

YLS RABELO CÂMARA (ORG.)

DAS BRUMAS À LUZ

VOLUME I

ESCRITORAS INTERNACIONAIS EM PAUTA



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PLURISSABERES AND LIVE STREAMING
IN A UNIVERSITY LIBRARY:
CONTRIBUTIONS OF THE FIRST
SCIENTIFIC JOURNEY OF FILHAS DE
AVALON STUDY GROUP

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INITIAL CONSIDERATIONS

Plurissaberes is an extension and academic initiation project based at the Human Sciences Library (acronym in Portuguese: BCH) of the Federal University of Ceará (acronym in Portuguese: UFC), which aims at transmedia and multiplatform scientific communication, aiming to give voice to students, teachers, technical-administrative, and professionals in Education from this university and representatives from other public universities and research institutes in Brazil and other countries, as well as librarians from different areas.

As one of the most prominent and successful partnerships that we have established since our inception, there is the study group called Filhas de Avalon, sponsored by the State University of Ceará (acronym in Portuguese: UECE), which brings together researchers from seven different countries, belonging to the most diverse areas of knowledge and in the most varied levels of education: from undergraduates to postdoctoral students. What connects them, in addition to lusophony, is the love that the membership has for women's writing, reflected in virtual classes/meetings (once weekly and now fortnightly) held by this study group throughout the year, in addition to the courses, short courses, lectures and round tables at academic events promoted by it or to which it is invited, where the social actors involved in the activities – participation in commissions (Creation and Art, Technical and Social Support, and Event Organization) to the realization of oral communications and lectures – belong to its members. The objective of the group is to present not only to the scientific community, but also to lay people interested in the scope that Filhas de Avalon studies, the lives and works of national and international female writers – from the past and presently – who, depending on some factors – such as the threat they represented or represent to their male peers due to the competence with the art of the word that they demonstrated or demonstrate –, were or are silenced and erased by the Literary Canon – whether Western or Eastern.

In addition, academic writing shaped in the form of articles and essays written collaboratively and soon published is what Filhas de Avalon has been leaving as a legacy for the Academy in the form

of written production – already since its first edition, a massive and materialized collaboration, by way of illustration, in the thirty articles and five essays on several of the first thirty-five female writers studied in the meetings of its debut edition, currently published in two e-books: one concerning national female writers and the other, international female writers.

Starting from this brief contextualization, this chapter presents the contributions of one of the events organized by this study group in partnership with the Plurissaberes Project: the First Scientific Journey of Filhas de Avalon Study Group, carried out through live streaming transmedia (transmission live) on YouTube, Facebook, Instagram and Twitter, promoting the production of audiovisual content in a university library.

After these initial considerations, we will see, in the subsequent sections: Methodology, Theoretical Framework, Results and Discussions and Final Considerations. As part of the methodology, we will discuss the methodological procedures that underpinned our data collection and analysis – among them, bibliographical, documental, exploratory, netnographic and quantitative and qualitative research. In the theoretical framework, which supported the writing of this work, we detail the contextualization of the theme in the macro universe of audiovisual production, in which the universe of live streaming is inserted, in an approach about infocommunication, interdisciplinarity, scientific communication and transmedia phenomenon.

At the results and discussions section, we will present the

Plurissaberes Project based on actions developed since its genesis. Then, we will discuss the contributions of the I Scientific Journey of Filhas de Avalon Study Group to the audiovisual content production routine at BCH. In this regard, the lectures recorded simultaneously for the two YouTube channels (Plurissaberes and Filhas de Avalon) were essential, as well as the questions shared by the public in the live chat during the event.

1 METHODOLOGY

The methodology consisted, firstly, of a bibliographical and documentary research, which enabled the composition of the theoretical framework of this article, the first being, according to Gil (2002), constituted by sources of written materials – among them, books and articles scientific –, and the secondly, by more diversified sources, such as spreadsheets, chats, videos and podcast episodes.

In this sense, we resorted to the netnographic method, given that we were part of the virtual community that mediated and interacted directly in the live chats during the transmissions of the lectures on YouTube. We corroborate, then, the definition presented by Kozinets (2014, p. 61-62, emphasis added), by exposing that (in Portuguese):

A netnografia é pesquisa observacional participante baseada em **trabalho de campo online**. Ela usa comunicações mediadas por computador como fonte de dados para chegar à compreensão e à representação etnográfica de um fenômeno cultural ou comunal. Portanto, assim como praticamente toda etnografia, ela se estenderá, quase que de forma natural e orgânica, de uma base na observação participante para incluir

outros elementos, como entrevistas, estatísticas descritivas, **coletas de dados arquivais**, análise de caso histórico estendida, **videografia**, técnicas projetivas como colagens, **análise semiótica** e uma série de outras técnicas [...].⁸⁶

We also adopted a quantitative-qualitative approach, using the exploratory strategy, whose objective was to make use of “[...] dados e resultados quantitativos para auxiliar na interpretação de resultados qualitativos⁸⁷” (CRESWELL, 2007, p. 218). In this regard, we explored the history and consolidation of Plurissaberes Project on YouTube and in the podosphere, including the partnership with Filhas de Avalon Study Group.

Aiming at data collection, we accessed the recordings of the six lectures given at the First Scientific Journey of Filhas de Avalon Study Group, which was simultaneously broadcasted on two channels on YouTube, as mentioned above: Plurissaberes and Filhas de Avalon. From these, we collected the complete schedule of the event, the statistics of views of each lecture and the record of the questions launched in the live chat.

To this end, we installed the extension called Save Live Streaming Chats for YouTube in the Google Chrome browser, available free of charge in the Chrome Web Store, a tool that allowed the export of live

⁸⁶ “Netnography is participant observational research based on online fieldwork. It uses computer-mediated communications as a data source to arrive at an ethnographic understanding and representation of a cultural or communal phenomenon. Therefore, like virtually all ethnography, it will extend, almost naturally and organically, from a base on participant observation to include other elements such as interviews, descriptive statistics, archival data collections, extended case history analysis, videography, projective techniques such as collages, semiotic analysis and a series of other techniques [...]” (KOZINETTS, 2014, p. 61-62 – Translated by the authors of this article).

