Contributions in the fields of Education and Teaching for the development of educommunication

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Abstract: In this article we seek to demonstrate the relevance of graduate programs in the fields of Education and Teaching for the consolidation of educommunication. To do so, we conducted an integrative review of the literature, searching for theses and dissertations in the Database of Theses and Dissertations of Capes and in the Digital Bank of Theses and Dissertations of the Brazilian Institute of Information in Science and Technology using the keyword "educommunication". We initially obtained 241 works, of which 102 were produced in programs of the desired fields. We conclude that these programs represent a significant part of the total academic production related to educommunication and have similar standards. We thus defend that they play a major role in the development of the field.

Keywords: educommunication; education; teaching; integrative literature review; postgraduate studies.

Resumo: Neste artigo buscamos demonstrar a relevância dos programas de pós-graduação nas áreas de educação e ensino para a consolidação da educomunicação. Para isso, realizamos uma revisão integrativa de literatura, buscando teses e dissertações no Banco de Teses e Dissertações da Capes e no Banco Digital de Teses e Dissertações do Instituto Brasileiro de Informação em Ciência e Tecnologia com a palavra-chave "educomunicação". Obtivemos inicialmente 241 trabalhos, dos quais 102 foram produzidos em programas das áreas desejadas. Concluímos que esses programas representam uma parcela significativa na produção acadêmica total relacionada à educomunicação e apresentam padrões semelhantes. Defendemos, assim, que eles desempenham papel de grande importância no desenvolvimento do campo.

Palavras-chave: educomunicação; educação; ensino; revisão integrativa de literatura; pós-graduação.

1. EDUCATION AND COMMUNICATION: TOWARDS EDUCOMMUNICATION

In a society that is becoming increasingly permeated by information and communication technologies (ICT), it is undeniable that these technologies influence more and more aspects of human life. Orozco Gómez[1] says that the interaction with screens is no longer something done sporadically, to seek information or entertainment, but a necessity.

Although not everyone has access to these transformations to the same extent, the vast majority of the population is affected by the media on some level. Schools and the world of education are also affected by the changes introduced by the new technologies. Sartori[2] states that the media introduces a new challenge to educators and schools, by decentralizing the forms of transmission and circulation of knowledge. The different levels of access to communicative and informational ecosystems are also part of this challenge.

A school that intends to answer to the demands brought by this new reality cannot avoid the issues related to communication and the media. Considering the inquiries and changes caused by the development of ICT, educommunication has emerged as a possible answer to some concerns. This process can be noted through the growing number of theses and dissertations produced in graduate programs in Education and others of similar nature relating to educommunication.

The term "educommunication" is defined in various ways by different authors, reflecting the polysemy of the field. In this article, we understand that

> When we talk about educommunication, we are referring to a field of research, reflection and social intervention, which has objectives, content and methodology that are essentially different from both those of schools and the media[3].

Aguaded emphasizes the relevance of the field, highlighting its character of convergence between education and communication, both key areas for the development of peoples, especially in social and cultural terms. However, she states that

> On the other hand, it is a very recent field of study, which demands constant research because its premises are still under construction. We need rigorous and systematic research on new communication trends, especially with regard to how the population makes use of them, for the construction of real proposals that allow people to live with the media in a wholesome way[4].

Hoppe says that "educommunication practices and theories allied to dynamic teaching and learning theories can bring new perspectives for educators and students."[5] For Cornelius[6], the implementation of educommunication projects in schools is directly related to the creation of spaces within them that students can make sense of.

Driven by the concern about the real role of educommunication before the challenges of formal education, we propose to analyze how the process of

1. OROZCO GÓMEZ, Guillermo. Entre telas: novos papéis comunicativos e educativos dos cidadãos. In: APARICI, Roberto (Org.). **Educomunicação**: para além do 2.0. São Paulo: Paulinas, 2014.

2. SARTORI, Ademilde Silveira. Educomunicação e sua relação com a escola: a promoção de ecossistemas comunicativos e a aprendizagem distraída. **Comunicação, mídia e consumo**, São Paulo, v. 7, n. 19, p. 33-48, 2010.

