Dissemination plan

618768-EPP-1-2020-1-EL-EPPKA2-CBHE-JP

Co-funded by the Erasmus+ Programme of the European Union

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Document Info	
Project reference	**618768/2020**
Deliverable	Dissemination plan
Dissemination level	Public
Date	17/11/2022
Document version	1.0
Status	Final
Sharing	CC-BY-NC-ND
Authors	Hariklia Tsalapatas, University of Thessaly Olivier Heidmann, University of Thessaly Hazleen Aris, University Tenaga Nasional
Reviewers	Hariklia Tsalapatas, University of Thessaly
Approved by	Steering Committee

Co-funded by the Erasmus+ Programme of the European Union

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Content

1. Introduction 7

2. Dissemination strategy 8

3. Target dissemination groups 10

3.1 Higher education students 10

3.2 Higher education instructors 11

3.3 Higher education institutions 11

3.4 Educational administrators 12

3.5 Educational and other authorities 12

3.6 Industry and professional associations 12

3.7 The lifelong learning sector 13

3.8 The general public 13

4 Project outcomes to be disseminated 14

4.1 Gamified design thinking learning design 14

4.2 Physical infrastructures 14

4.3 Digital learning platform and activities 14

4.4 Piloting activities 15

4.5 Instructor training and community building events 15

5 Dissemination channels 16

5.1 Project portal 16

618768-EPP-1-2020-1-EL-EPPKA2-CBHE-JP

Co-funded by the Erasmus+ Programme of the European Union

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

5.1.1 Description 16
5.1.2 Purpose 16
5.1.3 Groups targeted and focus of dissemination 17
5.1.4 Language 17
5.1.5 Lifecycle 17
5.2 Informational material 18
5.2.1 Description 18
5.2.2 Purpose 18
5.2.3 Target groups and focus of dissemination 18
5.2.4 Lifecycle 19
5.2.5 Language 19
The leaflet will be available in English and the national languages of project partners. It will be available in month 3 of the project implementation. 19
5.3 Periodic newsletter 19
5.3.1 Description 19
5.3.2 Purpose 19
5.3.3 Target groups and focus of dissemination 20
5.3.4 Language 20
5.3.5 Lifecycle 20
5.4 Scientific articles 21
5.4.1 Description 21

Co-funded by the Erasmus+ Programme of the European Union

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

5.4.2 Purpose 21
5.4.3 Target groups and focus of dissemination 21
5.4.4 Language 22
5.4.5 Lifecycle 22
5.5 Internet presence 22
5.5.1 Description 22
5.5.2 Purpose 22
5.5.3 Target group and focus of dissemination 22
5.5.4 Language 23
5.5.5 Lifecycle 23
5.6 Social media presence 23
5.6.1 Description 23
5.6.2 Purpose 24
5.6.3 Target group and focus of dissemination 24
5.6.4 Language 24
5.6.5 Lifecycle 25
5.7 Media articles 25
5.7.1 Description 25
5.7.2 Purpose 25
5.7.3 Target group and focus of dissemination 25
5.7.4 Language 26

Co-funded by the Erasmus+ Programme of the European Union

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

5.7.5 Lifecycle 26
5.8 Presentations 26
5.8.1 Description 26
5.8.2 Purpose 26
5.8.3 Target group and focus of dissemination 27
5.8.4 Language 27
5.8.5 Lifecycle 28
6. Dissemination impact indicators 29
7. Conclusions 31

Co-funded by the Erasmus+ Programme of the European Union

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

1. Introduction

Project ICT-INOV designs and implements a learning intervention that develops the innovation capacity of ICT students, empowering them to become the problem solvers of tomorrow. The project deploys design thinking, an emerging methodology that allows the synthesis of solutions to challenging problems by addressing real, as opposed to perceived, user needs by understanding user experiences from their exposure to a product or solution. The project combines design thinking with gamification, namely the deployment of game elements in non-game contexts and specifically in learning. Gamification reinforces knowledge development through game feedback mechanisms and encourages student long-term engagement in learning.

