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EDUCATION AND OUTREACH OF ANTARCTIC SCIENCE BY WEBINARS

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Abstract

The Brazilian National Committee of the Association of Polar Early Career Scientists (APECS-Brazil) developed a series of monthly webinars between December 2018 and April 2020 as a strategy to promote Antarctic science outreach across Brazil. All authors were part of the APECS-Brazil executive board during this period and actively contributed to these initiatives. This study evaluates how these webinars helped communicate Antarctic science to diverse audiences in a geographically large and socially unequal country. We analyzed three dimensions: reach (geographic and demographic diversity), accessibility (participation despite structural limitations), and heterogeneity (diversity of scientific themes). Our results show that the webinars reached all Brazilian states and attracted mostly students, teachers, and early-career professionals. Participation was highest in states with existing polar research groups, while limited digital access affected engagement in remote areas. Despite these challenges, webinars proved to be an effective and low-cost tool to disseminate polar science, engage new audiences, and inspire interest in global environmental issues. This case study highlights the importance of digital outreach tools in promoting science communication in the Global South, especially when supported by inclusive practices and institutional networks. The APECS-Brazil experience offers valuable insights for future programs seeking to expand access to polar knowledge through scalable online strategies.

Keywords

Antarctic research, computer-mediated communication, scientific outreach, web-based seminars, online engagement

Introduction

Over the last decades, the field of information science and communication technologies has been growing considerably (Qiang & Pitt 2004), and new tools for online educational resources have been developed (Cook & Grant-Davis 2005). Along with this, the broader access to digital technology (e.g., smartphones, computers, tablets, among others) by the general public has leveraged the power of these digital communication tools.

Such technological development has provided researchers with a large range of new possibilities to advertise their findings and interact with students and enthusiasts of the subject, for example, through social media. It also allowed the development of a new relationship between science and society and a review of teaching methodologies used for so long.

To take the most out of the experience, webinars can be conducted in two ways, synchronous or asynchronous. In asynchronous communication, the so-called communication agent and the participants have the freedom to be in different locations as well at any given moment (any place, any time). In synchronous communication, these agents and the participants can still be anywhere, but will all be connected simultaneously (any place, real-time). Synchronicity and interaction are great advantages during online events, as it allows the group to interact in real-time regardless of the number of participants.

Choosing the type of communication wisely is vital for the event to flow smoothly with high engagement. The interaction between the participants can add to the content and bring great insights to the class or webinar. On the other hand, demanding everyone to take part in the event at a specific time can decrease the enrollments due to lack of availability or even due to different time zones. Such an issue can be mitigated by a simple recording of the online event.

Taking advantage of all technological resources possible provides dynamic synchronous communication and online interaction between researchers and a public interested in their experiences (Rich et al. 2011). They are then accomplished through a virtual platform that allows simultaneous participation of students and researchers (Pan & Sullivan 2005) and can be used for disseminating information in real-time and with immediate feedback from the public (Rich et al. 2011). Webinars allow interaction between teachers and students and interaction among the students themselves (Lobel et al. 2002), i.e., students can simultaneously communicate with each other, using the tools available, such as chat rooms (Mihai, 2014).

Webinars can generate a more globally connected community, approaching the audience and researchers because they are time effective. Due to their intrinsic online existence, there is no need for people to travel (Rich et al. 2011). According to Hamstra et al. (2011), the association of webinars and blogging technology can offer numerous benefits to students. By the drastic reduction of expenses with traveling, commuting, and lodging, universities and institutes can integrate speakers and participants in an "in-person like" format comparable to the traditional in-person presentations. All that without compromising content and interaction. That is not only because of the affordability but also because webinars offer the possibility of attending the session in each person's home or workplace (Wang & Hsu 2008).

Nonetheless, to perform webinars in full potential and efficiency, some conditions must be considered: the work of a dedicated organizing committee or team, the establishment of a clear webinar subject, the selection of an appropriate online platform to be used, the proper disclosure of the event, and the participation of experienced speakers (Parija & Shanmuganathan 2019).

Although the webinar concept was first introduced in 1998 by Eric R. Korb (2000), and has increased ever since, there is a limited number of studies on scientific outreach (e.g., Wang & Hsu 2008, Zhang et al. 2006, Nagy et al. 2006, Dotta et al. 2014, Gupta & Sengupta 2021).

