98 - EDUCATING AND/OR 'PROMOTING HEALTH'? THE SOCIAL REPRESENTATIONS OF PEDAGOGY ACADEMICS AND MEDICINE ON PHYSICAL EDUCATION TEACHING COURSE/CDS/UFSC

CLARISSA RIOS SIMONI
MAURÍCIO ROBERTO DA SILVA
Universidade Federal de Santa Catarina / Florianópolis-SC / BRASIL
clarissasimoni@yahoo.com

Introduction

Many times we already hear that people who opt to do the Physical Education Courses are people who like to practical sports and they do not like to study. Thus, we search to understand, through this research, how they had been constructed, in the common-sense, this Social Representations (RS) on Physical Education (EF).

In The University, we observe several types of preconceptions/stigmata and stereotypes about the EF students. Sentences such as: 'the students of the Physical Education Course go to college to learn how to play ball', 'they are a flock of beauty bodies and few brain', 'this course is good, it seems a club', 'there is not theory on this Course, just sport practice', 'you do not study', these are current in the colloquies (of the common-sense) in the campus. Including a part of the teachers of other centers, that teach lessons for EF, we already hear sentences like that: 'I already know how the students of the Physical Education Course are', in an ironic tone.

It seems there is a classification of the courses on based on questions like importance and status. We believe that there is a social recognition with a bigger valuation of some specific areas in detriment of others. The society raises such areas to a platform of almost unquestionable valuation.

We think that all representation is historically constructed. We need to think about what kind of conditions and possibilities had created a certain social importance hierarchy was constituted concerning the professions.

These episodes had led us to a questioning: through the vision of other academics from UFSC, what social representations are constructed about the Physical Education Teaching Course? Therefore the main objective of this research was: to analyze the social representations of the academics from UFSC concerning the Physical Education Teaching Course.

We understand that the reflection about the conditions and possibilities for the sprouting of such representations on this area of knowledge was a basic part on the clarification of the appraise inquiry problem. Which would be the origins of these marks/stereotypes? Would the Physical Education history have something related with this? Would not be the definition of our area as science? Or yet, the way as the Physical Education is being worked at schools, would be contributing to stereotype our profession? Or perhaps did the expectations not reach by students into the course? E finally, if the forms of curricular elaboration, evaluation, and the teachers performance, they could also be contributing for consolidation and dissemination of these preconceptions (if they really exist). These had been some questionings.

The intention of this study was to stimulate a discussion about the Physical Education Course, necessary to our formation and practical experience, that is justified, because we are living a period of curricular changes (inside of the UFSC course), whose first essays point to respect to retrocession and affirmations about the negative image of our area.

The relevance of this subject is still justified by the presence of few articles on this subject on the perspective that it intends to approach. This research, therefore, turns possible a society clarification, including the academic community on the discussion about the social image of the Physical Education and what the reflections necessary on this area are.

What are the Social Representations?

The theoretic-methodological point of view of this work was supported in the Theory of the Social Representations of Henri Lefebvre (1983). The social representations have important role on the basis of this research. It was through them that we tried to understand the stigmata and stereotypes of the EF Teaching Course of UFSC.

One understands that the social representations are the social speeches on determined fact. They are constructed in the common-sense, on day-by-day of the society and they seem to reflect ingenuous impressions of people about some fact. A daily interpretation became 'truth'.

If we think about the social representations as a reproduction of a perception that became a social speech, a question is proposed: what is it being done about EF, able to create preconceptions, stigmata and stereotypes related to this course?

On this way, Lefebvre said that representations do not appear only from the people's imagination. They start to exist at the same time facts are observed and interpreted. According Lefebvre (1983, p.60) Social Representations 'Nascem como símbolos em lo imaginario y se fortalecen vólvuindose corrientes, casi instituidas'. They legitimize themselves; they take place of the truth. They are a form of representation of the human being world; they are constructed images about the real life.

They start to exist at the moment where something is observed and related to the value judgments and world visions, explaining the fact, an object or an action by own words. From now on the empiric of constitution/perceptions are had as law, the stereotypes are incorporated into citizens thought becoming a natural sense-common. The representations come from a perceptive imaginary.

