MEDIA AND EDUCATION: ACADEMIC PRODUCTION IN BRAZIL AND IN FRANCE

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ABSTRACT. This research aimed to identify the academic production on the relationship between media and education in Brazil and France. Therefore, surveys were conducted in Brazilian and French databases, by using descriptors related to that topic. From the surveys, it was possible to observe that, despite of the low number of academic productions on the subject both in Brazil and in France, there is a significant difference in the amount of works found in the databases of the two countries. The academic production about media and education is significantly higher in France than in Brazil. Thus, by means of this research, it was possible to notice how the subject has been discussed in both countries. It should be emphasized that the themes of media participation as an auxiliary in the teaching-learning process and the use of new technologies in education are at the forefront both in works published in Brazil and in France. It is also important to highlight the fact that the production in Psychology related to media and education is exiguous. It is expected that, with the presentation of this scene, we can contribute to the construction and consolidation of studies on the relationship between media and education in the field of Human Sciences, especially in Psychology field.
Keywords: Communication; education; Brazil; France.

MÍDIA E EDUCAÇÃO: PRODUÇÃO ACADÊMICA NO BRASIL E NA FRANÇA

RESUMO. A presente pesquisa teve como objetivo identificar a produção acadêmica acerca da relação entre mídia e educação no Brasil e na França. Para tanto, foram elaborados levantamentos em bases de dados brasileiras e francesas, utilizando termos descritores, relacionados ao assunto em questão. Nos levantamentos desenvolvidos, foi possível verificar que, mesmo havendo baixa produção acadêmica sobre o tema tanto no Brasil quanto na França, há relevante diferença quanto à quantidade de trabalhos encontrados nas bases de dados dos dois países. A produção acadêmica francesa sobre mídia-educação apresenta um número expressivamente maior do que aqueles encontrados no Brasil. Assim, por meio da presente pesquisa, foi possível vislumbrar a forma como o tema vem sendo discutido nos dois países. Cabe ressaltar que os temas participação das mídias como auxiliares no processo de ensino-aprendizagem e o uso das novas tecnologias na educação estão em pauta tanto nos trabalhos publicados no Brasil quanto na França. É importante, outrossim, destacar a exígua produção acadêmica sobre mídia-educação na área da psicologia em ambos os países. Dessa forma, espera-se que com a apresentação desse panorama seja possível contribuir para a construção e solidificação do campo de estudos sobre a relação entre mídia e educação na área das ciências humanas, especialmente na área da psicologia.
Palavras-chave: Comunicação; educação; Brasil; França.

MEDIOS DE COMUNICACIÓN Y EDUCACIÓN: LA PRODUCCIÓN ACADÉMICA EN BRASIL Y EN FRANCIA

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RESUMEN. Esta investigación tuvo como objetivo identificar la literatura académica sobre la relación entre medios de comunicación y la educación en Brasil y Francia. Con esta finalidad, las encuestas se realizaron en las bases de datos de Brasil y franceses, utilizándose palabras relacionadas con el tema cuestión. En encuestas realizadas se observó, incluso con un bajo investigación académica sobre el tema en Brasil y en Francia, una diferencia significativa en la cantidad de estudios que se encuentra en las bases de datos de los dos países en cuestión. La investigación académica francesa sobre la educación en medios tiene un número significativamente mayor que los que se encuentran en Brasil. De este modo, por intermedio de esta investigación, se pudo ver cómo el tema ha sido discutido en ambos países. Se observa que la participación de los medios de temas como ayuda en el proceso de enseñanza-aprendizaje y el uso de las nuevas tecnologías en la educación, están en la agenda tanto en los trabajos publicados en Brasil y en Francia. Importante destacar la escasa beca de educación para los medios en el campo de la Psicología en ambos países. Por lo tanto, se espera que, mediante la presentación de este contexto, es posible contribuir a la construcción y consolidación de los estudios sobre la relación entre medios de comunicación y la educación en el campo de las ciencias humanas, especialmente en el área de la psicología.

Palabras-clave: Comunicación; educación; Brasil; Francia.

Introduction

The present study aimed at identifying the national and international academic production regarding media and education. The relevance of the relationship between media and education is highlighted by many researchers, such as Rosa Maria Bueno Fischer, Nara Wildholzer and Maria Teresa Santos Cunha[2], among others. In their researches, the possible contributions that studies in that area can provide are evidenced.

