

Cristiano Mezzaroba



Universidade Federal de Sergipe
PPGED(UFS)

cristiano_mezzaroba@yahoo.com.br

Jaison José Bassani



Universidade Federal de Santa Catarina
PPGE(UFSC)

jaisonbassani@uol.com.br

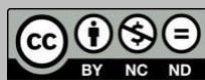
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THE SUBFIELD OF MEDIA AND TECHNOLOGIES IN THE FIELD OF BRAZILIAN PHYSICAL EDUCATION: ORIGIN, CONFLICTS, CONTEMPORANITY

ABSTRACT

This is a research that investigated the subfield of media and technologies in the field of Brazilian Physical Education (PE), seeking to understand its context of emergence, its configurations, the splits and conflicts within this field, as well as inflections observed in relation to the dimension of endogeneity and reproduction of scientific practices in this social space. Methodologically, it was configured as a research in the perspective of the sociology of knowledge, operating a historical sociology of the field of PE, from a case study with 9 agents of this field who were interviewed. We understand that the actions of these agents in the academic subfield of media and technologies in PE refers to the constant and intense work of producing and circulating scientific capital in the search for recognition and legitimacy in the social space in which they operate.

Keywords: Media. Technologies. Physical Education. Scientific field.

O SUBCAMPO DAS MÍDIAS E TECNOLOGIAS NO CAMPO DA EDUCAÇÃO FÍSICA BRASILEIRA: ORIGEM, CONFLITOS, CONTEMPORANEIDADE

RESUMO

Trata-se de uma pesquisa que investigou o subcampo das mídias e tecnologias no campo da Educação Física (EF) brasileira, procurando compreender seu contexto de surgimento, suas configurações, as cisões e os conflitos no interior desse campo, bem como inflexões observadas em relação à dimensão da endogenia e da reprodução das práticas científicas neste espaço social. Metodologicamente, configurou-se como uma pesquisa na perspectiva da sociologia do conhecimento, operando uma sociologia histórica do campo da EF, a partir de um estudo de caso com 9 agentes deste campo que foram entrevistados. Entendemos que as ações desses agentes no subcampo acadêmico das mídias e tecnologias na EF refere-se ao constante e intenso trabalho de produzir e circular capital científico na busca de reconhecimento e legitimidade no espaço social em que atuam.

Palavras-chave: Mídias. Tecnologias. Educação Física. Campo científico.

1 INITIAL CONSIDERATIONS

The on-screen research¹ dedicated himself to investigating a microcosm - here called subfield of media and technologies - in the field of Brazilian Physical Education (PE). Traditionally, PE is a large field, the scientific field being a part of it (MEZZAROBA, 2018).

Inside, we find a diversity of knowledge and theoretical-conceptual and epistemological nuances, such as the knowledge that spreads in the spectrum that goes from the natural and biological sciences to the human and social sciences. But when we look more closely at the scientific field of PE, we observe specific themes that over the last few years have been gaining strength, visibility and boosting the production and dissemination of the knowledge that suggests to us, such a quantitative leap identified/verified, a certain specific autonomy of each of these themes within the Brazilian PE.

The research mobilized the theoretical-conceptual framework of Pierre Bourdieu (1996a; 1996b; 2001a; 2001b; 2004a; 2004b) in relation to the notion of field² (articulating the field of PE with the subfield of media and technologies - M&T within this field), to the concept of *habitus*³, as the way in which social structures subjectify the configurations of researchers who access/enter the field/subfield and incorporate knowledge/doing, and also regarding the concept of *illusio*⁴, understood as the ways of participating and acting in the “game” of the scientific field.

Our objectives were to understand the contours of this subfield, the practices of its agents, the configurations and movements that occur within this interior as a dialectical relationship between field and subfield, as well as to better understand the purposes of

¹According to doctoral thesis (MEZZAROBA, 2018).

²When we deal with the concept of field from Bourdieu, we are characterizing a certain social space that has its objective and social structure, which, in its interior, visualize relational struggles between its agents who share the same practices, knowledge and discourses, having as an element of dispute the symbolic power that such agents produce and give their value and recognition. This symbolic power can be converted into other forms of “capital”, such as economic capital, cultural capital, or even, as in this case investigated, scientific capital, when dealing with the scientific field.

³To access, act and participate in a field, whatever it may be, it’s necessary to be initiated to its codes, language, internal dynamics and its practices. All these elements can be considered forms of incorporation of structures of perception from certain social spaces, that is, we have in these examples the notion of *habitus*. Bourdieu (2001a, p. 61) will consider that “[...] the *habitus*, the *hexis*, indicates the embodied, almost postural disposition [...] of an agent in action”, something that is being internalized by the subjects, via the incorporation of schemes, through the most diverse agencies: “[...] the mental structures through which they [agents] apprehend the social world, are in essence the product of the internalization of the structures of the social world” (BOURDIEU, 2004a, p. 158).