Considering virtual lecturing advantages, the Brazilian Committee of the Association of Polar Early Career Scientists (APECS-Brazil) has been promoting an affordable teaching-learning environment on Antarctic Sciences and exchange experiences between researchers, educators, and the public interested in the theme.

APECS is an international and transdisciplinary organization with national committees in more than 30 countries (APECS, 2021). APECS-Brazil started its polar scientific dissemination activities in 2008. Currently, it is one of the most prominent national committees of APECS performing many diverse scientific, education and outreach activities on polar science, especially Antarctic Science, for students and teachers of the most diverse levels of education. Through the experience of APECS-Brazil, this paper aims to discuss the efficacy of alternatives and approaches for Antarctic science to communicate to the public in general. For this purpose, we focused on a specific technologic media, the webinars.

The novelty of this study lies not in the use of webinars itself, which are now a common tool for educational outreach, but in the thematic focus: Antarctic science. In a tropical country like Brazil, far removed geographically and culturally from polar regions, Antarctic topics are often overlooked or absent from educational settings. This research seeks to understand how such distant and complex themes can reach, engage, and inspire diverse audiences when communicated through accessible digital means.

In this context, we defined three analytical categories: (1) reach, referring to the geographic and demographic diversity of subscribers; (2) accessibility, understood as the actual attendance and participation in webinars despite structural limitations; and (3) heterogeneity, which evaluates the diversity of scientific topics presented. These categories help us frame a broader question: what are the potentials and limits of webinars as a tool for Antarctic science communication in Brazil?
This paper draws on the case study of monthly webinars held by APECS-Brazil between December 2018 and April 2020. By evaluating audience profiles, participation rates, and content variety, we reflect on how this digital strategy contributed to raising awareness and interest in Antarctic science, while also identifying points that need to be strengthened for broader engagement in the future.

Material and Methods

Scientific-educational webinars were organized monthly by APECS-Brazil from December 2018 to April 2020 using the GoBrunch platform (gobrunch.com), totaling sixteen events. GoBrunch is a

free webinar platform that simulates a physical environment, allowing users to choose their virtual seat in the audience (Supplementary Material - Figure S1). Most recorded webinars (those with signed consent forms) are available on the APECS-Brazil YouTube Channel (http://www.youtube.com/APECSBRASIL).

Each webinar featured a speaker—mainly from the APECS-Brazil council—who presented research or outreach activities related to Antarctic topics. Themes included biology, women in Antarctica, palynology, mineral dust, governance, archaeology, science education, and more (Supplementary Material - Table S1). Meetings lasted approximately one hour, with 15 minutes allocated for audience questions (held in the afternoon, GMT -3). Webinars were advertised via APECS-Brazil's Facebook (/APECSBrasil), Instagram (/apecs_brasil), and email. Participation required prior registration through Google Forms (Supplementary Material - Figure S2), available up to three weeks before the event.

The registration form collected open-ended data such as name, age, region, occupation, and institutional affiliation. This information was compiled and analyzed quantitatively to characterize both the "reached audience" (registrants) and the "engaged audience" (attendees). Post-event feedback surveys (Supplementary Material - Figure S3) were sent to all participants, and certificates were provided.

Three analytical categories guided our approach:

1. Reach: defined as the breadth and diversity of those reached (by geography, age, and occupation), based on registration forms and visualized using R (R Core Team 2015; Wickham 2007, 2009; Neuwirth 2014). A map of Brazilian state-level distribution was generated using QGIS (version 3.14.15).
2. Accessibility: defined as the gap between registrants and participants, analyzed by comparing lists and feedback on potential technical barriers (e.g., internet, platform interface).
3. Heterogeneity: defined as the diversity of scientific disciplines addressed in the webinars, categorized through content analysis of the topics presented (Supplementary Table S1).

To contextualize regional differences in participation, we cross-referenced participant origin with the presence of polar research groups per state using data from the CNPq (2021), CAPES (2021), INCT-APA (2021), and INCT-Criosfera (2021). This helped assess how proximity to research centers might influence engagement with Antarctic science webinars.

This exploratory, descriptive study offers a first step in evaluating how accessible online science communication formats can broaden interest in Antarctic topics across Brazil.

Results

In terms of reach, a total of 1,231 individuals registered for the webinars. Among them, 1,204 (97.8%) were from Brazil, covering all 26 states and the Federal District (Figure 1). The states with the highest representation were Rio Grande do Sul (265), Rio de Janeiro (230), and São Paulo (227),

which also host the majority of Brazil's polar research groups. Participants also came from 13 other countries, including Italy, Peru, and South Korea.