The relationship between media and education has been present since the development of the media notion advocated in some studies that deal with that topic. In these studies, it is possible to identify the idea of media as a mediation instrument that, at the same time, acts on the subjects' constitution process and portrays a cultural and social context built and transformed by those subjects themselves. The meanings spread by the media are appropriated by the subjects and transformed into mediations in their constitution. Seen from this point of view, media starts to be considered a factor contributing with the constitution of subjectivities.

As a mediation instrument, media can be seen as being the other, a fundamental category to the subject's constitution. Once human activity presents, as a founding feature, the fact that it is mediated, the signs are mediating instruments, which

> Allow, therefore, man's insertion into the order of culture and the establishment of qualitative differentiatiated relationships with reality: instead of being direct and immediate, they start to be mediated by the culture... the signs, therefore, inexorably relate subject and society, I and the other. (Zanella, 2005, p. 6, free translation).

The relation with the other, performed by means of signs inside a mediated human activity, is constitutive of the subjects themselves. The meeting with the other makes the finding of differences possible, causing the subject to recognize and constitute him/herself by means of the difference, through the alterity. Understanding the media as the other may be useful, once the signs "behave inexorably in a collective and in a private dimension, they represent the human social history the same way that they represent the histories of the subjects that use/produce them" (Zanella, 2005, p. 8, free translation).

This way, the media could be an instrument allowing change, if it encompassed the subjects' multiplicity, the "plural truth, defined by the place, by what is private, limited, provisory" (Louro, 2003, p. 51, free translation), being inserted into a historic, social and political moment, deconstructing the

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[2] Among the various publications of those authors on the concerning topic, we can mention: Widholzer, N. (2005). A publicidade como pedagogia cultural e tecnologia de gênero: abordagem linguístico-discursiva. In: S. B. Funck; N. R. Widholzer, Gênero em discursos da mídia. (pp.17-52). Florianópolis: Editora Mulheres; Santa Cruz do Sul: Edunisc. Cunha, M. T. S. (1999). Armadilhas da sedução: os romances de M. Delly. Belo Horizonte: Autêntica. Fischer, R. M. B.(2007). Mídia, máquinas de imagens e práticas pedagógicas. Revista Brasileira de Educação, 35, 290-299.

naturalness and the universality, as well as comprehending the movement and the possibilities of numberless relations.

From this idea of media as a mediation instrument, it is possible to turn it into an education place, imbued with prescriptive and standardizing intentionality, and which transmits, by means of its texts and images, educational purposes (Miguel, 2012). Studies produced in the scope of cultural pedagogy can help our reflections about it, once they understand education as something that overcomes school. Tomaz Tadeu da Silva (2002) addresses this issue as he reflects on the reduction of limits between school knowledge and everyday knowledge or mass culture. For that author, all the knowledge is cultural, once it is constituted within a signification system. In the same direction, we can find the studies of Heny Giroux (1994), which deal with the pedagogical dimension in different products of the so-called cultural industry. The American author uses the expression. "cultural pedagogy" to refer to social agencies that work as pedagogical devices out of the school environment.

Before the idea of the existence of socio-educational modalities that overcome school walls, Cleci Maraschin (2003) problematizes the relation that psychology establishes with education. The author emphasizes that this relation must go beyond the professional participation at school; the psychologist must pay attention to the other active educational agencies existing currently. In relation to this topic, Maraschin points out that the institutions that train psychologists ought to engage with the creation of a theoretical-methodological agenda. This agenda would comprehend, among other issues, the "constitution of a research field for the analysis of the transformations in the educational forms [as well as the] construction of knowledge, in order to investigate the way that certain collective agencies, which we could define as active pedagogies in society (media, corporations, internet), take part in the setting of ways of living, thinking, feeling." (Maraschin, 2003, p. 239 - free translation). This way, a professional in psychology field acting on the interface psychology-education must be committed to a critical view, a problematizing attitude regarding the contemporary learning spaces, considering, in their activities and researches, that education is not restricted to the school space.