⁴The concept of *illusio* is the notion of being and constituting oneself in the game, “playing the game”, in order to be able to legitimize practices and interests involved in a certain social field, based on the symbolic and material exchanges that they agree to carry out. According to Bourdieu (1996b), *illusio* is an interest, a libido, which provides an enormous “pleasure of playing” within the context of a field according to the *habitus* already incorporated. It’s the *illusio* that allows the maintenance of the field and its strategies to strengthen and gain autonomy, aiming at its consolidation and legitimacy, because by expanding the symbolic power of a certain group, this power is expanded in the field itself.

these scientific practices, in which the research hypothesis launched as a response the constant search for the scientific legitimacy of PE in Brazil.

The investigative work was configured as a historical sociology (VALLE, 2018), seeking to examine in detail the formation and constitution of this academic subfield, especially regarding its configurations, perspectives and inflections. It's important to mention that this movement involving M&T in Brazilian PE comes from a previous movement, known as the Renewal Movement of Brazilian PE (*Movimento Renovador da EF brasileira*) (PAIVA, 1994; BRACHT, 1997).

It's a movement that impacted on a certain split/division of PE in Brazil, rethinking it from the 1980s onwards, especially regarding the search for a more social and pedagogical and less biologicist identity, until then dominated by medical agents and the implications of their ideas, knowledge and actions. Some actions that allowed us to give a "sociocultural face" to the PE that we have today can be listed as follows: Creation of the Brazilian College of Sports Sciences (CBCE); insertion of PE in CNPq; creation of scientific journals spread throughout much of the Brazilian territory; creation of postgraduate courses, et cetera. (MEZZAROBA; BASSANI, 2015)

The questions of PE begin to be thought from references of the Humanities in general, with Sociology, History, Education, Anthropology, Philosophy, Economics, et cetera. There is no doubt that this is a huge advance, however, perhaps this is the initial marker for what González and Fensterseifer (2010) will deal with in relation to this transition period in the context of Brazilian School PE, between the no more and the not yet, that is, this new subfield breaks with a tradition (biological, of body exercise, subordinated to biomedical knowledge) at the same time that it shows that we still do not have the pedagogical materialization of all the advances observed for the educational context, mainly because we have not yet reinvented our space (social and symbolic) in school as a school discipline.

We assume as an assumption in the investigation that this subfield already exists - of M&T in Brazilian PE -, as it was possible to identify from genealogy operated before the production and publications of these agents over twenty years (MEZZAROBA, 2020), however, to investigate how these insertions and transformations are realized and materialized in an area whose tradition was (and is) the biological is the focus of this text, from the constant work of producing and circulating scientific capital in an attempt to seek recognition, prestige and prominence, with not only personal but also collective purposes, regarding the search for academic and social legitimacy of PE in Brazil.

2 METHODOLOGICAL PROCEDURES

The research presents a perspective of the *sociology of knowledge*⁵ (BERGER; LUCKMANN, 2014), operating a *historical sociology*⁶ (VALLE, 2018; BOURDIEU, 1996a) of the field of Brazilian PE, paying specific attention to the agents who have been dedicated to producing knowledge and acting professionally in relation to the sociocultural and pedagogical context, thinking about academic and school implications with regard to M&T in PE.

To carry it out, the methodological procedures of a qualitative research (MINAYO, 2010) were followed, configuring itself as a *case study* (TRIVIÑOS, 2010; MEKSENAS, 2002; GOLDENBERG, 2005).

The “case” studied refers to the microcosm - social unit - taken from members/researchers who exercised the mandate of coordination of the GTT - Thematic Working Group PE, Communication and Media within the CBCE, from the emergence of this GTT, in 1997, until 2017. Thus, they were intentionally selected 9⁷ agents of the Brazilian PE, who in the period of these 20 years, coordinated, at some point, the referred GTT of the CBCE.

Entering into this microcosm, looking for the minutiae, understanding their practices, their decisions, their interests, their ways of interacting within the field and generating demands, or even of self-reflecting on their practices in the socio-historical course, all this gave power to the research, bringing a breadth of data from this delimited universe (they were around 20 hours of interviews, generating about 350 pages of transcribed material, not counting the material collected and analyzed for documentary analysis). More than showing the contours of the specific subfield in question, the case study made it possible to find answers in relation to how this subfield is constituted and how the structure-agency relationship occurs, revealing interests and mechanisms of *illusio*, as well as allowing us to understand more the relation of *habitus*, that is, the internalization of an exteriority and the exteriorization of an interiority.

Its operationalization initially consisted in the comprehension of this subfield in formation within the field of Brazilian PE from a situated scientific production - which was

⁵Berger and Luckmann (2014, p. 14) conceive the *sociology of knowledge* as a form of sociological doing that “concerns the analysis of the social construction of reality”, in which the gaze must be focused on reality and knowledge that is constituting itself in its most varied forms as a product of a society: “[...] A ‘*sociology of knowledge*’ will have to deal not only with the empirical multiplicity of ‘knowledge’ in human societies, but also with the processes by which *any* body of ‘knowledge’ comes to be socially established as ‘reality’” (BERGER; LUCKMANN, 2014, p. 13).

⁶For a broader understanding of *historical sociology*, see Bourdieu (1996a).

