

# Edu-communication in research groups in the North region of Brazil

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**Abstract**—This paper has analyzed the research groups in the North region of Brazil that approach edu-communication. The search has happened in the Research Groups Directory – Lattes Platform – CNPq. The aim has been to identify groups that propose edu-communication interventions in the referred region, as also some of their actions. The methodology of this study has had the bibliographic research about the theme as approach and, through the access to the data in CNPq's Directory platform, it was possible to analyze the research groups with a cutout of those that act in the North region. Five of these groups, out of the 39 found in all Brazilian institutions, have been identified. Within the reading of information presented by the Capes's research directory and the analysis of the lattes resume of the group leaders, the groups that are being active in edu-communication proposals, using its several applicability to promote their research, have been highlighted. It has been indicated and identified the profile of each group and their core motivations/aims in developing studies on the theme.

## I. INTRODUCTION

*Edu-communication* is a word that has been developed and resigified in Brazil by Ismar Soares, even though it is still in the birth stage internationally (Sahão, 2020, p. 41). Its conception aimed to represent the procedure in which education and communication merge themselves allowing a communicative ecosystem that educates and an education that communicates. Those processes mean to, whenever necessary, make use of the most suitable technologies available in the environment to accomplish their purposes.

For Soares (2002, p. 24), edu-communication is “the set of actions inherent to planning, implementing and evaluating processes, programs, and products destined to create and strengthen communicative ecosystems in presential or virtual educational environments, besides improving the communicative coefficient of educational actions, including the ones related to de use of information in the learning process.”

In this way, the information recourses must be facing education. In this perspective, Freitas (2015, p. 02) highlights that “education and communication are two Fields that have plural converging points, for both are

essential for the occurrence of real social transformation and reform." As close as they are, these concepts merge into one, allowing a succession of actions that must be searched according to their particularities. The author complements that "these two Fields associated authorize the democratization of information, culture, and knowledge, contributing therefore to a social structure based on the practice of citizenship."

Thus, this approach contemplates interdisciplinary studies, involves social intervention themes, and looks for resolutions to the social practices in which it acts, setting itself as a process of intervention and reflection in one's actions.

Therefore, to address edu-communication is understanding that its applicability has a vast range of genres and functions. The importance of this article is emphasized due it verifying what has been developed in the northern region of Brazil in the research groups that address edu-communication. It has been sought to map the major research groups of the locality, outline the profile of each one, and identify their core motivations in developing studies regarding this topic. This procedure has been carried out to enlarge the knowledge about the theme in the multiple acting fields that edu-communication is inserted.

The present study has been developed through Capes's directory of research groups, using the descriptor *educomunicação*, during the dates 16th and 17th of March of 2021, with data revision on the 8th of February 2022. Thirty-nine groups have been identified in all Brazilian states. The acting areas have been: Communication, Education, Arts, Law, Collective Health, Linguistics, and Philosophy. Through the collected data, the groups that pointed for research held in the northern region of Brazil have been selected, in which appeared only five groups. Out of these, specific characteristics such as name, research line and or descriptive analysis, and coordinators have been pointed out.

During the days 4 and 8 of February 2022, articles and book chapters publications from each group leader have been searched, filtrating only these concerning edu-communication. It has been done to scan the situation of the academic production theme-related in these groups.

The methodology consisted of reading the information presented by the research directory of Capes and analyzing *lattes* resumes of the group leaders, exhibiting these pieces of information, and comparing these data with the displayed theoretical framework.

## II. THEORETICAL FRAMEWORK

Communicating is fundamental to social relationships. It is through communication that subjects are integrated

into the environment, discovering and reinventing themselves. Communicability has always been present in society, since primitive times, in which humankind used to communicate through gestures and noises, until current days. Currently, communication has become something indispensable for men to survive in face of a new intellectual, technological, scientific reality, and in all social fields. In the educational field, communication has gained a core position since it is through this means that knowledge is built. Through the junction of education and communication, one created the term edu-communication. For Sartori (2020, p. 43), "Edu-communication has constituted a response within the Latin-American context and has conquered international space. The term edu-communication, coined by the Uruguayan educator-communicator Mario Kaplún, was adopted as a paradigmatic reference, according to Ismar de Oliveira Soares (2002), during the Media and Education Forum, who recommended that Communication colleges included the discussion on education in their curriculum so that professionals trained in Communication could expand their area of expertise, including educational processes."