In order to exemplify the close relationship between media and education it is also possible to mention the studies that deal specifically with the theme "media-education" (or *education aux medias*, term used in France). Among them, we find the works of Evelyne Bévort and Maria Luiza Belloni (2009), Mônica Fantin (2006), José Marques de Melo and Sandra Pereira Tosta (2008). Those researchers use the Brazilian Portuguese term *mídia-educação* ("media-education") in their researches. According to Bévort and Belloni (2009), besides the fact that the media-education field is relatively new, it is configured as a field that has difficulties to consolidate. Among the main reasons for such difficulty, the authors highlight the low importance provided to this theme at the initial and continuing training of education field professionals.

Media-education can be defined as a study field that is in the interface of two other fields: education and communication. This fact originates certain characteristics, obstacles and questions that evidence its complex structure, requiring an interdisciplinary approach to be understood.

The term "media-education" is not unanimous among the field researchers. However, Fantin (2006) highlights the fact that the education aims for the media are present, independently from the terminology used. Among those aims would be the fact that education for the media is a condition for educating for citizenship, contributing to the reduction of social inequalities, once it works as a vehicle for the democratization of educational opportunities.

To achieve that goal, the integration of different media at school, in all levels, is indispensable. This is because such media vehicles are already present in children's and adolescents' lives, as pedagogical devices, competing with school and family. Nevertheless, it is relevant to mention that such concern should be directed not only towards children and adolescents, but also towards the inclusion of the adult population, within a conception of education for the whole life.

Before such claims, it is possible to highlight that one of the core aims within media-education field is promoting the critical and creative apprehension of media, in a way that the subjects can re-affirm themselves as citizens, contributing to their emancipation and accountability. According to Bévort and Belloni (2009), it is necessary to offer all citizens "the skills for them to be able to understand the information, to keep the necessary distance to analyze critically and to produce information and all kinds of messages" (p. 1081 – free translation). The media role is also recognized at the promotion of

creative expression and of citizens' participation as means of expression of personal opinion and creativity. Another relevant aspect is the affirmation of human rights, such as the ones related to freedom of expression, the access to information and to their active participation in issues that concern them.

Connected to those issues, it should be noted that education for the media "implies the adoption of a 'critical' and 'inventive' posture, able to create communicative, expressive and relational skills to evaluate what is being offered by the media ethically and aesthetically, in order to interact significantly with their own productions and also to produce media." (Fantin, 2006, p. 31 – free translation). It is also important to highlight that working with the media should not be restricted to the means and their instrumental aspects, once the media are understood as spaces for constructing meanings and for perpetuating habits and ways of being, taking part of the constitution of subjectivities.

Bévort and Belloni (2009) affirm that, in spite of all the advances observed, we can hardly say that, nowadays, media-education has penetrated school and become a priority in society. The educational systems neither have officially integrated media-education as a priority, nor have been able to spread its importance among educators. There have interesting initiatives, but, in general, they have an optional character and, until nowadays, media-education is still seen as a practice of militant professionals.

Before the scene exposed, and aiming at contributing for the construction and strengthening of studies on the interface between media and education in Brazil, the idea of investigating how such relation occurs in the academic scope in another reality besides from the Brazilian one emerged. The search for mapping the academic French production has that intention. The choice for France is due to the active participation of this country in the discussions concerning media and education, especially in discussions promoted by UNESCO in different moments, since the 1960s. In 2007, that meeting, carried out in Paris, originated the "Paris Agenda". This agenda re-affirms the idea of media-education as being fundamental to the formation of citizenship and of a plural, inclusive and participative society.

This way, the present study intends to show the situation of the academic production on media and education in Brazil and in France. Based upon the information collected from different databases, it was possible to present a scenario of that theme, pointing out the most researched subjects and relevant authors and institutions. Making that information available represents a significant contribution to the academic field.

METHOD

The procedure used to obtain the data necessary for this research encompassed the collection of data from national and international databases. Among the Brazilian ones, *Biblioteca Ana Maria Poppovic* (http://acervo.fcc.org.br:9090/site/php/index.php), *Biblioteca Virtual em Saúde* (http://www.bireme.br/php/index.php), *EDUBASE* (http://edubase.modalbox.com/portal/) and *SCIELO* (http://www.scielo.br) were consulted; the international ones were: *Persée* (http://www.persee.fr), *Cairn* (http://www.cairn.info) and *Revue*.org (http://www.revues.org). The choice of the Brazilian databases was due to the national recognition among the ones that gather works produced in the Human Sciences field. As for the French databases, after consulting francophone researchers, as well as websites of French libraries and universities, it was noticed that those three bases were the most referred to regarding the academic production in the humanities and education field in that country.

