

Transmedia literacy on UEG TV: an analysis of digital praxiologies

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Abstract: This research sought to identify specific interactions between participants in chat discussions, presenting elements of digital praxiology, language and literacy used on the UEG TV channel. The chats of the "Round Tables" of the Teaching, Research and Extension Congresses between 2020 and 2021 were analyzed. From the content analysis, individual management skills, social management and content management are shared. The importance of interactions in the chats is revealed, weaving information about the transmedia ecosystem.

Keywords: Digital Praxiology; Transmedia; UEG TV

Letramento transmidiático na UEG TV: uma análise das praxiologias digitais

Resumo: Esta pesquisa buscou identificar interações específicas entre participantes de discussões em chats, apresentando elementos da praxiologia digital, da linguagem e dos letramentos utilizados no canal UEG TV. Os chats das "Mesas Redondas" dos Congressos de Ensino Pesquisa e Extensão foram analisados entre 2020 e 2021. A partir da análise de conteúdo, são compartilhadas habilidades individuais de gerenciamento, gestão social e gerenciamento de conteúdo. Revela-se a importância

das interações nos chats tecendo informações ecossistêmicas transmidiáticas.

Palavras-chave: Praxiologia Digital; Transmidiáticas; UEG TV

Alfabetización transmedia en UEG TV: un análisis de las praxiologías digitales

Resumen: Esta investigación buscó identificar interacciones específicas entre los participantes en las discusiones de los chats, presentando elementos de praxiología digital, lenguaje y alfabetizaciones utilizadas en el canal UEG TV. Se analizaron los chats de las "Mesas Redondas" de los Congresos de Docencia, Investigación y Extensión entre 2020 y 2021. A partir del análisis de contenido, se comparten habilidades de gestión individual, gestión social y gestión de contenidos. Se revela la importancia de las interacciones en los chats, tejiendo información del ecosistema transmedia.

Palabras clave: Praxiología Digital; Transmedia; UEG TV

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1 INTRODUCTION

Convergence culture is being used as a methodology for higher education practices through digital media with its variety of ongoing resources. However, it is necessary to persist with the challenges of dealing with its complexities and contradictions, looking for ways to overcome the emerging changes in the midst of transition and transformation on digital platforms (Jenkins, 2009, p. 52, translated by us). In this sense, the nature of the content created goes beyond traditional teaching practices that have been seen and used with physical devices in the real world. Today, on June 20, 2023, many teachers are using the digital platform YouTube to hold round tables as a transdisciplinary and transmedia tool that facilitates communication between people in the digital world, regardless of the geographical location of the interlocutors in an online dialogue.

We are referring to YouTube's transcultural competence, which allows interaction between people in their different cultures, sharing values, beliefs and traditions, allowing the disruption of limiting beliefs, such as cultural taboos, and raising awareness of sensitive issues that are sometimes not so common, but which are given space to be shared. It is possible to work with the concept of new media literacy, in which the skills of the future workforce focus on "the ability to critically evaluate and develop content using new forms of media, and to persuasively influence these media" (Kalantz; Cope; Pinheiro, 2020, p. 59, translated by us).

This paper seeks to identify the specific interactions used by the round table participants through the transmedia literacies of the UEG Teaching, Research and Extension Congress, exemplifying how these interactions were manifested in the dialogues and highlighting the communication practices and patterns in the chat environment, in the context of the round tables held between 2020 and 2021 on the UEG TV channel.

The choice of methodological tools for this article is based on the need to capture and analyze the messages from the chats available in the asynchronous broadcasts of each roundtable event, broadcast live on the UEG TV channel in 2020 and 2021. Google Chrome's YouTube Comment Search extension will be used to generate files containing all the messages entered in the chats of each live broadcast. With this tool, it is possible to automatically generate files in csv format containing the messages in chronological order of the texts recorded in the thematic discussions. This allows for later analysis of the interactions when the file is opened in a spreadsheet editor. The Wordclouds

website will be used to generate a word cloud with the titles of the round tables broadcast during the period mentioned in this paragraph. In this way, the reader will have a graphical visualization of the most frequent and relevant words in the list of titles. In this sense, it is possible to carry out a qualitative analysis of the titles of the broadcasts and the interactions presented in this study, contributing to the presentation of the results arising from the communication patterns and types of transmedia literacy identified in the round tables of the UEG Teaching, Research and Extension Congresses.