3. SOARES, Donizete. Educomunicação: o que é isto? **Gens Instituto de Educação e Cultura**. São Paulo, p. 1-12, 2006, p. 1

4. AGUADED, Ignacio. Precisamos de uma revolução educomunicativa para transformar o mundo. **Comunicação & Educação**, São Paulo, ano 21, n. 2, jul./dez. 2016, p. 100.

5. HOPPE, Bárbara Chiodini Axt. **Práticas educomunicativas no contexto escolar**: obstáculos e perspectivas. Dissertação (mestrado em extensão rural), Universidade Federal de Santa Maria, Rio Grande do Sul, 2016, p. 59.

6. CORNÉLIO, Camila Gallindo. **Educomunicação na escola, faz sentido?**: Projetos educomunicativos de uma escola de referência em ensino médio a partir do que falam os estudantes. Dissertação (mestrado em educação), Universidade Federal de Pernambuco, Pernambuco, 2016.

incorporation of educommunication studies has been taking place in the fields of Education and Teaching, based on the researches carried out within our country's graduate programs. We defined as objective, in this article, mapping the Brazilian academic production in the fields of Education and Teaching related to educommunication, quantitatively describing the researches available in two digital bases of theses and dissertations. We sought, in this way, to verify the existence of similarities between the total articles found and the production carried out specifically in the fields of Education and Teaching. Therefore, we performed a research of bibliographical character. Seeing as, at the start of the research, it was not possible to point out what types of productions we would find, we chose an integrative review, which allows analyzing articles with different methodologies[7], so that it would be possible to include all the theses and dissertations found. We have described the methodological procedures used in this research in the next section.

2. METHODOLOGICAL PROCEDURES

Literature reviews are of great importance to scientific development, for identifying gaps and opportunities in a specific field of knowledge, in addition to serving as basis for the emergence of new theories[8]. Moreover, they "are a form of research that uses bibliographic or electronic information sources for obtaining other authors' research findings, to theoretically justify a certain goal"[9].

There are two main types of literature reviews: systematic and narrative. Both have retrospective and observational characters, but differentiate especially with regard to the methods employed to avoid errors and biases[10]. Narrative reviews, also known as traditional reviews, are characterized by the lack of scientific methodology established for their elaboration. They usually have opinionative character and consist in the selecting of books and articles to be used. Narrative reviews do not report the methodology used for the researching of references, nor the criteria used for selection and evaluation of the articles. Since the information is subject to a strong selection bias, it is considered that these reviews have weak strength as scientific evidence[11,12].

Systematic literature reviews, on the other hand, are conducted with the aim to answer a specific question, and have well-defined methods for search, selection and assessment of the articles[13]. According to Rother[14], "Systematic Review works are considered to be original works, because, in addition to using as source data from the literature on a particular topic, they are elaborated with methodological rigor", which allows assigning them the strength of scientific evidence.

Systematic literature reviews may be sorted into four different subtypes, namely: systematic review, meta-analysis, qualitative review and integrative review. The latter is "a method in which previous researches are summarized and conclusions are drawn up considering the design of the assessed researches, which enables the synthesis and analysis of the scientific knowledge that has

7. SOARES, Cassia Baldini *et al*. Revisão integrativa: conceitos e métodos utilizados na enfermagem. **Revista da Escola de Enfermagem da USP**, São Paulo, v. 48, n. 2, p. 335-345, 2014.

8. BOTELHO, Larissa Lira Roedel; CUNHA, Cristiano Castro de Almeida; MACEDO, Marcelo. O método da revisão integrativa nos estudos organizacionais. **Gestão e sociedade**, Belo Horizonte, v. 5, n. 11, p. 121-136, maio/ago. 2011.

9. ROTHER, Edna Terezinha. Revisão sistemática X revisão narrativa. **Acta Paulista de Enfermagem**, São Paulo, v. 20, n. 2, p. 5-6, abr./jun. 2007, p. 5.

10. COOK, Debora J.; MULROW, Cynthia D.; RAYNES, R. Brian. Systematic reviews: synthesis of best evidence for clinical decisions. **Annals of Internal Medicine**, Philadelphia, v. 126, n. 5, p. 376-380, mar. 1997.