To carry out those investigations, the following descriptive terms combinations were used: *mídia e educação*, on the Brazilian databases, and *medias et education* on the French ones. Different procedures were used during the information collection, according to the particularities of the bases analyzed. For all the Brazilian databases analyzed, the entire collection, up to the year of 2014 was examined; this way, the research comprised all the references indexed to those databases. From the combination of the descriptors *mídia e educação*, 73 references were found on SCIELO, 67 on BVS, 120 on EDUBASE and 74 on Biblioteca Ana Maria Poppovic.

In relation to the French bases, once the number of the descriptors *education et medias* was around 6.000 and 10.000, "filters" were used for us to develop the intended analysis. Therefore, on the databases Persée, from the 6.292 references found by the descriptors *education et medias*, 4.320 were written in French; form them, 2.549 had an abstract. From these ones, the two-hundred first ones were chosen, by using the filter *pertinance*, which exhibits the articles in order of pertinence to the investigated theme, according to the classification of the database itself.

On the base CAIRN, 9.956 references on the theme were initially found. Adopting the tool "advanced research" and using filters like "articles and books in French language" and "having an abstract", fifty references to be analyzed were found. On the base Revues.org, using the same procedures described for the previous base, from 8.681 references, 73 were filtered. It should be mentioned that, differently form the Brazilian databases, the French bases consulted encompass not only articles and books, but colloquiums, seminars, newspaper articles and various works from non-scientific periodicals, called for academic events. It must also be highlighted the fact that many works did not have an abstract. Because of that, when the cited filter were used, there was such reduction on the number of references found.

Based upon the collection carried out, all the references found for the combination of descriptors used were registered and counted, with highlights on their title, type of publication (article, book chapter, thesis), author, publication year and the periodical's title (in case of articles).

With the mapping of the references found by means of the collections carried out on the databases, it was possible, by means of the analysis of the works' abstracts (and of the complete texts when they were available), to verify and register the topics studied, as well as the methodological aspects and the media vehicles mentioned.

In order to categorize the topics, the reading of the abstracts was carried out; by means of it, it was possible to notice the topics that they dealt with. After that, the diverse topics were grouped into large thematic categories, to, later, by means of a deeper reading, it could be possible to place each reference in a certain category.

To interpret the information collected, the thematic content analysis was used. It is a research technique that looks for the meanings of a text, based upon a message (Franco, 1994). For this kind of analysis, the starting point is what is manifested, i.e., what is written. However, the implied content, what is between the lines, can also be looked at and considered, as long as it is social and historically contextualized. It is worth to mention that, along the analysis, it could be noticed that a single reference may be classified within more than one category. In those cases, the procedure used was choosing the category considered the one in which the reference fitted better, especially based on the similarity to other works also classified to such category.

Finally, after analyzing the information collected, a comparison between the data from Brazil and the data from France was developed. This way, it was possible to glimpse a comparative scenario regarding the discussions on the relationship between media and education in those countries.

RESULTS AND DISCUSSION

The first finding based on the data collected concerns the volume of publications on the theme studied found in Brazil and in France. Within the universe of researches about education, the percentage of works on the relationship between media and education is very small in both countries. Nevertheless, in Brazil, the number is considerably lower, what evidences an exiguous production on the theme researched.

Such scenario was obtained by means of the recovery, in each database analyzed, of the references from the research that had the key-word "*educação*" (Brazilian Portuguese for "education") and, later on, from the references found when the key-word was "mídia" (Brazilian Portuguese for "media").

One factor that may explain the highest number of production on the theme in France is related to the fact that, in that country, media-education ("éducacion aux medias") has been a public policy for more than 30 years. This way, it is possible to mention CLEMI (Centre de Liaison de l'Enseignement et dês Médias d'Information), an organ connected to the French Ministry of Education, which, since 1983, has been responsible for the insertion of "education for the media" in the French educational system, teaching the students to have a critical and citizenship education before the media.