The methodological approach of this research is qualitative, exploratory and interpretive. It is transdisciplinary in nature as it examines different practices and types of literacy observed in the interactions of participants in the round table discussions at the UEG Teaching, Research and Extension Congress. The dialogues will be collected using the YouTube Comment Search extension. The content analysis procedure will be subjective, interpreting the messages typed in the chats to categorize different types of interactions and skills observed through transmedia literacy in the academic context. The nature of the research aims to understand and highlight the different types of literacy based on the interpretation of the interactions in the chats of the round tables of the UEG TV Teaching, Research and Extension Congress.

The methodological path will be guided by bibliographical studies of published articles and books. These include the article "Letramento transmídia: produção de leitura e escrita em ambiência digital", the books "Comunicação Ubíqua", "Construções de Sentido e Letramento Digital Crítico na Área de Línguas", "Cultura da Convergência", "Letramentos", "Praxiologias do Brasil Central", "Teens, Media and Collaborative Cultures. Exploiting Teens' Transmedia Skills in the Classroom".

The object of study in this paper relates elements of digital praxiology, language and literacies associated with the UEG television channel. The channel emerged from an institutional communication project at the State University of Goiás, through Resolution CsU N. 33, of December 3, 2015, which led to the creation of the channel and its internal regulations. From that moment on, UEG was able to intensify its work in the implementation and consolidation of audiovisual content, seeking to expand the reach and knowledge of the University's internal and external audiences, in order to promote communication with society through the dissemination and popularization of the scientific knowledge generated by the University. Currently, UEG TV continues to offer programs that include the University's academic activities, enabling human socio-cultural development and the exercise of citizenship.



The UEG TV channel brings together content from different media, such as texts, videos, images and audios, resulting in educational audiovisual productions focused on socio-cultural and scientific interests, with the aim of promoting interaction and participation of teachers and students in the creation of content. In this context, transmedia literacy includes aspects of reading and writing that seek emancipation through understanding acquired through different social cultures. It encompasses literacies that are intertwined with reading and writing in the digital environment and refers to digital literacy. This approach allows different forms of reading, interaction, participation, understanding, interpretation, contribution and sharing, enabling cognitive development and digital engagement in ubiquitous praxiology (Rodrigues; Flexor; Aneas, 2020, p. 193, translated by us).

UEG TV allows a critical understanding of the content through the use of digital praxiologies, making it possible to visualize the pedagogical practices used on the channel. Praxiology can be understood as:

[...] our epistemologies fused with our practices, mixed in such a way that they can only be expressed in one word. The term replaces theories, because we understand that, at least in our field, theories cannot be dissociated from practice (Pessoa; Silva; Freitas, 2021, p. 16, translated by us).

The practices include the production of videos and live broadcasts that provide a conducive environment for dialogue between teachers, students, and external audiences, embrace different types of literacies, and facilitate the dismantling of limiting beliefs in a formative, democratic, and critical space focused on knowledge.

2 THEORETICAL BACKGROUND - CONCEPTS AND DEFINITIONS OF TRANSMEDIA LITERACY

Transmedia literacy encompasses a range of literacy skills. "The entire body of knowledge for literacy is covered, with linguistic and cognitive processes of comprehension." (Rodrigues; Flexor; Aneas, 2020, p. 192, translated by us). In this context, we can gather information to understand how students interact with media by consuming content, sharing knowledge, and learning in digital environments. It is natural that students acquire new practices and skills as a result of their immersion in information and communication technologies. Considering that chats are informal learning environments, it is possible to observe students' behavior in their virtual interpersonal interactions involving knowledge structures, skills and experiences. Transmedia literacy focuses on media



practices in which numerous problem-solving skills are found as basic literacies involving cognitive-behavioral processes.

The possibility for students to experience the digital environment as a space for sharing collaborative and participatory cultures shows that these environments are conducive to informal learning.

