Program in Physical Education/Human Movement Science.

In a new phase and coordinated by professor Marli Hatje, the Laboratory linked with the CEFD/UFSM has become the Group of Studies on Communication and Media in Physical Education and has sought to adjust its Physical Education focus, inserting in it the communication and media process as a social phenomenon and instrument of social intervention (HATJE, 2005)¹¹.

3 DESCRIPTION AND INTERPRETATION OF THE SOURCES ANALYZED

The topics in the general model for the classification of texts involve different information that, in this text, are grouped and discussed in four categories: a) information about authors, publication type and year and study stage; b) relation between the Physical Education themes addressed and media vehicle involved; c) main theoretical and

⁹ The publications of the CBCC/INTERCOM from 1997 to 1999 only presented the abstracts of the studies, and for this reason they were not analyzed. The studies made in 2006 were made available online only recently, and for this reason were not included in our analysis.

¹⁰ In 2006, the Research Center was extinct for not presenting the minimum number of researchers, as required by INTERCOM.

¹¹ **O Laboratório de Comunicação, Movimento e Mídia na Educação Física – CEFD/UFSM** – history and nowadays. Lecture made at the Advanced Seminar of Research on Physical Education and Media of the PPGEF/UFSC, on May 12, 2005 (class notes).

conceptual bases referred to in the texts; d) profile of the methodological designs of the studies.

After that, data obtained are expressed and interpreted, sorted according to the topics mentioned above:

3.1. AUTHORS, PUBLICATION PERIOD AND TYPE AND STUDY STAGES

In this first category, we present the authors and co-authors of the texts. Then, the initial data totaled 118 texts analyzed, with 102 authors and co-authors referred to in the texts, in 45 magazine articles and 73 texts in publications of the INTERCOM Congress, covering the period of 16 years (from 1990 to 2005).

A first glance at these data shows what seems to be a balanced relation between names of authors and identified texts. However, a detailed analysis shows that 87 texts have only 13 names of authors or co-authors, corresponding to a concentration of around 73.72% of everything that was produced/analyzed on only 12.75% of the authors referred to in the texts. More than this, a higher concentration on the two coordinators of “Grupo de Santa Maria” is verified - professors Sérgio Carvalho, with 21 authorships/co-authorships, and Marli Hatje, with 16 authorships/co-authorships, who together correspond to almost one third (31.30%) of the analyzed texts.

On the one hand, it seems to confirm the importance of the image of study group leaders, directly responsible for revealing the area to the publication of productions about emerging knowledge areas. On the other hand, this situation may involve endogeneity, as the professors-authors referred to in the texts have been or are coordinators of the LCMMEF/CEFD/UFSM and the Research Center of INTERCOM and editors in charge of most periodicals and publications issued, which basically limits the full autonomy in the analysis process of the texts submitted and relativizes the quality standard of the sources, due to the limited presence of other theoretical and methodological approaches.

Another aspect we could highlight is regarding the period between the first and the last identified texts: 16 years (1990-2005). It confirms the pioneering role and importance of this group of researchers within the Brazilian Physical Education reach, which has kept a regular production of comprehensive thematic spectrum, addressing from pedagogical questions of Physical Education and Media to studies on advertising and marketing in

sports, which seems to have been made easier due to the presence in the group of researchers from various knowledge areas, mainly Social Communication and Journalism.

In addition, it should be noted that all 45 analyzed texts published in the periodicals are concluded studies, while the 73 texts from the event considered correspond to: seven texts in project phase, nine studies in progress with preliminary results and 57 concluded studies. These data agree with the specific characteristics of the two types of scientific vehicle: the periodicals, which are more rigorous and publish studies with consolidated results, and the events, more adequate to the presentation and preliminary discussion of projects or studies in progress, submitting them to criticism for improvements.