11. BERNARDO, Wanderley Marques; NOBRE, Moacyr Roberto Cuce; JATENE, Fábio Biscegli. A prática clínica baseada em evidências. Parte II – buscando as evidências em fontes de informação. **Revista da Associação Médica Brasileira**, São Paulo, v. 50, n. 1, p. 104-108, 2004.

12. ROTHER, Edna Terezinha. Revisão sistemática X revisão narrativa, op. cit., p. 6.

13. COOK, Debora J.; MULROW, Cynthia D.; RAYNES, R. Brian. Systematic reviews, op. cit.

14. ROTHER, Edna Terezinha. Revisão sistemática X revisão narrativa, op. cit., p. 5.

already been produced on the topic under investigation."[15] An integrative review can serve different purposes, including: defining concepts, reviewing theories, performing a methodological analysis of works related to the same topic[16]. Integrative reviews constitute the most broad and comprehensive type of systematic review[17].

To organize the development of integrative reviews, authors have proposed stages in which an integrative review is developed. Based on the processes determined by Whitemore and Knalf[18], by Mendes, Silveira and Galvão[19] and by Botelho, Cunha and Macedo[20], we established ten steps to be followed for the realization of this integrative review, for greater detailing of the actions: 1. choice of subject and definition of the research question; 2. definition of search strategies (keywords, databases, and search techniques, complementary strategies); 3. definition of the criteria for inclusion and exclusion; 4. research in the databases and selection of studies, in accordance with the criteria defined; 5. construction of the instrument for selection of information; 6. selection and organization of the information extracted from the studies using the instrument constructed; 7. categorization of studies according to criteria of similarities, differences, relations between them; 8. data analysis; 9. interpretation of results; 10. construction of the document for the presentation of the review.

Decisions related to the process of execution of this review were made, always taking into consideration its objective as well as the availability of time and access to the information. To keep the research as broad as possible, we defined the term "*educomunicação*", which translates to "educommunication" in Portuguese, as keyword, variations of this word having also been accepted, such as its adjectival form "educommunicative", as well as its singular and plural forms. Since our goal is mapping the development of the field of educommunication specifically, we chose not to include researches that relate, for example, to media education, among other topics. Only those which fall directly in the field of educommunication were considered.

The databases were selected taking into consideration their scope and relevance. As main data source, we used the Digital Bank of Theses and Dissertations of the Coordination for the Improvement of Higher Education Personnel (Capes), because in it, a significant part of the theses and dissertations produced in Brazil is organized. The system allows the use of some keywords that can serve to ensure the comprehensiveness of the research. In this research, we used asterisks (*) at the end and in the middle of each keyword, which allows searching for suffix variations. To ensure the comprehensiveness of the research, we conducted an auxiliary research in the Brazilian Digital Library of Theses and Dissertations (BDTD), maintained by the Brazilian Institute of Information in Science and Technology (Ibict).

Table 1 presents in summary the key information related to the review.

15. URSI, Elisabeth Silva. **Prevenção de lesões de pele no perioperatório**: revisão integrativa da literatura. Dissertação (mestrado), Escola de Enfermagem de Ribeirão Preto, Universidade de São Paulo, Ribeirão Preto, 2005, p. 36.

16. MENDES, Karina Dall Sasso; SILVEIRA, Renata Cristina de Campos Pereira; GALVÃO, Cristina Maria. Revisão integrativa: método de pesquisa para a incorporação de evidências na saúde e na enfermagem. **Texto & Contexto Enfermagem**, Florianópolis, v. 17, n. 4, p. 758-764, out./dez. 2008, p. 758.

17. WHITEMORE, Robin; KNAFL, Kathleen. The integrative review: updated methodology. **Journal of Advanced Nursing**. v. 52, n. 5, p. 546-553, 2005.

18. Idem, ibidem.

19. MENDES, Karina Dall Sasso; SILVEIRA, Renata Cristina de Campos Pereira; GALVÃO, Cristina Maria. Revisão integrativa, op. cit., p. 759.