People can participate in different ways according to their abilities and interests, because it relies on peer teaching, with each participant constantly motivated to acquire new knowledge or improve existing skills (Scolari, 2020, p. 18, translated by us).

Literacy, in all its complexity, is present everywhere, providing reading and writing in social spaces. Understanding the multiple character and all the phenomenological complexity of literacy, given the need to expand awareness of the new way of interacting that dominates contemporary society in its relations of meaning, points to the fact that literacy becomes a vector for the constitution of a free subject, capable of contributing to social changes on digital platforms (Rodrigues; Flexor; Aneas, 2020, p. 192, translated by us).

Transmedia practices are possible through digital environments, which, unlike physical environments, allow students to participate dialogically in transmedia narratives compared to face-to-face classes. The student is able to interact with others in the chat in a convergent manner, transposing knowledge and ideas in an environment designed for communication mediated by instant messaging. In this way, chat participants can seek solutions to their doubts through communication between chat users, and improvise in seeking clarification in asynchronous discussions. It also makes it possible to judge information by evaluating the authenticity and credibility of messages typed in chats during transmissions and transmedia navigation, taking into account multiple perspectives in its praxeological multimodality (Scolari, 2020, p. 17, translated by us).

2.1 Digital praxiologies: foundations and theoretical approaches

Praxiology refers to the study of human action through local theories and practices, and is characterized by multilearning in its way of being as a result of action. The world is made up of multiple complex ecosystems in constant transition between phenomena involving the transmutation of matter governed by the laws of physics, chemistry, and biology. From this hypothetical assumption, we can deduce that it's no different with the human being, thinking in microcosm, since the modification of the human being can be the result of external

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influences, mediated by actions arising from the most varied types of environments, situations and technologies. Regarding Monte Mór's (2017) thoughts on technology and the university, we have technology as an undeniable fact when we think about reading and writing in the university. Technology and the university are connected through the learning of reading and writing as instruments of interaction between the university and technology, dedicated to discussions made possible by orality and written culture, leading to the interconnection between the human being and digital technology in a praxeological vision (p. 5, translated by us).

I believe that communication and interaction between people make it possible to raise awareness in the exchange of emotions between interlocutors, awakening sensations and other types of readings of how we read the world and the people around us, contextualizing local and global aspects. According to Avelar and Freitas (2021), literacy studies enable communication between learners and educators and the construction of meanings in the world, which is particular and unique, but at the same time collaborative and collective (p. 92-93, translated by us).

In this sense, digital praxiologies can be studied by analyzing the information made available to the public from archives of digital narratives produced, consumed and shared by students, teachers, mediators and guests. Therefore, the participants in these conversations in the live chats collaborate with the praxeological process within the YouTube platform, constructing "praxeologies capable of breaking with traditional paradigms of understanding language in virtual spaces and opening up the possibilities of reading from and in today's world" (Avelar; Freitas, 2021, p. 94, translated by us).

The skills of individual management, social management and content management should be considered from these archived contents in order to identify praxiologies. In this sense, it is interesting to relate the webs between the interactions of the participants and to observe the skills of the subjects, trying to relate the elements that configure the engagement in the dialogues carried out in the chats. Therefore, I present some descriptive propositions according to Koskimaa (2020), referring to different types of interactions that involve individual management skills, social management and content management. This article presents collaborative skills that cover subjects' participation in social networks; in the case of this research, these skills are studied within YouTube in order to identify collaborative skills, skills of coordination and mediation, skills of teaching from the perspective of dialogic narratives (p. 40-42, translated by us). These skills are contextualized using figures, graphs, and tables that bring together elements of transmedia interactions, allow the analysis of general and specific skills, and describe examples. These contextualizations were produced from

the dialogues carried out in the live broadcasts entitled "Round Tables" on the UEG TV channel from 2020 to 2021. Below we present the methodological path.

3 METHODOLOGY

The data for this research was collected using the YouTube Comment Search extension available on the Google Chrome web browser. The data was extracted from the transmedia content produced by the UEG TV channel together with the university academic community participating in the dialogues held in the broadcasts entitled Round Table within the playlists of the Teaching, Research and Extension Congress. The time frame includes the years 2020 and 2021, with a total of 6 chats in 2020 and 9 chats in 2021, resulting in 15 captures, as shown in the chart below:

Chart 1 - *Playlist* information

<i>Playlist title</i>	Total transmedia content entitled Round Table
CEPE 2020	6
CEPE 2021	9

Source: Prepared by the authors (2023).

