

Laboratory radio and community communication initiatives

Rádio laboratório e iniciativas de comunicação comunitária

Laboratorio radial e iniciativas de Comunicación Comunitaria

Fernando Oliveira Paulino, Mariana Ferreira Lopes e Madalena Oliveira

Abstract

The research analyzes practices from the Community Communication Laboratory Radio (Ralacoco), part of ComCom Project. Created in 2001, Ralacoco has had a history of technological experiences. Since then, it has sought to carry out activities through workshops and content production. The initiative has explored media convergence tools to promote communication experiences with and for diverse audiences. This analysis is based on participatory research, stimulating the reflection on the activities developed. The outcomes have revealed that the use of a wide range of forms to communicate contributes to social mobilization to the extent that they become instruments to promote experimentation, communication and scientific dissemination, which is so necessary in times of *infodemic*.

Keywords: Community Communication; Internet; Social Mobilization

>> **Informações adicionais:** artigo submetido em 5/3/2021 e aceito em 28/4/2021

>> Acknowledgements

This paper was concluded during the activities of the project "Communication and democracy: media accountability, public service media, internet access and the right to information in Germany and Brazil", which is supported by the Probral, Brazilian-German academic cooperation program CAPES/DAAD. The paper count on with the contributions of Renata Gomes, Milena Marra, Juliana Soares Mendes, Thais Ellen da Silva Rodrigues and Débora Damasceno Silva.

>> Como citar este texto:

PAULINO, Fernando Oliveira; LOPES, Mariana Ferreira; OLIVEIRA, Madalena. Laboratory Radio and Community Communication initiatives. *Radiofonias – Revista de Estudos em Mídia Sonora*, Mariana-MG, v. 12, n. 01, p. 161-179, jan./abr. 2021.

Sobre os autores

Fernando Oliveira Paulino
paulino@unb.br

<https://orcid.org/0000-0002-4946-0513>

Doutor em Comunicação e professor da Universidade de Brasília (UnB).

Mariana Ferreira Lopes
flopes.mariana@gmail.com

<https://orcid.org/0000-0001-7994-0086>

Doutora em Comunicação pela Universidade Estadual Paulista Júlio Mesquita Filho (Unesp) e pesquisadora na Universidade de Brasília (UnB).

Madalena Oliveira

madalena.oliveira@ics.uminho.pt
<https://orcid.org/0000-0001-8866-0000>

Doutora em Comunicação e professora da Universidade do Minho, em Portugal.

Resumo

A pesquisa analisa as práticas da Rádio Laboratório de Comunicação Comunitária (Ralacoco), parte do Projeto ComCom. Criado em 2001, o Ralacoco tem um histórico de experiências tecnológicas. Desde então, busca realizar atividades por meio de oficinas e produção de conteúdo. A iniciativa tem utilizado ferramentas de convergência de mídia para promover experiências de comunicação com e para públicos diversos. Esta análise é baseada na pesquisa participativa, estimulando a reflexão sobre as atividades desenvolvidas. Os resultados revelaram que a utilização das mais diversas formas de comunicação contribui para a mobilização social na medida em que se tornam instrumentos para promover a experimentação, a comunicação e a divulgação científica, tão necessárias em tempos de *infodemia*.

Palavras-chave: Comunicação Comunitária; Internet; Mobilização Social.

Resumen

La investigación analiza las prácticas de la Radio Laboratorio de Comunicación Comunitaria (Ralacoco), parte del Proyecto ComCom. Creada en 2001, Ralacoco tiene una historia de experiencias tecnológicas. Desde entonces, busca realizar actividades a través de talleres y producción de contenidos. La iniciativa ha utilizado herramientas de convergencia de medios para promover experiencias de comunicación con y para diferentes públicos. Este análisis se basa en la investigación participativa, estimulando la reflexión sobre las actividades desarrolladas. Los resultados revelaron que el uso de las más diversas formas de comunicación contribuye a la movilización social en la medida en que se convierten en instrumentos para promover la experimentación, la comunicación y la divulgación científica, tan necesarias en tiempos de *infodemía*.

Palabras clave: Comunicación Comunitaria; Internet; Movilización social.