20. BOTELHO, Larissa Lira Roedel; CUNHA, Cristiano Castro de Almeida; MACEDO, Marcelo. O método da revisão integrativa nos estudos organizacionais, op. cit.

Table 1: Description of the research's stages

STAGE	DESCRIPTION
Theme	Academic production on educommunication in the fields of Education and Teaching
Research question	In what way does educommunication appear in scientific and academic production in the fields of Education and Teaching in Brazil?
Search strategies	
Keywords	Educomunica*
Databases	BDTD, Capes Portal
Keywords and search techniques	* to cover different suffixes of the word.
Complementary strategies	Information was requested directly from the authors, graduate programs or libraries, when not available on the internet.
Inclusion criteria	1. having the keyword defined for the search in the title, abstract or keywords;
	2. belonging to graduate programs in the fields of Education, Teaching or similar.
Exclusion criteria	Non-availability of the necessary information (not being available on the internet and additional resources, such as direct contact with the author, not having been found).
Search for and selection of studies	The search was held between the months of March and April 2017, via the internet.
Instruments for selection of information	Table 1 for extracting and organizing of the following information: author, year, advisor, graduate program, university, title, abstract and keywords (used for all articles that fit the inclusion criteria).
Selection and arrangement of information extracted from the studies	Quantitative analysis of the productions based on Table 1.
Categorization of the studies	Not included in this article.
Data analysis	Not included in this article.
Interpretation of results	Not included in this article.
Document of presentation of the review	Article containing the partial results. Dissertation containing the final results.

Source: Production by the authors, 2017.

3. SIMILARITIES AND DIFFERENCES IN THE PRODUCTION

In accordance with the guidelines expressed in the previous section, we initially conducted a search in the Bank of Theses and Dissertations of Capes, having found 276 works. To ensure the comprehensiveness of the research, we conducted an auxiliary search in the Digital Bank of Theses and Dissertations (BDTD), having found 146 results. After manually excluding the repetitions,

we selected a total of 143 works. Of these, thirteen were unpublished results, which did not appear in the research conducted in Capes' Bank.

We thus obtained 290 theses and dissertations as initial return. We then applied our first criterion for inclusion: only the theses and dissertations which had the term "educommunication" or similar included in their title, keywords or abstract were selected. This resulted in a total of 241 articles, of which 210 were dissertations and 31, theses.

The theses and dissertations were produced in various graduate programs, as can be seen in Table 2, thus highlighting the breadth and interdisciplinary nature of the field. The articles stem from the most diverse fields such as Law, Architecture and Engineering. In general, however, graduate programs related to Education, Technology or the Environment stand out. The programs with the largest number of articles are: Education, with 62 dissertations and 8 theses; Communication Sciences, with 34 dissertations and 16 theses; and Communication, with 23 dissertations and 1 thesis.

Table 2: Production of theses and dissertations by graduate program

GRADUATE PROGRAM IN	M	D	GRADUATE PROGRAM IN	M	D
Education	61	8	Regional development (professional)	1	
Communication Sciences	34	16	Diffusion of knowledge		1
Communication	23	1	Law	1	
Social Communication	7	1	Scientific and cultural dissemination	1	
Sciences	4		Agricultural education	1	
Communication and culture	4		Environmental education	1	
Mathematical and technological education	4		Education and diversity (professional)	1	
Language studies	3	1	School education	1	
Development and the environment	3		Education in the Sciences	1	
Science teaching (professional)	3		Sexual education	1	
Regional development and the environment	2		Environmental engineering		1
Sustainable development	2		Production Engineering	1	
Brazilian education	1	1	Science teaching	1	
Mathematical and technological education	1	1	Science and math teaching	1	