The round table format was chosen because it is a democratic digital environment in which all participants in this type of event have the opportunity to express their opinions in a place of speech, in this case chats. This is considered an environment in which individuals transpose the oralization of their ideas through transmedia resources, allowing the reading and writing of messages on specific topics mediated by a moderator, providing a dialogue between participants as they freely express their opinions through interactions.

Perspectives on different types of thoughts on a given topic can be expressed in written conversations in chats, allowing participants to collaborate with questions and doubts related to the interactive online moment. With chat as a space for the consumption and circulation of culture, it is necessary to understand the multimodality of this convergence. Convergence "is a word that can define technological, marketing, cultural, and social transformations, depending on who is talking and what they imagine they are talking about" (Jenkins, 2009, p. 29, translated by us).

Below are two tables showing the order of the videos available on the UEG TV channel according to the broadcasts made. This order was based on the criterion of excluding other videos that did not contain the descriptors "table" and "round" in their titles. This criterion has been applied to



both tables, and the number "Order available on YouTube" takes into account the chronological time of the transmedia presentations according to the sequence of videos available on the channel's CEPE during these periods. The tables have the descriptions "Broadcast title", "Duration" and "Views".

Table 1 - CEPE 2020 *playlist* round tables

Order available on YouTube	Broadcast title*	Duration	Views
2	The importance of reading: why do we still need to talk about it?	1:23:20	392
5	Overcoming challenges in education and development in times of pandemic	1:32:16	461
6	The importance of scientific initiation for training new researchers	1:40:31	526
8	Extension in times of pandemic	1:28:03	304
10	Inova Centro UEG: innovation and successful actions	1:26:56	133
14	Research and development: examples from UEG laboratories	1:59:35	313

Source: Prepared by the authors (2023). *Titles were translated by us from Portuguese..

Tables 1 and 2 show the diversity of topics covered in each title of the broadcast, referring to the multimodality of teaching, using round tables in the CEPE playlists between 2020 and 2021. Contextualizing Kalantzis (2020), it is possible that multimodal communicators must use the multiple modes of communication that are able to read and write through the modes of communication present in a digital environment "through oral, written, visual, gestural, tactile and spatial modes, alternating them whenever necessary (p. 58, translated by us).

Table 2 - CEPE 2021 *playlist* round tables





Order available on <i>YouTube</i>	Broadcast title**	Duration	Views
4	Food safety and consumer behavior after the pandemic	1:16:50	171
7	The relationship between science and technology in the aftermath of the higher education pandemic	1:37:42	193
10	Society in the aftermath of the pandemic: challenges and prospects for public universities	Em breve	-
11	Society in the aftermath of the pandemic: challenges and prospects for public universities	1:44:06	1,6 mil
14	Family succession in rural communities	51:21	217
18	Best teaching practices at UEG in this time of pandemic	1:09:17	306
19	The challenges of the pandemic for the Goiás education system	1:27:19	804
26	Challenges of professional health intervention during and after the pandemic	1:18:59	297
27	Trends in the use of digital technology to help rural producers	1:09:34	443

Source: Prepared by the authors (2023). **Titles were translated by us from Portuguese.

The live stream "Society in the post-pandemic era: challenges and perspectives for the public university" has not been archived on the UEG TV channel. However, it is listed in the CEPE 2021 playlist. In this sense, and looking at Tables 1 and 2, each title represents a narrative approached as digital praxiology in multimodal construction.

[...] knowledge of digital language, which emphasizes the multimodality of communication, and an understanding of digital epistemologies, which imply doing

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things even in the absence of models or prior institutional learning, are fundamental to the discussion and rediscussion of schooling, university schooling, teaching and learning (Monte Mór, 2017, p. 12, translated by us).