In practice, ICT-INOV develops physical laboratories that foster innovation and collaboration, designs and implements a digital learning platform based on design thinking and gamification, develops innovation-building digital educational activities, and builds the capacity of instructors to adopt design thinking and gamification in innovation-related learning activities through instructor training and community building.

This document constitutes the ICT-INOV dissemination strategy. The document introduces a methodology for reaching broad audiences based on the analysis of interests of direct and indirect project stakeholders and the deployment of diverse media for best communicating project objectives, activities, and results.

618768-EPP-1-2020-1-EL-EPPKA2-CBHE-JP

Co-funded by the Erasmus+ Programme of the European Union

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

2. Dissemination strategy

The ICT-INOV dissemination strategy aims to effectively reach the groups that stand to gain directly or indirectly form project objectives, activities, and results. It aims to promote project outcomes and to demonstrate the benefits to the higher education sector and beyond of the proposed design thinking and gamification-based approach for building innovation capacity among students. To achieve this goal, ICT-INOV aims to target in a focused manner diverse target groups, each of which has different interests and stand to gain in a different way from project results. For example, students are the consumers of the design thinking learning activities developed by their educators; policy makers and educational authorities have a direct interest in the results of evaluation of the effectiveness of emerging pedagogical design.

On a high level, the ICT-INOV dissemination strategy is developed on 4 tangents:

Ensuring that activities and content are tailored to the needs and interests of target groups, such as students, educators, educational organizations, policy makers, educational authorities, industry, the lifelong learning sector, and the general public. To effectively adapt dissemination content for the needs of each group, the dissemination strategy starts by analysing the foreseen benefits of project activities to each group. This analysis determines the channels that will be deployed for reaching representatives of the groups. It further determines the focus and detail of dissemination information based on the familiarity level of each group with project methodologies and outcomes and their exposure to project results as users, researchers, industry experts, or policy makers.

A traditional media strategy, namely the deployment of popular news channels such as the press, radio, and TV. Traditional media, while currently being complemented by the internet, are still widely popular channels for news access to broad audiences. This popularity will be exploited through articles and presentations at the regional and national level.

618768-EPP-1-2020-1-EL-EPPKA2-CBHE-JP

Co-funded by the Erasmus+ Programme of the European Union

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

An internet strategy, through which the project will establish a sound presence on the web and social media, both of which have recently gained traction and constitute a powerful dissemination channel. The internet strategy will deploy several tools including newsletters, informational material such as a leaflet, articles, and posts on a regular basis through which interest on project activities and outcomes will steadily grow.

Face-to-face dissemination strategy, namely presentations to stakeholders such as educators, industry representatives, policy makers and authorities, and more. Face-to-face presentations will allow a more personal communication with stakeholder groups, an opportunity for two-way discussions, as opposed to one-way information presentations, hands-on use of project outcomes, and direct feedback generation that will be integrated into project outcomes.

Co-funded by the Erasmus+ Programme of the European Union

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

3. Target dissemination groups

ICT-INOV dissemination will target broad audiences through tailored activities that address the interests of each group. Dissemination groups may be divided into two broad categories:

- **Direct stakeholders**, namely individuals that stand to gain directly from the deployment of the ICT-INOV learning intervention for building innovation skills. This includes higher education students, educators, and educational organizations.
- **Indirect stakeholders**, namely groups that do not directly use ICT-INOV outcomes but stand to benefit indirectly from project results. This includes the industry, policy makers, and the general public that benefit from a young generation that possesses the skills necessary for addressing 21st century challenges.

Following is an analysis of target groups and their interests, based on which targeted dissemination activities will be organized.