⁷To ensure anonymity, they will be so called: GI, MA, AL, FE, GU, ON, TA and SE.

denominated as the genealogy of the subfield (MEZZAROBA, 2020), carrying out a documentary analysis of the production of the agents of this scientific field - and of the voices of the agents themselves that make up this academic-scientific community.

As an instrument for the production of data for the case study, the resource of semi-structured interviews was used⁸, from the elaboration of a script with two blocks of questions, totaling 18 questions: The first block with 7 questions that involved the identification and characterization of the research subjects and their relations with the PE, M&T; the second block with 11 questions, focused on the problem of PE with the M&T, seeking to extract possibilities, perspectives and inflections.

From the transcription and organization of the collected material⁹, the data were grouped into 5 axes: (1) The subfield of M&T in the field of Brazilian PE: origin, conflicts, contemporaneity; (2) The social and academic legitimacy of PE; (3) Cultural formation and interdisciplinary aspects: The *habitus* and the implications in the university and in the school; (4) Cultural sociodynamics and implications at university and school; and (5) Affect as disinterested interest: Decoding mechanisms of *illusio*.

In the text that follows, considering the spatial limits for the present article, we bring the aspects concerning the first interpretative axis, which helps to understand the movement of engendering an academic subfield that involves M&T within the Brazilian PE.

3 THE SUBFIELD OF MEDIA AND TECHNOLOGIES IN THE FIELD OF BRAZILIAN PHYSICAL EDUCATION

We will present, in the sequence, the relationship between the historical context of the emergence of this subfield in PE, the internal dynamics of the field/subfield itself, and then its splits and conflicts, one of the main premises of the concept of Bourdieusian field, and two other important issues that emerge in this course and that are pointed out and explained by the research subjects, that is, the concern with endogeny and inflections that take place in the subfield itself, and the emergence of what can be termed as

⁸The interviews were conducted in different situations: 2 of them in person, in Florianópolis; another 2 through the Skype application and the other 5 were held during the Brazilian Congress of Sports Sciences (*Congresso Brasileiro de Ciências do Esporte*) in Goiânia - GO.

⁹The interpretative axes were thus engendered because it was possible to operate a sociological network (from the theoretical-conceptual elements that relate to the questions asked in the interviews) with elements of this social world of the agents. These answers were recorded as “drafts” in a field diary and at the moment after typing the material, the moment of transcription, allowed the identification of recurrent elements that “fit” in the speeches of the various subjects, which made it possible to reach the systematization of these five axes.

“generations” or “lineages” in the development of the subfield, evidencing strategies of reproduction and continuity of the theme that involves M&T in PE.

3.1 Locus of origin and historical moment

It was observed in the statements of the research subjects the identification of a locus of origin of this movement within the Brazilian PE regarding the theme of M&T, that is, cited researchers - such as Sérgio Carvalho, Mauro Betti, Giovani Pires and Alfredo Feres Neto - transited through the state of São Paulo, performing their master's and/or doctoral courses, in institutions such as USP and UNICAMP, in the early 1990s. Soon after this period, these researchers return to their institutions of origin, such as UFSM and UFSC, for example, or enter institutions other than those of their graduate courses, and begin their teaching, research and extension work articulating media, communication and technologies with PE.

Whereas the field of PE is “relatively young” (MANOEL; CARVALHO, 2011, p. 391) and that has been consolidating in the course of the 20th century, with “[...] the advancement in conceptual debates, unfolding, even, of the largest number and deepening of the investigations; the design of vocational training initiatives” (HALLAL; MELO, 2017, p. 324), it’s possible to observe that the movements around the theme of M&T is part of this larger movement of the field, as an attempt to greater appreciation and recognition of its agents.

The developments that are visualized since the last two decades of the 20th century and the first two of the 21st century with regard to the issues of M&T in PE have as a historical marker the 1980s and the Renewal Movement of the Brazilian PE (*Movimento Renovador da EF brasileira*), which brought a context of identity crisis and “this crisis brings to the scenario of the area the knowledge and knowledge coming from the social and human sciences” (MEZZAROBA; ZOBOLI, 2013, p. 115), providing opportunities for a certain academic reconstruction of the area.

As it was possible to verify in the interviews¹⁰, corroborated by production already consolidated in the field of PE, the first initiatives occurred in the course of the 1990s, with the “Grupo de Santa Maria - RS” (PIRES *et al.*, 2008), followed by the creation of the GTT

¹⁰Thus summarized: “[...] we pay homage to those we consider the precursors of this field that is what we called the “Santa Maria Group” [...] in the 90s, teacher Sérgio Carvalho, who was a teacher at the University [...] did a master's thesis, which then unfolded into a doctorate there at ECA [...]. from his thesis, around him, gathered a group of researchers that he created a line [...] in the post-graduation that he called “Movement and Media” [...] (GI, 2017, p. 15-16); “[...] along with the birth of the CBCE Communication and Media GTT, the Sports Communication Research Group was born at INTERCOM [...]” (GI, 2017, p. 17); “I remember that teacher Sérgio Carvalho, there from Santa Maria [...] Then he created the Group there, in Santa Maria, which is a reference” (MA, 2017, p.20); “[...] it even begins within the framework of the CBCE [...]” (AL, 2017, p. 16).