The initiative of Marie Camier and Marion Moureaux, masters in "education aux medias", from l'Université Paris III Sorbonne Nouvelle, should also be mentioned. They created the website mediaeducation.fr. This initiative shows that the theme is present in and out the governmental scope, also including academia.

Another interesting point concerns the year of publication of the references found. If in France there is a considerable number of publications between 1980 and 1990 (even though it is higher during the 2000s), in Brazil, there are few publications in those decades, being the highest number of them published from the 2000s on. This fact in comprehensible, when it is taken into consideration the active participation of that country in discussions about the relations media and education, especially on the discussions promoted in different moments by UNESCO, since the 1960s.

As for the origin countries of the papers, on the Brazilian databases, all the references analyzed were produced by Brazilian researchers. On the French databases, studies produced by French authors are predominant, although it was possible to notice the presence of other francophone countries, like Canada and some African countries.

Most works found are scientific articles, but there are also books and book chapters.

Some authors must be highlighted, for they appeared more than once among the references analyzed. In Brazil, Maria Luiza Belloni (UFSC), Rosa Maria Bueno Fischer (UFRGS), Juvenal Zanchetta Júnior (UNESP) and Alexandra Bujokas de Siqueira (UNESP) can be mentioned. In France, the most frequent authors were: Sophie Jehel and Geneviève Jacquinot (Université Paris 8 – Vincennes-Saint-Denis), Marlène Loicq (Université Paris 3 – Sorbonne Nouvelle), Pierre-Ami Chevalier and Jacques Mousseau (director of the journals Psychologie and Communication et Langages).

Thematic categories

After the first reading of the abstracts of the references collected from the researches on the databases, the following thematic categories were created: education, health, communication, linguistics, social sciences/history/politics, distance education/ICT, psychology and media-education. For a closer approach to the aimed theme of this study, two categories were chosen to be deeply analyzed: media-education and distance education/ICT. After reading the works listed in these two categories again, new thematic categories were created: media as a mediation resource in education, media discourse, media participation in the subject formation, history and conceptual discussion on the interface media and education, technology and teachers' education, distance education/ICT, relationship between adolescence and media, practices in media-education.

The three most frequent themes in Brazilian studies were: "media as a mediation resource in education", "distance education/ICT" and "practices in media-education". In France, "distance education/ICT" and "history and conceptual discussion on the interface media and education" were in first place, followed by "media as a mediation resource in education" and "participation of media in the subject formation", which were in second place. This way, it is possible to notice that the discussions on the participation of the media helping tools in the teaching-learning process, as well as the use of new technologies in education are in vogue in both countries.

The number of French studies that focus on the history and/or conceptual discussions on media-education should be highlighted. Most of them are studies that draw the retrospective scenario about the history of the relationship between media and education in France and in other countries.

Each of those categories will be presented, as follows; examples of studies developed in both countries within each category analyzed will be highlighted.

1. Media as a mediation resource

This category includes the studies that deal with media as a helping tool to the learning process; it concentrates the highest number of references found in the Brazilian databases (18 studies). In relation to the French production, this category was in second place in number of works (10).

The Brazilian works that compose this category approach the use of media resources (television, press, cinema, audiovisual media, child programs, among others) and how they can help on the teaching and learning processes, evaluation and inclusion of new technologies in education. As an example, it is possible to mention Champangnatte and Nunes's article (2011), entitled "A inserção das mídias audiovisuais no contexto escolar", which aimed at evaluating how the audiovisual media are used in classroom by teachers of three public schools in Rio de Janeiro. Also investigating the perspective of media use by teachers as a supporting resource, the authors Andréa F. Weber and co-workers (2003) researched the understanding of teachers on the mass communication means and how they are used in classrooms of elementary and secondary schools of the Brazilian city Santa Maria.

