



PedPilots - Self-regulated Learning Guide for Educators

2024-1-HU01-KA220-SCH-000250549



**Funded by
the European Union**

PedPilots - "Training for accompanying teachers"
Teaching unit 11.

Dissemination activities

EN

"Funded by the European Union. The information and statements contained herein represent the views of the author(s) and do not necessarily reflect the official opinion of the European Union or the Tempus Public Foundation. Neither the European Union nor the funding authority can be held responsible for them."

The 12 chapters of our workbook are available on the project website, where they can be downloaded and used free of charge. We recommend Genially as a digital, independently processable teaching resource.

<https://www.pedpilot.eu/>



<https://view.genially.com/6885f7076f6692a268885f03>



11. Dissemination activities

Introduction

In this chapter, we will explain the concept of dissemination, its significance and its role in various educational, community and grant projects. We will show how the knowledge, results and experiences gained during the project can be shared with others in a targeted manner.

The aim of this chapter is to help readers:

- understand the essence and purpose of dissemination
- recognise who the target groups of a dissemination activity might be,
- learn the principles and tools of effective dissemination,
- and be able to create a simple dissemination plan for a given project.

The chapter includes theoretical knowledge acquisition, analysis of practical examples and planning tasks, thus ensuring the immediate applicability of what has been learned.

Objectives

Development of follow-up work and reflective skills

- Processing experiences and preparing reports → structured thinking, communication skills
- Dissemination activities (sharing and spreading experiences) → presentation skills, digital literacy
- Development of reflective thinking (processing the question "Why was it worth it?")
→ critical thinking, evaluation skills

Time allocated to the teaching unit:

45 minutes

Learning outcomes

1. Professional tasks, specialist scientific knowledge
2. Planning pedagogical processes, self-reflection related to their implementation
3. Measurement, evaluation (evaluation and analysis of processes and students' personal development, personalised evaluation, analysis and use of assessment results, objective and clear)
4. Communication, conflict management (cooperation, problem solving, maintaining relationships, compliance with regulations, authentic communication, accepting feedback, able to persuade and be persuaded)

The curriculum through exercises

I. What is dissemination and why is it important?

1.1 Brief description

Dissemination is a conscious, planned process in which the knowledge, results and experiences gained in the project are shared with the appropriate target groups in order to increase visibility and impact.

Effective dissemination is based on a communication plan and does not begin at the end of the project: from the outset, we consider who, what, when, how and through which channels it is worth communicating.

At the beginning of the project, when planning dissemination, we always need to determine:

- What are we sharing? Teaching materials, methodology, tools, good practices, research results, measurement experience.

- With whom?

Colleagues, students, parents, school management, maintainers, professional communities, local communities, international partners.

- How?

Lectures, workshops, blogs, newsletters, posters/infographics, videos, social media, conference presentations, press appearances.

1.2 What does dissemination mean?

Dissemination means that we do not leave knowledge, information, experience or results to gather dust in a drawer, but purposefully and systematically deliver them to those who can benefit from them. The key words to keep in mind during dissemination are practicality, comprehensibility, accessibility and reusability.

1.3 When do we use it most often?

In educational projects: sharing lessons, modules, methods and assessment tools.

In research and development situations: publication of experimental results, measurement protocols, pilot experiences.

In international programmes (e.g. Erasmus+): work packages (WP), intellectual outputs (IO), making partner best practices visible in multiple languages.

1.4 Why is dissemination important?

1) Knowledge sharing

A very important element of dissemination is knowledge sharing: we don't just publish the materials, we also pass on our experience in a way that others can easily use. This means that we describe the circumstances, the steps, the necessary tools, and even the pitfalls, and we attach specific supporting materials (templates, guides, rubrics). In this way, the results live on and spread: they do not stop at the end of the project, but are taken up, tried out and developed by others. Feedback leads to shared learning: we see what works elsewhere and refine the method accordingly. Good knowledge sharing is clearly documented, clarifies the terms of use (e.g. CC BY), links it to measurable goals (downloads, adoption, student results), and always provides the next step ("download it here, try it out on a small scale"). In this way, local ideas become shared value, and mistakes serve as useful lessons.