⁸⁷ “[...] quantitative data and results to aid in the interpretation of qualitative results” (CRESWELL, 2007, p. 218 – Translated by the authors of this article).

chats in an Excel spreadsheet, whose files were saved in Google Drive folders. From this material, we identified the questions asked by the audience and highlighted, with a view to the analysis process, the main doubts raised during each of the lectures.

Compiling the questions in the chat led us to explore related topics to broaden the discussions in other media and digital platforms. Thus, compiling the doubts also served as a motivation to produce spin-off content, that is, productions derived from the Journey, such as: podcast episodes, video classes, short courses, distance training and pocket content, among others from the transmedia universe.

All these mechanisms illustrate the contribution of this event and allow expanding and reinforcing the themes addressed in the lectures insofar as they favor scientific communication and bring the library closer to the university community through live streaming.

2 THEORETICAL FRAMEWORK

2.1 Contextualization of the Theme

In the macro universe of audiovisual production, the text, audio and video elements converge and synchronize with each other, generating information and, consequently, multimedia collections that require a different look on the part of the producing entities. Thus, Briggs and Burke (2016) present important historical facts and events in the evolution of the audiovisual information production chain, where, for example, the first films that came from photography passed through the film era and can now be watched in high sound resolution

and image. Likewise, expensive television equipment required more and more supports, also called archival media, in order to make it possible to safeguard and maintain audiovisual quality and resolution.

For this discussion, it is also necessary to consider the scenario in which the emergence and consolidation of mass communication vehicles took place, such as radio, cinema and television. From the emergence of these media, between the end of the 19th century and the first half of the 20th century, began the formation of physical collections composed of the production of messages, photographs and films, foundations for the origin moving images, large movie theaters and television exhibitions in Europe and the United States (BRIGGS; BURKE, 2016). In Brazil, the process took place between the 1950s and 1970s – when the first television channels structured their programming based on improvisation, live, photography and radio, facing, in many cases, media fires and large proportions, which culminated, as a consequence, in the loss of important television productions (RIBEIRO; SACRAMENTO; ROXO, 2010).

Coming to the era of streaming (AVILA, 2008; MASSAROLO; MESQUITA; PADOVANI, 2018), audiovisual production has seen a considerable increase in the most diverse digital platforms, generating big data on YouTube, in the podosphere, in applications, in social media, in archives of images and in the documentation centers of radio and television stations. The transmedia phenomenon in the universe of live streaming, for example, began simultaneously with the consolidation of social media, such as Facebook, Instagram and Twitter, being incorporated into the services also offered by YouTube and in the podosphere (in livecast format).

However, it is known that live streaming was boosted during the covid-19 pandemic, a scenario in which many professions had to reinvent themselves and take advantage of the opportunities brought by these media and their sociocultural practices. From interfaces such as Restream and StreamYard, launched in 2015 and 2018, respectively, multiplatform and transmedia transmissions have grown exponentially to meet the needs of different areas of activity and different audience niches – among them, scientific communication and the university environment.

In this context, as a theoretical basis for the writing of this article, we will briefly discuss the epistemological and interdisciplinary relationships between Communication, Librarianship and Information Science in the scope of Human Sciences, Applied Social Sciences and their Languages, in the light of existing definitions that can be expanded to infocommunication and scientific communication on the use of transmedia digital platforms.

2.2 Infocommunication and Interdisciplinarity

In a search for the term “infocommunication”, carried out in October 2020, the CAPES Portal de Periódicos retrieved, at that time, only seven results, which, *per se*, demonstrates that it was, at that time, relatively new in the epistemological and interdisciplinary relations that are established in the tripod Communication, Librarianship and Information Science. Regarding this interdisciplinarity, we corroborate the definitions and axes presented by Gouveia and Silva (2020) in a basic

article on infocommunication which discusses methodological aspects for the fields of Communication and Information Science, abbreviated by the authors as CIS. On the other hand, the study brought about by Reis and Maricato (2018, p. 228) points to bibliometric paths that ratify the interdisciplinarity of the CIS, stating that:

[...] como ciências interdisciplinares se mostra quase como um consenso entre pesquisas das áreas, o que torna fundamental compreender, analisar, problematizar e identificar as possíveis relações entre os dois campos.⁸⁸

In an attempt to broaden the understanding of interdisciplinarity, we turn to Pombo (2008), who differentiates the concepts of pluri/multi, inter and transdisciplinary, defending that, applied to areas of knowledge, these words “[...] devem ser pensadas num *continuum* que vai da coordenação [pluri ou multidisciplinaridade] à combinação [interdisciplinaridade] e desta à fusão [transdisciplinaridade]⁸⁹” (POMBO, 2008, p. 14, emphasis added). With regard to this interdisciplinary relationship in CIS, the chapter by Silva and Ramos (2014, p. 69, emphasis added) brings some findings that also served as a basis:

Há motivos fortes, do ponto de vista epistemológico, para que [...] seja reforçado e aperfeiçoado o campo da interdisciplina CIC ou CCI, uma vez que do seu desenvolvimento e consolidação internos resulta,

88 [...] as interdisciplinary sciences, it appears almost as a consensus between research in the areas, which makes it essential to understand, analyze, problematize and identify the possible relationships between the two fields. (MARICATO, 2018, p. 228 – Translated by the authors of this article).

89 “[...] they should be thought of in a continuum that goes from coordination [pluri or multidisciplinary] to combination [interdisciplinarity] and from this to fusion [transdisciplinarity]” (POMBO, 2008, p. 14, emphasis added – Translated by the authors of this article).

em princípio, uma capacidade acrescida de pesquisa sistemática e produtiva sobre os aspectos e as questões humanas e sociais implicadas no **fenômeno infocomunicacional**, manifestado cada vez mais extensivamente **em plataformas digitais**, numa cobertura que não tardará muito a ser total na vida hodierna⁹⁰.