Introduction

The purpose of this paper is to analyze practices from the Community Communication (ComCom) Project (www.comcom.fac.unb.br), mainly through Community Communication Laboratory Radio (Ralacoco) initiatives, which aim to promote the right to communicate through open source journalism (TARGINO, 2009) and media activism (CARROLL & HACKETT, 2006). According to Carroll and

Hackett, a variety of actions can fall under this concept. Other authors, moreover, regard media activism as “organized ‘grassroots’ efforts directed to creating or influencing media practices and strategies, whether as a primary objective, or as a by-product of other campaigns” (2006, 84). Thus, the availability of do-it-yourself radio tools in the hands of non-professional communicators can change the characteristics of media production and consumption. The main values become public interest, pluralism and local issues, instead of themes proposed due to commercial constraints. This is why we see a shift of power, favoring media democratization and the resistance of organized groups and communities. Communication tools being accessible – stemming from media convergence – allows these people to practice open source journalism, which values participation and community collaboration in the news making process.

The Project at University of Brasilia (UnB) includes not just the Community Communication Laboratory Radio (Ralacoco), but also the web radio server Dissonante (dissonante.org), undergraduate Community Communication activities and the research group “Community Communication and Citizenship”. The motivation for the research presented in this text originated from debates about use of ComCom’s social media accounts and with this stimulation, this paper aims at: a) evaluating the performance of the Ralacoco, b) presenting a conceptual perspective, c) analysing the radio’s profile on the Facebook page of “Programa Comunicação Comunitária – ComCom” (Community Communication Project) (www.fb.com/comcomunb), and d) examining recent experiences developed by the audio program “PapoUnBês” (“Conversation in the language of the UnB” in a free translation into English), a program broadcasted via Ralacoco since 2019.

The choice to focus on these particular activities is justified by their popularity: it includes the audio of an interview that was accessed hundreds of times³¹, a profile on Instagram with thousands of followers³² and the availability of the audios via internet³³.

31. The interview was hosted on Radiotube# (www.radiotube.com.br).

32. <https://www.instagram.com/unbcast/>

33. <https://open.spotify.com/show/oGUYXwGMrYMIovBJo5MY6E>

Taking into account the current Covid-19 pandemic situation, the paper also makes a connection between the debate about the Laboratory Radio as space of the experimentation and possibilities to be tool of promotion of health and the infodemic management, topic still more important as the consequence of the coronavirus effects (EYSENBACH, 2020).

Community Communication Program and Ralacoco, the Laboratory Radio

In order to analyze the experience of Ralacoco, a reflection on the concept of Community Communication is required. It must take into account the contemporary application of that concept, and investigate its origins and the origins of associated ideas, such as Popular Communication and Alternative Communication. It is also important to consider the definition of the term, especially in a Latin American context. Cicilia Peruzzo (2008) has contributed to this discussion by describing the concepts used in this paper. In her words, popular communication, from its outset in the 1970's and 1980's, has been intrinsically and politically related to "a form of expression used by disadvantaged segments of population, which seek to meet their survival needs and their need for political participation, and to establish social justice" (PERUZZO, 2008, p. 368). Community communication, thus, originates in social movements and these kinds of initiatives usually include what is not visible in major media outlets, because they focus, prioritize and cater to the needs of the more disenfranchised segments of society, encouraging their right to communicate (PAULINO et al, 2017).

The concept of community communication describes a type of communication performed by people concerned with representing a segment of the society that forms a community. This community might not be considered only in geographic terms but it does share events and occupations. In Brazil, community communication may be understood as being conceptually similar to the terms alternative, participative, participatory, horizontal, dialogical and

radical communication. Nevertheless, the term has had its impact diluted in recent days, mainly because “mass media has assigned the word ‘community’ to some of its content. It is clear, therefore, this term might refer to different processes, making its use problematic” (PERUZZO, 2008, p. 369). According to Heather Anderson, “community radio strongly identifies as a social movement” (ANDERSON, 2017, p. 253). On the other hand, in some more disadvantaged social and cultural contexts, they are associated with collective demands for changes in standards of living, forms of government, and other concerns and motivations (PERUZZO, 2008).

For the purposes of this paper, the term community communication is used in consonance with the concepts of media activism and the importance of social media in processes of popular emancipation and mobilization, which seek to meet survival needs and need for political participation, to establish social justice, and to disseminate culture and democratize information and communication.