On the other hand the question is not to know if the social representations are true or false. The same quoted author previously say that: 'las representaciones no son ni falsas ni verdaderas, sino a la vez falsas o verdaderas: verdaderas como respuestas a problemas 'reales' y falsas como disimuladoras de las finalidades 'reales''. (Ibidem., p.63) the question is that they can be true in the measure they are perceptions of real facts, or either, they come from comments of the Physical Education Course, but they are also false/wrongs in the measure that are dissimulators of their real intentions.

We believe that there is a lacking of a bigger clarification for the society of the Physical Education Course is. There is a hypothesis on the part of several areas of knowledge and on the imaginary of the common-sense, representations or set of thought categories that characterize and forge, through stigmata and stereotypes, a crystallized and prejudiced vision about the Physical Education and in special on the Physical Education Teaching Course of the Sport Center of UFSC.

On this way it is necessary to stand out the importance to clarify to society the subjects of the Physical Education Course and its fields of performance to make possible reflections about social representations concerning making of the professional of Physical Education and its formation, making possible other faces of the same one, fighting reductive and stereotyped visions.

We live in the 21st century; we are part of a global and capitalist society, where, predominantly, something is only truthful if it is scientifically proved. Despite this, we believe the daily experiences of the human life, resultant from the necessity to face the challenges of day-by-day, as increasers of interesting world questions.

It is important to say, then, that the common-sense - daily experiences -, also called as vulgar or empirical knowledge, it is based on the daily experience, and it generalizes the common thought (Chauí, 2003, p.217-18). Therefore, this work makes the common-sense an object of research. This is the translation of the daily one.

We believe the possibility of such representations to question making of the Physical Education and to stimulate a re-elaboration of this field, through the reflection here proposed.

The construction process of research

Different methods are used to study the social representations. Nascimento and Camargo (2000, p.289) defend the idea of researches in this area present an innovative character on its choice and a development of appropriate methodologies to each object. Thus they thought about most interesting as qualitative research to evaluate the citizens in this study, since this allows a deeper analysis of this so complex subject that the Social Representations are.

The type of research was a study of exploratory character. This type of research propitiates a general and approach vision concerning determined content still few explored.

For Flick quoted by Birth and Camargo (2000, p. 289), such boarding allows to become the broken up phenomena in simple varieties as well as studying them in its totality. Moreover, he argues that as much the subjectivity of the researcher, all that are studied, they are part of the research process. In this way he tried to understand the social representations of this study deals but, without intending to be neutral in this process.

The interview of character half-structuralized described for Neto was used as research instrument. One established a script with categories and half-structuralized questions. The subject boarded had been: 1) the social relevance of the area of the Physical Education; 2) the Social Representations of the academics from Pedagogy/Medicine regarding the Physical Education Course of UFSC.

The research was done through the Universidade Federal de Santa Catarina (UFSC) particularly in the Health Sciences Center and Education Center. Fifteen academics had been boarded, being of these: ten from Pedagogy Course and five from Medicine Course. We decided to delimit the research between these two centers because we understand that the EF transits inside of areas as education and health. Moreover, these two centers are next to Sport Center (CDS) because there are some obligated disciplines taught by teachers from these centers. On the first interviewed mentioned course the number of interviewed is bigger, therefore the same offers one discipline called: Basis and Methodologies of the Physical Education, in the sixth semester and we decided to compare what the pedagogues think before and after such subject.

Inside of the Medicine Course, the monitors of Anatomy had been interviewed (obligated in the second semester of Physical Education Course), because we understand that these people already had a contact with the students from Physical Education Course.

The way to analyze the data of this research was based on Minayo (2003, p.67-80), that describes the content analysis dividing it in three phases: a) pre-analysis; b) exploration of the material; and c) treatment of the gotten results and interpretation.

Analysis and discussion of the data

In the first part of this research it was asked to the interviewed academics about *the social relevance of the area: Physical Education*. This stage was done with the intention to understand more clearly the RS of the EF after to analyze the RS of this Course of UFSC.