3.1 Higher education students

Higher education students are tomorrow's innovators. They need to build skills that enable them to synthesize solutions to real-life challenges addressing real needs. Design thinking can help students to define a problem accurately, to empathize with users towards understanding real as opposed to perceived needs, to brainstorm in teams for introducing a rich pool of ideas towards potential solutions, and to evaluate solutions based on user input. Gamification can reinforce knowledge through feedback and encourage long-term engagement in the learning process through internal motivation. Students are interested in developing the foundational knowledge and soft skills they need, including innovation capacity, critical, and analytical thinking, for becoming competitive in the job market. They will benefit from their exposure to

Co-funded by the Erasmus+ Programme of the European Union
The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

educational activities inspired by real life through which they will collaborate for synthesizing ICT-based solutions that can benefit industry and society.

3.2 Higher education instructors

Higher education instructors need to develop their skills to integrate into their teaching practices emerging pedagogical design towards modernizing instruction. This includes methodologies such as design thinking and gamification that are the focus of ICT-INOV. The ICT-INOV learning design offers opportunities for instructors to structure educational activities that challenge students to think critically, to think analytically, to collaborate, to build on each other's ideas, to explore the real needs of users for whom they design solutions, and to evaluate the effectiveness of their interventions. Instructors can benefit from training on maximizing the positive impact of innovative learning design for building innovation skills among students, enriching their already well-developed educational practices. Instructors can further benefit from good practice guidelines that result from experiences that emerge during the piloting of innovative pedagogical design based on design thinking and gamification in real-life educational settings. Through their enriched skills, educators will be able to inspire students to think out of the box, to guide students by answering questions, and to develop student self-confidence in their ability to tackle modern challenges.

3.3 Higher education institutions

Higher education institutions need to modernize practices to adapt in an evolving world. The higher education sector contributes to the growth of industry and the well-being of society by developing young adults that have the knowledge and skills necessary for addressing emerging challenges. Higher education further builds knowledge and skills that are in-line with industry needs contributing to the fight of unemployment. This can be achieved by adopting emerging pedagogical design and bringing education into the digital age through ICT-supported learning services. Higher education institutions can benefit from the ICT-INOV learning paradigm that

Co-funded by the Erasmus+ Programme of the European Union
The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

involves the development of physical infrastructures, digital learning services, and instructor training events that are specifically designed for fostering innovation skills.

3.4 Educational administrators

While they are not directly engaged in the educational process, educational administrators play an important role in supporting learning. They can benefit from a better understanding of the benefits of emerging learning design, such as design thinking and gamification methodologies. They can further benefit from their practical understanding of digital services that enrich the learning process, as they may need to support students and teaching personnel in the delivery of learning offerings. For these reasons, educational administrators, similar to educators, can benefit from training on good practices related to emerging pedagogical design.

3.5 Educational and other authorities

Educational and development policy makers are interested in understanding the benefits of emerging pedagogical design and its impact towards achieving educational objectives, possibly in-line with growth objectives. In this context, they can benefit from the review of analysis, research results, and evaluation reports stemming from piloting processes that deploy emerging pedagogical design. Educational administrators may not necessarily be interested in the research aspects of pedagogical design. They are more interested in good practice recommendations on the practical application in real-life learning scenarios of methodological learning approaches such as design thinking and gamification. They may be further interested in how the proposed learning design may be adapted for addressing the needs of additional sectors, such as secondary, vocational, or professional education.

3.6 Industry and professional associations

To pursue emerging business opportunities, industrial partners need highly skilled young professionals that possess the foundational knowledge and soft skills necessary for design solutions that address the needs of diverse groups. This is particularly the case in engineering,

Co-funded by the Erasmus+ Programme of the European Union
The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

an innovation sector where innovative design can lead to products and services that can enrich quality of life. Industrial partners can thus benefit indirectly from emerging pedagogical design supported by digital technologies that fosters the development of innovation capacity among young students, preparing them for their transition from the academic environment to the world of work.

On the other hand, the educational software industry, which designs and delivers educational services that have common points with the proposed ICT-INOV digital learning platform for innovation skill development can benefit from the results of evaluation activities that demonstrate student and educator perceptions on the relevance and effectiveness of related services in the context of wider, blended learning design. Related information from ICT-INOV piloting will be publicly available for interested parties.