Education, culture and communication	2		Science teaching in the Amazon (professional)	1	
Education, culture and semi-arid territories	2		Natural sciences and math teaching	1	
Rural Extension	2		Health Sciences teaching (professional)	1	
Management in learning organizations (professional)	2		Education, philosophy and history of science	1	
Social psychology	2		Education, history and philosophy of Sciences and Mathematics	1	
Technology	2		Media studies	1	
Technologies, communication and education	2		Natural resources management	1	
Environment and development	1		Creative industry (professional)	1	
Architecture and urbanism	1		Integration of Latin America	1	
Visual arts	1		Letters (professional)	1	
Environmental Sciences and sustainability in the Amazon	1		Environment and development	1	
Health and environmental sciences (professional)	1		Media and everyday life	1	
Environmental sciences and technology	1		Media and culture	1	
Human, social and environmental sciences	1		Social policies	1	
Social Sciences	1		Public Health	1	
Science, technology and education	1		Society and culture in the Amazon	1	
Communication and languages	1		Intelligence technologies and digital design	1	
Communication and semiotics	1		Educational technologies network (professional)	1	
Communication and territorialities	1		Technology and management in distance education	1	
Media communication	1				

Source: Production by the authors, 2017.

Next, we will perform a quantitative analysis of the works found. We will also compare the productions on educommunication in general and the works in the fields of Education and Teaching only, trying to verify if both follow the same standards. That said, we applied the second criterion for inclusion, in accordance with Table 1 – production in graduate programs in fields directly related to Education and/or Teaching – and found a total of 92 dissertations and 10 theses.

The works included in this research stem from 69 universities (Table 3). The University of São Paulo (USP) has the greatest number of works, 64, followed by the Federal University of Paraná (UFPR), with 18, and the State University of Santa Catarina (Udesc), with 10. Of the total number of universities cited, 35 have only a single thesis or dissertation in the research.

The 102 productions in the fields of Education and Teaching stem from 46 universities. Udesc and the Federal University of Paraná (UFPR) are the institutions with the largest number of works, namely, 10 each. USP has the second largest amount, 7 productions, followed by the Federal University of Pernambuco (UFPE), with 6. A total of 23 institutions have only one work each.

Table 3: Production of theses and dissertations by University with more than one work

|		G	E
University of São Paulo (USP)	state	64	7
Federal University of Paraná (UFPR)	fed	18	10
State University of Santa Catarina (Udesc)	state	10	10
Universidade Metodista de São Paulo	priv	8	2
University of Brasília (UnB)	fed	6	3
Federal University of Pernambuco (UFPE)	fed	6	6
Federal University of Santa Maria (UFSM)	fed	6	1
Pontifícia Universidade Católica de São Paulo (PUC-SP)	priv	5	2
Federal University of Paraíba (UFPB)	fed	5	2
Federal University of Mato Grosso (UFMT)	fed	5	4
Federal University of Amazonas (UFAM)	fed	5	2
Universidade do Vale do Rio dos Sinos (Unisinos)	priv	4	
State University of Bahia	state	4	3
Universidade Estadual Paulista Júlio de Mesquita Filho (Unesp)	state	4	3
Federal University of Santa Catarina (UFSC)	fed	4	2
Federal Technological University of Paraná (UTFPR)	fed	4	
Universidade de Marília	priv	3	
Universidade de Sorocaba	priv	3	
Universidade do Oeste Paulista	priv	3	3
State University of Campinas (Unicamp)	state	3	2
Federal University of Bahia (Ufba)	fed	3	2
Federal University of Goiás (UFG)	fed	3	1
Federal University of Uberlândia (UFU)	fed	3	2
Federal University of Ceará (UFC)	fed	3	3
Federal University of Espírito Santo (Ufes)	fed	3	2
Federal University of Rio Grande do Norte (UFRN)	fed	3	1
Universidade Paulista	priv	3	
Universidade de Uberaba	priv	2	2
State University of Minas Gerais (Uemg)	state	2	2

State University of Rio de Janeiro (Uerj)	state	2	2
State University of Rio Grande do Norte	state	2	1
State University of Londrina (UEL)	state	2	1
Federal University of Juiz de Fora (UFJF)	fed	2	
Federal University of Rio de Janeiro (UFRJ)	fed	2	
Universidade Nove de Julho (Uninove)	priv	2	2

Source: Production by the authors, 2017.

