

ARTICLE ORIGINAL



The Scientific Event as a Formative Activity in Postgraduate Studies: Perspectives from the Scientific Committee of the FORPED PPGGOC

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Lesdeveniment científic com a activitat formativa en els estudis de postgrau: perspectives des del comitè científic del FORPED PPGGOC

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Abstract

Objectives: To share the experiences of a scientific committee of an academic-scientific event proposed as a teaching activity for postgraduate studies. **Methodology:** It is a descriptive, exploratory, and applied study; the methodology consisted of bibliographic research that sought inputs on scientific communication and good project management practices for their application in the management of the scientific committee. The management, organization, and monitoring of activities and tasks were carried out through a shared electronic spreadsheet with the team, stored in the cloud. **Results:** The main milestones, activities, and artifacts produced by the scientific committee of the event were presented, as well as the details and chronological order of the activities, in guide format, to contribute to the academic training of postgraduate students and those interested in organizing academic-scientific events. The activities and artifacts in other events should be replicated to improve the documentation presented in this study.

Keywords

scientific event, postgraduate, academic training

Resum

Objectius: Compartir les experiències d'un comitè científic d'un esdeveniment acadèmic-científic proposat com una activitat docent per a estudis de postgrau. **Metodologia:** Es tracta d'un estudi descriptiu, exploratori i aplicat; la metodologia va consistir en una recerca bibliogràfica que va buscar aportacions sobre la comunicació científica i les bones pràctiques de gestió de projectes per a la seva aplicació en la gestió del comitè científic. La gestió, organització i seguiment de les activitats i tasques es va fer a través d'un full de càlcul electrònic compartit amb l'equip i emmagatzemat al núvol.

Resultats: Es van presentar els principals fites, activitats i artefactes produïts pel comitè científic de l'esdeveniment, així com els detalls i l'ordre cronològic de les activitats, en format de guia, per contribuir a la formació acadèmica dels estudiants de postgrau i aquells interessats en organitzar esdeveniments acadèmico-científics. Es suggereix replicar les activitats i artefactes en altres esdeveniments per millorar la documentació presentada en aquest estudi.

Paraules clau

esdeveniment científic, postgrau, formació acadèmica

Recommended citation

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1. Introduction

Scientific communication is a complex activity that involves everything from the conception of research, construction, writing, and evaluation to the (sem a vírgula) publication of results (Fernandes; Vilan Filho, 2021; Weitzel, 2006). This communication ensures the exchange of information among peers in a field of knowledge, enabling them to discuss their projects and stay updated on developments in terms of knowledge produced, such as new topics, concepts, and theories, as well as social aspects like recognitions, awards, funding opportunities, publications, and partnerships (Mueller, 2007; Stumpf, 1997).

Scientific communication is considered to be a process or a set of structured, designed, and organized activities over time and space, with a beginning and an end, to produce a specific product, outcome, or output (product, service, or information) for a client, based on inputs (personnel, capital, materials, resources, information, opinions, or any other element included in the process) (Caribé, 2009; Caribé, 2015).

Academic communication is an essential part of to postgraduate studies, encompassing competencies and skills to share research findings. In this context, the goal is to disseminate research to peers, inform society about conducted research the research conducted, and foster the generation of new knowledge.

Scientific events are necessary for scientific and technological communication (Cunha, 2016), as they allow the sharing and disseminating dissemination of research in initial, partial, or conclusive phases, resulting from collective research, in research groups, or individually. They offer internal and external visibility to work, enabling individuals to establish productive relationships for future work (Witter; Souza, 2007). According to Witter and Souza (2007), scientific events serve various functions in the sciences, including communication and interaction among peers, visibility and strengthening of the field, formation of networks and research groups and promotion of scientific production.

In general, events serve as a way to enhance research in different areas of knowledge, providing an overview of the development in the field, and being an opportunity to stimulate discussions and informal communication (Rodrigues; Neubert, 2023). Campello (2000) refers to "various types of scientific events, whose denomination varies according to their scope and objectives," and some of them "focus exclusively on the

communication of research." This is the case of academic-scientific events for postgraduate students, whose central purpose is to enable the presentation of ongoing and partial studies, the results of completed research. It is a type of local event, usually aimed at the internal audience (faculty and students, permanent and alumni), fostering the integration of the institutional community and transformative knowledge construction.