3.7 The lifelong learning sector

ICT-INOV designs and develops a learning intervention for fostering the development of innovation capacity among higher education ICT students. However, the proposed learning methodology that is based on design thinking and gamification principles is applicable with adaptations to broader sectors ranging from secondary to vocational and professional education. The lifelong learning sector in general stands to gain from project activities and results by generating insight on how design thinking and gamification can positively affect broad learning processes in contexts that go beyond higher education.

3.8 The general public

The general public benefits from a young generation that has the knowledge and skills to innovate and to solve the problems of tomorrow. Furthermore, through the development of industry-demanded competencies, the general public can benefit from reduced unemployment and resulting higher social cohesion. For this reason, the general public will also be targeted in dissemination through activities and content that is suitable for broad audiences.

Co-funded by the Erasmus+ Programme of the European Union

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

4 Project outcomes to be disseminated

Following is an analysis of project outcomes that will be promoted in dissemination activities.

4.1 Gamified design thinking learning design

The proposed design thinking and gamification-based learning design for developing innovation skills, which will be documented and analyzed in project reports, will be promoted towards interested target groups, including academics, educational organizations, industry, policy makers, educational authorities, and more. It will be further promoted to additional educational sectors that may benefit from the adoption of related learning methodologies for developing innovation skills.

4.2 Physical infrastructures

The 8 ICT-INOV physical labs aim at introducing a conductive environment that fosters the development of innovation skills through exploration, experimentation, and collaboration. The labs, their design that fosters collaboration, and their use in courses will be promoted through presentations, press releases, internet articles, and more to broad groups, including the higher education sector, industry, policy makers, educational authorities, and the general public.

4.3 Digital learning platform and activities

The ICT-INOV digital learning platform and the foreseen 50 educational activities based on design thinking aim at introducing an on-line environment that encourages innovation by allowing students and educators to collaborate in design thinking activities in the classroom and from a distance. The platform offers features for identifying the actual parameters of a problem, brainstorming, building on the ideas of group members, and evaluation of potential solutions. Through gamification, the platform encourages student engagement and reinforces knowledge creation through immediate feedback. The digital learning services and the educational content

Co-funded by the Erasmus+ Programme of the European Union
The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

that will be published through the platform will be disseminated to broad groups, including students, educators, universities, industry, policy makers, educational authorities, and the general public.

4.4 Piloting activities

The deployment of the ICT-INOV in courses and the benefits to students will be promoted to broad audiences through press releases and internet articles. The proposal work plan foresees the deployment of the ICT-INOV learning intervention in at least 60 courses at all partner sites engaging at least 1.200 students in total. This activity will result in rich input that will help establish the benefits of the proposed educational learning methodology that is based on design thinking and gamification approaches. Results will be analyzed to determine the relevance, acceptance, end effectiveness of the proposed ICT-INOV learning intervention for developing innovation skills and findings will be further promoted in scientific articles targeted academia, industry, and the lifelong learning sector.

4.5 Instructor training and community building events

ICT-INOV events, including instructor training and community building, will be promoted through articles, the internet, or media presence that will target broad audiences, including the higher education sector, industry, academia, the lifelong learning sector, and the general public. The presentations will include descriptions of the events, the participants, the activities that will take place, and characteristic photos. The training strategy foresees 2 consortium-wide instructor training activities that will take place in Porto, Portugal and Hanoi, Vietnam. It further foresees 4 – 5 local training activities at each partner site, reaching at least 360 individuals at the consortium level.

Co-funded by the Erasmus+ Programme of the European Union

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

5 Dissemination channels

5.1 Project portal

5.1.1 Description

A project portal has already been developed early in the implementation period, at the address http://ictinov-project.eu.