Some articles, French and Brazilian ones, focus on the study of the use and/or the impact of media vehicles specifically on the educational process. Among the vehicles analyzed are television, computers and cinema. Moraes's article (2003) discusses the use of films in classroom, as a resource to start discussions on tolerance and inclusion policies in the USA, intending to deal with issues related to citizenship and media as a current theme and the incorporation of new technologies into classroom with a critical concern. On the French bases, from the ten works classified in this thematic category, three are about the relationship between television and education. Francis Balle's article, published in 1994, addresses the conflicting relationship between television and school, highlighting that school usually sees the television as a threat. The author calls attention to the importance for school to accept technological innovations. The concern with the impact of new technologies in education has been manifested in French articles since the 1970s, as Cloutier's and Duboux's articles (1975 and 1993, respectively) show.

More recently, it is possible to mention an article by Boucher-Petrovic (2006), which addresses the relationship between common education and the use of media as a fighting instrument, like a study focused on "education for cinema", by Velez (2012), which highlights the use of cinema as a pedagogical device in schools.

2. Media discourse

This analysis category groups works that study the way that different themes are represented in media; some articles explore the impact of those representations in the educational process. It is composed by 11 works, five of them Brazilian and six French ones.

The French researcher Khelfaoui (2002) aims, in his article, at discussing the media role on the information diffusion, once there is political bias in its discourses. The work of Paola B. M. B., Gomes (2001), entitled "Mídia, imaginário de consumo e educação" approaches the visual stereotypes spread in the consumption culture. The author discusses issues related to visual arts, the influence of the stereotyped imaginary, the child images in media and the consumption objects. In the end, some strategies to improve those issues in classroom are suggested.

The discourses brought by the media about the young are discussed in French and in Brazilian articles. The French article of Tamar Liebes, published in 1999, discusses the representations of gender stereotypes in Israeli adolescents, based on the consumption culture spread by the media. A Brazilian example within this theme is a Ministry of Health production, entitled "Os jovens na mídia: o desafio da AIDS, camisinha, uso indevido de drogas e mudança de comportamento", published in 2000.

3. Media participation in the subject formation

The works categorized in this group address, in different ways, the participation of media vehicles in the subject formation. In total, seven Brazilian works and ten French ones are part of this category.

In Munglioli's article (2005), the author is based upon the presupposition that mass communication vehicles, mainly television, are paradoxically loved and feared. From this assumption, she tries to construct an analysis of the television media reception by children and by adults, involving mediation and language issues, and the participation of audiovisual media in the construction of children's worldview.

Also focused on studying children, Belloni's article (2004) discusses the violence in the society and on the media, based upon the media-education perspective. Still in the theme violence and media, it is possible to mention the French article "Contenus médiatiques à risque et construction identitaire des préadolescents", by Jehel (2012), in which the author discusses the fact that pre-adolescents tend to enjoy games, television programs and other media that are related to violence.

Another reference found on French databases is Greenfield's article (1994), "Les jeux vidéo comme instruments de socialisation cognitive", in which she questions whether non-educational videogames, like action games, could be generating a new kind of people. According to the author, even without having this purpose, the games end up becoming pedagogical tools for the spatial and visual perception and for the concentration, skills necessary for the work with technologies.

4. History and conceptual discussion on the interface media and education

This category groups references that focus on recovering the history of productions in the field of media and education interface and productions that address the theoretical study of concepts related to this field.

This is one of the categories that gather the highest number of French studies, with 11 references; in Brazil, seven were classified. Chapelain (2007), for example, has an article that addresses the history of two experimental programs (ICAV - Iniciation à la culture audiovisuelle and JTA – Jeune Téléspectateur Actif), developed in the decades of 1960 and 1970, aiming at introducing in schools the training of images critical reading.

In Brazil, the work of Bévort and Belloni (2009) presents a historical view of media-education, bringing current trends in this field around the world, as well as concepts and actions in the area. The authors aimed at contributing to the reflection on media-education and on the training of professionals that work in the education field.

Two other articles discussing the interface education and communication can be mentioned, a French and a Brazilian one. The latter one, "Panorama mundial dos estudos em educação e comunicação", was written by Duarte and Santiago and published in 2007. The French article was written by Jacquinot-Delaunay (2007), and refers to the history of the relationship between education and communication between 1960 and 1970.

5. Technology and teachers' education

This category encompasses eleven works, seven Brazilian and four French ones; they address the use of technology as a device for teachers' initial education as well as for the professional practice. The article written in French by Zay (1983) addresses media as an innovative factor to be used in teachers' education. The author Whyte (2014) discusses the importance for foreign language teachers to make use of new technologies and insert them into their professional practice. It can be noticed that both references mentioned deal with media as a resource to be used for teachers' education.