The organization of an academic-scientific event follows the rigor of the editorial process involving planning, processes, and procedures, with the management of the activities comprising it. In the context of postgraduate studies, given the primordial role of scientific communication, organizing and participating in events should be part of a researcher's training. Moreover, we recognizing recognize the importance of this training for postgraduate students, so, this study aims to share the experiences of a scientific committee of an academic-scientific event conducted as a teaching activity for postgraduate students. This experience resulted from the coordination of the scientific committee in the fourth edition of the Student Research Forum of the Graduate Program in Knowledge Management and Organization (FORPED PPGGOC) in 2023, with the participation of the faculty and students from PPGGOC, the Federal University of Minas Gerais (UFMG). This presentation is a reference guide for other academics and individuals interested in designing an academic-scientific event.

2. Methodology

This study is a descriptive, exploratory, and applied research that presents the experience of coordinating the scientific committee of an academic-scientific event as a teaching activity, aiming to train students to work in the event's scientific committee.

The methodology for creating this activity began with brief bibliographic research on scientific communication, to establish the activities, standards, and information flows for scientific evaluation and dissemination. The survey was conducted in November 2023 on the Journal Portal of the Coordination for the Improvement of Higher Education Personnel (Capes). This web platform provides access to various academic databases in Brazil. The search considered the string "scientific communication" in the title. A total of 360 documents were retrieved, and a floating reading was performed on those whose titles and abstracts were related to scientific communication activities, excluding documents outside this scope or duplicates. The search considered only documents in Portuguese, aiming to retrieve current practices in the country, valuing traces of regionality, customs, and conventions for scientific communication in Brazil.

The bibliographic research also sought principles and good practices on project management, as the activities were carried out within a specific time frame and adapted to the existing context (remote team), members with partial dedication, and synchronous and asynchronous activities.

The methodological procedures included three stages of analysis. The first stage involved observing the event planning between May and June 2023, including the management, organization, and monitoring of activities and tasks recorded in shared electronic spreadsheets with the team and stored in the cloud. Specific tabs were created for each activity, which were broken down into tasks that were analyzed by the coordination and assigned to team members during meetings.

The second stage involved analyzing the records in the spreadsheets and the minutes of the one-hour weekly monitoring meetings held on the Meet tool. The platform used to manage the editorial flow was the Open Journal Systems (OJS), which was also explored to observe the records. The editorial flow was carried out as defined for the event.

Finally, the third stage consisted of observing the event held online in August 2023, and the activities after the event, which were carried out between August and October 2023.

3. Results

Organizing an academic-scientific event involves the participation of different actors, usually distributed in committees. It is a grouping that comprises a set of activities related to common skills and competencies. In addition to the general organization and the scientific committee, there was a communication committee responsible for disseminating definitions, guidelines, and information and an infrastructure and logistics committee that worked on configuring and implementing the event environment, which was entirely online.

This publication presents a scientific committee's main milestones and activities in an academic-scientific event. The committee played a central role in carrying out the activities and coordinating the reported event, which supported the committee's decisions.

The following details how the teaching activity for the training of the members of the scientific committee team unfolded.

3.1. Training and Activities of the Scientific Committee Members

The team's training was motivated by the expressed interest of the PPGGOC students, who wanted to learn something new and gain new experiences. The Program coordination defined that credits could be assigned to the teaching activity, with the student being obliged to attend and participate in the activities of the scientific committee.

The training of scientific editors is complex and requires commitment and discipline from those involved, as there are many flows, activities, and deadlines to meet and monitor. The professors' experience in managing scientific journals enriched and assisted in the completion of these activities, which required constant performance coordination with the team.

It is worth noting that the scientific committee had two actors: the coordinator and the editors. The coordinator role was taken on by a professor from the PPGGOC, who was responsible for preparing the editorial flow with respective deadlines and activities and teaching and guiding the editors in executing the tasks. The editor role was assumed by the students, who were responsible for performing all the activities of the editorial flow.

With the team of editors defined, and with the determination of rules and formalization of guidelines for authors, developed in conjunction with the overall coordination of the event, the scientific committee listed the first activities, namely: inviting external reviewers to evaluate the papers, preparing and reviewing texts for dissemination on the website and for emails, adjustments in the event submission templates, setup of the Open Journal Systems (OJS) system, schedule, and editorial flow definition.