2) Visibility and recognition

In dissemination, visibility and recognition mean that our work is findable, understandable and credible to our target groups — and that the community reflects this. Visibility does not just mean more posts: it means clear messages, good channel selection (website, newsletter, press, social media), and visual aids (infographics, short videos) that quickly reveal the benefits and how to adopt them. Recognition is not just praise: it is trust, invitations, and collaborations that confirm that it is worth continuing and expanding the impact. It is worth relying on facts (results, quotable examples), working with a consistent image, and

measuring (reach, downloads, adaptation, feedback). At the same time, avoid self-promotion: remain fact-based and inclusive, and give space to the voices of students and

partners. At the end of a good practice, always include the next steps: where the material can be accessed, who to contact, how to get involved.

3) Sustainability

Sustainability in dissemination means that the impact of the project does not disappear after its completion. What we have created – methods, tools, teaching materials – should not just be a one-off, but should remain accessible, understandable and transferable to others. It is therefore important that the materials do not die on a USB stick, but are organised and retrievable (e.g. with instructions, contact details and contact persons). Sustainability also means that there should be someone to carry on the work, so that everything does not depend on the enthusiasm of one person. If other teachers, other classes, or even other institutions can use and incorporate it, then the project is no longer a one-off action, but a real, lasting change. This also shows partners and supporters that the work was not only spectacular, but will remain meaningful.

4) Community building

The community-building power of dissemination lies in the fact that it does not simply "send out" knowledge in one direction, but creates connections around it. When we share a method with a template, a short video and contact details, a dialogue begins: questions arise, ideas come in, and joint trials are organised. This is how a professional network (teachers, students, partners, local community) is formed, where feedback is not criticism but shared learning. The community is strong when a variety of voices are visible: student quotes,

partner examples, adaptations. It is worth opening up "meeting places": an open folder, a short online conversation, a quarterly mini-workshop – and following up on each of these

with the next step (contact person, date, link). Measurable signs: new members, editors of shared documents, number of joint events. The ultimate effect of community-building dissemination: the project does not end, but becomes a common cause – in multiple institutions, from multiple perspectives, reinforcing each other.

5) Motivation

Motivation is important in dissemination because the whole process is based on human energy. When we share a result and receive meaningful feedback – interest, recognition, invitations, willingness to adopt – it reinforces the participants' belief that what they have done is meaningful. This is especially important for students and teachers: if it is clear that their work has not only existed internally but is also considered useful by others, it gives them self-confidence and professional self-esteem. Motivation maintains momentum: there is a greater chance that the team will further develop the material, take on a new project, or even initiate something in another area. It also matters externally: authentic, enthusiastic statements (e.g. student quotes, personal experiences) are much more convincing than a dry report. In short, motivation is not "nice to have", it is fuel. When people are proud of what they have created, they not only show it off, they take it further.

1.5 Mini checklist

Checklist for preparing a comprehensive dissemination plan:

1. Knowledge sharing

- It is written down what we did (not just that it was "successful").
- The steps are clear: how can it be repeated?
- I have added specific tools/templates/sample documents.
- I have mentioned the difficulties/pitfalls, not just the good stuff.

2. Visibility and recognition

- It is clear why this work is valuable (not necessarily "great", but useful).
- I published it on a channel where the target audience can actually reach it.
- It contains data, facts and concrete results – not just praise.
- It features the voices of multiple participants (e.g. students, teachers, partners), not just the "voice of management".

3. Community building

- I provided a way for feedback/questions (contact, link, opportunity).
- I didn't just present it, I invited others to try it out/join in.
- There will be follow-up: a shared folder, a quick online check-in, another meeting.
- I am not tying the whole thing to one person, but to a network.

4. Sustainability

- The material will remain accessible later (not just on a USB stick or in a private chat).
- There is a designated person who knows: "if someone asks a question, who will answer?"
- The material is understandable even if I don't explain it live.
- I thought that other institutions could also adopt it (it is not too location-specific).

5. Motivation

- It includes what we can be proud of – and WHOSE work we are proud of.

- It has a personal tone/experience, not just official text.
- Participants receive feedback that their work matters.
- There is a clear "next step" that provides momentum (what are we going to do with this tomorrow?).