Digital praxiologies involve a complex process when planning a presentation such as a roundtable, ranging from the preparation and organization of digital materials and content by the speakers, to communication with the moderator to build and follow a script, to defining the time of the debate, to discussing technical details for the purpose of presenting transmedia content. And at the beginning and during the broadcasts, the interactions in the chats are evidenced by the participation of the users of the platform at the time of the broadcast in that particular cosmos until the end of the live. In this way, meanings are created in the debates with the participation of moderators, lecturers, students and external audiences. Participants in the chats use instant communication to send messages such as greetings, identification of users, often showing their name, course, semester, educational institution, dialogues between participants such as virtual digital reunions, concerns of all kinds, and congratulations.

Figure 01 – Wordcloud with the titles of the CEPE round tables from 2020 to 2021





Source: Elaborated by the authors using Wordclouds online application.

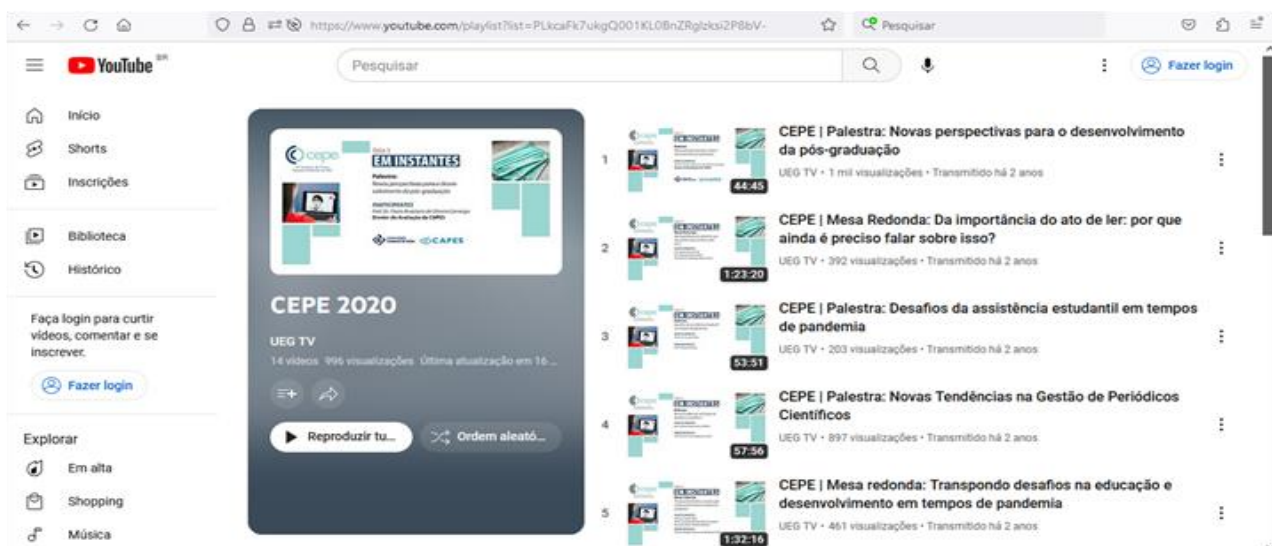
The titles of the round tables at the 2020-2021 Teaching, Research, and Extension Congresses were copied and pasted into the word cloud website. All words were entered into the site, a total of 144 words, and no filters were applied to the grammatical class of the words. The word cloud provides a reading of the frequency of the words, with the highlighted and larger words appearing as high frequency and the smaller words as low frequency.

The UEG TV channel is characterized by its audiovisual productions focused on higher education. In this sense, it is possible to observe the transmedia narratives of these online meetings in the observable space within the YouTube platform with the round tables. Therefore, we can appreciate



these moments of interaction, immersion, and participation of the academic community using this multidimensional space through communication media and hypermobility. Santaella (2013) argues that "hypermobility creates fluid, multiple spaces not only within networks, but also in the spatiotemporal displacements of individuals." (p. 09, translated by us). In this context, praxiology combined with ubiquity brings us back to communication between individuals, as ubiquity "can be defined as the ability to communicate anytime, anywhere via electronic devices scattered throughout the environment. Ideally, this connectivity is maintained regardless of the entity's movement or location" (Santaella, 2013, p. 09, translated by us).