We can say, this time, that this coverage is already complete in many environments – such as those of federal public universities, for example, where there are disseminated productions on the most diverse digital platforms, such as repositories, social media, applications and streaming services, among others. And in this infocommunicational phenomenon, cross-platform and transmedia live streaming emerges sometimes a means of transmedia communication, sometimes a product of the need for remote work in times of a pandemic.

3 RESULTS AND DISCUSSION

3.1 Plurissaberes: A University Library in Lives and Podcast

Tracing a brief history of Plurissaberes, the activities of recording and editing videos for short courses and distance training given by librarians date back to 2016. In 2018, we started to explore the virtual environment of the podosphere, but it was only in August 2019 that we

⁹⁰ There are strong reasons, from an epistemological point of view, for [...] strengthening and improving the field of the CIC or CCI interdiscipline, since its internal development and consolidation results, in principle, in an increased capacity for systematic research and productive on the human and social aspects and issues involved in the infocommunication phenomenon, manifested more and more extensively on digital platforms, in a coverage that will not take long to be total in today's life. Silva and Ramos (2014, p. 69, emphasis added – Translated by the authors of this article).

officially launched the BCH cast, which came as a result of a Master's research in Information Science (SANTOS, 2018). Later, in April 2020, we changed the name of the podcast to Plurissaberes, envisioning the expansion of actions and the formalization of the project's registration at UFC, more specifically at the Pro-Rectorate of Extension (acronym in Portuguese: PREX) and at the Pro-Rectorate of Student Affairs (acronym in Portuguese: PRAE).

With its own visual identity, Plurissaberes has expanded its audience niche, focusing precisely at transmedia and multiplatform scientific communication. Therefore, it was necessary to create a logo that represented the proposal of that name. Under the consultancy of Cria Marcas, there was a briefing during the months of March and April 2019, with the effective delivery of the visual identity manual in June of that same year (CRIA MARCAS, 2019). The result can be accessed through the video entitled "Plurissaberes: a ideia por trás da marca":

Figure 1 – Logo of the Plurissaberes Project



Source: CRIA MARCAS (2019) and PLURISSABERES (2020)
Available at: <https://youtu.be/IrWMzEd11ac>

In 2020 and 2021, we raised and consolidated great partnerships at the local, regional, national and international levels; among them, the Filhas de Avalon Study Group. The timeline below illustrates this trajectory of genesis and consolidation of Plurissaberes:

Figure 2 – Trajectory Timeline of the Plurissaberes Project (from 2016 to 2021)



Source: Elaborated by Santos (2021)
 Available at: <https://youtu.be/oKNGa6w3wVE>

From this perspective, Plurissaberes arose from the need for a closer dialogue between the library and the UFC university community. In addition, it is imperative to emphasize that, in the production of audio and video content in the BCH environment, not only representatives of the internal community act, but also those of the community external to the University.

Before the scenario of the covid-19 pandemic, we already made available, on the BCH/UFC channel, contents in the form of video classes

and recorded meetings to answer questions about the subjects presented in the short courses and distance training carried out by our libraries as Universidade Federal do Ceará. However, in May 2020, we opened the range of options and opportunities for the scientific communication, where we started to make effective use of the Plurissaberes brand and carry out situational tests with each live transmission.

Starting from the StreamYard platform interface, the lives occur simultaneously on YouTube, Facebook and Twitter. For placement on Instagram, we use the Easy4Live platform. In this sense, there is the production of thematic series, divided by seasons, in order to expand the discussions to other means favoring transmedia and multiplatform scientific communication as we invest in the visibility of the channel on YouTube, the podcast and the profiles on other social media.

As a result of the projection of the lives, several work partnerships have emerged, and, gradually, the BCH team has seen in the channel a way of offering another service to the community by making the Plurissaberes channel available for holding technical-scientific events in the YouTube. This time, we not only broadcasted our own contents, divided by seasons and thematic series, but also that of partners, including simultaneous transmission on the channel of these partners – which always demands exhaustive training led by librarians, scholarship holders, interns and interns using the StreamYard platform, bringing together the organizing committee of each event to provide a library consultancy service before, during and after each live, based on the tasks listed in the table below:

Table 1 – Technical Attributions in Plurissaberes Live Streaming

BEFORE THE LIVE	DURING THE LIVE	AFTER THE LIVE
<ol style="list-style-type: none"> 1. Plan and research topics according to the needs of the academic community; 2. Search for possible guests/speakers, initial contacts, invitations and details of the transmission proposal; 3. Collect information about the guests/speakers (personal and academic data, photo for the production of promotional material and data about the research/project/class to be presented); 4. Create virtual rooms in the transmission studios and generate links for dissemination; 5. Produce promotional material for social media and vignettes for YouTube; 	<ol style="list-style-type: none"> 1. Welcoming newcomers to the broadcast studio before the beginning of the live; 2. Manage the display of vignettes and promotional videos at the beginning and end of the transmission; 3. Start cross-platform live streaming and welcome the public; 4. Control the screens, thumbnails, logos and vignettes; 5. Monitor live chat; 6. Display the comments and questions asked during the transmission on the screen; 7. Maintain contact with the even's organizing committee, mediators, speakers, interpreters, translators, audio describers and the technical management team within StreamYard, in the so-called internal chat; 	<ol style="list-style-type: none"> 1. Convert the recording to audio in order to publish it as a podcast episode; 2. Analyze and document broadcast reach, audience and engagement in reports; 3. Collect live assistance feedbacks; 4. Generate a spreadsheet for sending certificates or declarations, based on completing the evaluation forms; 5. Send certificates and declarations by email semi-automatically, using the Autocrat extension in a Gmail account; 6. Set the YouTube timestamp of all recorded content; 7. Analyze, describe and index the produced audiovisual content and insert it in thematic playlists aiming at the findability and recoverability of information;