6. Practicality/quality

- The language is clear, not full of jargon.
- It is clear who it is aimed at (teachers? students? administrators?).
- There is a date/contact details/link – in other words, it is usable.
- The format (e.g. poster, video, workshop, newsletter) matches the content.

Checklist

1. What does dissemination mean?

- A) The administrative closure of a project
- B) The evaluation of learners at the end of the project
- C) Sharing the knowledge, results and experiences gained with others
- D) Selecting participants for a new project

✓ Correct answer: C

2. Why is dissemination important during a project?

- A) Because it is a mandatory element of every project
- B) Because it is the only way to obtain more funding
- C) Because it helps to hide the shortcomings of the project
- D) Because it allows others to learn from the project's results and ensures the sustainability of its impact

✓ Correct answer: D

3. Which of the following is NOT considered a dissemination activity?

- A) Presenting the project's results at a faculty meeting
- B) Writing a blog post about the experiences gained during the project
- C) Preparing the final financial report for the project
- D) Organising a workshop for colleagues on the methods used

✓ Correct answer: C

II. Who, what and how? – Dissemination target groups and messages

One of the most important issues in dissemination is that it matters who we communicate with, what we communicate, and how we communicate it.

2.1. To whom? – Identifying target groups

Dissemination is effective when the right information reaches the right people. It is worth selecting target groups carefully:

Examples of target groups:

- Teachers, teaching colleagues, e.g. school staff, teachers from other institutions
- Students, project participants and other interested students
- Parents who are curious about their children's activities and development
- School management, maintainers who make strategic decisions
- Local community, civil organisations who can make use of the results
- Professional public, e.g. conferences, educational portals, research institutes
- International partners, if the project has an international dimension, it is also important to share it externally in foreign languages

2.2. What? – Formulating messages

What you share depends on who the message is aimed at. Parents will be interested in different things than teachers or decision-makers.

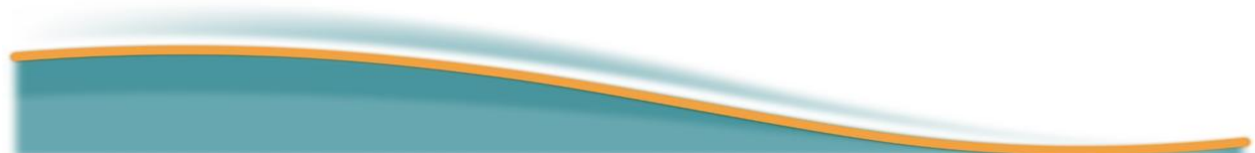
Examples of message content:

Target group	Important messages
Teachers	Methodological innovations, tools, experiences
Students	What have we learned? How have we improved?
Parents	What happened during the project, what can we be proud of?
School management	What results were achieved? How does this fit into the school's mission?
Professional forums	What innovative approaches did you use? What results were achieved?

Helpful tip: use simple, understandable language and make it clear why the information is relevant to the target group.

2.3. How? – Selecting the appropriate channels and formats

The form and channel of dissemination greatly influence how well it achieves its goal. It is



important that the form is appropriate for the target group.

Examples of formats and channels:

Target group	Channel/form
Teachers	Teaching staff presentation, methodology day, newsletter
Students	Exhibition, poster, video, presentation in class
Parents	Parent-teacher conferences, social media posts, school blogs
School management	Project report, strategic proposal, presentation
Professional community	Conference presentations, publications, webinars
Online community	Facebook, Instagram, TikTok, YouTube – visual, short and attention-grabbing formats

Checklist

1. Why is it important to define the target audience for dissemination?

- A) So that you don't have to inform everyone
- B) So that the shared information reaches exactly those who are affected
- C) Because this is the only way to prepare the project's financial accounts
- D) So that different channels do not have to be used

Correct answer: B

2. Which form of communication is most appropriate for reaching a professional audience?

- A) Parent-teacher meeting
- B) Facebook post
- C) Scientific publication or conference presentation
- D) Class trip report

Correct answer: C

3. Which statement is true about dissemination messages?

- A) The same message should be communicated to all target groups without modification
- B) Only project participants should formulate messages
- C) It is important that the message is tailored to the target group's language and interests
- D) The content of the messages can only be written by the project coordinator

Correct answer: C

III. In what forms can dissemination be implemented?

Dissemination is not just a "presentation at the end", but a conscious and creative communication process that can take many forms, depending on who we are addressing, what we want to share, and how we reach them.