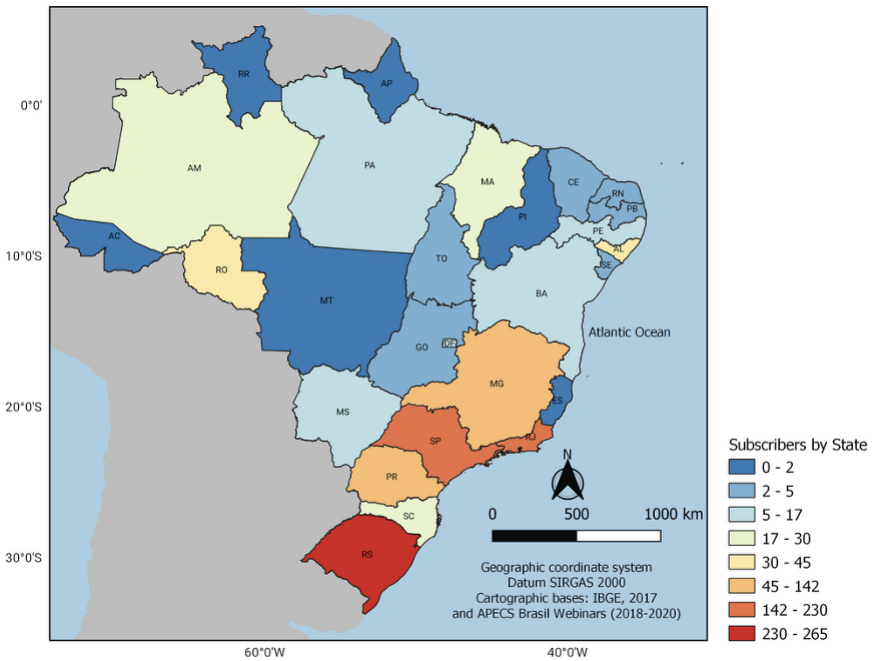

Figure 1. *Distribution of APECS-Brazil webinars subscribers (12/2018 - 04/2020) in Brazil by state.*

The age of registrants ranged from 14 to 68 years, with the majority (over 61%) between 21 and 35 years old (Figure 2). Their occupations included students (48.4%), teachers (18.2%), and biologists (14.7%) (Figure 3; Supplementary Table S2). These results suggest a strong interest from both educational professionals and individuals in training.

Regarding accessibility, of the 1,231 registrants, 516 attended at least one webinar. Attendance per session ranged from 14 to 136 people (Figure 4). March 2020 had the lowest participation, likely due to the onset of the COVID-19 pandemic and social uncertainty, while April 2020 had the highest turnout, potentially reflecting increased interest in digital events during early lockdown. About 24% of participants attended more than one session, with 42% of them joining four or more webinars. Figure 4. The number of subscribers and participants over the months on APECS-Brazil webinars.

Feedback from 80 participants indicated that nearly 60% found the GoBrunch platform easy to use and were satisfied or very satisfied with the event format. Over 90% stated they would participate again and recommend the webinars to others (Supplementary Figure S4).

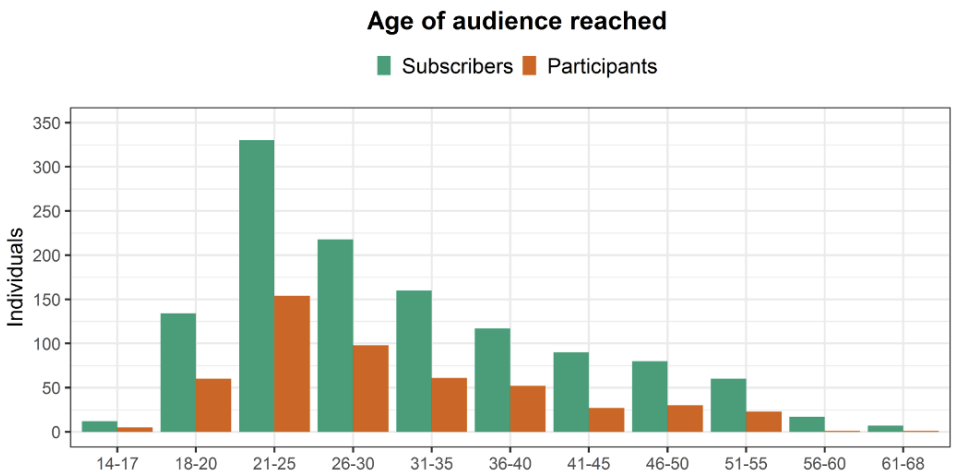

Figure 2. *The number of subscribers and participants in APECS-Brazil webinars per age class.*