William Carroll and Robert Hacket (2006) relate media activism to different initiatives and ideas devised by grassroots movements to try to change and/or influence mass media, even though this might not be their primary objective. As an example of this, researchers such as Danielle Maciel (2012) have suggested observing the role of so-called New Information and Communication Technologies (NICT) in the activities of social movements during events such as the so-called “Arab Spring”, which occurred in Tunisia, Egypt, and Libya. It is also mentionable the fact that, more recently, social media, especially Facebook and WhatsApp, have been used to ideate, organize, and ultimately stage protests:

[...] we believe that political action based on media, which, from our point of view, originated in the 1999 anti-globalization demonstrations organized by the Peoples’ Global Action and is still significant, is a topic to be analyzed: media activism. (MACIEL, 2012, p. 8)

These reflections are conducive to an analysis of everyday life and of digital tools, of which analysis a more diverse spectrum of political views and alternative content may arise. Following this, users and consumers might not

confine themselves to the role of receivers; it is possible for them to take over as protagonists and sources of information and opinion. Moreover, it is more possible in current times to take part in the production and distribution of information. The Internet has intensified the participation of people not closely related to communication. According to Targino (2009), the world wide web has allowed users to perform some of the functions of advertisers, and ordinary people have been able to edit and manage virtual spaces, which was a function exclusive to businessmen and experts. There is now room for more diverse voices to discourse.

In this context, between NICTs and social media, there are blogs, podcasts, vlogs, web radios, and social media websites themselves, broadly exemplified by Facebook, YouTube and WhatsApp. There are diverse ways of producing, cataloging, and transmitting information, which enable the creation and development of an even bigger variety of spaces for collaborative communication. They are signs of an expanding informational web that, according to Targino, can be seen as associated with a “web journalism that is spreading, favoring the emergence of citizen journalism” (TARGINO, 2009, p. 58). According to the author, this citizenly journalism may be understood as the open source practice of a participative journalism counting on individuals and groups who have an opinion on several different topics.

Some concepts establish the difference between a more “traditional” use of the internet and new ways that stimulate collaboration, interaction and participation of groups and individuals. It follows from these concepts that the “appropriation of new communication technologies and a clearer incorporation of the principle of the human right to access to information” (PERUZZO, 2008, p. 373) may arise. Taking into account common people’s importance to the creation and consumption of content, it is possible to say that interactivity is key to the Internet users’ right to opinion. Interactivity boosts Internet users’ participation, allowing them to express opinions, vote, produce text, video, audio and other media. Through web journalism, it is possible to articulate different media simultaneously, and from this users obtain an ever more dynamic

informational experience. Media convergence is incorporated into people's daily lives to such an extent that they are immersed in flows of production and distribution of, and access to audio, video, text, images and charts in different formats and extensions.

Over recent years, we have witnessed the emergence of interrelations between different media. It is noticeable nowadays that, beyond convergence, a symbiotic relation between media and tools of communication has evolved. This means different media have been associated in a way that makes it difficult to keep them apart. According to Pellanda (2003, p. 3), "when the original language of a certain conventional media, such as radio, enters a space like the Internet, to which other media have already been incorporated, a natural interaction between them occurs".

Taking into account the aforementioned theoretical concepts, it can be said that diverse social movements (among them, those created in student, political, religious, and NGOs' environments) have nowadays more chance to stimulate practices related to a diversified communication if compared to media outlets more tied to other private interests, be they political or economic (GANTER & PAULINO, 2020). Many experiences have contributed to the creation of different nomenclature and views regarding communication in favor of communities (KAPLÚN, 2007). Gabriel Kaplún categorizes this communication as alternative, citizenly or educational, in reference to the dialogue the open transmission of information to the public promotes.

More often than not, traditional and business-oriented media do not make room for the working classes to express themselves and their demands. These media do not open up for educational and cultural initiatives developed by disadvantaged communities. There might be an outlet for these initiatives in the content of community media, which promotes people's voice and autonomy, even by using social media to produce, distribute, and provide access to content. This situation, on the one hand, contributes to the conditions and incentives for the use of alternative tools to the mainstream, such as the use of social media. On the

other hand, it must also be viewed critically because platforms such as Facebook and WhatsApp are also driven by significant commercial interests and do not necessarily offer transparency and accountability about their motivations and actions (VAIDHYANATHAN, 2018; KEEN, 2012).