5.1.2 Purpose

The project portal disseminates information on project objectives, activities, and outcomes. More specifically, the project portal promotes:

- **The what:** The portal promotes project goals on fostering innovation capacity among computer science students through gamification and design thinking approaches. Furthermore, project goals on building the capacity of higher education institutions to promote the development of innovation skills.
- **The who:** The portal makes clear the target groups of the project, which include higher education students and instructors.
- **The how:** The portal publishes interim and final versions of project outcomes, including:
    - Physical infrastructures (labs) to be developed through the project.
    - Digital learning services and learning activities.
    - Instructor training events.
    - Piloting activities in courses and results.
    - Community building events.
    - Project reports.
    - Scientific articles.

Co-funded by the Erasmus+ Programme of the European Union
The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

- Dissemination material such as media articles, internet articles, social media articles, newsletters, informational material, information on presentations, and more.

5.1.3 Groups targeted and focus of dissemination

The project portal addresses all stakeholder groups of the ICT-INOV project and will help reach wide audiences, including:

- Higher education.
- Academia.
- Industry.
- Educational authorities.
- The lifelong learning sector.
- The general public.

Information will be presented in a manner that is easily understood by broad audiences.

5.1.4 Language

The project portal will be available in English, which is an international language understood by the target computer science higher education sector.

5.1.5 Lifecycle

The project portal will be maintained by the project coordinator with input from all partners throughout the project implementation period on a day-to-day basis as project implementation information is generated through consortium work. The portal will be maintained post project completion indefinitely by the project coordinator on internal servers and by existing technical personnel.

Co-funded by the Erasmus+ Programme of the European Union
The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

5.2 Informational material

5.2.1 Description

A leaflet will be developed that presents the project objectives, target groups, innovative character, and key activities and outcomes. An early version will be designed at the beginning of the project implementation period. Another version will be designed towards project completion, with updated information on project achievements.

5.2.2 Purpose

The informational leaflet will allow readers to understand the project objectives and contribution at a glance. It will be a short document in which information will be presented in a concise manner.

5.2.3 Target groups and focus of dissemination

The leaflet addresses all stakeholder groups of the ICT-INOV project and will help reach a wide audience, including:

- Higher education.
- Academia.
- Industry.
- Educational authorities.
- The lifelong learning sector.
- The general public.

Information will be presented in a manner that is easily understood by broad audiences.

Co-funded by the Erasmus+ Programme of the European Union
The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

5.2.4 Lifecycle

The leaflet will be available throughout the implementation period and post project completion indefinitely through the project portal.

5.2.5 Language

The leaflet will be available in English and the national languages of project partners. It will be available in month 3 of the project implementation.

5.3 Periodic newsletter

5.3.1 Description

A periodic newsletter will be produced that provides updates on the evolution of the project implementation activities, including methodological design, technical implementation, piloting, and community building. Six issues of the newsletter will be produced on a bi-annual basis.

5.3.2 Purpose

The newsletter will provide insight on project objectives, activities, and outcomes, both interim and final. Depending on the date of publication in relation to the proposal work plan the newsletter may present information related to:

- The project overall goals.
- The project partners.
- State-of-the-art analysis on the deployment of design thinking and gamification for building innovation skills.
- Results of country report analyses on the current situation related to the deployment at the regional or institutional level of design thinking and gamification for building innovation skills.

Co-funded by the Erasmus+ Programme of the European Union
The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

- The design and installation of the ICT-INOV physical labs at partner sites.
- The design and implementation of the ICT-INOV digital learning platform that promotes collaboration through design thinking and engagement through gamification.
- The educational material that is published through the platform.
- Piloting activities with students and educators and results.
- Community building events.
- Dissemination activities.

5.3.3 Target groups and focus of dissemination

The newsletter addresses all stakeholder groups of the ICT-INOV project and will help reach wide audiences, including:

- Higher education.
- Academia.
- Industry.
- Educational authorities.
- The lifelong learning sector.
- The general public.

Information will be presented in a manner that is easily understood by broad audiences.

5.3.4 Language

The newsletter will be available in English.

5.3.5 Lifecycle

The newsletter will be available throughout the implementation period and post project completion indefinitely through the project portal.