In the studies of the Communication and Education Society of the University of São Paulo, coordinated by the professor Ismar de Oliveira Soares, who dedicates himself to research on education and communication, the concept of edu-communication is attributed to the Argentinian Mario Kaplún, when he related education and communication. That is, education is accomplished through the act of communicating, according to Freitas (2015). Freire (1967) already had mentioned in his works that education permeated communication, highlighting dialogue as a tool of knowledge.

Thus, the term edu-communication establishes itself in favor of a critical world Reading, having a plurality of functions; since communication and education are broad fields, they cannot be presented as one extremely closed definition. Given this, "Edu-communication must be understood as a set of actions. It is interdiscursive and interdisciplinary. The areas are worked on as possible and subjected to complementarity. Educate through communication, communicate through education". (Messagi, 2010, p. 7).

In the light of it, edu-communication is an action that involves two ways of understanding and knowledge, when the dialog elevates the communication to the speakers and the receivers, where both have freedom of expression, speaking and being heard with the same level of importance, adding knowledge and respecting the individualities. Communication following through the path of comprehension, without closing the term, is seen by Messagi (2010, p. 5) in this way: "simply explaining,

communication is a form of social interaction that occurs through messages, that have to have some meaning. It is a process of sending and receiving information and ideas between people. It is the act of sharing, breaking the isolation and producing a social encounter”.

Social interaction is a field sown with meanings, values, expressions, ideas, etcetera. As arises the need to be shared and integrated, and it is due to the communication process, independent of the language and the cultural practices used, these messages need to be sent and understood. In this vision, edu-communication, as a junction of education and communication, has an interdisciplinary area that permeates several sections. Conforming to Marques e Borges (2016, p. 11), "it is important to stand out that edu-communication goes beyond the instrumental vision of just inserting technologies in the education universe, in the same way, it is not restricted to the range of education for a critical reading of the media.”

The fact of not restricting the edu-communication does not mean that it does not have established objectives. This practice, in general, aims to expand the knowledge that prioritizes the whole of society without distinguishing social classes since everyone must have the right to information and knowledge. Information and knowledge are the starting point to the intellectual development of society, and soon these broaden to the political and economic areas, with a solid base in democratization, where it can be seen and applied in the social environment.

Regarding social means, edu-communication can be interpreted in many forms. Under the studies of Marques and Borges (2016), in the United States, edu-communication is delimited as an education to a critical reading of the media and for the technological intercession within education; while in Latin America, it is comprehended through the means of public communication movement, standing out in the management of communication in education spaces. A third interpretation is a literacy through communication, promoted by Paulo Freire, perspective in which Mario Kaplún has based his studies and, by that, adequated the term as means to achieve education through communication.

For Soares (2002), the communicative practice establishes an action in the educational spaces, contributing to the social and cultural learning proceedings. Messagi (2010) complements that the process is itself one of the first methods of edu-communication. For the author, this idea of the process comes from the dialog, with the participation of all, having five principles: the first one is in the essence of communication and education, as knowledge generator; the second is the

recognition that, by right, the social agents must have access to the information resources; the third principle is up to the democratic management through the use of technologies; the fourth principle turns to the communicative practice as service of citizenship and, finally, electing participative procedures in all action and enlarging the multiple forms of expression (MESSAGI, 2010, p. 10).

The upper-quoted edu-communication by Messagi (2010) is a concept that puts the man as the subject of the action, who can transform the world which inhabits. In this way, Soares (2021) defends edu-communication as practices aimed at training within educational spaces with technological support, yet enlarging the forms of expression of the communities, improving the levels of communication, and the development of citizenship. It is understood that edu-communication is also a chance of placing social and cultural movements with crucial roles within a society that seeks commitment, respect, and dialog. For Freitas (2015, p. 12), “we can understand the emergence of edu-communication as a result of a practice towards citizenship, and not only of the reflections of philosophers and theorists, restricted only to the field of formal education.”

Following this philosophy of understanding the diverse applications of edu-communication, Soares (2002) mentions that the concept of edu-communication was born through the practices of militancy, through political and ideological processes, and not in the universities. It happened due to the need for communication with the social environment in which, per the available means, it was possible to more effectively communicate in society, seeking to discuss their regional issues.