Ralacoco, Internet, and Community Communication

Since the creation of the University of Brasilia (UnB) in 1962, there was a promise of a broadcast channel license to the institution (PAULINO & SILVA, 2013). As one of the consequences of the military coup in 1964 and for being in the Brazilian capital, the UnB suffered a direct intervention and continuous monitoring of its activities until 1985³⁴. In the period of the redemocratization, professors, workers, students and artists organized action in favor of the creation of the Radio UnB, but the possible channel for this was conceded from the Federal Government to the Federal District Government. This absence of a university radio in the Brazilian capital's most important university has been felt in the activities of the teaching staff, workers and students associations. Between 1998 and 1999, a group of students created and operated "Outra FM" (Other FM). Without institutional support, this experience did not survive. Two years later, Ralacoco appeared.

The Community Communication Laboratory Radio³⁵ (Ralacoco) came into existence because of the need for such a communicative media outlet. With the support of the Lecturers' Union (ADUnB), Ralacoco was initially created to disseminate news of the workers and lecturers' strike that took place at the University of Brasilia in 2001 (PAULINO & ARRUDA, 2017). At the end of the strike,

34. More information about it can be read at the report developed by the Anisio Teixeira Commission about Memory and Truth that analysed Human Rights transgressions in the UnB from 1964 and 1988. The report is available at: http://www.comissaoverdade.unb.br/images/docs/Relatorio_Comissao_da_Verdade.pdf.

35. The creation of the Laboratory Radio did not exhaust the debate and the need of one University Radio in the University of Brasilia. Unfortunately, a lot of institutions in Brazil, universities or not, have founded difficulties to create or to manage the experiences as sustainable initiatives. More information about the challenges for the exercise of the right of communication can be found in PAULINO & GUAZINA, 2020. Proposals to fill the gaps in the Communication of the University of Brasilia, including the project of the University Radio, are available at: <https://noticias.unb.br/76-institucional/686-reuniao-por-comunicacao-integrada-na-unb>.

the people involved with the actions decided to continue the activities, connecting and updating the initiative through initiatives in teaching, research and community outreach (MENDES, 2006).

Since its inception, Ralacoco has sought to be open and diverse, a channel for the democratization of communication. Today, Ralacoco contents are hosted on the web radio server Dissonante. Both projects, Ralacoco and Dissonante, fall within the Brasília University's Community Communication Project (ComCom), which is also responsible for the activities of the Comunicação Comunitária (Community Communication), and Comunicação Comunitária 2 (Community Communication 2) courses. These courses' syllabuses include topics on social mobilization and field work in regions like Planaltina, 40 km from Brasília downtown. Different people have taken part in these activities, such as disadvantaged community members, community radio and TV stations people, women's associations, groups for the promotion of cultural heritage and academic organizations.

Dissonante Project was created by Pedro Arcanjo Matos and Leyberson Pedrosa, as a Communication graduation project³⁶ for the University of Brasilia. Their main objective was to create a channel to promote free communication, using low cost technology. Web radios have some advantages over other types of radio: they are much less bureaucratic to operate, for example – no prior legal authorization is required. In the case of Dissonante, the team stresses only the importance of following the acceptable use policies. The Dissonante rules define, for example, the need that users may not violate human rights or let opinions or groups take precedence over others. The basis of the Dissonante follows the contents and reflections in contact with the colleagues and with coordination of the ComCom Project during regular meetings and semester evaluations. The team is composed with the participation of lecturers, workers and students. The people from outside have the opportunity to manifest their perspectives especially during the evaluation of the activities. Other important

36. <https://bdm.unb.br/handle/10483/1719>

moment for the dialogue and accountability of the Project happens during the “Semana Universitária” (“University’s Week”), when the coordination organizes public debate and workshops about the procedures and contents³⁷.