Comunicação e Mídia at CBCE, in parallel with the creation of the Thematic Group Comunicação e Esporte by INTERCOM - Brazilian Society of Interdisciplinary Communication Studies.

Given these arguments, we can consider that these movements that bring the M&T debate to the field of Brazilian PE occur in parallel when this same discussion about technologies enters the Brazilian educational context, that is, the early 1990s, showing that PE was not different from other areas. It's a moment in which television occupied - and still occupies - an immense reach, constituting itself as a ubiquitous element of the homes, debates and daily lives of Brazilians. In the second half of the 1990s, the internet begins to appear in Brazil and in a few years it's spreading, popularizing itself and, today, it also occupies an important role in the daily lives of Brazilians.

Some names¹¹ are recalled recurrently throughout the interviews, especially of the teachers Giovani Pires, Mauro Betti and Alfredo Feres Neto.

From the Bourdieusian theory about the field and the work of its agents, it's identified, in this case, that these teachers, throughout their trajectory, especially in this initial period, raised a type of *scientific capital*, which in the field of PE once allowed and allows today - as they appear in the fragments of the interviews - a type of *recognition* of the other agents of the field:

The strength of an agent depends on its different assets, differential factors of success that can guarantee it an advantage over rivals, that is, more exactly, it depends on the volume and structure of the capital of different species that it possesses. Scientific capital is a particular kind of symbolic capital, capital founded on knowledge and recognition (BOURDIEU, 2001a, p. 53).

There is no doubt that this scenario of M&T refers to a larger perspective, not restricted to the field of Brazilian PE, but to a movement of those who think about the educational context and its contemporary elements, reflecting on the media and technological implications in human and professional formation, as argued by Bévort and Belloni (2009, p. 1082) regarding the “[...] practice of integrating these media into educational processes at all levels and modalities”.

In Brazil, according to Setton (2010), it's from the 1970s that we saw “[...] Living with the reality of media culture in an intense and profound way. Little literate and

¹¹As they appeared in the interviews: “[...] I consider teacher Giovani Pires seems to me that he really is the precursor, the first. It's very close [...] teacher Mauro Betti, whom I also attribute as a precursor” (AL, 2017, p. 17); “[...] somehow I can't help but say that maybe I'm a forerunner, but an apprentice...” (AL, 2017, p. 18); “[...] Mauro Betti is a little removed from the field of education now, but he still continues to be widely cited, and Giovani, with the training of master's and doctoral students, the consolidation of Labomidia, is a reference” (GU, 2017, p. 14); and “[...] precursor is Giovani... [...] and Mauro Betti, with “The Glass Window”. [...] I know I had Sérgio Carvalho [...]. And there's Alfredo [Feres Neto]. (FE, 2017, p. 27-28).

urbanized, in a few decades, the Brazilian population found itself immersed in a third culture - the culture of mass communication” (SETTON, 2010, p. 14).

Although already in development since the 1960s in countries of North America and Western Europe, these issues of M&T with education will appear, in Brazil, in the 1980s, and in PE, a little later, also as an implication of its crisis, with the intention of PE being “fed” also with the knowledge of the social and human sciences, joining with what is constructed and conveyed by the media in general, as constituents of representations about body, identity, the implications of the sports phenomenon, et cetera - requiring a “pedagogization” for these aspects.

At the same time, we can also think that the 1990s was when, in Brazil, CAPES began to value the degree of academic characterization of graduate programs, keeping the term “Physical Education”, but proposing different areas of concentration (MANOEL; CARVALHO, 2011). In the case of the M&T theme, it became part of the sociocultural and/or pedagogical subareas.

The 9 PE agents investigated who coordinated at some point the GTT Communication and Media of the CBCE, now have conditions of differentiated possibilities (both in political decisions of the GTT and of the CBCE itself, invitations to events, facilities in scientific publications, et cetera), possessing, therefore, a “symbolic capital” that will allow them to occupy spaces of power within the structures that participate and act, guaranteeing them a prominent position to the point of engendering new possibilities (with M&T) within the field of PE, as we could see.

Recalling Bourdieu, the field is engendered by people - agents - who are dedicated to a purpose, and in this case we have concrete situations of the development of Brazilian PE that demonstrate its historical transformations that broaden, diversify, but also complexify this field. The simple observation within the CBCE currently, for example, demonstrates 14 GTTs that could be considered subfields, in which each of them seems to have a specificity, as Rezer (2014) explains - if the CBCE cannot be considered the “field” of Brazilian PE, there is no doubt that it’s an excellent organizational parameter to visualize this field.

These agents, when active in the academic-scientific field, are not special, neutral, avant-garde beings, as common sense in relation to what is scientific usually represents socially. They are subjects of “flesh and blood”, of varied social origins and formations and multiple interests, which generates disputes as to what PE is/should be, always in the conflicting pendulum between health, education and sport. We will see, in the sequence, how some disputes are described from the perspective of some agents, those investigated

here, which allow us to better understand this subfield of M&T in the field of PE, as well as to understand the purposes of these conflicts.