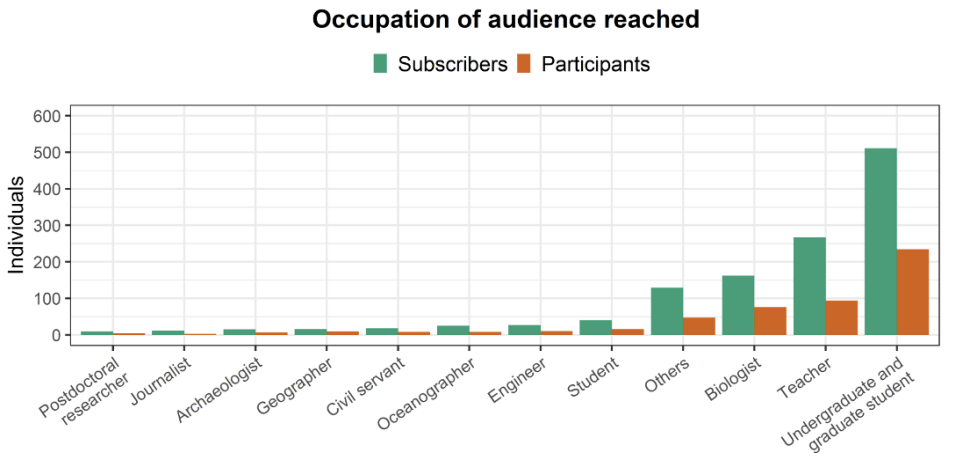

Figure 3. *The number of subscribers and participants in APECS-Brazil webinars per their reported occupation.*

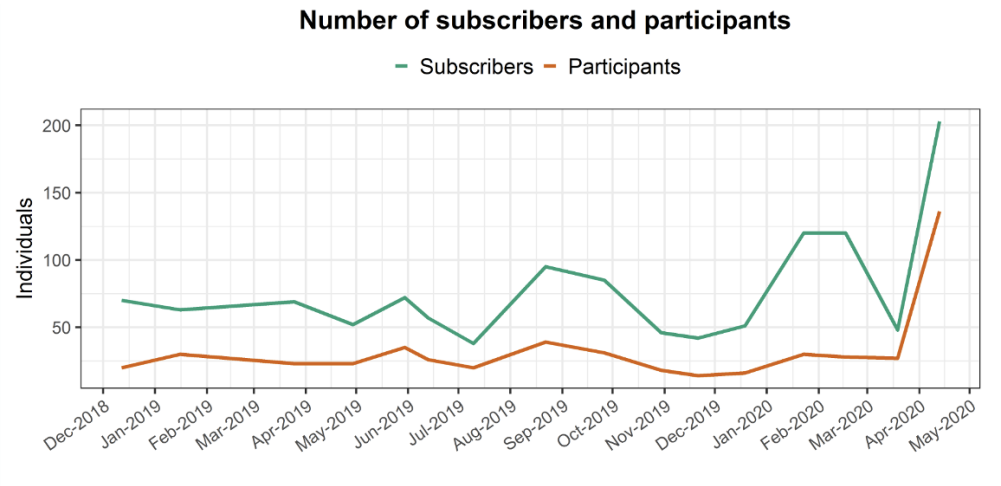

Figure 4. *TThe number of subscribers and participants over the months on APECS-Brazil webinars.*