It is important to mention in this context that Projeto Dissonante (Dissonante Project), a free radio web server and one of the initiatives within the Community Communication Project, has undergone changes continuously. After restyling its visual design, Dissonante’s coordinators created a technological application to be embedded in their web page (www.dissonante.org) and in their social media, such as Twitter³⁸ and Ask.fm³⁹. A mobile version of the application, compatible with tablets and smartphones, was also created. Moreover, the Project’s website was made easier to browse, which allowed it to become a direct channel for demands and suggestions regarding different projects. Before these changes, requests for projects were made by e-mail to the Project’s coordination. This functionality has not been discontinued, but the tendency is that in a short time all the requests will have to be made through the website. Dissonante Project and Ralacoco are part of the Community Communication Program (ComCom). Both make use of a variety of social media, such as Instagram⁴⁰, Facebook⁴¹, Youtube⁴², and Radiotube⁴³. Social media allows ComCom’s projects to reach its target audience more easily, which might stimulate a more active involvement from students, community leaders, and society. This perception about the expanded radio (KISCHINHEVSKY, 2016) shows more possibilities to create and share the contents because the radio, in the current times, can be accessed in the Internet alive by streaming or on demand (podcasting) through cell phone, computers (desktops and notebooks) and, including, via pay TV, more independently of place and time.

³⁷More information about the “Semana Universitária” is available at:

<http://www.dex.unb.br/semanauniversitariaunb>. The next edition is inspired by the activities of Paulo Freire’s centenary

³⁸. <https://twitter.com/sejadissonante>

³⁹. <https://ask.fm/projetodissonante>

⁴⁰. <https://www.instagram.com/comcomunb/>

⁴¹. <https://pt-br.facebook.com/comcomunb>

⁴². <https://www.youtube.com/user/ComComunitaria>

⁴³. <https://www.radiotube.org.br/meuperfil-170>

Since Ralacoco's inception, in 2007, technology and tools have changed, and Dissonant has evolved alongside them, not letting go of the objective of being a dialogical, horizontal channel of communication, and taking advantage of changes in technology. A good example is that a free software called Broadcast Using This Tool (BUTT) is being used to stream audio OGG⁴⁴ and MP3 files. Because it is a free software, BUTT fits the server's specifications exactly, which is aimed at cooperation and community, and is an intuitive software, easy to use.

The motivation for the research presented in this paper originated from the many debates over the importance of making better use of ComCom's social media accounts. That is to say the authors of this paper are involved one way or the other in producing content for the program's Facebook page (www.fb.com/comcomunb), and also use that social media themselves. According to Barbier (2007), since the researchers are members of the research group, their participation can be categorized as complete participant observation. Another way of categorizing this participation is by research-action, a method that relies on a responsive attitude towards others. It is based on the researcher's attachment to a collectivity; and a dialogical attitude is required of him on each stage (outlining the problem, planning, theorization and evaluation). It is a necessary attitude in order to allow researchers and subjects the possibility to discuss each stage's result, which results in a spiral approach (BARBIER, 2007). This dialogical perspective is complemented by the possibility of response on Facebook, through users' comments or even through the data concerning access to the *fan page*. And, to Facebook's data, it is possible to add the information that comes from Radiotube, which disseminates multimedia content and gathers initiatives on production and distribution of, and access to audio content. All the interactions and manifestations of the public are analysed by the coordination of the project and subsidize the teaching, research and extension activities that are evaluated through reports and information sent to the Dean of Extension at the University of Brasilia.

44. Free extension for audio files.

Sharing different media – images, sounds and written words – offers users with a more diverse experience. The experience of embedding audio content to such a popular social media as Facebook helped make the contents and ComCom itself more visible. That is to say that the relationship between communication source and receiver creates possibilities for collaboration, feedback and mutual growth. By not dividing the roles between producers and consumers of information, the current state of communication offers to the receiver more possibilities for interactions than they usually have with other media, and a more important role in the process of communication. Feedback from users, for example, is an important instrument for improving and showcasing audio contents produced and published by the page. Moreover, the public is encouraged not just to access, but to produce and share contents using the available tools. This principle can even be seen in the relationship with university students, who often start the relationship with the project as listeners and then become content producers. Thus, there is a concrete possibility that Ralacoco will serve as a laboratory for the right to communication and for professional training, on the one hand. At the same time, the coordination of the project has the responsibility and the challenge of permanently stimulating student participation because, as their courses have a limited period of time, they may leave the Project at some point, although there are significant cases of graduates who remain linked as graduate students or volunteers in the initiatives.