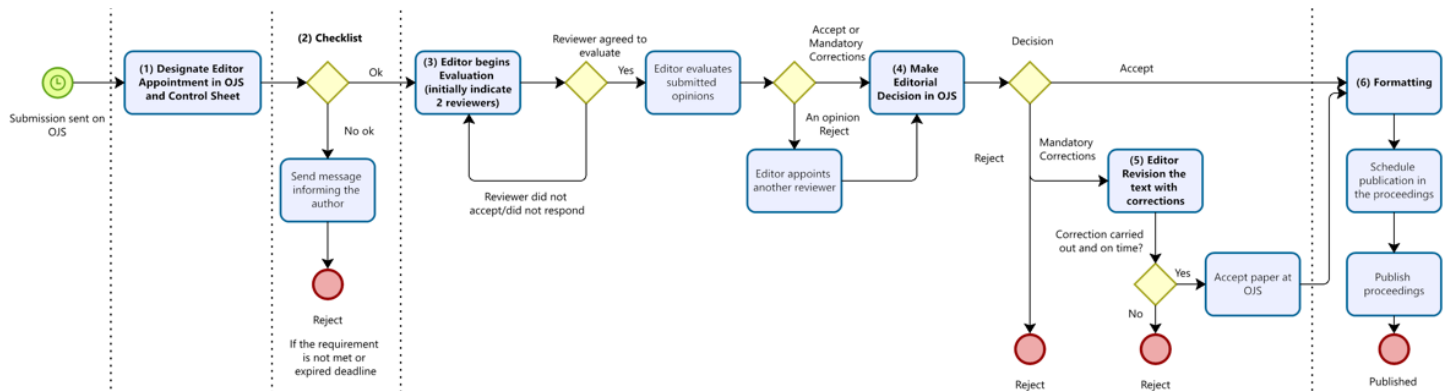
The selection of external reviewers was made from an email list of researchers in the area that already existed in previous versions of the event, and the coordination of the scientific committee sent the invitations.

The team needed to be familiar with bibliographic standards and text format for the template adjustment activity. The configuration of the OJS tool was initially carried out with the team in synchronous meetings and was another opportunity for collective learning. The actions carried out in the OJS, throughout the editorial flow, were transmitted along with the editorial activities, as the activities of the editorial flow are central to the internal team. Along with the stage definitions, deadlines were established, as the activities are sequential, and a delay could compromise the entire event. The defined editorial flow had six stages:

- Editor Appointment: The initial step is to designate an editor responsible for the submission;
- Checklist: Verification of author guidelines requirements;
- Evaluation: Submission of the text to external reviewers;
- Editorial Decision: Decision made based on the feedback received;
- Revision: Verification of corrections made by the authors;
- Formatting: Formatting the text in line with the template and standards defined for the event.

Two roles were defined to execute the tasks: an editor, responsible for tracking the papers during the editorial flow; and a managing editor, in charge of coordinating and supervising the editors' activities. The complete editorial flow is shown in Figure 1.

Figure 1. Editorial flow



All the definitions followed the flow shown in Figure 1. They were shared in a spreadsheet with the team and also presented and exemplified in the training sessions held during May 2023. After the submissions sent by the authors, the stages and activities of the editorial flow, along with the corresponding actions in the OJS system, are detailed in Table 1.