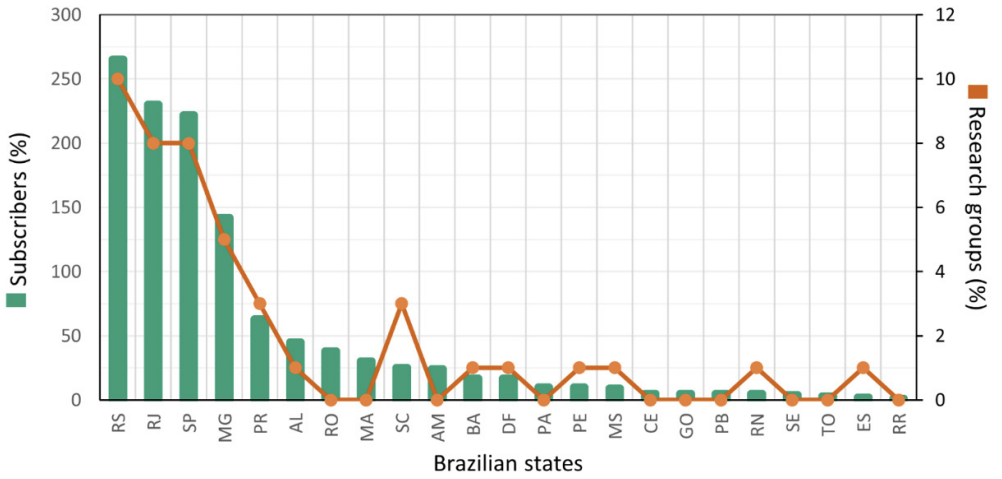

Figure 5. *Comparison between the percentage of the subscribers residing in Brazil and polar research groups in Brazil per state.*

In terms of heterogeneity, the webinars covered a wide range of Antarctic topics, although biological sciences were the most frequently addressed (Supplementary Table S1). Other fields such as governance, archaeology, education, and climate science were also included, indicating an effort to diversify content and attract various audience interests.

A spatial comparison between webinar participants and the geographic distribution of Brazilian polar research groups (Figure 5) revealed a correlation: states with established polar research institutions had higher registration and attendance rates. Conversely, states with limited academic infrastructure or internet access showed lower engagement, suggesting ongoing challenges in equitable outreach.

Discussion

Considering the results shown above, several conclusions can be drawn regarding the reach, accessibility, and heterogeneity of the Antarctic-themed webinars organized by APECS-Brazil. The geographical trend observed—higher participation from individuals in southern and southeastern Brazil—may be related to the concentration of polar research groups in states such as Rio Grande do Sul, Rio de Janeiro, São Paulo, and Minas Gerais. These regions also have higher digital infrastructure and stronger engagement from APECS-Brazil members, which likely contributed to increased awareness and participation in the webinars.

In contrast, states with little or no polar research infrastructure, particularly in northern and northeastern Brazil, showed limited engagement. This can be attributed to multiple factors, including a lack of exposure to Antarctic science in schools and limited internet connectivity in remote and rural areas. Brazil is a continental country with deep social and regional inequalities, and despite technological advances, internet access remains inconsistent across its territory. Many homes and schools in less developed regions still struggle with basic digital access, which affects the capacity of individuals to attend and benefit from virtual events like webinars.

When analyzing the participant profile, a high number of students and teachers—especially from elementary and undergraduate levels—stood out. Many of these individuals had previously participated in APECS-Brazil activities, such as International Polar Week (IPW), a program that connects polar researchers with schools and universities. This suggests that continuity and presence in educational networks are key factors in fostering long-term interest in Antarctic science. As shown in Xavier et al. (2018, 2019), initiatives such as IPW are effective in introducing complex polar topics to younger audiences and laying the groundwork for more in-depth participation, such as through webinars.

The predominance of students aged 21 to 25 years old likely reflects their search for extracurricular opportunities that enhance academic and professional profiles. It also indicates that the dissemination strategy—centered on social media—successfully reached this demographic. Teachers, on the other hand, showed a willingness to expand their knowledge and participate in a broader educational network. Given the lack of Antarctic-related content in Brazilian curricula (Caramello et al. 2017), webinars and similar initiatives fill an essential gap in science education, offering resources and

training to educators eager to innovate in the classroom (Dotta et al. 2018).

Despite these positive outcomes, the data reveal that the reach of APECS-Brazil webinars was still geographically limited, mostly restricted to areas with stronger institutional ties and better infrastructure. Although webinars can break physical barriers, their effectiveness is still conditioned by digital access. In this regard, our findings are consistent with recent literature on digital education in Brazil, which stresses the persistent challenge of digital exclusion. According to Cardoso et al. (2023), inclusive digital educational programs must simplify access and account for technological limitations faced by marginalized populations.