As of June 2015, Community Communication Program's fan page has had 2,177 likes. Data from the website indicates that posts related to Ralacoco are among the most popular. It can be said that they generate most of the fan page's traffic. The chart below presents the statistics for the time frame chosen by the researchers:

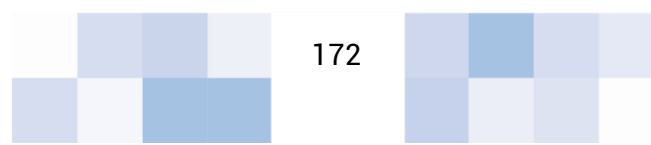




Figure 1: Chart of www.fb.com/comcomunb likes between September and November, 2014

The interview with the poet and journalism student, Letícia Leal, was one of the posts to become popular and attract readers. It reached more than 2000 users and caused a great impact on the page. It became an example of how incorporating different media has the potential to draw people's attention. In this particular case, the content was related to poetry, which added yet one more specific language: the poetic one.



Figure 2: interview: Poesia de Garagem
Produced by: Thais Rodrigues

The interviewee being a UnB communication student helped promote the interview among UnB students, and as a consequence it was shared more

widely. This dissemination is due to the proximity between audience and producers of content, which generates news value. The choice of culture-oriented content corroborates Peruzzo's (2008) ideas: community communication may include ludic and intuitive practices and remain socially conscious.

The “Papo UnBês” UnB Chat Program: protagonism and scientific experience through Laboratory Radio

The “Papo UnBês”⁴⁵, in English “Conversation in the language of UnB”, is a podcast that was created by the initiative of the students of the University of Brasília Nicolly Prado and Renata Gomes, from the public call for audio production by the Ralacoco studio, in September 2019. The project's initial proposal was to produce content for the public internal and external at UnB in order to inform and entertain, based on the three pillars of higher education – teaching, research and extension – present in the Federal Constitution of 1988 (BRASIL, 2018).

The first season aimed to produce service content, to facilitate access to information for undergraduate and graduate students. With that in mind, episodes like “What the hell is a DCE?” (published in October 2019) to address the Central Union of Students (DCE) and explain their obligations and duties, “UnB Internacional” (published in November 2019) to elucidate the selective exchange process promoted at UnB, and “Student Assistance” (published in March 2020) with the aim of facilitating access to information on assistance projects for low-income students at the university.

In addition, the initial season of “Papo UnBês” featured a series geared towards students just entering higher education. The “Freshman Special” featured six episodes of up to 20 minutes in length and explained how to get the student card and its uses, how to locate yourself at the university and how to register and enroll in subjects.

45 .These contents are available at: <https://open.spotify.com/show/oGUYXwGMrYMIovBJo5MY6E>

The second season of the podcast began in October 2020 and was produced entirely during the Covid-19 pandemic by remote means. The season sought to move away from the main theme of practical and everyday services, and to dive into the theme of research and promote scientific dissemination. Bueno stresses that the dissemination of science is about the “process of transmitting scientific, technological information or associated with innovations that have as audience the common citizen, the non-specialized person, the lay person” (BUENO, 2014, p. 6).

In general, the experience of producing the program (and podcast) in the Ralacoco was an interesting experience of using New Technologies of Information and Communication to bring relevant and quality content to the local community of the University of Brasília. The production process itself brought a series of benefits to the producing students, who were mostly students from courses other than Social Communication and were then able to have contact with the experience of media creation. In addition, the audience that accompanied the program presented a positive response to the content. An example of this is that the podcast's Instagram, @unbcast⁴⁶, has become a center for searching and exchanging information. Students from different courses and age groups felt the freedom to send questions about the most diverse subjects related to the university day-to-day life.

The production of the contents during the pandemic period also brought reflections and concerns about what can be the role of the Laboratory Radio to promote information and health inside and outside the university. For this, it has been fundamental to think about measures to analyze and prevent infodemic effects.

According to the World Health Organization⁴⁷, WHO, *infodemic* is a phenomenon characterized by the abundance of information in an epidemic situation. As these data are not always true, accurate and of quality, often characterized as disinformation, *infodemia* undermines the effective fight against

46. <https://www.instagram.com/unbcast/>

47. Information available in the World Health Organization (WHO) website: <https://www.who.int/teams/risk-communication/infodemic-management>

diseases by generating both confusion about health information and distrust about the emergency responses adopted by the institutions and managers. Although it is not a recent phenomenon, it is certain that new communication technologies and the global proportion of Covid-19's emergency situation tend to potentiate their consequences (TANGCHAROENSATHIEN et al., 2020).