When thinking in all these dynamics of struggles for freedom, where the term edu-communication is born, it is clear that its applicability is found in numerous social aspirations, that it can be a means of the criticality of the participation of the social agents, being a space for the dialog, listening, and understanding of the whole, as well as a set of technological tools inside the educational field in the learning processes and as means to communicating different languages and cultural expressions, in which happens the transmission and enlarging of the knowledge.

Because of it, edu-communication is broadening its activity field, leaving the institutionalized spaces for the non-formal spots of education, as a path to a more participative society, with knowledge, and with it being able to form a truly democratic society. By not being an often discussed concept in Brazil, the present article aimed to verify what has been produced in the Northern region in the research groups that contemplate edu-communication.

### III. RESEARCH GROUPS IN EDU-COMMUNICATION FROM BRAZIL

The practice of communication directed to education already existed before it was established as edu-communication. Besides being seen as an indispensable tool for the subjects' formation, communication also creates opportunities for improving the individuals participating in the process. It is important to stress that the dialog shouldn't be limited as the only way of building knowledge, but all the forms of representation of the social subjects. As a consequence of that, there is an increase in the research groups that embrace edu-communication.

Edu-communication is a space to compound and experiment with new methodologies facing social comprehension and is also a process of simplifying learning. It is possible to affirm that edu-communication is a new form of acting in society, in different social contexts, where one seeks to learn to hear and communicate, therefore generating a dialog between different experiences. The research in the edu-communication aims to interpret these multiple paths of discussion.

According to the research developed in the Research Groups' Directory – CAPES, during the days 16th and 17th of March 2021, there were identified 64 research groups with the descriptor *educomunicação*. From that were selected the 39 groups that contained the referred term in their names or research lines. After this survey, the groups were organized by their field of activity. This division shows that, primarily, the areas of Communication and Education are the ones that are more strongly related to the concept of edu-communication. It is evident in the following table:

Table 1: Research Groups with edu-communication descriptor.

Area	Number of Groups
Communication	20
Education	12
Arts	3
Law	1
Collective Health	1
Linguistics	1
Philosophy	1

Source: ResearchGroupsDirectory - CAPES

Based on the uppertable, it can be seen that the communication course has more studies concerning the

edu-communication due to its intrinsic relation with the topic. The following presents the education field, which complements the existing concept. é notório que o curso de comunicação tem mais estudos voltados para a educomunicação por conta da sua intrínseca relação com a temática. Segue-se a área da educação, que complementa o conceito em questão. Here are listed the groups, organized by area.

Table 2: Research Groups in Communication.

Communication:
1-APHRODIASPORA – Black Women, Visual Culture, Politics and Edu-communication in Urban Suburbs Research Society – UERJ
2-Episcop – UFCG - Campina Grande
3-Edu-communication Epistemology: fundamentals, methodology and intervention areas - USP
4- Communication and Education Study and Research Group – UESC
5- Communication Science, Information, Design and Art Studies and Research Group (INTERFACES) - UFAM
6-CriaNegra: Modern Languages, Education and Communication - UNIPAMPA
7-GEPPETE: Studies and Research Group: teacher, school and educational technologies - UFPR
8-RHECADOS –Ethnical-Racial Hierarchy, Communication and Human Rights - UNEB – State of Bahia
9-Objor Semiárido–Journalism, Gender and Edu-communication Research Group - UFPB
10-ObECom –Edu-communication Observer - UFCG
11-NEFICS -Serial Fiction and Audio-visualitiesStudies Society - UFPR
12-LABDIM –Media DiscursivitiesandSocio-culturalPracticesLaboratory- UEMG
13-Journalism, Edu-communicationand Citizenship (Educom.JOR) - UNEMAT
14-Edu-communicative Paradigm Research Group– UFCG
15-Multimedia Media Press Research Group - UNESP
16-Edu-communication Studies and Research Group - UFSJ
17-Media knowledge and environment: Amazon Sights -



UFRR
18-Communication and Education Research Group - UFMS
19-GESJOR –Semiotic Studies in Journalism Group - UNIRR
20-Innovation, Development and Research in Edu-communication Laboratory - USP

Source: Prepared by the authors.