Fantin (2012), a Brazilian researcher, mentions the challenges for the teacher facing the current digital culture scenario and its different places of knowledge, emphasizing the importance for this issue to be addressed and dealt with in teachers' education courses. The author highlights that she has her discussions based upon a culturalist perspective of media-education.

Ferreira Silva (2010) evidences the importance of including, in teachers' education, discussions on the images interpretative process, aiming at the formation of more critical observers, contributing to the construction of citizenship.

Differently from the French works mentioned, the Brazilian articles brought as examples address not only the media as a resource to be used in teachers' education, but also raise the discussion on the importance of a teachers' education for a critical reading of the media.

6. ICT and distance education

In general, the articles grouped in this category address media and technology as alternatives for distance education and/or for improving classroom learning. Ten Brazilian references and eleven French ones are within this category.

Belloni and Lapa (2012) present, in their article, reflections on distance education based upon the theoretical and methodological reference of media-education. This way, the authors bring out the possibility of educating for citizenship by means of distance education.

The reflection on the use of technology in the learning and teaching process, distance or face-to face type, is referred to by French and Brazilian researchers. Papi (2012), for example, addresses the lack of use of ICT in some schools in France, discussing the reasons for such attitude. The concern with this issue is not recent among French researchers. In 1993, Trouillon raises a discussion on the importance for teachers to question themselves about the didactic use of new technologies, trying to adapt the necessities, the technological resources and the pedagogical approach.

In Brazil, it is also possible to notice that the concern with the use of technologies in the educational field is old, too, as Pfromm Netto's article (1999) shows. It has reflections on the educational transformations due to the use of new technologies, and how such changes have been attracting the attention of educational psychologists all over the world.

7. The relationship between adolescents and the media

Eleven references regarding the discussion between media and adolescence were found: three of them in Brazil and eight in France. Among the works analyzed, it is possible to realize that they address the relationship between adolescence and the media under different focuses: the use that the adolescents make of media, the impact of media on the adolescents, the adolescent productions in the media universe and the media as a source of information to adolescents.

As for the use that adolescents make of technologies, Mostafa, Gonzáles, Ranzan e Moraes (2004), in an article published in Brazil, deal with the internet browsing habits of adolescents who usually went to a library web room. Bervort-Brunder and Bréda (2007) also bring this issue in a francophone publication, presenting a research developed in Quebec and in nine European countries in relation to the way that adolescents aging from 12 and 18 years old represent themselves, appropriate and make use of internet and of cell phones and videogames.

The only reference about the adolescent production in the media universe is the article in French written by Orban (2007), in which the author explores what happens within the young blogosphere, seeing blogs as a space for the expression of the contemporary youth.

8. Practices in media-education

Initially, it is important to highlight that, in Brazil, the most frequently used term by the field researchers is "mídia-educação" ("media-education"), while in France the term used is "education aux medias" ("education for the media ").

In this category, the references researched (ten in Brazil and three in France) have in common proposals of action and experience reports in media-education, predominantly in school context. One example is the work developed by Siqueira and Cerigatto (2012), whose principal aim was to produce pedagogical material for secondary school in an institution of public education in a Brazilian city, Bauru, São Paulo State. The material was based upon movie trailers available on YouTube. According to the authors, the critical appropriation of the media discourse is not a consolidated practice in educational activities and there is a lack of specific materials.

Zancheta Júnior (2008), in an article, points out the difficulties for solidification of that field, emphasizing the necessity of politicizing school by means of media-education, in order to improve the dialogue between school and external agents.

In France, Kerneis (2010) reports that the education for the media is characterized by the high level of uncertainties (of students and teachers) and by the imminent risk of dogmatization of knowledge due to the influence of teachers and/or the media. The author then tries to analyze the impact of media objects (editorials, infographics) on the way that the student deals with them.

Final Considerations

The panorama supplied by this research allowed us to notice the difference between the number of publications about media and education in Brazil and in France. Even with a reduced percentage of works on the interface media and education in both countries, it was possible to verify that, in Brazil, the production is exiguous in the academic field. However, it is important to mention that the present study indicates that the subject has been causing interest in Brazilian researchers in the last ten years.