3.2. PHYSICAL EDUCATION THEMES ADDRESSED AND MEDIA VEHICLE INVOLVED

One of the most relevant questions for this study was the detection of the main Physical Education themes found in the production of periodicals and INTERCOM publications, as well as the identification of media vehicles considered in these productions. In this sense, it enables to determine trends and limits regarding these elements at the analyzed sources.

This task was possible due to the common classification adopted for the three subgroups of Physical Education themes and media vehicles involved. The Physical Education themes were sorted as: a) Sport; b) Body; c) Dance¹², d) Leisure/Entertainment; e) Physical Education¹³; f) Movement Culture; g) Gymnastics/Physical Activity; h) Marketing.

The media vehicles were classified as follows: a) Media (means of communication in general); b) Journal; c) Television; d) Radio; e) Movies; f) Magazine; g) Book; h) Information and Communication Technologies (ICT) and i) Others (texts addressing the human communication, with no intermediation of technical means).

Some analyzed texts made references to more than one media vehicle. In these cases, for analysis purposes, we decided to classify the text always as Media. The

¹² As there was no reference to Dance, an originally established category, we decided to replace it with a specific theme for this study, related to the social image of the Physical Education professional represented in the media, mentioned in one study.

¹³ It refers here to both the Physical Education as a curriculum component of the school and the professional graduation in Physical Education.

distribution of the texts selected from the study in this classificatory system provides an overview of the themes and vehicles referred to in the scientific production of “Grupo de Santa Maria” (Table 1):

Table 1 - Distribution of Physical Education themes and Media vehicles

Physical Education Theme	Absolute Frequency	Relative Frequency	Media Vehicle	Absolute Frequency	Relative Frequency
Sport	100	81.96	TV	18	15.25
Leisure/Entertainment	02	1.69	Media	42	35.59
Physical Education	04	3.38	Journal	39	33.05
Movement Culture	02	1.69	Radio	06	5.08
Marketing	04	3.38	Movies	02	1.69
Body	04	3.38	Magazine	01	0.84
Physical	01	0.84	ICT	05	4.23
Activity/Gymnastics					
Professional's Image	01	0.84	Others	05	4.23
Total	122	100.00	Total	122	100.00

The data analysis identified the most frequent Physical Education theme in the analyzed publications: Sport, widely addressed and present in over 80% of the studies. The approach to other themes seemed to be very limited in this study field.

As noted, the status of the sport phenomenon in the society (and in Physical Education) also occurs in the field of media production and publication. This situation, showing the hegemonic condition of the cultural manifestations of sport as the study theme, represents somehow the growing importance and visibility of sports in diverse spheres of the global contemporaneous society.

The relevance of sports in media can be attributed mainly to the economic potential its spectacularization through media provides everyone involved in the so-called ‘sport business’. As several authors say (see, for instance, PIRES, 2002 and PRONI, 2000), sport is a perfect product for television, as it satisfies most viewers, who increasingly consume sport spectacles (ensuring high audience indexes), attracting at the same time the advertising market, which in turn is interested in the high audience indexes ensured by the telespectacle sport (BETTI, 1988).

Another factor that can explain the preference for sports in the analyzed texts is that many of these studies were produced by journalists, who would be more interested in sports due to their social viability, as they attribute a polysemous character to their concept

(BETTI, 1998), considering as sports the different manifestations of the movement culture broadcast by the media.

Regarding the media vehicles addressed in the studies, the most frequently mentioned were Journal and Media, corresponding together to 68.64% of the references, followed closely by Television, which presented the same percentage as the sum of the other vehicles.

Such concentration finds specific reasons for each of these vehicles. The relevance granted to Media reflects the means of communication recognized as an integrated system, united by means of media discourse, which is comprehensive and trendily homogeneous and circular (BOURDIEU, 1997). Journal, on the other hand, besides its characteristic of being destined, in a direct manner, for opinion makers of the society, is largely recommended as a documental source of studies, for having widely recognized and easy-to-use methodological strategies for text analysis and offering easy handling of printed material to be analyzed.