It is no surprise that USP has the largest number of productions, since its School of Communications and Arts (ECA) can be considered the main educommunication center in Brazil. However, its production happens primarily in the field of Communication Sciences, thus it is only natural that the number of productions found decreases considerably when the search is reduced to works in the fields of Education and Teaching only. However, the three universities with the largest number of productions are the same in both cases. Among the institutions with more than one production on the theme, seven have works which arose from programs in the fields of Education or Teaching. They are: Udesc, UFPE, Universidade do Oeste Paulista, UFC, Uemg, Uerj and Uninove.

For both categories described, the predominance of public over private universities may be noted, as seen in Graph 1. In total, 196 productions come from public universities, 99 being state universities, 96 federal universities and one being a municipal university. The 45 remaining works were produced in private universities. When reducing the focus to works in the fields of Education and Teaching only, we have 51 productions from federal universities and 35 from state universities. Private universities answer for the 16 remaining works.

**Graph 1:** Production of theses and dissertations by type of university
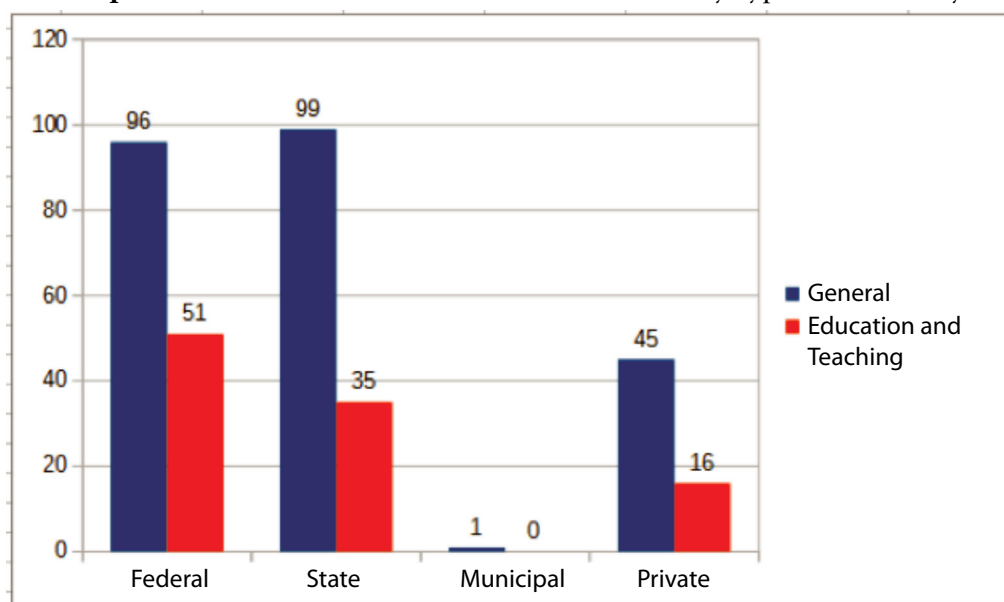
The most prominent geographical region is the Southeast, with 128 dissertations and theses, of which 104 are from the state of São Paulo, 13 from Minas Gerais, 8 from Rio de Janeiro and 3 from Espírito Santo. Next, we have the South region, with 59 researches, of which 28 are from Paraná, 17 from Rio Grande do Sul and 14 from Santa Catarina. In third place, the Northeast region, with 33 works, 8 being from Bahia, 7 from Pernambuco, 6 from Rio Grande do Norte, 5 from Paraíba, 4 from Ceará, 2 from Sergipe and 1 from Alagoas. The Midwest comes next, with a total of 15 productions, namely, 7 from the Federal District, 5 from Mato Grosso and 3 from Goiás. Finally, the Amazon is the only state in the Northern region with works that belong to the scope of our research; 6 productions in total, which also represent the total in the region.

Restricting the search to the fields of Education and Teaching only, the Southeast region has the largest number of productions, 38, 24 being from the state of São Paulo, 8 from Minas Gerais, 4 from Rio de Janeiro and 2 from Espírito Santo. Next, we have the South region, with 31 researches, of which 14 are from Paraná, 12 from Santa Catarina and 5 from Rio Grande do Sul. The Northeast, in the third place, has 22 works: 7 from Pernambuco, 5 from Bahia, 4 from Ceará, 2 from Rio Grande do Norte, 2 from Paraíba, 1 from Sergipe and 1 from Alagoas. The Midwest region has 8 productions, 4 being from Mato Grosso, 3 from the Federal District and 1 from Goiás. Finally, the Amazon answers for the 3 works from the Northern region. This distribution can be seen in Graph 2.