Figure 2 – Teaching, Research and Extension Congress 2020



Source: Screenshot taken by the authors.

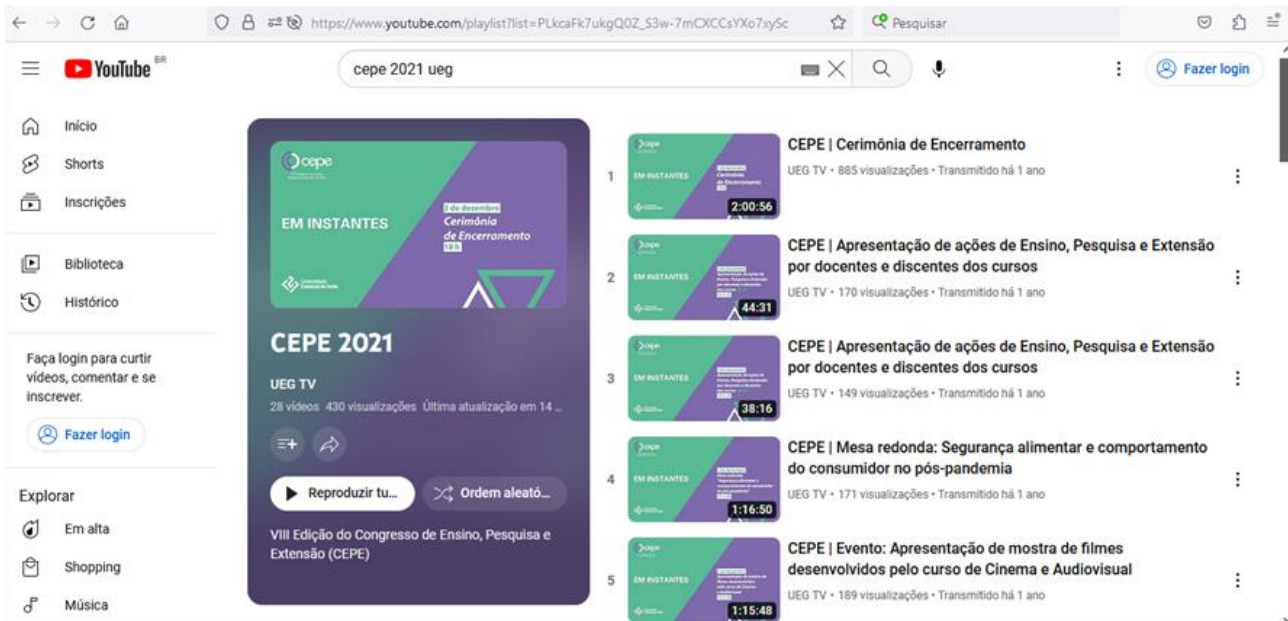
The round tables on the UEG TV channel have elements that constitute educational transmedia information, and it is possible to see the immersion of the participants by briefly reading the chats within this media ecosystem. YouTube has a layout that is conducive to the synchronous transmission of a round table, and it is possible to observe the transmission of the video in real time, allowing dynamic interaction between the participants within the chat. Content production becomes a natural process with the connection created between speakers, moderators, and chat participants. Consequently, the transmedia content was produced in collaboration with the dialogues between the CEPE discussion group of 2020 and 2021.

Figure 3 –

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Teaching, Research and Extension Congress 2021





Source: Screenshot taken by the authors.

4 IMPLICATIONS AND THEORETICAL DISCUSSION - IMPACT OF TRANSMEDIA LITERACY ON UEG TV

The broadcasts, called round tables, presented aspects related to transmedia praxiology through the narratives found in these social events, categorized as skills represented by individual management interactions, social management interactions, and content management interactions within the chats. For Koskimaa (2020), "individual management skills refer to the subject's ability to self-manage resources and time, as well as his or her own identity, feelings, and emotions." (p. 33, translated by us). It was possible to identify in the individual management skills elements related to the self-management of identification, greetings, congratulations, compliments, questions, statements, opinions, concerns, feelings of gratitude, doubts, and fears. Also identified were reunion dialogues that occur naturally and spontaneously when identifying acquaintances. Below is a table showing some of the types of interactions made by the 2020 and 2021 CEPE participants, with interactions recorded in chats. I emphasize that the specific types of interactions represent the subjectivity of the dialogues recorded in the chats. The messages in Tables 3 and 4 were selected to ensure the anonymity of the participants.