3.2 Splits/conflicts in the field of Physical Education

The internal conflicts and splits of the PE field itself appear very frequently in the reports of the research subjects. The simple act of naming moments, configurations, theoretical movements, among others, already makes explicit a conflict within the field, as well as the choice of the objects of investigation in the context of PE.

Curricular disputes¹² show larger splits, especially regarding the training of graduates (more pedagogical character and permeated by the human and social sciences) and that of bachelors (of a more technical character, influenced by the knowledge and practices of the biological sciences). In summary, the field is configured as heterogeneous (in terms of origins, formations, theoretical affiliations, professional performances, et cetera) and this heterogeneity, at the same time, can lean towards something positive, in the sense that the field embraces the thematic diversities (expanding the boundaries of PE), as leaning towards something negative, interpreted as a field of difficult dialogue and dialogue in the face of so many differences.

Although we understand “Physical Education”, in general, as something related to a certain homogeneous social practice (common sense always tends to standardize, standardize, homogenize), we know, especially those who are inserted in this “field of forces”, that it’s something full of borders, differentiations, distinct agents seeking at all times and in the most diverse ways to generate scientific capital according to their own valuation interests, that is, we have a series of historical ruptures (according to PAIVA, 2003; 2004; BRACHT, 1997) that still make explicit today internal conflicts and splits of the camp itself.

If in the past we can consider that the disputes were related to the forms of subordination of PE, either to medicine/biology, or to the military institution, or even to the sports system, we can identify, according to reports¹³ of the agents investigated, which,

¹²Explained in these excerpts: “[...] I usually say, kind of in ‘off’, [...] epistemologically the division into areas is a mistake, politically the division imposed was absurd, but in practice, it was the best thing that could have happened, because today we have in the degree people who want to do licensure, people who want to be teachers”. (GI, 2017, p. 7-8); “And then the professional training, in Physical Education, today, with the divisions between licentiate and bachelor, wanting to unify again the curriculum is a setback, especially for the field of teacher training right... [...] it’s our Physical Education, these divergences of the field” (GU, 2017, p. 8); “[...] I was already concerned about this relationship as if the human sciences were more linked to the degree and the biological sciences were more linked to the bachelor's degree, for me this was a distortion that is still present [...]” (TA, 2017, p. 14); e “[...] I think we're reaping the fruits of a fragmentation that has been established” (ON, 2017, p. 10).

¹³Especially in these: “The field of Physical Education when the pedagogical, sociological, philosophical bias entered into dialogue or debate with the field of physical activity and health and entered into political dispute, it generated a conflict that made dialogue

currently, what makes explicit one of the great conflicts in the field of PE refers to its ways of being produced academically, that is, in the split between natural and biological sciences *versus* human and social sciences, which allows us to think about the creation of “new conditions of possibility for their thinking” (PAIVA, 2003, p. 71).

Hallal and Melo (2017, p. 325), in setting a scenario for PE contemporaneously, they describe it as a “[...] Very fragmented area, composed of diverse subareas that interact little. There is also an increasingly common migration (and not only dialogue) of researchers from Physical Education linked to the human and social sciences to other fields of knowledge”.

These are also implications of the disputes of the 1980s, which, over the following decade, for example, in the structuring of graduate programs, are being proposed different areas of concentration within the field of PE, such as biodynamic, sociocultural and pedagogical (MANOEL; CARVALHO, 2011). Lazzarotti Filho, Silva and Mascarenhas (2014, p. 68) argue that this process originated in the 1980s/1990s allows the field of PE to be considered a relatively recent field “[...] in the process of systematic incorporation of scientific practice in their daily lives”, in which it’s forged “[...] a *habitus* of its own, with the struggle between agents and institutions over specific capital and new objects in dispute”.

The differentiation within the field of PE, with the division between undergraduate and bachelor's degrees, generated by political and market forces, will allow the creation and support of two research niches (on the one hand, those that use the references of the natural and biological sciences; on the other, in a smaller proportion, also because it’s more recent, those who approach and use, as we have seen, the references, arguments, methods and practices of the human and social sciences).

Other indications of conflicts within this microcosm can be observed in the theoretical-epistemological differentiations¹⁴ among the agents investigated, which imply,

irreconcilable. So we have two camps, which do not dialogue, as if they were two different things! That's a break. [...] Of course there is dispute, because the dispute is also silent, it can take place in time”. (FE, 2017, p. 48); “[...] what field of Physical Education is this, why do I need to study biology and I need to study anatomy and I need to study philosophy and study psychology” (TA, 2017, p. 16); “[...] is an extremely heterogeneous field” (MA, 2017, p. 9); and “PE is about something that is simultaneously biological and cultural!” (MA, 2017, p. 19).