Regarding Television, this is a vehicle that has gained importance in media studies for being the commonest in the everyday life of the population in general, for offering easy access and effective message transmission in the various social segments.

3.3. MAIN THEORETICAL AND CONCEPTUAL BASES

We identified the main concepts utilized in each text and their bibliographical references in order to perform the analysis of theoretical and conceptual bases. This first observation of the texts showed the total of 146 conceptual groups (average of 1.23 per text), and based on that we created the following six thematic categories for the quantitative and qualitative analyses of the systematized material:

1. Spectacularization: concepts and terms that refer to the media spectacular process of Physical Education contents, mainly related to sports. Ex.: idol, hero, society of the spectacle, spectacle sport, etc.;
2. Culture: concepts and terms that point out sociocultural aspects in relations between Physical Education themes and media discourse. Ex.: communicative act, cultural industry, juvenile culture, semi-culture, etc.;
3. Media Technique: concepts and terms that favor the study of technical resources and procedures utilized by media or communication, applied to Physical Education themes. Ex.: scheduling, media discourse, speech, primary and secondary communication, etc.;

4. Media-Physical Education Relation: concepts and terms that show the concern about identifying and/or establishing relations between Physical Education and Media. Ex: history of soccer, sport knowledge, communication and sport, Media and Physical Education, etc.;
5. Economist Approach: concepts and terms that show the economic and marketing relation under the media discourse on Physical Education themes, mainly sports. Ex: consumer market, sport fetishization, production, etc.;
6. Aesthetics, Perception and Subjectivation: broad category, involving concepts and terms that point out changes in the forms and factors of subjectivation, perception and aesthetic relations with Physical Education themes, as a result of media culture. Ex: aesthetics of existence, single body, lived body, affection/emotion, idiotization through TV, etc.

The proposed classification should not be considered stable and impervious - although each category has its own particularities - because the thematic categories interrelate and integrate with one another, probably due to the complexity in the relation process between Physical Education and Media. Table 2 shows the distribution of concepts in the categories:

Table 2: Distribution of concepts identified in the categories created

Categories	Distribution of Concepts	
	Absolute Frequency	Relative Frequency
Media Technique	43	28.28
Media - Physical Education Relation	35	23.02
Culture	27	17.76
Spectacularization	21	13.81
Economist Approach	18	11.84
Aesthetics, Perception and Subjectivation	08	5.26
Total	152	100.00

The data in Table 2 shows a certain balance between the studies on media technique (28.28%) and the desirable attempt to identify the relations between Media and Physical Education (23.02%). Spectacularization and Economist Approach categories, which are strongly connected, if combined, would achieve 25.65% and be the second most studied category grouping, indicating the relation between the several processes of social adequacy

and marketing of the sport phenomenon, and a strong link with media (PIRES, 1998) - besides indicating again the predominance of themes associated with sports in the analyzed studies.

Lastly, the studies whose concepts were classified as Aesthetics, Perception and Subjectivation should be noted: only eight texts or 5.26%. With great theoretical and conceptual specificity, but still very broad, these texts are characterized as preferentially related with Physical Education themes, such as body and leisure, but never sport. Besides this possible cause for the small evidence of this category, the fact that it is associated with methodological approaches that favor receptor-focused studies, which are not very common, can also be a contribution, as explained below.

Through qualitative analysis of the theoretical and conceptual bases, we can see a relation, sometimes less emphatic, with Physical Education themes. Besides certain generalizations, we can notice in some cases excessive simplification in the use of some concepts, in a common sense that is not strongly linked with the academic reflection/discussion of the area. It might be due to the fact that, as mentioned before, a significant part of the studies analyzed was written by journalists, which would explain this understandable theoretical fragility in relation to concepts of the Physical Education area. Fortunately, the opposite was not observed, i.e., the Physical Education studies utilize theoretical and conceptual approaches to communication and media themes in a consistent and critical manner, with recurrences in elements of critical social theory and mainly elements of the cultural industry concept, which is one of the most utilized.