The Pedagogy academics have the image of the relevance of the EF linked to 'Body Education'. They talked about the work's area at school, understanding it as educative field; however, not inside the classroom. The EF appears as a holistic discipline that is connected with the body and it produces different ways to teach, outside of 'classroom'. At the same time, the approach with the hour of the trick, 'where you can make everything that you want', also appears. The interesting is that this space is considered more pleasant for students, in the vision of the interviewed, what it would compensate the effort demanded into the other disciplines.

The representations about EF at school that live in the imaginary of the pedagogues to be, they seem to distinguish into two modalities of teaching, that are complementary, and that happen in distinct spaces. These distinctions remember the discussion about the forms how Education is organized at school. The classroom study is hard, quiet and individual, in contrast of what appears being done in the lessons of Physical Education at school. The student's space in the classroom is the desk and his/her angle of vision must be restricted on the blackboard and the teacher.

The space of EF, in contrast, it would be then the moment of release, of the dialogued sociability with the colleagues and of the trick. Moreover, the form as the EF undertakes the teaching, on speech of interviewed ones; it seems a practical without theory. This seems to be the EF described by interviewed ones.

According to Bracht ideas (1992, p.21), the development of Physical Education always was determined from outside, and the agreement of this as activity eminently practical also collaborates to hinder the theoretical reflection inside, so the EF appears, also, with a connotation of being a calm down discipline for students.

The relevance of the EF is seen by the optics of who works with the health, aesthetic and exercise. It promotes the 'being healthful', working with body and movement. The experience of some Pedagogy academics with disciplines of Beddings and Methodologies of Physical Education, in its course, could make possible the construction of other representations about this area, as it appears on students talk. There is a deconstruction of a work of social representation on Physical Education linked to an apology about the search of the perfect body in front of the social look. Such representation demonstrates a possible reflection on the role of the Physical Education professional in a society more directed to education and health.

But the future doctors have a vision of the relevance of EF on the 'promotion of health', it means, the responsible area for the correct prescription of physical exercises, those contribute for the improvement of life's quality, preventing the development of illnesses. Moreover, the sport appears in mainly role. The EF would study the physical development, nutritional and didactic aspects, about teaching practical sport. Fensterseifer said (2001, p.33) 'the practical of Physical Education teacher since the university, aimed at technical /instrumental knowledge and the physical capacities, being thus the politician-pedagogical decisions in another instance'. However, as already quoted, the Physical Education professionals seem to be strengthening themselves for the construction of a new conception for this area, however it still has those that strengthen it as it is.

Social representations of the Course of UFSC

The Pedagogy students see the course of UFSC with a very practical approach, or either, that it has few theories. These representations say that the learning in this course is learned with the practical.

It seems to have an agreement that practical activities are not important in the current capitalist society. This seems to be close to the free time, to the moment of break of service, or of study, e thus, a thing that is done without thinking. The EF can be perceived as an area that it does not need to think, that only practical activities constitute it, as if these last ones did not involve study and reflection. However it is also clearly in the answer of these citizens the agreement about EF course that it has an important joint of theory with practical one.

However, the time of EF at school is thought as a moment to play. It seems not to have the agreement that is though tricks that children construct and interpret their world. The playful moment that a trick provides is a social learning moment. However, this interpretation does not match with the values of our current society that sees this moment as waste time. According Silva (2003, p.194) the playful values had been stolen from men by capitalism. Values like freedom, creativity, feeling, discovery, passion, solidarity, desire and utopia. And this author thinks child produces joy, relaxation, life, culture, playing.

The modern values that want productivity, individuality and profitability, are not in agreement with Physical Education class seems to be. The activities of this discipline at school can be close to 'doing nothing', just to play, as if it was not essential for the development of the human being.

The beauty body, exercised is one of the lines of the aesthetic of current society. It seems there are a conflict and a preconception about this idea. It seems is that, on their vision, the Physical Education is an area where you exercise a lot,

gymnastics, among others, and the teacher has to be the example of what that activity will change your body into the teacher's one. It is the so common use of molds of world productivity system.

On this thematic one, Sant'Anna (1999, p.57) says that: 'The body cult is in high for decades. Since the end of the Second War, at least, the concerns with the body had gained an unknown public visibility'. So, Physical Education is confused with ideologies of modern society where the important is to be inside of the body mercantilist parameters.