The effective response to the fight against *infodemia* unfolds in different dimensions that converge to affirm the urgency and the need to promote quality information based on scientific evidence, anything which the Laboratory Radios and other University initiatives should take into account. Gunther Eysenbach (2020), a researcher who coined the term infodemiology in 2002, presents four pillars for infodemic management: 1) monitoring information, 2) developing literacy – or literacies – in health and science, 3) encouraging knowledge curation and processes such as fact-checking and peer review, and 4) accurate and timely translation of knowledge to combat disinformation.

In addition to the pillars presented, there are five areas for the elaboration of infodemic management actions systematized by WHO. The study started from a virtual consultation with different agents such as public managers, researchers, public health institutions, civil society and media professionals (TANGCHAROENSATHIEN et al., 2020). These are the fronts presented: 1) verification of evidence, 2) literacy on science and health, 3) expansion of the range of messages, 4) measurement of *infodemic*, its trends and impacts, and 5) coordination and governance.

In this sense, the reflections brought up in this paper envision experimental potentialities of Ralacoco and other initiatives from the Community Communication Project, in infodemic management regarding literacy in science, knowledge translation and scientific dissemination.

Conclusions

Communication practices evolve and adapt. Current times allow for new approaches and innovative scope. A large segment of society does not have access

to the Internet, and this is a broad problem that permeates economic, historical and social levels. This was not the object of this paper, but it can be said that, even in a global context, more and more people have been gaining access to the Internet. The activities carried out by ComCom, promoting access to protagonist spaces and stimulating users' potential of producing content, might result in media activism. For this, the Internet's scope can be used as a channel of communication through shared production, distribution and access. An example of this was the performance of "Papo UnBês", produced by undergraduate students, who built a center for exchange and conversation on subjects related to university experience.

Adapting to technological innovation has made Ralacoco, sponsored by the Dissonante Project and developed within the scope of the Community Communication Program (ComCom), more accessible. By reaching more people, Ralacoco has improved its practices and been able to catalyze social mobilization. It is essential to analyze ComCom's social media accounts, their use of different languages, tools and platforms, so as to stimulate new, collective forms of production, distribution and access to content. These practices contribute to democratizing communication. New channels are opened and might be used by different groups; and this might inspire a variety of initiatives on Community Communication.

It is important to point out in advance the educational aspect of Laboratory Radio, especially when we dialogue with community communication and educommunication, as in the case of the experiences shared here. Educommunication, as an area of social intervention aimed at the construction and strengthening of open and dialogical communicative ecosystems in different educational spaces (SOARES, 2011), is present in the radio experiments experienced in the Ralacoco and other initiatives of the Communication Community Project.

It is an education through the media and *through* experimentation that ends up designing an arena of dialogue between the knowledge constituted at the university and those built beyond it – or together with it – aligned by the plurality

of voices that are there. find. Thus, a fruitful space is established for us to think about such a community *educative communication* process as well as the foundation of scientific dissemination, which is so necessary in times of *infodemic*.

References

ANDERSON, Heather. The institutionalization of Community Radio as a Social Movement Organization: 4ZZZ as a radical case study. **Journal of Radio & Audio Media**, 2017, v. 24, n. 2, p. 251-269. <https://doi.org/10.1080/19376529.2017.1296446>

BARBIER, René. **A pesquisa-ação**. São Paulo: Líber Livro, 2007.

BRASIL. **Constituição Federal de 1988**. Brasília: Câmara dos Deputados, Edições Câmara, 168 p., 2014.

BUENO, Wilson da Costa. A divulgação da produção científica no Brasil: A Visibilidade da Pesquisa nos Portais das Universidades Brasileiras. **Ação Midiática: Estudos em Comunicação, Sociedade e Cultura**, Curitiba, ed. 7, 2014. Available at: <https://revistas.ufpr.br/acaomidiatica/article/view/36340>. Access on 11/01/2020.

CARROLL, William; HACKETT, Robert. Democratic media activism through the lens of social movement theory. In: **Media, Culture & Society**. London, Thousand Oaks and New Delhi: SAGE Publications, Vol. 28(1), pp. 83-104, 2006.

EYSENBACH, G. How to fight an infodemic: The four pillars of infodemic management. **Journal of Medical Internet Research**, v. 22, n. 6, p. e21820, 2020. Available at: <https://www.jmir.org/2020/6/e21820/>. Access on 11/21/2020.