With the verification above, we assume that perhaps there is a social imaginary agent that somehow authorizes everyone to address Physical Education themes indiscriminately, especially sport, as in our culture it tends to be culturally shared knowledge, at school, in the street, in the family and, above all, in media. It is not intended to defend a market reserve for issues relating sport with Physical Education professors and professionals, nor disregard the value of sport experiences of media agents who study the relation between sport and means. We only aim at requesting from them a more qualified, reflective and critical approach to the analysis of productions published by media on Physical Education themes, to improve the common sense of sport speech (ECO, 1984) and this way enable a more clarified and clarifying sport-media discourse.

3.4. PROFILE OF THE METHODOLOGICAL DESIGNS OF THE STUDIED TEXTS:

One of the chief purposes of the Seminar was to outline a detailed profile of the methodological designs utilized in the scientific production about Physical Education and Media, in magazines and publications of the events indicated, and determine what they suggest in terms of predominance and possible limits.

Considering the diversity of methodologies utilized in the texts (the three subgroups taken into account), it was necessary to elaborate a single classification for an easy distribution and analysis of the texts. It should be noted that this classification, as stated in the previous item, was also created for didactic and operational purposes, for the application to the collective study of the Seminar, with no intention of making it a normative model to other studies.

In this sense, our classification for the methodological designs was structured as follows:

- a) studies exclusively with bibliographical sources, divided into i) bibliographical study (articles of literature review) and ii) theoretical essay (texts with a superior level of elaboration and criticism);
- b) historical research;
- c) field studies, with i) descriptive approaches, ii) ethnographic approaches and iii) participatory research/action research;
- d) analysis of media products¹⁴ (studies that take a media product as the main object of study);
- e) others: reviews, experience reports, case studies and points of view, besides others whose classification could not be clearly identified.

Applied to the specific object of study for this subgroup (the production of “Grupo de Santa Maria”), the classification provides a profile of the methodologies found, as indicated in Table 3:

Table 3: Distribution of methodological designs in the categories

¹⁴ We referred to analysis of media product as a specific type of methodological design, due to the lack of clarity in this aspect in many analyzed texts, especially those produced in the 1990s.

Categories	Methodological Designs	
	Absolute Frequency	Relative Frequency
Analysis of media products	43	36.44
Bibliographical study	09	7.62
Theoretical essay	22	18.64
Historical research	08	6.77
Descriptive study	16	13.55
Participatory research/action research	03	2.54
Ethnographic study	02	1.69
Others	15	12.71
Total	118	100.00

The descriptive analysis of the data shows predominance of studies addressing primarily the analysis of media products, with 43 studies (36.44%), followed by theoretical essays, with 22 texts (18.64%). The descriptive studies contributed with 16 publications (13.55%), while the bibliographical studies and the historical researches with 8 and 9 studies, respectively. Lastly, we identified only 5 studies (4.23%) that were characterized as participatory research/action research or as a descriptive ethnographic study.

The first consideration shows a significant concentration of around 68.63% on only three types of methodological approach: analyses of media product, theoretical essays and descriptive studies. The main characteristic of these studies is that they are oriented to the direct analysis of media products (message), promoting the theoretical and critical description and consideration of the messages, which, to a certain extent, is focused on the same element, i.e., the content and/or form of media discourse for the Physical Education themes.

This focus on media itself as the object of study is partly justified, since many of the analyzed texts are produced by journalist and/or communication experts, as mentioned before, which can be a sign that these professionals are worried about analyzing their own production and enables to assume a healthy movement of reflection and self-criticism.

However, there is also a relevant number of texts from Physical Education sources and authors (especially in Kinesis and LCMMEF magazines) and, in this sense, it seems to us that receptor-oriented studies, i.e., studies to citizens under our pedagogical responsibility, could present a more significant number, since our action is preponderantly an educational and clarifying intervention. This statement agrees with the fact that participatory researches, action researches or ethnographic researches, notably more

related to the cultural formation of subject receptors (SOUZA, 1995), present very low indexes (5 studies, or mere 4.23%).