The following category, identified on the speeches, has an important relation with the construction of the knowledge field, on Physical Education area, e its social legitimating. The interviewed ones see this course from the stereotypical of its academics, comparing them to athletes.

Understanding the body and as this must be worked seems to be another social representation of the EF course. In this perspective the body education through the EF, in our opinion, it would be in a social imaginary referring to an expression in the set of the actions and representations of the professionals of this area until today. On this historical form the perception of Pedagogy academics to this course seems to be linked on the images of the corporal education.

The following representation characterizes EF Course as practical teaching. Moreover, the academics seem to recognize the area in question as a necessary interdisciplinary field of school. According to Bracht (1992, p.35) 'Physical Education is a pedagogic practical one that has aborded elements of corporal/movement cultural sphere". This author defends the EF as one pedagogical subject that has its place at school. However, this argues the necessity of legitimating of the meaning of this area, for him, to present reasonable arguments for its stability or inclusion on curricular school. The scholar EF has for this author the contribution character in the process of children and adolescents socialization.

The EF course is represented for these Pedagogy academics as being constituted by people non-stressed. The observed impression from interviewed ones is that this course takes care of body, health and mind, e thus being free of tensions.

The vision of the Pedagogy academics about EF course and its performance field seems to be modified by those that are attending a discipline of Beddings and Methodologies of Physical Education, demonstrating a vision changing.

Related to RS from future doctors, it is possible to observe that the referred academics have their representations about EF Course of UFSC very related to images concerning the students.

In this category, the EF student appears as somebody that is not very much dedicated to the studies, that he is not assiduous to classes and that infringes norms (all the interviewed monitors had told this fact as a great problem of the EF academic).

The representation of the EF academic is about a non-worried person, that it is situated near the border of the "lazy one". In this point they are stereotyped as those that are not stressed and that have a lot of free time. This can be related with the clothes of these academics who are more 'informal' therefore use shorts and tennis, in contrast of the majority of Medicine students who cannot work inside a hospital dressed on this form.

Moreover, it seems there is a dichotomy between: manual/physical work and people who do not work. The people talk left to understand that the EF academics work with the body, practical lessons, do exercises, etc. Thus they are not worried about studying, therefore this type of work does not seem demand much study.

Comparisons with a standard student, that would be the students from Health Sciences Center, also appear in the speeches. The social representations linked to the EF academic clothes, let to show a vision of students of this course 'are more released', they do not fulfill schedules and they are not worried in following the norms of the anatomical one, those are the common sense among the interviewed ones.

The last told subject is sufficiently interesting; it deals with evidence that the EF is situated in an isolated center. The Physical Education Course of UFSC is the only ones in Brazil to have an exclusive Center. In the other universities generally it is linked to Education Center or Health Center.

Preliminary conclusions

This work searched to analyze the Social Representations about Physical Education Teaching Course/CDS/UFSC. To do this Pedagogy and Medicine academics had been in such a way interviewed and from the content of these interviews had been analyzed their vision about the EF.

From the Social Representations, understood as the social speech on some fact, stigmata and stereotypes of the area and the course from CDS had been become naturalized in the academic common sense. However we known that these stereotypes are not false neither true, but constructed visions about real and daily experiences. The important here is to think that new representations on the EF area and the course of UFSC can be constructed. In this way we understand the constant construction and reconstruction character of the social representations through the time.

We searched, through this research, to analyze how the future pedagogues see the EF course. In accordance with the answers this course would be linked with a practical approach, 'beauty body', 'sport is health', related to 'nature and freedom', as people who work the body teaching, and that are not stressed. As well as it can be seen in the social relevance of the EF area, told by the searched academics as being important, because it works with the education at school, being an anti-stressing discipline, that is related to health, that works with the body, and brings an ample field of work.

It seems there is a confluence of ideas that relates the relevance of the EF area to the stereotypes of the UFSC course. However, some representations remain existing, such as: 'sport is health', 'physical education is the hour to play', 'it is the time to do what to want', of un-stressing, among others that makes the EF still perceived as a education complement of the classroom, seen many times as monotonous and tiring, what has been surpassed inside of the area. Here the contradictory character of the RS is marked, therefore the Pedagogy at moments of the speeches shows a conscience of exceeded visions, and however, there is still demonstrated by stigmata and stereotypes, in other moments.