Table 3 - Individual Management Interactions





Type of Interaction	Specific Interactions	Examples***
Greeting and identification	Present yourself individually	Good afternoon! Undergraduating in Pedagogy - UEG - Santo Antônio do Descoberto - GO.
Congratulation and praise	Congratulations on the event	The expressive numbers help to praise the organization and qualify CEPE as one of the biggest scientific events in the state of Goiás. Congratulations!
Gratitude	Thanks for the opportunities	The Congress was incredible. It added a lot of value to the studies as a whole. The mini-courses were very well presented. The presentation rooms were very well organized. I'm very proud to have taken part. Thank you!
Reports	Experience Report	It's true! The workload has increased a lot during this pandemic.
Affirmations	Use of technology	Technology has arrived to make teachers mentors and students more autonomous. Let's use it to our advantage and make allies all over Brazil. More methods and tools, and more possibilities.
Questioning	How to communicate with the event organizer	Hello, I would like to speak to the organizer of the event... does anyone know how?
Opinion	Thematic positioning	The concept of methodology currently becomes insufficient and redundant, a deeper understanding of the concept of hybrid teaching is necessary.
Testimonial	Formalization of procedures	The formalization of administrative services (secretariat) online has allowed for better control and speed in processes. This is a gain that needs to be maintained.
Restlessness	Questions about issuing certificates	How do I get the certificate of participation?



Expressions of feelings	Anguish when trying to register for the event	I can't check in to the event either
	Feeling privileged	It is a privilege to be able to listen to such competent teachers together....priceless!!!
	Doubts about certification	How do I get the certificate of participation?
Reunions	Pleasant feeling	It's great to see you here!

Source: Prepared by the authors (2023). ***Examples were translated by us from Portuguese.

The "Examples" column shows the messages sent by the round table participants and is unchanged when copied. The "Specific Interactions" column contains inferences about the comments sent in the chats during the presentations as a form of communication between the participants, according to the different types of expressions listed in the "Examples" column. In the "Type of Interaction" column, we can identify a series of interactions of the participants in the lives represented by the content classification. The participants expressed themselves through messages transmitted in real time, presenting cognitive elements related to feelings and emotions, making it possible to exercise empathy and experience different types of emotions during the time dedicated to participating in the lives.

Contextualizing Koskimaa's (2020) ideas, we have that social management skills are a set of skills related to the ability to communicate, coordinate, organize, lead and teach while interacting collectively, both virtually and in face-to-face situations (p. 35, translated by us). In this research, messages from mediators and other chat participants are presented that show elements of guidance and direction in terms of clarifying doubts during transmission.

Table 4 - Social Management Interactions

Type	Specific Interaction	Example****
of Interaction		
Orientation and greeting	Communication via <i>chat</i> messages	Good afternoon, everyone! We'll be <i>chatting</i> with you here on <i>YouTube</i> , <i>you</i> can send us your questions and



comments here

Guidance	Access	Did you enter through the link you received in the email? you have to enter through it
Guidance	Clarification of doubts	I would also like to inform you that PrP will be sending a notice to all registrants telling them what to do when they have problems.
Notice and greeting	Delayed start of transmission	Good evening! We'll be starting this Round Table of the VII CEPE soon!
Guidance	Communication via <i>chat</i> messages	We welcome questions from teachers. If you are interested, please send us a message here.
Greetings	Thank you for your presence	Good afternoon! The Institute of Agricultural Sciences and Sustainability would like to thank everyone for attending this event.
Guidance	Participation of people in the <i>chat</i>	Leave your comments and questions for the speakers!
Guidance	Communication via <i>chat</i> messages	Send your questions here!
Warning	Delayed start of transmission	Good afternoon! We'll be starting soon.
Guidance	Communication via <i>chat</i> messages	If anyone wants to ask any questions, they can do so via <i>chat</i>
Warning	Certificate award	Those registered as listeners will already receive certification.
Warning	Delayed start of transmission and technical problems	Good afternoon! We'll be starting soon. Just sorting out a few technical adjustments.
Greetings	Greeting to participants	Good afternoon! Welcome back! :D
Guidance	Attendance record	There will be an attendance form in the oral presentation rooms

Source: Prepared by the authors (2023). ****Examples were translated by us from Portuguese.