<p>6. Conduct training and acclimatization at StreamYard with the event's organizing committee, mediators, speakers, interpreters, translators, audio describers and the technical management team;</p> <p>7. Develop, share and, when necessary, update the tutorial on the platform;</p> <p>8. Prepare the evaluation form for issuing declarations or certificates of participation.</p>	<p>8. Coordinate the entry and exit on the screen when there are LIBRAS interpreters;</p> <p>9. Coordinate the translators of other languages, in the case of foreign speakers, and the audio describers, when the transmission has this accessibility resource;</p> <p>10. Intervene in the broadcast whenever there is any unforeseen event with the participants of the live;</p> <p>11. Provide, in the live chat, the access link to the evaluation form;</p> <p>12. End the transmission.</p>	<p>8. Analyze the feedback, always aiming at the continuous improvement of the channel, as well as obtaining insights generated by the audience for the production of new content or for the continuity of the themes addressed;</p> <p>9. Monitor the number of subscribers and views on the channel;</p> <p>10. Control, in a specific spreadsheet, the number of views in the immediate post-live, with a view to monitoring the growth of these numbers in the future.</p>
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Source: As Adapted by Santos and Oliveira (2022).

The beginning of the partnership between the Plurissaberes Project and the Filhas de Avalon Study Group dates from 2020, more specifically from December of that year, when we jointly promoted the First Scientific Journey of Filhas de Avalon Study Group between December 16th and December 18th. Widely known, this event generated important discussions in the field of scientific communication and writing, with a program that can be accessed for free on YouTube.

3.2 Contribution of the First Scientific Journey of Filhas de Avalon Study Group

This event arose from the need to start designing the thirty articles and five essays that were jointly written by the members of this study group together with the Group Leader (Dr. Yls Rabelo Câmara) – who guided the authors and corrected the works in dozens of rounds each – and they are being published in this and in the other e-book referring to the written production of the first edition (2020-2021). Filhas de Avalon is formed, for the most part, by undergraduates and graduates without the practice of academic writing. Thus, it became necessary to create an immediate mechanism which would provide them with the maximum knowledge in this regard in order to balance the damage of not having had it until that moment.

This is how the Leader of the Group idealized and, together with its Events Organization Commission, made up of three members, designed and carried out the First Scientific Journey, in partnership with the Plurissaberes extension project, contemplating aspects of the academic world and whose programming was not limited to the membership of Filhas de Avalon, in a micro sense, but, instead, expanded its scope in a macro sense, welcoming the entire academic community interested in the topics addressed on that occasion.

Thus, the study group was successful in having 1,004 (one thousand and four) registered participants for the event that, as already mentioned, took place in the last working/academic week of 2020, when people were already largely fed up with so many virtual concomitant events, in the midst of the chaotic scenario of the

pandemic, but which showed a clear interest in the themes disclosed to compose a program for three subsequent days. Here we make an addendum to mention that among this high number of congregants, there were listeners from African and Latin American countries, in addition to the vast majority formed by national listeners.

We present the schedule of this important academic event in the table below, which is divided by the title of the lecture; speaker's name; full minutes; total views on both channels (Plurissaberes and Filhas de Avalon), with statistical data from July 07, 2022; and, finally, the number of certificates issued per lecture, which corresponds to the number of respondents on the evaluation form available at the end of each live:

Table 2 – Lectures of the I Scientific Journey of Filhas de Avalon Study Group

Lecture	Lecturer	Time	Views in Plurissaberes YouTube Channel	Views in Filhas de Avalon YouTube Channel	Certificates Issued
Mistakes to Avoid in Academic Writing in Portuguese, English and Spanish	Dr. Yls Rabelo Câmara	01:51:16	400	1482	416
Speech Therapy Exercises for Speakers	Henrique Martins	02:05:22	224	859	318

Elaboration of References in the ABNT	Librarian Francisco Edvander Pires Santos	02:04:05	426	947	338
Social Media for Savvy Investigators	Librarian. Izabel Lima dos Santos	02:01:46	256	592	272
Good Practices in the Academic World	Librarian Juliana Soares Lima	02:14:05	293	749	342
What Scientific Journals Demand from Our Articles	Dr. Lia Machado Fiuza Fialho	02:05:22	368	754	318

Source: Elaborated by the authors of this article, with data from July 07, 2022
 Videos available at: <https://bit.ly/playlist-jornada-cientifica-2020>

Based on this explanation, we will see, in the next subsections, the compilation of questions launched in the live chat during each lecture; the production of video lessons edited from the contents of one of the event's lectures; and the proposition of related themes in order to expand the discussions started in this initial Journey, which will have other editions, as planned by Dr. Yls Rabelo Câmara.

3.2.1 Working the Research Corpus

For the construction of the analysis process, we exported in a spreadsheet, through a Google Chrome browser extension called Save Live Streaming Chats for YouTube, all the comments made in the live chat, that is, the interactions that occurred in real time during the broadcast of the event on YouTube. From these interactions, we highlighted, for analysis, the main doubts shared at that time.

With the data obtained, we prepared a table grouping the questions that appeared in the comments and on the screen of the lives already mentioned above, according to each topic addressed:

Table 3 – Questions Posted (in Portuguese) in Live Chats during the Event

Lecture	Original Questions in Portuguese
Mistakes to Avoid in Academic Writing in Portuguese, English and Spanish	“Professora, como você vê a questão do empobrecimento do ensino da gramática?” “Qual a diferença da Tautologia para o Pleonasma?” “Diante das questões colocadas pela professora, como preservar o estilo de escrita de cada um?” “Professora, como você vê o surgimento das palavras sem gênero?” “As contrações negativas também devem ser evitadas??? Didn’t, doesn’t...” “Qual é a relação que os acadêmicos devem cultivar com os profissionais da edição, revisão de textos e tradução?” “O correto seria ‘o fio de (nome do material)’ e não a propriedade de condução? Eu entendo fio, como um processo de transformação e não uma propriedade”.