In contrast to what happened in the Medicine. It was possible to identify that the Medicine students understand the social relevance of the EF in the scope of the exercise prescription, in the prevention of illnesses, on the sport work, and still sees an ample field of work in this area. However, related to the RS on the EF course of UFSC, the stereotypes are totally different. To them the students of this course do not like to study, they are non-worried, non-stressed, that 'they run away the rules', 'they have beauty body' and they isolate themselves in an own center (CDS).

There is a contradiction about the understanding of the EF area in relation to the images that they have about the UFSC course. It is interesting to show that the visions of EF course of UFSC are directly related to the same academic.

Another interesting point to be detached refers to the health question. In the answers of the citizens from these two courses they relate Physical Education to the 'health promotion', so this leads that this area is still much linked to the biological questions. Perhaps for account of the social system that promotes this health market and that visualize the EF professionals as 'health sellers'.

Inside of this conclusion we can relate the trends that cross the interviewed academics speeches. They are: 1. The EF is a related area to the health promotion; 2. It in such a way contemplates the sport in the scholar practical related to the academics of the course - athletes; 3. It is a discipline anti-stressing at school and its academics have the same stereotype non-stressed people; 4. It understands an ample field of work. These are the most important trends of the research and that they can represent the images of the EF in the society. We distinguished that EF is still few understand as a scholar discipline. This thematic was only related by Pedagogy academics, what shows a necessity of clarification for the society of the importance of EF as discipline at school.

The conclusions of this work are preliminary and provisory, so perhaps could be interesting that other researches approach the subject of RS, but now inside of EF, with students and professors, because of inside of this area different representations can appear.

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Clarissa Rios Simoni
Rua 242 nº 40 apto 801 Meia Praia
Cep. 8820-000 Itapema/SC
Tel. 47-3684382
clarissasimoni@unisul.br

EDUCATING AND/OR 'PROMOTING HEALTH'? THE SOCIAL REPRESENTATIONS OF PEDAGOGY ACADEMICS AND MEDICINE ON PHYSICAL EDUCATION TEACHING COURSE/CDS/UFSC

ABSTRACT
Why everybody thinks that the Physical Education academic goes to the University “To Play Ball”? Starting with this question, this research looked for an analysis of the Social Representations of Physical Education Teaching Course of UFSC in the vision of the academics from Pedagogy and Medicine courses of the same University. Fifteen interviews were realized, and analyzed through the continuous construction and reconstruction of the Social Representations. Inside of this conclusion we can relate the trends that cross the interviewed academics speeches. They are: 1. The EF is a related area to the health promotion; 2. It in such a way contemplates the sport in the scholar practical related to the academics of the course - athletes; 3. It is a discipline anti-stressing at school and its academics have the same stereotype non-stressed people; 4. It understands an ample field of work. These are the most important trends of the research and that they can represent the images of the EF in the society. We distinguished that EF is still few understand as a scholar discipline. This thematic was only related by Pedagogy academics, what shows a necessity of clarification for the society of the importance of EF as discipline at school. And, in this manner, the understanding that change the meaning representations could be constructed about the area of the Physical Education and about the UFSC course. **Key words**: Social Representation Physical Education Meaning Change

EDUCANT ET/OU « PROMOUVANT LA SANTE » ? LES REPRESENTATIONS SOCIALES DES ETUDIANTS DE PEDAGOGIE ET MEDECINE AU SUJET DU COURS D'EDUCATION PHYSIQUE/CDS/UFSC