¹⁴According to the fragments: “[...] what place these people come from and what epistemological, ontological position they speak of... So, scientifically, how is this going to unfold... Even in the methodological issues... and I think that's over, like, too, for other personal reasons, but people have been creating closeness and distancing...” (TA, 2017, p. 44); “I see that also doing a little bit of this historical rescue, the so-called 'Frankfurt School' was a very important base [...] especially in relation to television [...] after what happened, it seems to me, an epistemologically-based discussion that this theoretical-methodological approach would perhaps have some limitations to understand what we have today in relation to media production, to the use of technologies as a two-way street”. (AL, 2017, p. 25); “[...] when I joined to work as a teacher in the Physical Education course, I always transited in the disciplines more linked to the human sciences” (TA, 2017, p. 10); “[...] started there with Giovanni using Thompson, Mauro with Ferres, [...] Alfredo to do virtualization analysis... then there's Pierre Levy... critical theory, Adorno with Horkheimer, comes in these approaches [...] some authors use a more structuralist theoretical basis, others more culturalist, interactionist” (GU, 2017, p. 19); and, “[...] today it’s fashionable to say that PE is language! Without understanding what language is! And where do we fall? In structuralism!” (MA, 2017, p. 18).

possibly, in heterogeneous modes of action (either in the pedagogical context, as in the scientific context). According to Bourdieu, this tension of agents within scientific fields can be summarized as follows: “The agents [...] with their competence, capital and interests, they confront each other, within this game that is the field, in a struggle to make a way of knowing recognized [...] thus contributing to conserve or transform the field of forces” (BOURDIEU, 2001a, p. 89).

Specifically in relation to epistemological disputes, Bourdieu (2001a, p. 90) will state the following: “[...] Epistemological wars [...] oppose adversaries endowed with different social properties [...]. One of the things that is at stake in epistemological struggles is always the valorization of a kind of scientific capital [...]”.

In the interviews, the act of naming was also quite evident, even if subtly, in the naturalization of the discourses of the subjects investigated, which also informs about a place occupied in this subfield (the dispositions). Lazzarotti Filho, Silva and Mascarenhas (2014, p. 76) comment that a visibly perceptible characteristic regarding the fragmentation of the field can be identified in relation to the new terms and concepts that have recently emerged: “The agents of the field begin to forge new concepts, placing them in counterpoint to terms already consolidated. This reflects the movement of the field in the dispute of ways of seeing and of enforcing ways of seeing the field itself, with new interpretations that translate disputes [...]”.

Throughout the interviews, several denominations are explained¹⁵ regarding this subfield: Education for the media (BELLONI, 2001), education with the media, education of the media (FERRÉS, 1996), pedagogy of the means (OROFINO, 2005), educommunication (SOARES, 2011), media-education (FANTIN, 2006), media-education (Physics), media-PE, media-education in PE. According to Bourdieu (2004a, p. 179): “[...] The power to appoint, especially that of appointing the nameless, what has not yet been realized or which is repressed, is a considerable power”.

From the series of historical ruptures, such as the crisis of the 1980s, through current conflicts, such as the division between licentiate x bachelor's degree, or even by disputes regarding theoretical-conceptual/epistemological issues, or even by the intrigues

¹⁵Thus summarized: “I will be frank that I do not remember very well about the denominations that things took in their time. [...] I can't remember when the topic of media-education is the main intellectual engine. I remember at one point there were these debates about educommunication, media-education... [...] And I think we used the relations between Physical Education and the media, Sports and Media” (FE, 2017, p. 26); “[...] sometimes it seems to me a certain dispute of who is the “father of the child” [...] the first time I saw Media-Physical Education was Labomidia taking over, and I found it very interesting, but I kept saying “wow! So bold now the staff [...] and me loving it” (ON, 2017, p. 18); “[...] I tried to stay at the interface between the media and School Physical Education [...] I emphasized more “education with the media” (MA, 2017, p. 6); and “[...] the discipline traveled a path within this theme that we called, at the time, Education for the media, and then became Media-education and [...] we have called it Media-Physical Education” (GI, 2017, p. 4).

that constitute human practices, dropouts, displacements, concealments, reaching the disputes over terminologies - all these illustrations that we visualize and exemplify here show the principle of struggles, which according to Bourdieu's theory, is one of the premises for understanding the social structures of certain fields.

In this case, that of the Brazilian PE, evidencing all its complexity in the face of the contemporary, reinforcing hegemonic positions in the field, but also showing a *renewing movement* that seeks scientific recognition perhaps not with the intention of wanting to become “dominant”, but of having its practices recognized before these movements all over these years.

3.3 Concern with endogeneity and inflections on the field itself

Although those who are disposed within a scientific field have at least one common goal, the maintenance and improvement of this space, in order to legitimize it academically/socially, this effort can nourish a type of endogenous action - a feedback loop and closed circularity - that worries the agents investigated.

The subjects¹⁶ demonstrate a concern with this endogeneity (naming it as “ghetto”, “backyards”, “double-edged sword”, something “very closed”), whose end is an internal feedback that prevents the growth and maturation of the field, or an “addicted growth”, which manifests itself in the reproduction of discourses and practices in small groups that dialogue little and “feed themselves” on their own scientific capital, not implying wider consequences for the PE field.

Thus, after 20 years of appearance and development of the theme that involves M&T in PE, some inflections are emerging for the constituent agents of the power field of the subfield, criticisms and reflections both to aspects that demand greater maturity and transformations and to what has already been consolidated in relation to the subfield of media, communication and technologies in the Brazilian PE.