As for accessibility, the persistent gap between subscribers and participants suggests recurring barriers, such as internet instability, time conflicts, or unfamiliarity with digital platforms. This issue could be mitigated by offering more flexible formats (e.g., asynchronous access to recordings), clearer communication, and reminder systems. Additionally, participant feedback—though largely positive—was limited in quantity. To enhance future assessments, feedback collection could be linked to certificate delivery and forms should be simplified and visually optimized, as suggested by Gegenfurtner & Ebner (2019).

A notable point in this study is the diversity of disciplines addressed in the webinars, although biological sciences were the most represented. While this reflects the predominant research areas among APECS-Brazil members, it also suggests a need to further diversify the content in future editions. The inclusion of social sciences, governance, education, and climate studies proved to be effective in attracting different audiences. This aligns with results from other initiatives, such as the NASA-Rio partnership, where web-based climate education reached broader audiences by connecting global themes to local realities (NASA Applied Sciences, 2021).

Additionally, the success of initiatives like the LAEH webinar series in Pernambuco illustrates how this format fosters strong academic networks and helps decentralize access to scientific debates (Silva & Oliveira 2021). Furthermore, webinars have also been successfully used as tools for combating misinformation and promoting science literacy during the COVID-19 pandemic, as seen in projects by Souza et al. (2023), reinforcing the strategic value of digital communication in science outreach. The rise in participation observed in April 2020 coincides with the beginning of COVID-19 lockdowns in Brazil. While this peak may reflect greater availability due to social isolation, it also reveals how APECS-Brazil was ahead of its time: its webinar program was already fully operational before the pandemic, highlighting the committee's innovative approach to digital outreach. This distinguishes our study from others focused only on post-2020 digital education, offering valuable insights from a pre-pandemic baseline.

In summary, this study demonstrates that webinars, when strategically designed and supported by existing educational initiatives, can effectively bridge the gap between polar science and the Brazilian public. However, structural challenges—such as regional inequality, digital access, and content diversity—must be addressed to maximize their potential. The integration of global experiences and literature reinforces the relevance and scalability of this model, particularly for countries with vast territories and social disparities like Brazil.

Conclusions

This study presents the experience of APECS-Brazil in organizing monthly webinars as a strategic tool for Antarctic science communication and outreach. The results confirm that, despite infrastructural and regional limitations, webinars can effectively bridge the gap between polar science and a wide and diverse audience across Brazil. By analyzing three core aspects—reach, accessibility, and heterogeneity—we were able to evaluate the strengths and limitations of this communication format. Our findings show that webinars attracted considerable participation, especially from students and teachers eager to explore new scientific content outside of standard school curricula. The strong engagement from regions with established polar research institutions also suggests that previous institutional ties and educational presence play a critical role in outreach success. Nonetheless, the lower participation from underserved regions reinforces the need for integrated strategies that combine digital events with local educational initiatives, especially in areas where internet access is still precarious.

Webinars, as demonstrated in this study, can amplify access to Antarctic themes, promote scientific literacy, and inspire new generations of learners and educators to engage with polar science. However, for this tool to reach its full potential, continuous efforts are needed to improve digital inclusion, diversify content beyond dominant scientific disciplines, and simplify participation and feedback mechanisms.

The APECS-Brazil experience, developed before and during the early days of the COVID-19 pandemic, exemplifies how early investment in digital science communication can be leveraged in times of crisis and beyond. As Brazil and other countries continue to expand their use of online educational technologies, lessons learned from this initiative may guide future outreach programs, especially in contexts marked by geographic and social inequalities.

Ultimately, the case of Antarctic science webinars in Brazil reinforces the idea that digital communication—when combined with strategic outreach planning, strong institutional engagement, and inclusive practices—can serve as a powerful, scalable model for science dissemination, particularly in the Global South.

Author Contributions

FEP and JSK proposed and drafted the subscription form. FEP, JSK, CFCS, and MJC organized and mediated the webinars. EAS organized the results and made the map. SD collaborated with the discussion on education and outreach and drafted about these topics. All authors were responsible for data compilation and analysis and contributed equally to writing the final version of the manuscript.

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Disclaimer

The authors declare no conflict of interest. The views expressed in this article are those of the authors and do not necessarily reflect the official position of the institutions they are affiliated with. The authors declare no financial or personal conflicts of interest that could have influenced the content or interpretation of this study.