Co-funded by the Erasmus+ Programme of the European Union
The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

5.4 Scientific articles

5.4.1 Description

Scientific articles will be submitted for publication to academic conferences and journals as opportunity arises. At least 2 publications will be pursued, although it is expected that more will be achieved.

5.4.2 Purpose

Scientific articles will provide scientific insight on the methodological and technical aspects of the proposed innovative learning intervention that deploys digital technologies for promoting innovation skills development through gamified design thinking.

5.4.3 Target groups and focus of dissemination

Scientific articles will target experts in the field of digital learning design and delivery. More specifically, the target groups of this activity are:

- Academia.
- Industry.
- The lifelong learning sector.
- Educational authorities.

Information in scientific articles will include highly technical information and will target experts in the area of digital learning design and delivery describing the design of the proposed learning intervention, the technical implementation, and evaluation results.

Co-funded by the Erasmus+ Programme of the European Union
The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

5.4.4 Language

Scientific publications will be purposed mostly in English. However, it is possible that scientific articles will also be developed in the national languages of project partners. The language of each publication will depend on the accepted languages at the conference or in the journal that it will be published in.

5.4.5 Lifecycle

Scientific publications will take place throughout the implementation period and post project completion indefinitely through the project portal.

5.5 Internet presence

5.5.1 Description

Consortium members will ensure that project activities are promoted to the internet. This will include publications to the portals and web pages of university partners as well as publications to external thematic internet portals related to project activities. At least 1 article or link on the ICT-INOV project will be introduced by each partner on the organizational portal, however more are expected to be produced.

5.5.2 Purpose

The internet is one of the more popular media for access to news. For this reason, it is important for the project to have an internet presence reaching broad audiences.

5.5.3 Target group and focus of dissemination

The internet is an effective medium for reaching broad audiences. It will be used for reaching:

- Higher education.

Co-funded by the Erasmus+ Programme of the European Union
The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

- Academia.
- Industry.
- Educational authorities.
- The lifelong learning sector.
- The general public.

The information to be presented through internet articles will be easy to understand and will target a wide audience. While the internet is a good medium for reaching all the target groups mentioned above, the focus will be to address the interests of the general public.

5.5.4 Language

Internet articles will be developed in English or the national languages of the project partners depending on the target audience.

5.5.5 Lifecycle

The internet is a dynamic medium with articles and pages being often added and removed. Given that internet articles will be managed by bodies external to the consortium, such as internet news outlets, the consortium will not be able to control their continued presence. However, the internet is still considered a very good channel for reaching broad audiences.

5.6 Social media presence

5.6.1 Description

Consortium members will ensure that project activities are promoted on social media. This includes the organizational social media pages of project partners, a dedicated social media page for the project, and social media pages of external organizations when this is considered beneficial. In addition, the project will have its own social media page that will promote project

Co-funded by the Erasmus+ Programme of the European Union
The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

activities and outcomes, such as reports, training events, community building events, piloting in courses, meetings, presentations, articles, and more.

5.6.2 Purpose

Social media is popular among broad audiences, making them a good channel for broad dissemination. The deployment of social media will allow reaching the general public through short and targeted articles related to project objectives, activities, events, and more.

5.6.3 Target group and focus of dissemination

Social media is an effective medium for reaching broad audiences. They will be used for reaching:

- Higher education.
- Academia.
- Industry.
- Educational authorities.
- The lifelong learning sector.
- The general public.

The information to be presented through social media posts will be easy to understand and will target a wide audience. While the internet is a good medium for reaching all the target groups mentioned above, the focus will be to address the interests of the general public.

5.6.4 Language

Social media posts will be developed in English or the national languages of the project partners depending on the target audience.

Co-funded by the Erasmus+ Programme of the European Union
The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

5.6.5 Lifecycle

Social media accounts will be maintained after the completion of the project. The partners will continue to post on future activities related to the deployment of design thinking and gamification in courses, events, and more.

5.7 Media articles

5.7.1 Description

Consortium members will publish articles on project objectives, activities, outcomes, and events to traditional media, such as newspapers, TV, radio, and their internet outlets.