¹⁶According to these excerpts from the interviews: “[...] I think maybe in the next Conbrace I'll try some of that, so that the GTT, even, does not become a 'ghetto'... that it can transversalize production [...]” (ON, 2017, p. 30); “[...] I think one limitation that happens is to create your 'backyards' [...] half feudal...” (SE, 2017, p. 21); “[...] There are, of course, those who co-opt students in the undergraduate program, be a scientific initiation scholarship holder, participate in the research group, I think these strategies have been widely used [...] enter the master's degree and then migrate to the doctorate. This is also a double-edged sword, because it stimulates endogeneity. [...] There is a tendency to endogeneity that, for me, is fatal!” (MA, 2017, p. 35); “[...] even in the production of knowledge that tries to do this mapping, I have realized that we are half closed” (ON, 2017, p. 24); “[...] I have the [thoughtful] impression that from a theoretical point of view I think there is a burnout. [...] I think the theories about the field have frozen! It's like there's now a... “We are satisfied with media-education, critical theory, mediations”, you see? I think the investments to deepen those discussions kind of froze”. (FE, 2017, p. 31); and “[...] it [M&T subfield in EF] had not a breakthrough, it had a constitution process that was selective, because it excluded some concepts, theories, practices, notions [...] on the grounds that it was not theoretically interesting or was engaged or was fragile [...] And the theories are worn!” (FE, 2017, p. 43-44).

Being involved in and with the field allows each of the agents a network of interactions that over time can be expanded, by the network of contacts and by the immersion of the professors/researchers in authors and theories different from those initially socialized, as well as the relationship of these researchers with multiple research objects. The field (and the subfield) are also produced by reproduction, after all, all socialization processes happen by the reproduction of strategies, actions, *habitus*. There is a process of openness in relation to the processes of reflection, criticism and academic production that must always be present because of the very growth and consolidation of any field, considering that *heterodoxy* involves the possibility of oxygenating what the field produces, circulates and reproduces.

In this sense, endogeny is considered a problem that exists in the field of Brazilian PE and that should be problematized and avoided. Endogeny, academically, would be practices of continuous and often unreflective production, maintenance and reproduction, within a social space, which are dedicated to operating a circularity of a specific production that feeds back and does not dialogue, nor receives criticism, nor questions from an external community (and if it receives criticism, it does not consider them), in order to “unbalance” criteria of truth created by this more closed community.

It’s important to mention that we are not in any way affirming that there is endogeny and that the subjects researched produce/reproduce it. We are exposing issues raised by them that can be problematized in relation to endogeny, even because, as they themselves comment, there is, in general, a growth in relation to the scientific production of the field/subfield, which does not become maturation or even consolidation of this field/subfield, which allows us to think about the hypothesis that this “growth” is vitiated, not implying greater consequences in the sense of consolidating the field of PE.

In any case, it’s necessary to recognize that, since the *modus operandi* of Brazilian PE is a process under construction regarding its constitution as a scientific practice of relative autonomy, as written by Lazzarotti Filho, Silva and Mascarenhas (2014, p. 75), such a field “[...] operates with little power of retranslation and refraction to the *modus operandi* of other fields, presenting dispositions and tendencies of the fields of origin of its agents and its institutions”, which means that in the case of these problems in relation to a closed/corporatist feedback, understood as endogeny, in PE, it’s an extension of what occurs in other fields more scientifically established.

When we consider the low autonomy that is conceived to PE, the work of producing scientific capital, via publications, certainly generates prestige and recognition, helping to define social and authority positions. (LAZZAROTTI FILHO *et al.*, 2012)

It's up to the agents of the field the constant epistemological vigilance, understood as reflexivity, as a mechanism to avoid endogenous actions and practices in any field of knowledge production, such as "[...] common law of the field, which would thus be aimed at a sociological critique of all by all capable of intensifying and duplicating the effects of the epistemological critique of all by all" (BOURDIEU, 2001a, p. 127).

The research also identified inflections that are made by the research subjects about this social space and their trajectories, practices, interests and perspectives. We are understanding "inflections" in the sense of subjects bowing down, flexing their evaluations to what they themselves act and dedicate themselves to for years. Such inflections were classified into 3 contexts: (1) regarding the field in general and education; (2) regarding the dimension of the research; and, (3) regarding the pedagogical practices that involve M&E in PE.

Specifically to the subfield of M&T, the inflection is made regarding the superficiality of understanding the teacher merely as a "mediator", of restricting the teaching-learning process in a student-centered methodology and of overvaluing, from the three dimensions of media-education - a concept widely commented by the agents -, the productive dimension to the detriment of the critical dimension.

3.4 Generations/lineages

The last element around the discussion about the field and aspects of its internal dynamics refers to the continuity/conservation of the subfield. In the interviews it was possible to observe that within the field, as a form of maintenance and progression, what are called "generations" or "lineages" are formed over the years¹⁷.