**Graph 2:** Production of theses and dissertations by geographic region
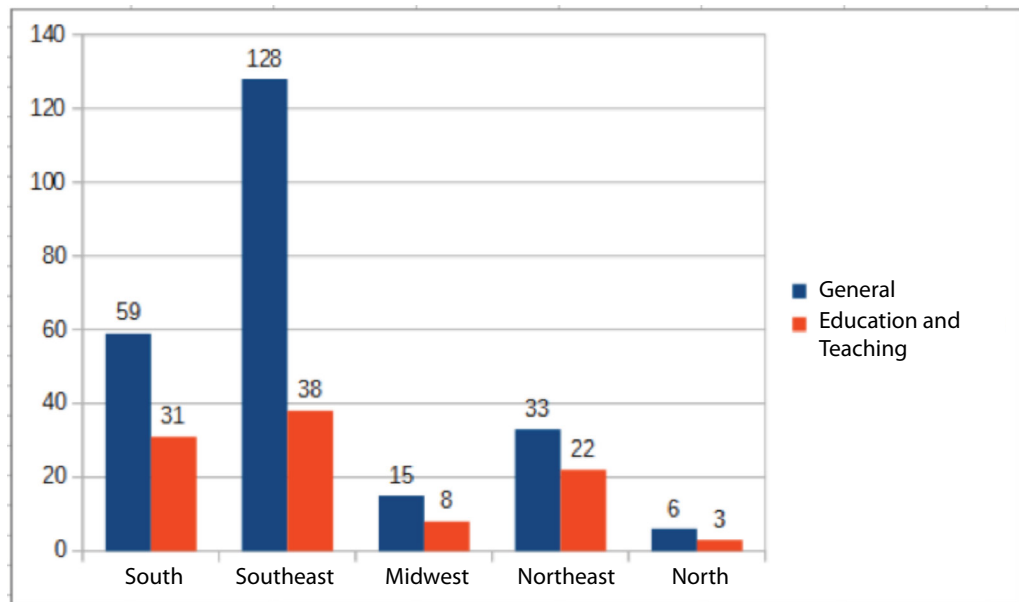
Source: Production by the authors, 2017.

Despite having a lower number of productions, the highlighted regions are the same with regard to both the productions in general and those specifically geared to education and teaching. However, the difference between the first

and second regions with most productions decreases significantly. This decrease is due to the fact that the Southeastern region has a very significant number of programs in the fields of Communication and Communication Sciences, which are excluded in the second case. In other regions, however, the works in the fields of Education and Teaching correspond to at least 50% of the total production of the region.

With regard to distribution over time (Graph 3), the volume of productions starts increasing from 2009, approximately. It is important to note, however, that the year considered is the one of defense of the thesis or dissertation, which took from two to four years to be elaborated. Based on this, it is possible to infer an increase in interest in this subject starting from 2009, a trend followed by both the total production and by the production in Education and Teaching programs. In both cases, the year with the highest number of theses and dissertations defended is 2016, with 35 works in total, of which 16 were carried out in the fields mentioned.