<p>Mistakes to Avoid in Academic Writing in Portuguese, English and Spanish</p>	<p>“Estou desenvolvendo (sic) uma Dissertação de Mestrado onde meu objeto atravessa minha vida e fatos vividos por mim. Como posso pontuar esse registro através de certo distanciamento?”</p> <p>“Professora é possível começar a ler textos em espanhol, mesmo tendo pouquíssimos conhecimentos sobre espanhol?”</p> <p>“A repetição de conectivos em línguas portuguesa pode denotar um empobrecimento linguístico???”</p> <p>“Prof, na questão da identidade da escrita enquanto brasileiro em relação a revistas lusófonas: preciso procurar uma escrita neutra evitando determinadas palavras usadas só no Brasil?”</p> <p>“Escrita acadêmica em primeira pessoa? Isso me levou a um certo estranhamento, pois existem autores clássicos que a utilizam. Não seria até melhor, para que o trabalho fique mais autoral?”</p>
<p>Speech Therapy Exercises for Speakers</p>	<p>“Tem algum exercício para deixar a voz grave?”</p> <p>“Fazer inalação antes das apresentações é recomendável?”</p> <p>“Chupar balas de menta antes e/ou durante a apresentação e comer maçã antes das apresentações é eficiente?”</p> <p>“Esses exercícios podem prevenir o aparecimento dos nódulos nas cordas vocais?”</p> <p>“Professor, esses exercícios também ajudam na aprendizagem de línguas estrangeiras?”</p> <p>“Como vencer o pigarro, que, às vezes, faz a voz ‘falhar’?”</p> <p>“Para melhorar a minha voz no dia da apresentação, no mínimo, com quanto antecedência devo começar os exercícios e com que frequência?”</p> <p>“Quais exercícios substituem os de vibrar a língua e têm os mesmos efeitos positivos?”</p> <p>“Eu entendo tudo e normalmente esqueço muitas coisas na hora de falar. O que fazer? É normal?”</p>

<p>Speech Therapy Exercises for Speakers</p>	<p>“Eu entendo tudo e normalmente esqueço muitas coisas na hora hora de falar. O que fazer? É normal?”</p> <p>“Até encher bexiga se tornou quase impossível para mim, sentia falta de ar. Pensei que fosse pulmonar, mas pregas vocais pareciam se cansar facilmente. Atribuí-me à medicação. Errei?”</p> <p>“Há algum exercício para deixar a voz menos grave?”</p> <p>“Recomendável uso de Shaker ou respiron?”</p>
<p>Elaboration of References in the ABNT Bibliographic Style Using MORE</p>	<p>Você disse que não devemos usar o sistema numérico arábico nas notas de rodapé, nesse caso o sistema autor data na nota de rodapé e ordem alfabética na lista de referências é o correto?”</p> <p>“Um dos meus artigos publicados não tem o DOI tem como gerar para ele? Se sim, como faço?”</p> <p>“O ponto final deve vir depois do texto no parágrafo ou depois da indicação ou referência? Exemplo: Branquinho 2007 ou Branquinho, 2007.”</p> <p>“Usaremos os colchetes para incluirmos informações adicionais de outras fontes, mas como vamos provar que essa outra fonte existe???”</p> <p>“Quando a autoria é a mesma responsável pela publicação é necessário repetir na imprensa? Antes apenas se colocava “vírgula” entre o local e o ano. Por exemplo: Brasília, 2020.”</p> <p>“Em que tipo de referência o título não vem em negrito? Já vi algumas fontes que indicam que ao referenciar algumas monografias e em teses o título não vai em negrito, isso procede?”</p> <p>“Qual o editor de texto mais recomendado em produções científicas no geral? Uso o Writer do LibreOffice, mas SEMPRE vejo todo mundo usando o Word.”</p>

<p>Elaboration of References in the ABNT Bibliographic Style Using MORE</p>	<p>“Em relação a consoante soluções textuais, se usar todos os autores na referência eles devem ser utilizados na chamada? Não pode ter mais de quatro autores na referência e na chamada?”</p> <p>“Teria um quadro para mostra (sic) as alterações feitas na norma de 2018 em relação a anterior, ou seja o que mudou???”</p> <p>“Muito conteúdo tem sido produzido e disponibilizado em momentos virtuais como este. Quais discussões tem (sic) sido feitas em relação ao uso destas falas em citações de produções acadêmicas?”</p> <p>“Qual a melhor ferramenta para tradução de artigos?”</p> <p>“Qual o significado do [S.I, S.n]?”</p>
<p>Social Media for Savvy Investigators</p>	<p>As senhas feitas em (sic) site contam para a plataformas lattes e futuramente em algum Barema?”</p> <p>“Há a possibilidade de migrar dados da Plataforma Lattes para o ORCID?”</p> <p>“Como inserir, se é que é possível, os conteúdos e trabalhos das redes sociais no LATTES?”</p> <p>“Qual é a chave para realizar um bom trabalho de curadoria?”</p> <p>“Quais dessas mídias são mais efetivas e podem dar mais visibilidade para quem trabalha e participa de eventos na área de Letras, como Linguística, Tradução, Ensino e Literatura?”</p> <p>“Como posso aumentar o meu fluxo de tráfego online para ter mais visibilidade em minhas produções? Seria viável a criação de perfis profissionais ou por perfis pessoais já surtem efeito?”</p> <p>“No contexto das mídias sociais, criar conteúdos diversificados é considerado bom ou ruim?”</p> <p>“Izabel, qual seria o primeiro passo para quem não tem aptidão/afinidade com mídias sociais e deseja ingressar para divulgar as suas produções?”</p>