Table 1. Stages and activities of the editorial flow

Stages	Description of activities
(1) Editor Appointment	<p>1.1 The editor enters his name in the control sheet. 1.2 The managing editor designates the editor for each paper submitted to OJS. 1.3 For each submission, consider the editor's skill on the topic or a rotation of editors.</p>
(2) Checklist	<p>Condition: start if registration and payment are confirmed at the event.</p> <p>2.1 Check if the text is in the event template: download the file and save it with an identification name (standardized OJS ID). 2.2 Check that the authors are not identified in the text and in the file (properties). 2.3 Check the metadatas of the paper(if the supervisor is listed). 2.4 Check whether an agreement form was sent with the supervisor's signature. 2.5 Check if it is in the size defined in the guidelines (complete paper 8 to 12 pages - summary 2 to 4 pages).</p> <p>If any requirement is not met, first inform the authors; if not responded to within two days, reject the submission, include justification, and record the decision.</p>
(3) Evaluation	<p>3.1 Select a reviewer according to areas of interest for evaluation. 3.2 Prioritize referees who still need to be assigned paper. 3.3 Respect the maximum of two papers per evaluator. 3.4 Designate two evaluators per paper submitted (in case of delay, designate the third).</p> <p>Actions in OJS:</p> <ul style="list-style-type: none"> ● Open the 1st round of evaluation ● Search and add reviewers ● Add evaluation form ● Adjust the deadline as advised in weekly meetings. <p>3.5 Include text metadata and all dates in the control spreadsheet. 3.6 Monitor the acceptance of reviewers according to the defined dates. 3.7 Monitor the return of evaluations by reviewers.</p> <p>Attention: If the OJS system presents instability when sending emails, when inviting a reviewer to OJS, copy the text generated by OJS along with the login and also send it via the editor's email requesting confirmation. All submissions must be made to the institutional email with a copy to the event email.</p>
(4) Editorial decision	<p>4.1 Thank the reviewer for the evaluation (according to standard email in the OJS system). 4.2 Read the opinions and prepare a text with the editorial decision. 4.3 Depending on the decision, choose one of the options:</p> <p>a) ACCEPT Inform the decision and include any opinions in the text and files. Inform the authors that they are responsible for reviewing and standardizing the text and that returns must be made by the date defined in the schedule.</p> <p>b) MANDATORY CORRECTIONS Inform the decision and include any opinions in the text and files. Inform the authors that they are responsible for reviewing and standardizing the text and that returns must be made by the date defined in the schedule. Request that changes be marked in red in the text.</p> <p>c) REJECT Inform the decision and include any opinions in the text and files. Thank them and invite them to participate in the event.</p>
(5) Revision	<p>5.1 For texts accepted or with mandatory corrections, follow the deadline for sending the final version according to the date defined in the schedule. Compare the submission text with the text sent by the authors.</p> <p>If the text still contains uncorrected or unjustified items, request a new correction from the author according to the deadline defined in the schedule.</p>
(6) Formatting	<p>6.1 Make minor formatting adjustments to the text according to the standard of the event template. 6.2 After checking the layout by a team member, make final formatting corrections, generate the final document (.doc and .pdf), and schedule publication in OJS.</p>

The activities of the scientific committee began in May 2023, and event registrations opened in June 2023. During the evaluation process, the editors had to work intensively and apply all the knowledge conveyed in the training. In addition to the control worksheet, a step-by-step tutorial and screenshots of the OJS system screens were created and made available to assist editors' activities and prevent errors in communication with reviewers and authors.

Questions and exceptions were conveyed to the coordination, which analyzed each case with team. That element was included in the process, allowing learning in the face of unforeseen situations and aiming at problem resolution. Most evaluated articles received effective contributions from the reviewers and were returned to the authors. The texts revised and adjusted by the authors were reviewed by the editors. Shortly after the final acceptance, the presentation format was defined, and the program was carried out.

Given the diversity of topics and the number of presentations, the program was designed to provide further visibility to the research presented. Thus, we opted for the Pecha Kucha oral communication format, which is faster and more objective, with seven-minute presentations with up to 24 slides. With this, we managed to organize the 37 approved presentations into six oral communication sessions, scheduled over three days, namely: Oral Communication Session 1: Organization and Representation of Information and Knowledge; Oral Communication Session 2: Academic Communication and Altmetrics; Oral Communication Session 3: User Experience (UX) and Information Units; Oral Communication Session 4: Knowledge Management; Oral Communication Session 5: Data Management, Platforms, and Technologies; and Oral Communication Session 6: Archives and Information Units.

Concurrently with the final evaluation activity (receipt of final texts and review of modifications), other activities were carried out by the coordination, such as event registration with the Brazilian Center for International Standard Serial Number (ISSN) Publications and the preparation of the event proceedings, which were officially registered with an ISSN for the area, and the agility of the layout and final review activities allowed the proceedings to be available on the first day of the event. These elements are a practice increasingly adopted in scientific events because it they allows allow participants to follow all sessions effectively.

The fourth edition of the event was held online between August 16 and 18, 2023, on the topic of Information, Technology, and People: Transformations and Digital Humanities. The mediators, program faculty members, and renowned researchers on the central topics of each session contributed to a fruitful debate with much learning and interaction.

Following the event, the scientific committee prepared the record, a document containing the list of all committee members, external reviewers who contributed opinions, and the editorial, drafted together with the general committee. The certificate sending activity was handled by the logistics committee and was automated by a tool used in the event registration. However, the scientific committee prepared some statements requested by authors and reviewers.