KAPLÚN, Gabriel. La comunicación comunitaria. In: **Medios de comunicación, el escenario Iberoamericano**. Madrid: Ariel, 2007.

KEEN, Andrew. **Digital Vertigo: How Today's Online Social Revolution is Dividing, Diminishing and Disorienting Us**. New York: St. Martin's Press, 2012.

KISCHINHEVSKY, Marcelo. **Rádio e Mídias Sociais: mediações e interações radiofônicas em plataformas digitais de comunicação**. Rio de Janeiro: Mauad X, 2016.

MACIEL, Danielle Edite Ferreira. **Midiativismo: entre a democratização e a assimilação capitalista**. Tese de Doutorado. Universidade de São Paulo. Available at: <http://www.teses.usp.br/teses/disponiveis/27/27154/tde-20052013-121256/en.php>. Access on 06/11/2020.

MENDES, Juliana Soares. **Relatos de uma experiência de comunicação comunitária: como a comunicação comunitária influencia na constituição discursiva da identidade dos e das jovens do Varjão participantes da oficina de rádio**. 2006. 224 f. Monografia (Bacharelado em Comunicação Social). Universidade de Brasília, Brasília, 2006.

PAULINO, Fernando Oliveira; MARTINS DA SILVA, Luiz. **Comunicação Pública em Debate: Ouvidoria e Rádio**. Brasília: Editora UnB, 2013.

PAULINO, Fernando Oliveira; ARRUDA, M. Ralacoco: quinze anos de leitura crítica da mídia e produção, distribuição e acesso a conteúdos radiofônicos. In: IX Seminario de la Asociación Latinoamericana de Investigadores de la Comunicación (ALAIIC), Conesur, 2017, Goiânia. **Anais do IX Seminario de la Asociación Latinoamericana de Investigadores de la Comunicación ALAIIC Conesur, 2017**.

PAULINO, Fernando Oliveira; GUAZINA, Liziane. The Brazilian Media System in a Turbulent Environment. In: THUSSU, Daya Kishan; NORDENSTRENG, Kaarle. **BRICS Media: Reshaping the Global Communication Order?** London: 2020. DOI: <https://doi.org/10.4324/9780429468759>

GANTER, Sarah Anne; PAULINO, Fernando Oliveira. Between attack and resilience: the ongoing institutionalization of independent digital journalism in Brazil. **Digital Journalism**, 18 maio 2020. DOI: <https://doi.org/10.1080/21670811.2020.1755331>.

PELLANDA, Eduardo Campos. Convergência de mídias potencializada pela mobilidade e um novo processo de pensamento. In: **Anais do Congresso Brasileiro de Ciências da Comunicação**. 2003. Available at: <http://www.portcom.intercom.org.br/pdfs/129419528759418333834670887469995119512.pdf>. Acesso em 06/11/2020.

PERUZZO, Cicilia M. Krohling. Conceitos de comunicação popular, alternativa e comunitária revisitados. Reelaborações no setor. **Palavra Chave**, v. 11, n. 2, 2008.

SOARES, I. O. **Educomunicação: o conceito, o profissional, a aplicação: contribuições para a reforma do ensino médio**. São Paulo: Paulinas, 2011.

TANGCHAROENSATHIEN, V. et al. Framework for managing the Covid-19 infodemic: methods and results of an online, crowdsourced WHO technical consultation. **Journal of Medical Internet Research**, v. 22, n. 6, p. e19659, 2020. Available at: <https://www.jmir.org/2020/6/e19659/> Access on: 21/11/2020.

TARGINO, Maria das Graças. **Do webjornalismo ao independente media center**. In: **Jornalismo cidadão: informa ou deforma?** Instituto Brasileiro de Informação em Ciência e Tecnologia (IBICT), p. 49-78, 2009.

VAIDHYANATHAN, SIVA. **ANTISOCIAL MEDIA How Facebook Disconnects Us and Undermines Democracy**. New York: Oxford University Press, 2018.

WORLD HEALTH ORGANIZATION - WHO. **Covid-19 strategy update – 14 april 2020** [Internet]. Geneva: World Health Organization; 2020. Available at: <https://www.who.int/publications/i/item/covid-19-strategy-update---14-april-2020> Acesso em: 05/12/2020.