These data seem to confirm the indications in the analysis of the studies published within the sphere of GTT for Physical Education, Communication and Media of CBCE (PIRES, 2003), which highlights the gap in terms of the development of studies with the specific field of Physical Education intervention, i.e., with professors and academics of the area, and with students of the basic education.

4 FINAL CONSIDERATIONS

This analysis of the academic course of “Grupo de Santa Maria” was made with respect and recognition of all its significant contributions to the area of media studies within the Physical Education reach. As the pioneer, the “Grupo de Santa Maria” could reveal important segments, not only in Physical Education, with studies on teaching, research and extension (laboratory, magazine, graduate discipline, radio programs, postgraduate sub-area, etc.), but also with the recognition of field emergency by the Social Communication academic area, with the creation of a Research Center at INTERCOM.

“Grupo de Santa Maria” also contributed to placing Physical Education researchers in contact with theoretical-conceptual and methodological approaches, which are typical in communication and media studies and so far had not been widely known in our area.

Obviously, the pioneering and relevance achieved did not exempt the “Grupo de Santa Maria” from some academic mistakes, especially those related to the excessive self-reference during the construction and expansion process of the specific sub-area, notably in the socialization mechanisms for the knowledge produced. However, we understand that the (few) criticisms identified in this text will not affect the relevant work performed in over fifteen years, and otherwise should be considered as an academic - and affective - form of contribution to the restart of the superior level work developed by the “Grupo de Santa Maria”. Unfortunately, at this moment, the reality is troublesome: the thematic sub-area of the postgraduate program became extinct when the CEFD/UFSM Postgraduate Program was officially unauthorized; for this reason, the group faces difficulties to resume its studies; the Laboratory Magazine has been interrupted for some years; Kinesis Magazine has not been published regularly and the Núcleo de Pesquisa em Comunicação e Esporte (Communication and Sport Research Center) at INTERCOM became extinct in

2006 and was aggregated to the Núcleo de Pesquisa de Comunicação Científica (Scientific Communication Research Center).

To conclude this analysis, we would like to recall a theme that was subliminally present in most of our discussions, considering the observations of data herein analyzed and not limited to “Grupo de Santa Maria”. It refers to the focus of Physical Education and Media studies on addressing the issuer’s aspects, the means and message, which is, as we stated before, perfectly understandable, as this is a new and complex subject, not traditionally applied to academic research. However, recognizing the importance of studies **about** media, we consider it is essential to have studies within the Physical Education reach oriented to the investigation of the relations between our specific themes and media **in** and **from** Physical Education, in order to enable the support for the development of emancipative pedagogical practices, especially within the school reach.

Research on Physical Education and Media: Pioneering, Contributions and Criticism to "Grupo de Santa Maria"

Abstract: This text describes part of a collective investigation adopted as didactic strategy (research with learning purposes) in a Seminar of the Postgraduate Program in Physical Education at UFSC. The main objective of this study was to review bibliographical sources to identify, among other aspects, theoretical-methodological trends and gaps of the production in Physical Education and Media. Specifically, it covers the production of a group called "Grupo Santa Maria" issued in scientific journals, magazines and events.

Keywords: Physical Education. Means of Communication. Bibliography.

La Investigación en Educación Física y Medios de Comunicación: Pioneirismo, Contribuciones y Críticas para el "Grupo de Santa Maria"

Resumen: Ese texto describe una investigación colectiva, adoptada como estrategia didáctica (investigación con principio educativo) en Seminario del Programa del título de Masters en Educación Física / UFSC. El objetivo general del trabajo fue hacer una prospección en las fuentes bibliográficas para identificar - entre otros aspectos, las tendencias y las lacunas de la producción en educación física y medios de comunicación. Específicamente, el texto refiere a la producción del "Grupo Santa María" editada en periódicos y anales científicos.

Palabras Clave: Educación Física. Medios de Comunicación. Bibliografía.

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