The best articles were invited to be published in an extended format through a partnership with a scientific journal in the field. Thus, the coordination of the scientific committee was also responsible for this selection, together with the general coordination, which had the opinions issued in the evaluation. The coordination of the scientific

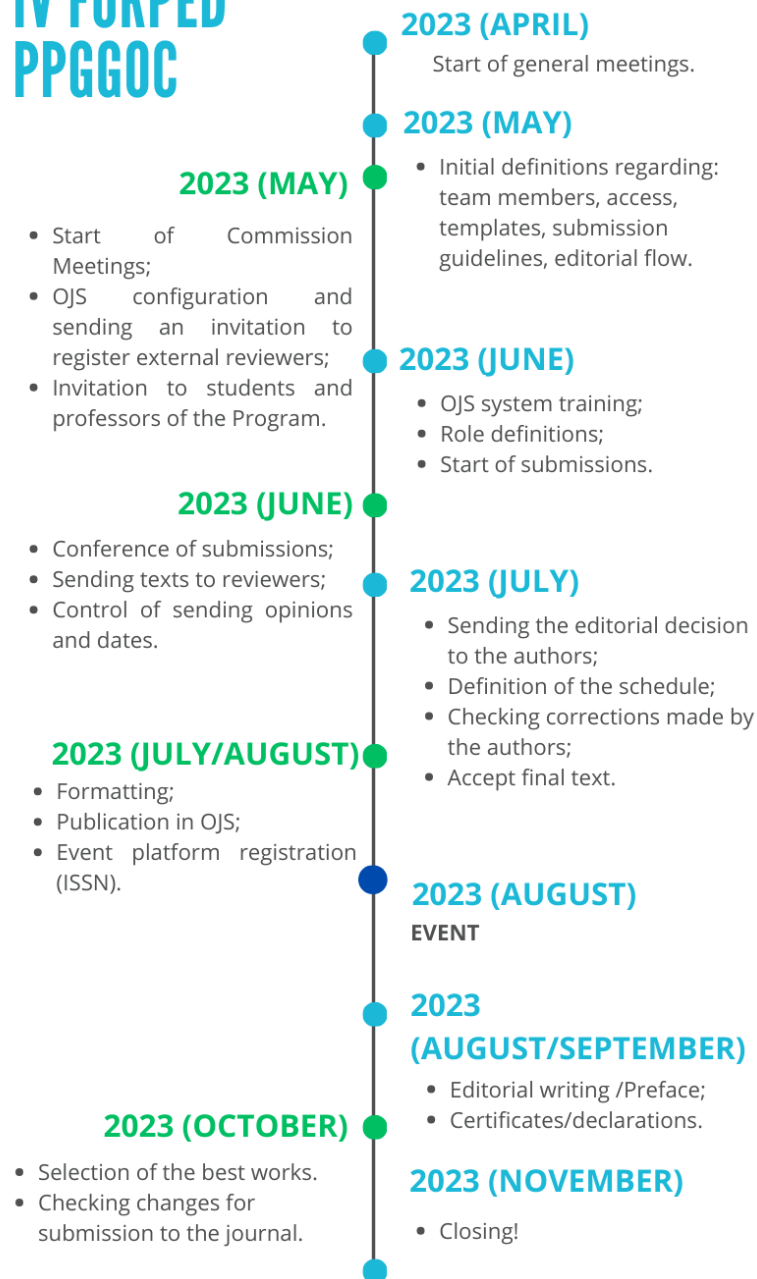
committee carried out the final validation of the modifications made by the authors for publication in the journal.

Figure 2 shows a chronology of the main milestones of the training and activities of the scientific committee.

Figure 2. Editorial Committee Chronology

TIMELINE - SCIENTIFIC COMMITTEE

IV FORPED PPGGOC



4. Final reflections

This research presented the teaching activity modeled through practical activities related to the fourth FORPED PPGGOC event at the UFMG. Since its first edition, the student forum coordination has been concerned with recording actions, procedures, and decisions resulting from the teaching activities for the organization of an academic-scientific event.

Regarding the formation of the scientific committee team, this gap was filled by establishing activities to record and document the actions carried out by the program's students and the main actions necessary for structuring a scientific committee.

The activities of a scientific committee are foundational structures, as they involve definitions that cover the entire life cycle of the event and support the other committees, especially in communication and technical issues, such as infrastructure and logistics.

It was observed that the relationship between professors and students in the activities of the scientific committee was balanced, and the documentation of the procedures contributed to objective and direct communication that included, in most cases, the resolution of impediments or exceptions, avoiding delays in the schedule.

In future work, it is suggested that the activities and artifacts be replicated in other academic-scientific events, adapting common elements and proposing evolutions for the documentation presented in this report.

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