The research groups in the communication area listed above aim dialogs with themes concerning antiracist-education; black women and knowledge creation; media activity in the Brazilian northerner; analysis of the history of edu-communication and its principals, and fundaments; folk communication; art and the new teaching technologies. They also research media environments as a process of scientificity, permeating the afro-gaúcho cultural field; curriculum in all the cultural approaches, including digital ones; teachers' formation; distance education and the pedagogical practices, whether audiovisual or those related to reading and writing. In the area of communication, there are also the interpretation and identification of the numerous language forms facing human rights, health, citizenship, and education, with sights directed to the organization of Amazon.

In this way, the research groups that have edu-communication in their topics tend to establish a communication integrating subject and world, promoting comprehension of the events surrounding them. This knowledge can transform a Society, respecting the democratic approach, developing, thereby, all social areas, their questions, and existences. Edu-communication is a way to go through intellectual development, seeking dialogues to fill the gaps from the lack of communication with knowledge, a very present need in the new society model, where technologic tools gain even more space, influencing people's way of thinking, acting, and deciding. Therefore, edu-communication is an educational technique that can be seen as means to seek solutions and answers for local, regional, or national adversities.

So, the importance of edu-communication studies in the education field is in developing the subjects, broadening their world vision. Thus, the education area stands out as the second with most research groups that include the theme of edu-communication. As it is possible to observe next, there are 12 groups total.

Table 3: Research Groups in Education.

<b>Education:</b>
1- Education, Technology and Society - UNINTER-PR
2-Edu-communication and Afro-Brazilian Cultural Production – PUC
3-Interdisciplinary Studies in Education and Communication – UFCG
4-Technologies, Communication and Education – GTECOM – UFU
5-Education and Arts in Different Spaces Research Society - UFV- Viçosa
6-Edu-communication Research Society (NUPEDU) – UFCG
7-Innovation, Development and Application of Digital Technologies in Education –Federal Technological University of Paraná – UTFPR
8-Researcher Group in Environmental Education, Communication and Art – GPEA – UFMT
9-Teaching, Language and Digital Technologies Research Group (GPD LTD) – UFPE
10-Education, New Technologies and Ethnical-Racial Studies Laboratory (LENTE) - UFRN
11-Multimedia Research Laboratory - UFC
12-NEET –Education and Technology Studies Society - IFRS

Source: Prepared by the authors.

The studies highlighted in the educational field lead to research in the education areas focusing on the languages, cinema, audiovisual, methodologies to the teachers' formation, philosophy of education, interculturality, and Afro-Brazilian studies. The groups Analyse the artistic, mediatic expressions and cyberculture. In respect of the pedagogical practices, the emphasized data include research lines in didactics, literacies, biology, Portuguese, innovation, and teaching and comprehension, while in the curriculum, aim communication, education, technologies, and educational ethics, as well as scientific literacies with the contemporary textuality, Fields in which the edu-communication broadens its studies.

It is worth mentioning that edu-communication presents in different languages and applicabilities. For Messagi (2010), “the edu-communicative practice consists, primarily, in promoting education, reflection, and the

humanist and critical thinking through the study and the production of the media as a lever for education and constructing a more humanizing society.”.

On the other hand, Soares (2021) points out at least four possible applications: the education for the reflection with criticality, media uses, use of technologies and information, and the communication between the groups and subjects. In this way, edu-communication has presented itself in different study fields and research groups of numerous academic areas. Until the present moment of the research, the studies of edu-communicated stood out in the ranges of arts, law, philosophy, collective health, and linguistics. Below is highlighted the study groups in each field.

Table 4: Research Groups in Arts.

Arts:			
1-GTRANS	–Arts,	Cultures	and
Sustainability Transdisciplinary Research Group - Federal University of São João Del-Rei – UFSJ			
2-Art-Education Study Group - IFRJ			
3-Heritage, Art and Culture in the Amazon Study Group (GPAC) – UFRR			

Source: Prepared by the authors.

In the art field, the themes that stand out in the research are art, science, sustainability, teacher's formation performance, arts teaching in the elementary, professional, technological, and college education, education, memory, identity, know-how, and languages. The following areas have presented Only one research group. As follows:

Table 5: Research Groups in Law

Law:			
1-Amazon Juridical Studies and Research Center–CEJAM – UNIR			

Source: Prepared by the authors.