It means to say that from a certain theoretical/methodological matrix, there is the convergence of an individual and collective work, through the incorporation of perception schemes (the *habitus*), whose professional and academic training is carried out on a generational scale, from academic hierarchies and ways of "playing the game" (a *illusio*) that allow the development of a work in collectives that feed the field/subfield. This is

¹⁷As they appeared in the interviews: "[the academic field] was organized into generations [...]" (FE, 2017, p. 37-38); "[...] One problem is that academic fields are made, they are 'lineages', to use an anthropological term, they are lineages! He has a father, a trainer, and then a line of filiation comes out [...]" (FE, 2017, p. 37); "[...] The professors who have constituted themselves in historical references on the subject, they fulfill an important role, which is a role of sensitization so that new researchers emerge, in this regard, I am convinced that this is a huge task, and how good that a new generation of researchers and new research [...]" (CE, 2017, p. 19); "[...] It's as Vicente Molina [UFRGS teacher] once said, [...] 'Our generation paved the way with a machete' [...]" And the new generations already have an open trail". (MA, 2017, p. 30); "[referred to Labomedia] The affiliates... the ramifications are being created... that I think it was very beautiful so, to see this generation that Giovanni, has other teachers who worked with him at the university [...]" (TA, 2017, p. 34).

something ambiguous because, while it allows a strengthening and consolidation of these experiences, it can also be a strategy that weakens the subfield/field, in the sense that these practices lead to the dangers of endogeny and lack of oxygenation of discussions/research/practices, due to the “obligation” that some new researchers may feel in their relations with former advisors (for example).

The term “generations” is understood here not in relation to a specific age group, but to the observed and reported ways of visualizing the engendering of academic cadres that behave as if they were from the same “family” (theoretical, methodological, geographically located affiliation, objects of common interest, et cetera) that are branching out. As Bourdieu (2004a) describes, social space defines proximity and affinities, and this same social space produces, in some contexts, lineages that are reproducing, to conserve the subfield, but also to fight for a greater volume of scientific capital that empowers these scientific communities and the field itself.

This process of formation of specific lineages is also related, from the Bourdieusian perspective, in the attraction that one capital has over another, in this case, occupying a prominent position in the field, with the power to distribute this symbolic capital (belonging to the cadres of graduate programs, the best example in this case), allows “passing” theoretical-conceptual inheritances to those who intend to inherit this scientific capital, initially conserving the field, from its insertion and performance in this same field. According to Bourdieu (2001b, p. 192), “[...] the harmony is soon established between the position and dispositions of the one who occupies it, between the inheritance and the heir, between the office and its holder”.

In relation to the scales of affiliation, thinking of the new agents that are integrating into the field from the position that is allowed to them to “inherit” a certain knowledge that authorizes them to play the scientific game, it’s necessary that the *habitus* be adjusted. According to Bourdieu (2001b, p. 121): “[...] The new postulant must bring into the game a *habitus* practically compatible, or sufficiently close, and above all malleable and susceptible of being converted into an adjusted *habitus*”.

We observed, from the interviews, that some names of the agents of the PE field and the M&T subfield are mentioned recurrently: Mauro Betti, Giovanni De Lorenzi Pires, Cesar Leiro, Allyson Araújo, Alfredo Feres Neto and Wanderley Marchi Junior. Of these, all are (or were) active in graduate programs (although the last two no longer work in the CBCE), which demonstrates that the possibility to exercise the formation of “generations” or “lineages” has as its prerogative to occupy this position in the academic field to socialize young researchers in the field/subfield.

Still on them, the names of Giovani De Lorenzi Pires and the Labomídia Group stand out, and their “extensions”, as in the Federal University of Sergipe (Universidade Federal de Sergipe), which Sérgio Dorenski refers to an “arm” of Labomídia; and also in Minas Gerais, coordinated by Diego Mendes; Allyson Araújo and the coordination of the LEFEM/UFRN Group; and Cesar Leiro, from UFBA, with the MEL Group.

If generations can be taken similarly as forms of socialization, according to Berger and Luckmann (2014), most likely the main aspect that characterizes them refers to the reproduction of a type of knowledge that is being inherited from the new ones that are inserting themselves into the scientific field for the maintenance of the social structure. There is an *a priori* hierarchy, usually personified in the one who occupies the positions of symbolic power in the field, so that the *illusio* continues to exist.

Bourdieu (2001b), when commenting on investment with limited uncertainty - and here we can allude to successions in the order of generations and lineages - brings the possibility of this indeterminacy being something contingent of the academic “game”, and this may allow that in generational successions there is room for heterodoxy.

4 FINAL CONSIDERATIONS

Investigating the scientific field of Brazilian PE, focusing on a specific subfield, that of M&T, from the Bourdieusian framework involving field, *habitus* and *illusio* from a perspective of historical sociology, allowed us to understand how a social space is engendered from the positions, interests, actions and strategies of its agents, how aspects related to the perception schemes that will constitute the *habitus* of scientists within the field of PE. The research also reveals mechanisms by which agents naturalize their specific ways of participating and engaging in the “academic game” (*illusio*).

Considering that these knowledge and practices seek a consolidation regarding the theme of M&T does not mean proposing or affirming that this implies in the greater legitimation of the field of PE, but in movements of a portion of this field - which can be verified in other thematic communities of PE - which seek to make their practices valued and recognized, bringing PE closer and closer to legitimized scientific practice.

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