5.7.2 Purpose

Traditional media articles will promote project objectives, activities, and results. Traditional media will allow the consortium to reach a wide audience and the general public.

5.7.3 Target group and focus of dissemination

The information to be published through traditional media articles will be easy to understand by broad audiences. Several media press releases may be issued throughout the project implementation period highlighting activities as the project evolves. Examples of activities to be promoted through press releases include the development of the labs, the deployment of project outcomes in courses, the benefits to the higher education sector, events, software releases, educational content, and more.

The groups targeted through press releases will be:

- Higher education.
- Academia.
- Industry.

Co-funded by the Erasmus+ Programme of the European Union
The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

- Educational authorities.
- The lifelong learning sector.
- The general public.

5.7.4 Language

Press releases will be developed in English or the national languages of the project partners depending on the target audience.

5.7.5 Lifecycle

Press release will continue until the end of the project implementation period. They will be accessible through the internet post project completion as media outlets typically also offer internet channels.

5.8 Presentations

5.8.1 Description

Project partners will deliver presentations on project activities as opportunities arise. The presentations will highlight project objectives, methodology, software services, physical labs, deployment in courses, evaluation results, and more.

5.8.2 Purpose

The presentations will aim to promote project results through face-to-face communication. They will be delivered to students, educators, other universities, policy makers, industry, and more.

Co-funded by the Erasmus+ Programme of the European Union
The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

5.8.3 Target group and focus of dissemination

The main target groups of face-to-face presentations will be academia, industry, and policy makers. More specifically, presentations will target:

- Higher education.
- Academia.
- Industry.
- Educational authorities.
- Policy makers.
- Other educational sectors.
- The lifelong learning community.
- The general public.

Information will be tailored to the specific needs of the audience of each presentation. For example, presentations to policy makers and educational authorities will promote project methodologies, foreseen benefits, and evaluation outcomes; presentations to industry will promote software design, learning design, and evaluation outcomes; presentations to other educational sectors will high light how the ICT-INOV design thinking approach may be adapted to address broad educational needs of additional target groups.

5.8.4 Language

Presentations will be delivered in English or the national languages of the project partners depending on the target audience.

Co-funded by the Erasmus+ Programme of the European Union
The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

5.8.5 Lifecycle

Presentations will continue throughout the implementation period. Summaries of presentations, including descriptions and pictures, will be posted in the news section of the project portal and will be available after project completion.

Co-funded by the Erasmus+ Programme of the European Union

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

6. Dissemination impact indicators

The success of the ICT-INOV dissemination strategy will be measured through a number of indicators that demonstrate how effectively activities reach target audiences. According to the project proposal, these indicators are:

Indicator	**Achievement**
Project newsletter issues	6, bi-annually
Informational material	1 leaflet, available in English and the national languages of project partners
Scientific articles	At least 2
Publications on partner organizational portals	At least 1 article to appear on the organizational portal of each project partner
Publications to traditional media	At least 1 article published in traditional media by each project partner
Contacts with policy makers, professional organizations, and external bodies	Contacts with at least 2 external bodies by each partner
Posts on the ICT-INOV social media page	At least 75
"People reached" though	At least 5.000

Co-funded by the Erasmus+ Programme of the European Union
The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

through posts on the ICT-INOV social media page	
Individuals reached through all activities	At least 10.000

Table 1. Indicators of achievement of ICT-INOV dissemination activities.

Co-funded by the Erasmus+ Programme of the European Union

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

7. Conclusions

This report presented the dissemination plan of the ICT-INOV project, which aims at promoting project activities and outcomes beyond the consortium throughout the project implementation period. The dissemination plan considers the description of activities in the project proposal. It outlines a strategy that exploits popular and effective media such as the internet, press releases, media presentations, informational material, social media, scientific articles, presentations, and more for reaching wide audiences including higher education students and instructors, academia, industry, and the general public.

618768-EPP-1-2020-1-EL-EPPKA2-CBHE-JP

Co-funded by the Erasmus+ Programme of the European Union

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.