In the law field, there has been identified only one group with studies related to human rights, edu-communication, intercession, and access to justice.

Table 6: Research Groups in Philosophy.

Philosophy:			
1-Philosophy Teaching and Philosophical Education Studies and Research Society- Regional PlanaltoCatarinense – UNIPLAC			

Source: Prepared by the authors.

In the philosophy studies, it has also been found only one research group, active in the research in education and the teaching of philosophy, besides edu-communication itself.

Table 7: Research Groups in Collective Health.

Collective Health:			
1- Group of Philosophical Studies in Social Representations - UESB			

Source: Prepared by the authors.

The research group that emerged from the collective health field has its studies fixated on the social representation of the health and sickness processes, edu-communication, and educational practices in familiar health.

Table 8: Research Groups in Linguistics.

Linguistics:			
1- Interaction, languages and professor's (multi-) literacy – UNITAU - UNITAU			

Source: Prepared by the authors..

Ultimately, in the Linguistics area, it has been detected research related to the teaching-learning of foreign languages, language conception, teaching-learning and the subject, edu-communicative practices, communicative devices, and the media languages in the formation of the language teacher.

#### IV. RESEARCH GROUPS IN BRAZIL'S NORTH REGION MAPINP

The previous identifications are related to all national research groups, summing thirty-nine groups that involve edu-communication in their studies. In the following paragraphs, there are cutouts of the five research groups that operate in the Northern region.

The first group, identified as Communication Science, Information, Design and Art Studies and Research Group (INTERFACES), was created in 2004. It is within the communication field, predominantly in Applied Social Sciences. Its leaders are Francisco Carneiro da Silva Filho, with one published article in the area, and Gilson Vieira Monteiro, with two published articles related to the field. – UFAM. It is a certified group, acting through the Federal University of Amazonas. Its core research lines are media communicational environments and scientific informational processes. According to impact information described in *lattes* platform, the research group has “Concluded the research project call ‘The History of Media in Manaus’ financially supported by the Amazonas

State Research Support Foundation (Fapeam), and, during a year, has participated in the evaluation of the Scientific Communication Program of the Fapeam itself. It is a partner with the Research Group in Communication and Digital Technologies (Comtec) from the Methodist University of São Paulo (Umesp), and, recently, has celebrated an agreement with the Amazonas em Tempo Newspaper for a weekly publication, on Thursdays, as part of the InterMAIS section for Science and Technology ([www.intermais.ufam.edu.br](http://www.intermais.ufam.edu.br)). The group has proposed the establishment of the Post-Graduation in Communication Sciences Program (PPGCCOM) and has launched the InterMAIS magazine, which is accessible through the address [www.intarfaces.ufam.edu.br](http://www.intarfaces.ufam.edu.br)".

The group has 11 members with Ph.D., four members with master's degrees, one with a professional degree, four undergraduates, and four members within the "others" category. One of their research lines has been identified as fully inserted in the field of edu-communication for working with media communication environments. This proposal allows the strengthening of the diverse set of communication, prioritizing Amazon issues and turning it as a way for the region's development by the results of their research.

For being a group from the communication area, it is believed that it may create models and techniques so that the numerous localities and regional communities have (in)formation access conditions, hence getting to mold their realities. It resembles what Messagi (2010) proposes in his studies of edu-communication, about putting the subjects in front of their actions, enabling them to transform their realities.

The second group has been acting at the Federal University of Roraima since 2015. The group is named Heritage, Art, and Culture in the Amazon Study Group (GPAC), in the Arts area. The major themes are linguistics, modern languages, and arts. The existing research areas in the group are Communication, Memory, and Identity; Teachers Training and Educational Practices: Edu-communication, Knowledge, and Languages; Poetical and Artistic Languages. It is led by professors Leila Adriana Baptaglin and Vilso Junior Chierentin Santi. According to his *lattes* resume, he has three published articles and three published book chapters about the topic, while she has published ten articles and four book chapters on the theme.