<p>Social Media for Savvy Investigators</p>	<p>“Como você percebe o uso de sites ou blogs próprios para divulgação científica? Acredita que ainda é um ecossistema vivo/saudável?”</p> <p>“Criei um blogger sobre desabafo, mas sempre escrevo minhas postagem em 3 (sic) pessoa, faço errado no caso?”</p> <p>“Qual a sua principal dica para melhorar o engajamento nas mídias sociais? Como atingir um público que não seja somente amigos/familiares que já estão nas mídias sociais?”</p> <p>“O perfil do LinkedIn pode ter peso para quem quer seguir a carreira acadêmica?”</p>
<p>Good Practices in the Academic World</p>	<p>“Juliana, qual a sua opinião sobre a avaliação por pares aberta?”</p> <p>“Como é o nome da revista que oferece o curso? Sorry, não sei como escreve”</p> <p>“Qual a quantidade ideal de artigos publicados durante o mestrado? Existe uma quantidade seguindo a ética acadêmica?”</p> <p>“E o graduando tem e é aconselhável fazer publicações?”</p> <p>“Juliana, não e (sic) bem acadêmico, mas tenho certeza de que vc pode me ajudar noutra dúvida: me inscrevi num concurso literário, ñ ganhei, posso usar o mesmo conto noutra concurso?”</p> <p>“Que dica você daria para os editores que pretendem gerir periódicos científicos? Editores em início de carreira, por exemplo”.</p> <p>“O que fazer quando o assunto que você quer pesquisa (sic) ou escrever quase não existe pessoas que já pesquisaram, escreveram?”</p>

<p>What Scientific Journals Demand from Our Articles</p>	<p>“E quando desejamos publicar e não estamos vinculados a nenhuma instituição de ensino, no caso de professores, isso é possível?”</p> <p>“Onde, qual a plataforma para pesquisar revistas? Como encontrar essas revistas?”</p> <p>“Noto que, em função da obrigatoriedade de os professores de universidades públicas terem produção, muitos se fecham em grupos de pesquisa que só aceitam os artigos deles mesmos. Correto?”</p> <p>“No campo Assunto no caso é o tema tratado no artigo?”</p>
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Source: Elaborated by the authors of this article (2022), with data exported in spreadsheet from the *Save Live Streaming Chats for YouTube*.

In the opening lecture – given by way of welcome to the event by the Adviser and Leader of Filhas de Avalon Study Group, Dr. Yls Rabelo Câmara, a letterologist belonging to the linguistic fields of Portuguese, English and Spanish teaching, as well as the fields of Pedagogy and of History –, the most common syntactic-semantic errors in academic writing in the Portuguese, English and Spanish were presented. With this, she sought not only to point out the errors, but also to explain why they are committed, so that, by understanding the reason why words and constructions are used erroneously, understanding could be reached more efficiently, having the audience to avoid them. With clear explanations about subverted grammatical rules and words and expressions used inappropriately and/or mistakenly by those who write academically, resulting in crass errors, which compromise the reliability of those who read a scientific text where such errors exist, the correct way to write academically and to use a given word or expression was shown by the lecturer.

Therefore, Dr. Câmara sought to promote insights among listeners and more than that: she challenged them to be more attentive to their academic writing, which differs from other textual genres mainly due to the formality, politeness, exiguity and objectivity that it requires. From the questions and compliments in the chat and the enthusiasm with which the contents were received by those who were following the live explanations, we consider that this was a successful lecture, as it had happened many other times before, in which it was given by this same professional. We found, therefore, that this speech, already formatted in several different ways in previous events and with equal success, had a special effect on the First Scientific Journey of Filhas de Avalon Study Group. We realized, through the immediate and synchronous participation of the listening public at that moment, as well as those who watched it asynchronously later, via YouTube, that the objectives proposed for its implementation were fully contemplated.

Within the scope of the axis related to speech therapy exercises for orators, it was recommended, during the lecture – given by a speech therapist and oratory teacher for almost three decades –, the application of care techniques for the voice, focusing on its hygiene, as well as disinhibition and resourcefulness to deal with presentations, courses, lectures and training aimed at improving and clarifying the transmission of knowledge, in the relationship established between the speaker and the audience. This speech was initially thought to prepare the members who were not yet familiar enough with oral presentations, with the intention of showing how to do it effectively

and efficiently, since one of the pillars of this study group is the massive written and spoken dissemination of the knowledge generated within it. As mentioned above, the six lectures at this event surpassed the two hundred and eighty people who formed Filhas de Avalon at that time as members and, immediately, reached a contingent several times greater than that number, which *per se* was already high.

Following this perspective, in an attempt to demystify the norms and rules of the ABNT regarding references, especially with regard to the writing of academic works – how articles and essays conceived together in the *debut* edition of this study group would look like and be published in this and in the other volume of e-books referring to this massive collaboration –, the third lecture was given, by means of a renowned librarian –the Director of BCH then – who has dedicated himself to this theme in a more direct way throughout the last years.

The approach of this lecture on the elaboration of references was intended to facilitate the understanding of the rules for standardization of academic works using MORE, leading the public to better understand the rules of ABNT, more specifically of NBR 6023/2018, and apply them in a semi-automated system. In addition to MORE, the creation of an account and the evaluation of other systems, known as reference managers (such as EndNote, Mendeley and Zotero) were suggested.

These tools complement each other in the elaboration of references and in the application of general rules for the presentation of manuscripts in the international scientific environment, gaining a notorious systematic role in the various areas of knowledge. Thus,

they are in line with scientific production and can directly influence the impact of citations, authorship criteria, patent registration and the findability of intellectual production on the Web, bearing in mind that there are several types of documents and bibliographies that can be cited and referenced: articles, books, monographies, dissertations, theses, simple and extended abstracts, complete papers presented at scientific events, legislation, cartography, iconography, three-dimensional objects and audiovisual production. Citing and referencing, in the light of the lecture attended at the Journey, becomes, therefore, indispensable to publications that aim for excellence in the field of world scientific literature and that strive for seriousness and verisimilitude among peers.