Graph 3: Production of theses and dissertations by year
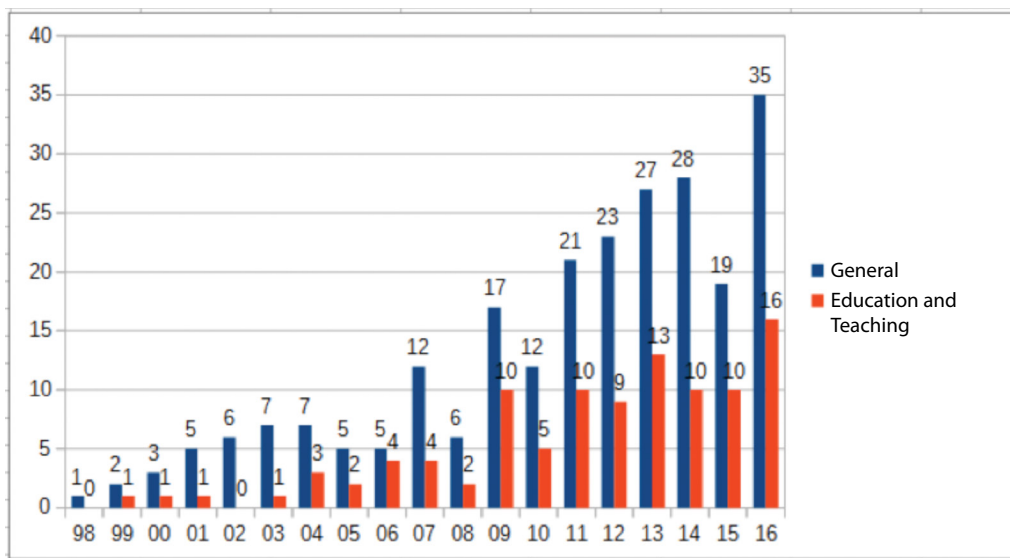
Source: Production by the authors, 2017.

In general, the growth tendency of the number of researches is constant in both cases, demonstrating increased interest in educommunication over time.

When analyzing the relationships between the total annual production of each state, some aspects stand out. São Paulo, in addition to being responsible for the largest volume in productions, also has the broadest distribution over time: since 1998, there have been works originated from this state every year. It is the only one with significant production before 2005, which also applies to the Southeast. Even still, this region's production has increased in recent years. The Midwest is the last region to start producing researches in this field, with its oldest work having been published in 2004. As we move forward in time, production starts to become not only larger in volume, but also geographically

more comprehensive. Of the states represented in this survey, Alagoas is the only one that has no works published in the last decade, since its only production was published in 2006. In relation to the programs in the fields of Education and Teaching, it is possible to notice a few differences, such as the fact that the oldest work is originated from the Northeast, followed by the Southeast. Also in this region, however, with the passage of time, production starts being distributed more broadly, covering a larger number of states.

4. FINAL CONSIDERATIONS

We believe that a better understanding of the academic production in the fields of Education and Teaching is important to consolidate educommunication while field of study. The production in the fields mentioned follows, in general terms, the same patterns of the total production related to this field, as demonstrated by the results of this research. Both exhibit a general trend of growth, increasing in volume and consistency starting from 2009, approximately.

Of the 241 theses and dissertations that deal with educommunication, 102 were produced in the fields of our interest, representing 40% of the total. Similarly, of the 69 universities that develop researches on educommunication, 46 do so (exclusively or not) in programs in the fields of Education and/or Teaching, corresponding to two thirds of the total. Also, of the 35 universities with more than one production, only seven have no productions in the fields mentioned.

As exposed in the course of this study, the theses and dissertations found were originated from graduate programs in very diverse fields, which is consistent with the intrinsically interdisciplinary character of educommunication.[21] Thus, the fact that more than 40% of the production originates from programs geared towards Education and Teaching demonstrates the relevance of these fields to consolidate educommunication, seeing as a significant portion of the academic production related to the field stems from them.

These factors indicate that knowing the production here reported is fundamental to knowing the Brazilian academic production related to educommunication as a whole. Although theses and dissertations in the fields of Education and Teaching are generally geared more towards the insertion of educommunication in practice than towards an epistemological reflection on the field, that does not diminish its value to the consolidation of the latter. After all, educommunication originates from the relationship between theory and practice. Soares says that "one of the many singularities of educommunication is that it constitutes itself precisely in the multiple relations which it provides"[22]. Thus, researches that seek to identify, describe and analyze the various manifestations of educommunication based on its practices can contribute to the development and consolidation of the field.

21. MÁRQUES, Fernanda Telles; TALARICO, Blueth Sabrina Lobo Uchôa. Da comunicação popular à educomunicação: reflexões no campo da "educação como cultura". **Atos de Pesquisa em Educação**, Blumenau, v. 11, n. 2, p. 422-443, ago./nov. 2016.

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