In accord with data collected through the *lattes* platform, the impact of the research group is characterized as "Attentive to the Art, Education and Communication Fields, GPAC target working with communicational, educational, and artistic processes, aiming giving visibility to Amazon region traits. The work

with Heritage backs up the comprehension and historical value of the Amazon region, enlarging its sight as a cultural shed. Working with communication broadens the possibilities of interlocution with different languages. The education magnifies the Knowledge and spreads the artistic Languages, and the opening to the cultural topics allows the understanding of the theoretical/practical construction of the Amazon region. Thus, GPACs job reverberates in the cultural instances, in the comprehension, valuing e spread of the Heritage, the Arts and the Culture of the Amazon region to further regions and countries."

The group presents five members total in the Ph.D. among the categories of researchers (2), students (2), and foreign collaborators (1). Master's Degrees sum six researchers and five students. Undergraduates members are seven, besides one Associate, and in the "others" category, there are only two researchers.

It has been verified that the GPAC group is active, having studies groups that directly debate the edu-communication theme, like its concept, applicabilities, and interventions with activities in social practice. The group develops action that echoes in communities of the region through numerous dynamics with education-art-culture. On these occasions, they are not only part but also involve local subjects, for applying or even extending their knowledge for the whole community. A key role developed is raising support for culture as an education tool, emphasizing its subjects for their know-how, knowledge sharing, and communication between culture, art, and information. These group actions contemplate the sight of Soares (2021), who defends edu-communication as being the knowledge constitution among the diverse educational spaces with the expanse for the whole of the community individuals.

In the communication field there is the third group, that is presented as Media, Knowledge and Environment: Amazon sights. Having its predominant area in the Applied Social Sciences, its research lines are concentrated in Ecomédias and environment; Environmental Edu-communication; Journalism and Environment. Its leader is the professor Simão Farias Almeida, in whose *lattes* resume was not possible to find publications about edu-communication. Created in 2015, the group is certified by the Federal University of Roraima.

The group states that "In the scientific production in Brazil and abroad, they research about journalism, cinema and environmental and climate change information, animal, postcolonial studies and ecofeminism. They have published scientific articles and the books Planet crises in Journalism about Roraima; the journalistic coverage of climate change in Roraima; Time representations in

journalism of climate change and environmental damage; Ecocritic of the metaphorical-interpretative cartography in the climate change, climate and environmental damage in non-fictional; Ecological Crisis and Cultural Representation in Latin America; Belo Monte: crying voices; Media, information and environment; Environmental Journalism in Amazon: information sources in the covering of deforestation in The Para's Liberal Newspaper; Environmental Journalism in book format: allegories and subjectivities; Journalism, Environment and Amazon: the deforestations in The Para's Liberal and Amazon's Critique Newspapers."

Among the entirety researchers that work in the group themes, there are six associated with the Ph.D. title, six with the Master's title, two with the specialization title, six with the undergraduate title, and the "others" category has four researchers.

Based on the data exposed by the group, it has been verified that these researchers operate in the environmental area, addressing issues such as climate change, for example. Edu-communication has been used as proposals to make these research interact with numerous organizations/systems that manage environmental topics, having a sight directed to the Amazon. The importance of this job shows up by allowing these researchers to get to know and intervene in the regional environmental questions, searching for solutions for the improvement and development of the Amazon. The group uses the edu-communication by its mediatic application and as a tool to elaborate a critic, as the ones pointed out by Soares (2021), in the four areas of application proposed to the existing concept.

The fourth group, named GESJOR – Semiotic Studies in Journalism Group, has been acting since 2009 in the Federal University of Rondonia. Placed in the communication area, predominantly in the Applied Social Sciences, the group has professors LuziaAlziraZuin e Larissa ZuimMatarésio as leaders. The first leader has two indicated publications in her *lattes* resume directs to the edu-communication. The group research lines lean towards the know-hows, reflections, and practices to read and write the world and limits and possibilities to the Amazon transformation.

About the group's goals characteristics, those: "It proposes to investigate the signification processes in the printed and electronic journalism, as well as dedicates itself to the research of the history and epistemology of the semiotic, the journalism, and the social media. Therefore, the research group activities will be oriented through the Semiotics' methodology, either French or American originated. Besides these two strands, the group will

consider, When necessary, the theoretical perspectives of Russian Semiotic and further theoretical researchers of the Social Communication area and the Journalism subarea. The group still qualifies to research the knowledge that transforms the reality of political, media, and artistic practices. In this perspective, it represents a positioning of the researchers that compound the group in the sense of, even though the numerous Communication subareas, recognize the need to study more specifically the Social Communication, the Right to Communication and the reliable information, the internet."