Knowledge, so repeatedly mentioned in this article, the main motto for the conception of this event that generates so much knowledge, is increasingly allied with technology and its massive dissemination networks. These, in turn, are carried out by social media, which can also be in line with the proper use of good practices in the academic world. And it was in this line of reasoning that one of the speakers at the Journey, a UFC librarian, presented and defended the use of social media as an instrument of scientific communication. Following the example of what was discussed in the lecture, we have Twitter as a fast mechanism for scientific and political communication between peers and lay society in general, as shown by Rossetto, Carreiro and Almada (2013), or even specific networks of a scientific nature such as ResearchGate and its vascularized and, so to speak, immeasurable web of producers of extremely high quality knowledge.

In the wake of this reasoning, the fifth lecture, also conducted by an experienced BCH/UFC librarian at the time, presented some good practices in the academic world – since in the guidance meetings for the preparation of these articles and essays, Dr. Yls Rabelo Câmara made a point of demarcating, in an imperious manner, what should be practiced and what not, in terms of conduct in her study group with regard to the moral etiquette present in the universe of the Academy. Seeing the importance of the topic, the lecturer went beyond the virtual walls of Filhas de Avalon and reached the community through this speech, which, like the others, lasted two and a half hours.

In it, the lecturer sought to present reflections on the conduct of scientists regarding ethics and integrity, elements inherent in the scientific environment, with the aim of informing the important aspects that must be observed during the production of a research. The recommendations made by the speaker indicate points to which researchers and beginner researchers should pay attention, such as: writing planning, the search for ethical journals, citations and references in the correct way, the use of anti-plagiarism software and tools that help researchers in these areas, among other approaches that lead to multiple themes that give us subsidies for the publication of quality and ethically preserved scientific articles. Among the tools presented by her, Turnitin stands out, a software that identifies and classifies plagiarism in its different types.

Closing this event of rich exchanges of knowledge, there was the speech given by the Vice-President of the Brazilian Association of Scientific Editors (in 2020) and herself an Editor-in-Chief of a

high-ranking journal, who detailed, in a very practical way, which aspects make articles attractive or repulsive to scientific journals in general; what should be highlighted and what should be avoided in our scientific works if we want to publish them through a journal of a proven, ethical and safe high quality.

The topic dealt with in this last lecture is an extremely important issue in the diversity of major areas; it is necessary to deepen and understand different training axes that require specific preparations to achieve a high-quality publication. This last discussion expanded the horizons of scientific article submission platforms and journal evaluation through Qualis concepts. In this regard, it is essential for anyone wishing to enter the world of scientific publications to get to know the Sucupira Platform and the resources it has at its disposal.

Returning to the data shown in Table 3, we prove the interest of the public listening to this event in knowing more about each of the topics taught in the above-mentioned lectures. We sifted through which doubts were personal and which were professional. Therefore, these questions from the audience stimulated the creation of spin-off audiovisual contents, allowing such materials to reach other media and digital platforms, the subject of the next subsection.

3.2.2 Detailing the Analysis from the Data Collection

Each of the lectures recorded during the First Scientific Journey of Filhas de Avalon Study Group has become a reference audiovisual material not only to clarify doubts in the development of studies

and research, but also to remain on YouTube as a subsidy for the production of spin-off content, that is, originating new products and new transmedia and multiplatform actions.

As an example of this practice, we have Fundação Bradesco's short-term free courses, which use videos from partner channels on YouTube in their virtual learning environment (acronym in Portuguese: AVA), under producers' authorization and credit. Likewise, we can capture only the audio of each lecture and convert it into podcast episodes, in a format known as livecast, making the contents available in the podosphere through the main digital audio platforms such as Spotify and Deezer. Another example of the spin-off material took place on an experimental basis, when we edited, including translation into the Brazilian Sign Language (LIBRAS), the lecture on the elaboration of references in the ABNT bibliographic style using MORE, converting it into video classes in order to maintain BCH's distance training calendar in 2021.

For the Human Sciences Library of the Federal University of Ceará, this was one of the most important contributions of the Journey: the reuse of online instructional material that could be used as a strategy to support didactic actions in the contexts of the flipped classroom and active methodologies in the context of the pandemic. In this case, we proposed, at the time, the formation of three classes in Google Classroom – entitled A21, B21 and C2 – under the mentorship of librarians and interns in Librarianship of UFC.

The reach of the opening disclosure of these three classes was immediate on social media, mainly on Instagram. However, although we have exceeded the registration limit, it is recurring that the number of

people who complete the mini courses and distance training does not exceed the number of subscribers, not even those who joined the classes through the links sent by email, as we detail in the following table:

Table 4 – Compositions of Classes in Google Classroom

Tutoring in Google Classroom	Total of Registrations	Total of Students in Each Group	Total de Certificates Issued
Class A21 – From 14 to 30 of June, 2021			
Irlana Araújo e Michele Maia	251	126	74
Class B21 – From 1 to 15 of July, 2021			
Daniel Freitas, Pedro Mizael e Sandra Lopes	251	121	76
Class C21 – From 16 to 31 of July, 2021			
Alex Souza, Crizângela Amaral e Gabriela Dantas	251	98	35
TOTAL	753	345	185

Source: Elaborated by the authors of this article (2022, data from August 12, 2021).

In order to issue a certificate, at the end of all video lessons, the participant in the class would have to answer a multiple-choice questions test that dealt with the content watched. Therefore, we composed a bank of questions on the elaboration of references, starting from the explanation given at the time of the Journey. In all, 60 (sixty) questions were elaborated, of which 30 (thirty) were selected by the tutoring team in order to compose the quizzes of classes A21,

B21 and C21. This way, important details mentioned in the videos were asked in the quiz, which had an effect on the proposal for the access to the Journey production.