The messages extracted from the round tables refer to social interactions characterized by

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warnings, greetings and orientations to guide the participants in the most distinct moments of interactivity related to the communications made in the chat space. In an environment conducive to the speech of the participants, the messages transmitted reach other chat participants who promote communication among peers who seek to clarify frequent doubts in a moment of interaction with the group present and the speakers, promoting a democratic space for dialogue in the broadcasts of the Teaching, Research and Extension Congresses on the UEG TV channel.

In terms of content management skills, I can see that the organization of the audiovisual transmissions of the round tables creates an ecosystem of narratives that create their own content in harmony between chat participants, mediators and speakers through the interactions between the subjects mediated by the messages transmitted. Koskimaa (2020) believes that "managing the transmedia complex of social media accounts becomes a challenging task in itself" (p. 37, translated by us). In this sense, the broadcasting of events on the UEG TV channel makes it possible to create playlists that can be accessed asynchronously.

[...] YouTube is often the first place to look for specific content, even more often than search engines. When most of the content consumed is accessed via streaming services, playlist management takes on an important role (Koskimaa, 2020, p. 37, translated by us).

This is the case with this research, which examines the interactions of the round tables of the 2020 and 2021 Teaching, Research, and Extension Congresses. This archiving of lectures on YouTube serves as a content guide for the digital university community, creating a digital culture. Different types of conversations were identified, with dialogues focused on each of the topics raised and discussed in the chat environments. These conversations showed clear examples of the digital skills used by the participants, who were able to interact naturally. The word cloud represents the synthesized content presented in the 2020 and 2021 round tables, highlighting the relevance of the topics presented. The specific interactions show the participants' ability to express their opinions in transmedia virtual environments, which have proven to be spaces open to the participation and collaboration of participants in building constructive dialogues for literacy practices in digital environments for human formation.

5 FINAL CONSIDERATIONS - SUMMARY OF THE MAIN RESULTS AND CONCLUSIONS

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Digital transmedia praxiologies are a reality within the UEG TV channel, intertwining multilearning, although it requires more research time to delve deeper into the studies, the wide range of complex elements related to different types of knowledge and know-how makes it possible to study different topics in line with digital information and communication technologies, encompassing different areas of knowledge. The interactions between the chat participants demonstrate the complexity of the dynamics of transmedia transmissions within a university academic context, covering different types of contexts. According to Morin (2003), "we can even say that knowledge advances not so much through sophistication, formalization, and abstraction, but mainly through the ability to contextualize and encompass" (p. 15, translated by us).

The study of the conversation circles of the UEG TV Teaching, Research and Extension Congress between 2020 and 2021 was made possible thanks to the availability of archival information from YouTube. It was possible to observe that the digital broadcasts presented elements related to transmedia sets, highlighting webs of interactions that refer to individual management skills, social management skills and content management skills, characterizing an ecosystem of interactions that generate information between digital populations that constitute a complex unit of an organizing character (Morin, 2003, p. 27, translated by us). In this sense, this work could be a starting point for future work. This could be aimed at exploring the cognitive abilities of participants, managing chats in terms of interaction and participant engagement. This study aimed to analyze the interactions that took place in the Teaching, Research and Extension Congresses of the UEG TV channel between 2020 and 2021, based on transmedia literacy. The analysis of the interactions presented the results of the communicative practices of the participants, identifying communication patterns among the topics presented in the broadcasts. Digital literacy is consistent with the interactions in the dialogues constructed in the chats, revealing transmedia skills in the context of the narratives woven. The conclusion is that the chats served as forums for discussing current issues of the time, using transmedia literacies through praxiologies, proving to be a favorable environment for the practice of collaborative academic activities in the digital scenario.

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