RESUME
Pourquoi tout le monde pense que l'étudiant d'Education Physique va à l'Université pour aprendre à « jouer au ballon » ? A partir de cette question, cette recherche a cherché a analyser les Représentation Sociales du cours d'Education Physique de l'Université Fédérale de Santa Catarina du point de vue des cours de Pédagogie et de Médecine de cette Université. 15 entrevues semi-structurées ont été réalizées, analysées en utilisant la téchnique de l'analyse de contenu. Parmis les principales représentations que traversent les discours des élèves interviwés apparaissent : 1. L'Education Physique est un domaine relacionné à la promotion de la santé ; 2.Elle Englobe le sport scolaire et aussi celui rapporté aux élèves du cours spotifs ; 3. C'est une discilpine anti-stress à l'école et a des étudiants du même stéréotype personnes sans stress ; 4. Elle Englobe un marché de travail ample. Celle-ci sont les tendences plus marcantes de la recherche et qui peuvent représenter l'image de l'Education Physique dans la société. Grâce à cette étude il fut possible comprendre le caractère de construction continue et reconstruction des Représentations Sociales et, aussi, percevoir que resignificatives représentations peuvent être construites au sujet de l'Education Physique e le cours de la UFSC. **Mots clé :** Représentations Sociales Education Physique Resingnification

EDUCANDO Y/O “PROMOVIENDO SALUD”? LAS REPRESENTACIONES SOCIALES DE LOS ACADÉMICOS DE PEDAGOGÍA Y MEDICINA SOBRE EL CURSO DE LICENCIATURA EN EDUCACIÓN FÍSICA/CDS/UFSC

SUMARIO
¿ Por qué todos piensan que el académico de Educación Física va a la Universidad a aprender a “Jugar a la Pelota”? . A partir de este cuestionamiento, esta investigación buscó analizar las Representaciones Sociales del curso de Licenciatura en Educación Física de la UFSC en la visión de los académicos de los cursos de Pedagogía y Medicina de la misma Universidad. Fueron realizadas 15 encuestas de carácter semiestructurado, analizadas a través de la técnica del análisis de contenido. Dentro de las principales visiones que se representan a través de los discursos de los académicos entrevistados se destacan : 1. A EF es un área relacionada a la promoción de la salud; 2. Contempla el deporte tanto en la práctica escolar como relacionado a los académicos de curso deportistas; 3. Es una disciplina antiestrés en la escuela y tiene en los académicos del curso el mismo estereotipo- personas no estresadas; 4. Comprenden un amplio campo de trabajo. Estas son las tendencias mas marcantes de la pesquisa y que pueden representar las imágenes de la EF en la sociedad. Con este estudio fue posible comprender el carácter de contínua construcción y reconstrucción de las Representaciones Sociales y, así, percibir que recodificadas representaciones pueden ser construídas sobre el área de Educación Física y el curso de la UFSC.
Palabras-claves: Representaciones Sociales - Educación Física - Recodificación

EDUCANDO E/OU “PROMOVENDO SAÚDE”? AS REPRESENTAÇÕES SOCIAIS DOS ACADÊMICOS DE PEDAGOGIA E MEDICINA SOBRE O CURSO DE LICENCIATURA EM EDUCAÇÃO FÍSICA/CDS/UFSC

RESUMO
Por que todos pensam que o acadêmico de Educação Física vai para a Universidade aprender a “Jogar Bola”? A partir deste questionamento, esta pesquisa buscou analisar as Representações Sociais do curso de Licenciatura em Educação Física da UFSC na visão dos acadêmicos dos cursos de Pedagogia e Medicina da mesma Universidade. Foram realizadas 15 entrevistas de caráter semi-estruturado, analisadas através da técnica de análise de conteúdo. Dentre as principais representações que atravessam os discursos dos acadêmicos entrevistados, destacam-se: 1. A EF é uma área relacionada a promoção da saúde; 2. Contempla o esporte tanto na prática escolar como relacionado aos acadêmicos do curso esportistas; 3. É uma disciplina antiestresse na escola e tem os acadêmicos do curso o mesmo estereótipo pessoas não estressadas; 4. Compreende um amplo campo de trabalho. Estas são as tendências mais marcantes da pesquisa e que podem representar as imagens da EF na sociedade. Com este estudo foi possível compreender o caráter de contínua construção e reconstrução das Representações Sociais e, assim, perceber que ressignificadas representações podem ser construídas sobre a área da Educação Física e o curso da UFSC.
Palavras-chaves: Representações Sociais Educação Física Ressignificação.