



The challenge of spreading Geosciences in times of pandemic and anti-Science movements

Presentation

When we wrote last year's *presentation* text, corresponding to volume 16, we knew that 2020 would be unmistakable in the face of the humanitarian catastrophe represented by the COVID-19 pandemic, the effects of which continue to challenge the world and the authorities of all countries. To a certain extent, Earth Sciences were on the agenda, obviously subordinated to medical, epidemiological and humanitarian issues: human societies need to relearn how to relate to nature.

To be tackled, the pandemic requires and will continue to require widespread efforts and tolerance. In 2020, we were "bombarded" by absurd theses, outright lies and purely criminal actions, by the most diverse means of communication. One of the chains has tirelessly dedicated itself to striking blows against vaccines and contesting their effectiveness. Unfortunately, and as if that were not enough, it has joined other currents that went further, fomenting the total lack of control of the pandemic. These are known "fake news", "alternative facts" and other types of proven false beliefs that, somehow, manage to persist and spread, despite negative, or even fatal, consequences for the people who support them or who believe in them. *The Misinformation Age: How False Beliefs Spread*, by Cailin O'Connor & James Owen Weatherall (2019), published by Yale University Press, addresses the origin and discusses the scope of certain propositions that contradict scientific bases established over the past centuries.

Lies are a plague that reproduces with unparalleled speed, as if they were mosses on rocks, after a warm rain... Powerful and influential social networks form a privileged environment that helps avoiding any control. The "viral" spread of false news occurs instantly and recurrently, discouraging anyone who is able to understand the real intention. In addition to purely political interests, as obvious as they are obscure, it is intended to sow distrust in the collective imagination and generate discredit in Science and scientists.

The Earth is definitely not flat, despite the insistence of movements against this conception...

Anti-Science movements are born behind the scenes of society and end up intensifying, as never before, the challenge of spreading Geosciences. After all, one of the main challenges facing researchers, teachers and tutors is to enable young people and adults to have, at least, an indispensable repertoire to understand the complex world around us. We reiterate **Terræ Didatica's** concern to publish unpublished materials of excellent quality in the field of Geosciences, a fact that makes the mission of this inter- and multidisciplinary journal even more relevant.

Thanks to the effective functioning of fully electronic systems, in the **Terræ Didatica** Open Journal Systems (OJS) environment, the submission, evaluation and publication mechanisms of dozens of new manuscripts were kept active. The entry of new articles, however, did not match the volume of previous years, possibly due to the difficulty faced by many researchers to carry out analytical, laboratory and field research. The continuous publication regime speeds up the work, as every accepted article is immediately released, without waiting for a new number to be completed. The number of pages published (570p) was practically identical to that of 2019, when we counted 560p. The number of contributions actually published until December 31st, 2020 was, however, smaller: 49 in 2020, compared to 58 in 2019. **Terræ Didatica** has ceased to be a "Unicamp" publication as it became a vehicle for the community. The printed version remains suspended, due to the lack of resources for production and distribution. The peer review system is rigorous, thanks to the collaboration of dozens of highly trained specialists, from Brazil and abroad, sensitive to the educational function of editorial work for not-so experient authors.

We hope to surpass the numbers in 2021 and reiterate our confidence in the priceless value of spreading good quality Science. In order to manage the continuous flow of manuscripts in an OJS (Open Journal Systems) environment, manuscript authors are requested to consult the submission rules – with due attention to providing metadata for the work in three languages, as stated in the

guidelines to the authors. It is also required that all authors register in the ORCID¹ system, in order to streamline the process.

The link www.ige.unicamp.br/terraedidatica has been maintained on the IG-Unicamp Portal, but all visitors to that address will be redirected to the link to the Scientific Electronic Journals Portal (PPEC) of the State University of Campinas:

<https://periodicos.sbu.unicamp.br/ojs/index.php/td>

References

Terræ Didatica exclusively uses the American Psychological Association (known as APA) bibliographic reference standard, one of the most common in high penetration journals. The publication manual is not free (<https://www.apastyle.org/products/4200066>), but there are several websites² with detailed instructions.

Indexing Sources

There are some portals and services indexing **Terræ Didatica**. Some national and international indexes include the magazine, as well as the respective disseminators:

- EZB – Electronic Journals Library
- Google Scholar
- Latindex
- Portal de Periódicos Eletrônicos Científicos (PPEC-UNICAMP)
- Portal de Periódicos Eletrônicos em Geociências (PPEGeo)
- PKP - Public Knowledge Project
- SciLit

1 ORCID (Open Researcher and Contributor ID) is a unique, free and persistent digital identifier that distinguishes each academic / researcher and eliminates any ambiguities and similarities of authors' names.

2 Useful sources:

APA Style Blog referencing DOI objects: <https://blog.apastyle.org/apastyle/2017/03/doi-display-guidelines-update-march-2017.html>

A Guide to APA Referencing Style: 6th Edition: student. ucol.ac.nz/library/onlineresources/Documents/APA_Guide_2017.pdf.

American Psychological Association (APA) Guide Sixth Edition, 2010: <http://www.eiu.edu/edadmin/pdf/9%2027%202010%20American%20Psychological%20Association%20Guide%20Revised.pdf>

Dissemination in Catalogs, Virtual Libraries and Metric Indexes

- Catálogo Acervo (UNICAMP)
- Catálogo Coletivo Nacional (IBICT)
- Google Scholar – Métrica (Índice H)
- WorldCat (OCLC)

We intend to expand the indexers in order to increase the magazine's penetration and visibility. Regarding the Qualis / CAPES system, we inform that the magazine's classification strata are excellent. The 2020-2022 trend is to improve them more and more in the magazine's areas of activity. The general picture is as follows:

Qualis Strata/CAPES (2013-2016)

Estratum	Evaluation Area
A2	TEACHING
B3	GEOGRAPHY
B4	ENVIRONMENTAL SCIENCES
B4	GEOSCIENCES
B4	INTERDISCIPLINARY

To all who help us and will help to produce each page of this new volume, we would like to express our thanks. Good reading.

Os Editores
Campinas, January, 2021.

References

- Carneiro, C. D. R., Pereira, S. Y., Gonçalves, P. W., & Ricardi-Branco, F. S. T. (2020). Relação homem-natureza e desafios da difusão do conhecimento geológico (Apresentação). *Terræ Didatica*, 16(Publ. Contínua). e020016. doi: 10.20396/td.v16i0.8659116.
- O'Connor, C., Weatherall, J. O. (2019). *The Misinformation Age: How False Beliefs Spread*. Yale: Yale University Press. 280p. ISBN: 9780300234015.