Certainly, Brazil and France are living in different moments regarding the relationship between media and education, once, in France, "education aux medias" is a governmental policy, while in Brazil the political actions about this theme are disperse, and, most times, non-governmental. Nevertheless, even with the specificities, it was possible to verify that researchers in both countries have addressed similar issues, such as reflections on media as a mediation resource in education and the use of ICT and distance education. Another common factor is the fact that in Brazil, as well as in France, the theme is explored in a multidisciplinary way, encompassing mainly fields like education, social sciences, linguistics and health.

Once the researchers that developed the present study are from the psychology field, it is interesting to highlight that few works were found on the relationship between media and education in that area. However, based upon the view of the media as a participant of the production of subjectivities, it is evidenced the importance for the psychology to focus its attention on this theme, such as some research groups belonging to different Brazilian universities show (*Grupo de Estudos e Representações Sociais do Instituto de Psicologia* of Rio Grande do Sul PUC, having as an exponent the Professor Pedrinho A. Guareschi; the research line Media and Signification Processes of the post graduation Program in Communication Sciences of *Universidade do Vale do Rio dos Sinos* in Rio Grande do Sul) and some initiatives of *Conselhos Regionais de Psicologia* (Psychology Regional Councils) and of *Conselho Federal de Psicologia* (Psychology Federal Council), such as the publication of the CFP "*Mídia e Psicologia: produção de subjetividade e coletividade*" (Brazilian Portuguese for "Media and Psychology: production of subjectivity and collectivism"), which stem from the Seminário Internacional Mídia e Psicologia: produção de subjetividade e coletividade (International Seminar Media and Psychology: production of subjectivity and collectivism), which happened in 2007, in Rio de Janeiro. It is expected that this research may contribute to the opening/enlargement of dialogues between psychology and other areas of knowledge that have been studying the theme, helping, consequently, to construct public policies that address the relationship media-education.

Concerning the information collected from the researches on the French databases, the lack of publications of some recognized researchers in media-education field should be highlighted. It is possible to mention, for example, researchers from Université Sorbonne Nouvelle - Paris 3, such as Laurence Corroy, Divina Frau-Meigs, Jocelyne Arquembourg. That absence of publications may be related to the fact that, due to the large number of references found on French databases, it was necessary to work with a sample from the universe of researches on the theme media and education in France. However, it should be emphasized that even being a sample, it was enough to provide information that allowed visualizing the French academic production on the theme studied.

This way, carrying out literature reviews allows the exhibition of a panorama of a certain topic, regarding the academic production. Therefore, even if it is not an exhausting research, it makes it possible for other researchers to have access to knowledge, showing the scientific scenario of a specific theme. The access to such information evokes contributions to academia, not only for presenting a current scenario, but also for broadening the view for new perspectives within a work area.

Beyond the scenario presented by means of the literature review, it is also important to reflect on the media place in its dialogue with education. The works analyzed in this review point out various questions in relation to that interface. In many articles it is evident the concern with the way that the relationship between media and education is established and, more specifically, with the possible contributions of the media on the pedagogical processes.

This way, the thought of Bévort and Belloni (2009) should be mentioned. They emphasize that the media advance, the easy access and the large dissemination of information in the contemporary culture require the involvement of education for the construction of critical individuals. Therefore, the media can become a strong ally of education, being used as an instrument, as an object of critical study, which could generate new ways to perceive reality and to deal with knowledge. i.e., education for the media, with the media, about the media, through the media. Only this way school can take part of citizenship formation, preparing people who are able to use the media as means of participation and expression of their own opinions and knowledge.

Before that, a contradiction is explicit, for, despite of the importance given by many texts on the place of the media in educational contexts (formal or non-formal), it was possible to notice, by means of this research, a scarce production on this theme. One of the hypothesis for such fact may be on the reflection of the above-mentioned researchers, when they claim that one of the reasons for the difficult consolidation in the field of media-education lies on the fact that such theme has not become a priority in the educational system.

This way, it is expected that this research may contribute to the academic discussions, in national and international scope, about issues related to media and education, cooperating for the construction and consolidation of a field study on media as well as for the construction of public policies and actions on media-education.

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