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Event Registration Form

1. Email Address
   Your answer
2. Full Name
   Your answer
3. Institution / Organization
   Your answer
4. Occupation
   Your answer
5. Age
   Your answer
6. City
   Your answer
7. State / Region
   Your answer
8. Country
   Your answer

Post-Event Survey Questionnaire

1. Full Name
   Your answer

2. How satisfied are you with the...

	Very dissatisfied	Somewhat dissatisfied	Somewhat satisfied	Very satisfied
Event	○	○	○	○
Webinar theme	○	○	○	○
Meeting time	○	○	○	○
Time duration	○	○	○	○

3. How likely are you to attend a similar event in the future?

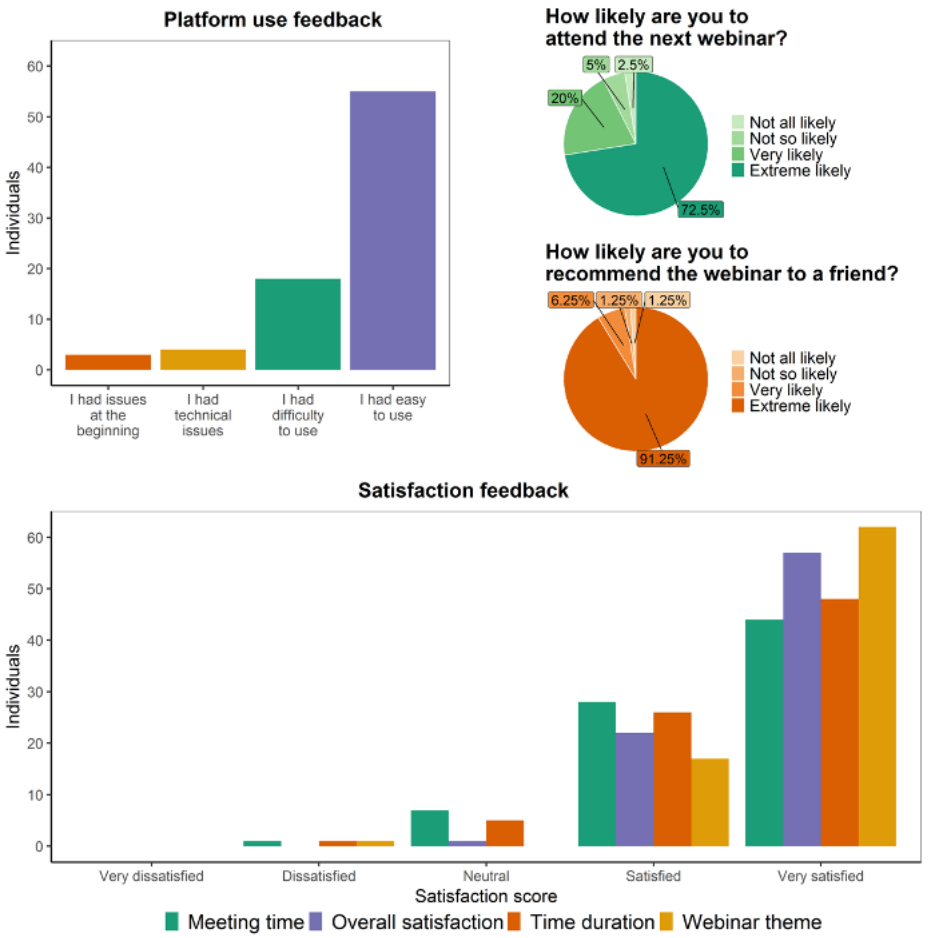
	1	2	3	4	5	
Very unlikely	○	○	○	○	○	Very likely

4. Would you recommend this event to your friends?
   ○ Yes
   ○ No
   Why not? Your answer

5. What is your opinion about the Go Brunch platform?
   Your answer

6. What improvements would you suggest for the next time?
   Your answer

7. Do you have any other feedback? If so, please let us know here:
   Your answer


Platform use feedback
Individuals
60
50
40
30
20
10
0
I had issues at the beginning
I had technical issues
I had difficulty to use
I had easy to use
How likely are you to attend the next webinar?
5%
2.5%
20%
72.5%
Not all likely
Not so likely
Very likely
Extreme likely
How likely are you to recommend the webinar to a friend?
6.25%
1.25%
1.25%
91.25%
Not all likely
Not so likely
Very likely
Extreme likely
Satisfaction feedback
Individuals
Very dissatisfied
Dissatisfied
Neutral
Satisfied
Very satisfied
Satisfaction score
Meeting time
Overall satisfaction
Time duration
Webinar theme