In addition to the quiz, as a final activity, we launched an evaluation form in which we ask, as one of the questions to be evaluated by the students, with a score between 1 (one) and 5 (five), on a scale from Bad to Excellent, the following question (in Portuguese): “How do you evaluate the strategy of converting a live transmission (live streaming) into edited video lessons for this short course?”. In the three Google Classroom classes, most of the mini course participants’ grades were 4 (four) and 5 (five), representing the Great and Excellent concepts.

As we said earlier, academic audiovisual productions in live streaming constitute reference material, and with the recordings of the Journey it was no different. The statistics of views on YouTube, seen in Table 2, surprised us positively in the case of edited video lessons. This fact allows us to infer that the Journey also contributed to pocket content, so that the university public can access it at specific times to clear up doubts, similarly to sharing these same doubts in the live chat, during the Journey, and in the AVA of Google Classroom, during the course that we gave and about which we exposed above.

As a way of illustration, in the table below, there is an overview of the statistics of accesses to the video-lessons edited from the lecture given about ABNT references and standards, in the I Scientific Journey of Filhas de Avalon Study Group.

Table 5 – Edited Video Classes Based on The Lectures Given During the Journey

Title of the Edited Videos	Time	Total of Views	Total of Likes	Total of Views in LIBRAS	Total of Likes in LIBRAS
[CLASS 01] Elaboration of References: General Rules of Presentation	13:43	311	43	35	01
[CLASS 02] Elaboration of References: Books and Book Chapters	25:51	253	32	04	00
[CLASS 03] Elaboration of References: Periodical Publications, Final Papers and Events	10:21	161	17	11	00
[CLASS 04] Elaboration of References: Legal Documents	05:33	115	16	08	00
[CLASS 05] Elaboration of References: Cartographic, Iconographic, Three-dimensional and Audiovisual Documents	21:16	148	16	14	01

[CLASS 06] Elaboration of References: Make the Rules Easy with MORE	13:54	129	15	17	02
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Fonte: Elaborated by the authors of this article (2022, with data from July 10, 2022)
Video lessons available at: <https://bit.ly/playlist-abnt-nbr6023>

In line with the pocket content proposal, which, in Librarianship, we can interrelate with the Selective Dissemination of Information (SDI), the link to the playlist with the video lessons was also sent by email to the course and program coordinators courses linked to the Humanities Center and the Faculty of Education at UFC. Therefore, these accessions are also reflected in the findings that make up Table 5.

Concluding our analysis from the data collected, we see that each of the six lectures given at the First Scientific Journey of Filhas de Avalon Study Group favors the expansion of discussions in new moments of content production in university live streaming, raising technological approaches and didactics that can significantly contribute to the continuing education not only of our UFC students, but, in an extended way, of those who are interested in the subjects conveyed from this emblematic event that impacted those who organized it, carried it out and watched it synchronously and that was left as a legacy, in addition to the material embodied in videos of lectures posted on the Filhas de Avalon and Plurissaberes channels on YouTube – sufficient theoretical material to be diluted in other activities.

FINAL CONSIDERATIONS

As a result of the new coronavirus pandemic, decreed in 2020, there was a need to invest professionally in the potential of multiplatform lives, aiming at scientific communication in remote or hybrid work through transmedia strategies that complemented production in podcasts and profiles that we manage on social media Facebook, Instagram and Twitter.

With live streaming production, we realized that the reach and engagement with our audience was immediate, which made us start studies on the infocommunication and transmedia phenomena and explore this complement of narratives, including the production of spin-off content. In other words: to mediate the dissemination of research, teaching and extension actions through a website, the podosphere, YouTube and other social media with their own visual identity and recognized by their niche audience. From this perspective, all practices and actions presented in this article greatly expand the reach of content produced in university live streaming.

To this end, as one of the results of our activities in the university library, we have established important internal and external partnerships with UFC – at the local, regional, national and international levels – with professors, researchers, entrepreneurs, project managers, unions, associations and departments of the University in order to enable the production of content broadcast on our channels. Thus, this article presents, as a product of the partnership with Filhas de Avalon Study Group, the contribution of its I Scientific Journey to academic live streaming.

From the analysis of the results, we can say that the collaborative realization of the event was beneficial both for this study group – which had the support, technical direction and the feasibility of simultaneous transmission on its proprietary and multiplatform channel – and for the Plurissaberes Project, which managed, in addition to the original transmission, to extract valuable informational by-products such as pocket and spin-off contents – thus following the trend of audiovisual reproduced on YouTube and in the podosphere, where contents of great impact and that reach important milestone quantitative views, interaction and audience engagement generate a series of other strategic by-products. In this vein, the production of instructional material for short courses and distance training, as well as the conversion of lectures into video lessons, was another priceless contribution of this event to live streaming as an extension and academic initiation project at UFC, in view of its triple mission of working to promote the strategic axes of teaching, research and extension. From a qualitative point of view, the transcribed questions and all the interaction in the live chat, in the likes and in the new subscriptions recorded in both YouTube channels (Plurissaberes and Filhas de Avalon), in addition to the number of reproductions and downloads in the podosphere, demonstrated the engagement of the audience with the theme addressed in each lecture – thus highlighting the educational, informational and formative potential of the event.

Lastly, we emphasize the plural, inter and multidisciplinary nature of the First Scientific Journey of Filhas de Avalon Study Group, which, alongside the brilliant performance of its members in the conception, planning and execution of lectures, relied on the

expertise of librarians and the massive contribution of scholars and interns from different fields of knowledge. Events like this drive the organic growth of university live streaming and reward the academic community with the provision of quality content that adds value and increasingly contributes to the dissemination, strengthening and popularization of Science in all its forms.

In view of the above, which contemplates the objectives that we intended to achieve and that were successfully achieved, we seal this article using, on behalf of the six authors who collaboratively conceived it, the reverence used to open every moment of this study group, when its membership gathers: Greetings from Avalon!

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