Finally, the fifth group is also in the Federal University of Rondônia, named Amazon Juridical Studies and Research Center – CEJAM, acts since 2005, in the Law area. Led by professor Aparecida LuziaAlziraZuin e Delson Fernando Barcellos Xavier, its research lines are pointed to Human Rights, edu-communication, intercession, and access to justice. It has not been found other publications by the referred female professor, besides the upper-listed.

The presented purposes of the research group are: "to research the issues related to Human Rights, Right to the City, States and environmental-urban planning Rights in the scope of Amazon (artificial environment), Social Rights, primary in the State of Rondônia: to study the impacts caused by the consumer relations in the traditional and indigenous populations, and the Amazon environment; to promote and to implement projects and events aiming to aware and consolidate the interest for the research, preservation and social-environmental development of the Amazon; to study the shape and the effects of the application of the primitive knowledge by the traditional and indigenous populations from Amazon, related to the nature maintenance (natural and cultural environment); to research about the biodiversity and biopiracy; to research about the ways of social communication in a perspective of Law and Sociology; to research about Communication and Information Security."

Referring to the formation of the researchers, the group consists of 15 members in the Ph.D. category, four in the Master Degree category, 12 in the Professional Master Degree category, eight in the specialization category, 11 in the Undergraduate Degree category, and eight in the 'others' category.

Concerning this fifth group, it has been verified that it is operating in human issues in Amazon. As a region rich in human culture, as riverside, indigenous, quilombo, and rural/countryside populations, it demands the preservation of its cultures and knowledge. It has been understood that it is a duty of these researchers, besides the research



itself, to develop actions that allow these human/cultural dynamics to be seen, understood, and comprehended.

The edu-communication here present is in the sharing of ideas, cultures, traditions, and wisdom for it to be seen and valued. By relating to these realities, the researchers shall enlarge their research, prioritizing the information that allows their own subjects can know their rich socio-diversity.

Essentially, the analysis of the informed data by the several research lines in groups from the Northern region indicates incursions in numerous themes. Lastly, it is possible to note that all groups use edu-communication as a strategy for viable interventions in the Brazilian Amazon region. The objectives of these groups always prioritize communication as a way of broadening education, and these researchers understand that it is only possible to change the social, cultural, economic, and political realities through research and investigations that bring visible results.

This information aims to develop and highlight the Amazon by its intellectual and scientific capacity, not only through its biodiversity exploitation.

Thereby, the five groups of the Northern region that contemplate the edu-communication as a strategy for their research and applications have in their thematic lines: Media communicative environment; Knowledge and Languages; Ecomedia and environment; Knowledge, reflection, and practices to read and write the world; and Human Rights. It demonstrates that edu-communication is an interdisciplinary field.

## V. FINAL CONSIDERATIONS

The mobilization towards the creation of the research about the theme concerning edu-communication is due to its concept's applicability, because of its interdisciplinary characteristics, in which specific reading and dialog according to the researched topic are made. The collected data through the research has allowed a sight of these numerous fields in which edu-communication has been applied, encompassing areas that pass through education, communication, arts, philosophy, law, and collective health until linguistics. This research has happened in all national research groups, but with an emphasis in the northern region. It has been realized that edu-communication is a new social action representation dynamic, having education and communication as guides.

Another observation of this research groups analysis points out a small number of acting groups in the northern region. Edu-communication could awake even more interest of different researchers, in a way that they could

acknowledge its possible applications, from a large field as far as its particularities, according to each region and area realities. However, it is clear that, since it is relatively recent, the term has not been well absorbed by the academic environment. This data is still confirmed due to the small number of group leaders' publications about the theme. Following it, GPAC is the highlight as the group with the vastest number of publications in this area.

Therefore, it has been verified that in cited research lines the themes closer related to edu-communication appear more frequently, as in Communication, Education, and Edu-communication itself. These research, by being placed in the northern region, also include, often, topics as Amazon and Sustainability.

Once edu-communication is still establishing itself, it can be researched, to expand its uses and possibilities, especially in the Brazilian northern region ambit.

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