Here is an overview of the most common and effective forms:

1. **Verbal** forms: Presentation, lecture

- At faculty meetings, conferences or workshops
- Workshops, training sessions: Active participation, experience-based learning; Others can also try out and adapt the methods presented
- Round table discussion, forum. Interactive, based on sharing opinions. Excellent for reflection and joint thinking

2. **Written** forms

- Article, blog post, professional publication
Can be informal (e.g. blog) or academic (e.g. study)
Permanently available, searchable format
- Report, newsletter

Short, concise summary for a specific target group (e.g. parents, maintainers)

- Teaching materials, methodological description

Enables the adaptation of results by other educators or institutions

3. **Visual** forms

- Poster
Can be displayed at an event, in a school corridor or at an exhibition
Eye-catching, concise and well-structured information carrier

- Infographics

Complex information presented in a spectacular and easily digestible visual form

- Exhibition, photo wall, installation

Can be a creative form of dissemination involving students

4. **Digital** formats

- Video, vlog

Short summary or mood video about the project, created together with students

Can also be easily shared on social media

- Presentation platforms (e.g. Genially, Canva, PowerPoint online)

Interactive, embeddable material that is visually appealing

- Website, project blog

Continuous updates, multiple types of content in one place

Permanent and public documentation

5. Social and public formats

- Social media (Facebook, Instagram, TikTok, YouTube, etc.)

Wide reach, quick sharing, particularly effective for reaching young people or parents

- Press coverage (local newspapers, radio, TV)

Serves to inform the wider community

- Public events, project closing events

With invited guests, presentations, reports, and student participation

Review questions

1. Which of the following is NOT considered a dissemination activity?

- A) Publication of a study in a professional journal
- B) Presenting the results of the project at a conference
- C) Submitting the project's financial closure to the maintainer
- D) Holding an interactive workshop for colleagues

Correct answer: C

2. What form of dissemination is suitable for reaching a wider audience, such as parents or local residents?

- A) Distributing subject grades
- B) Closed online questionnaire
- C) Facebook post, public event or press release
- D) Internal professional analysis

Correct answer: C

3. What do the poster, infographic and presentation material have in common?

- A) They only contain textual information
- B) They are all intended exclusively for parents
- C) They help to share information in a comprehensible and appealing visual format
- D) They cannot be shared online

Correct answer: C

IV. Presentation of good practices

Dissemination is most effective when information is conveyed to stakeholders in a targeted, creative and engaging way. The following examples come from different types of projects, but all illustrate how project results can be made visible, understandable and useful to others.

1. *'Learning in Europe'* – Dissemination of an EU school mobility project through a student photo exhibition

Project: An international mobility programme for a secondary school, during which students visited several countries for study purposes.

Form of dissemination: A school photo exhibition was created from the students' photographs and experience reports, with a public opening and invitations to the local press.

Why is this a good practice?

A personal, experiential format that was appealing to fellow students, parents and teachers alike.

A digital exhibition was also created from the exhibition material, which became available online.

It contributed to raising awareness of the projects and promoting Erasmus+ opportunities at the school.

2. *'Innovative teaching methods'* – Methodology workshop for teachers

Project: A teacher training project aimed at testing and introducing new, creative teaching

methods.

Form of dissemination: The project participants held a methodological workshop for other teachers, where they presented the methods they had tried out, with specific lesson plans and teaching aids.

Why is this a good practice?

The participants not only informed their colleagues, but also offered them active learning opportunities.

The teaching materials and presentations were made openly available on the school's website.

The activity also built a community, which supported the spread of the new methods in the longer term.

3. *"Digital storytelling – through the eyes of students"* – YouTube video series

Project: A school project where students learned the tools of digital storytelling and developed their own projects in film form.

Form of dissemination: The students made short films, which were turned into a YouTube video series and shared on social media.

Why is this a good practice?

The format is youthful and digital, communicating with the target group using their own tools.

The videos were personal and emotionally touching.

The channel's follower base grew rapidly, giving the project a longer-term impact.

Lessons learned from good practices:

Good dissemination is attention-grabbing, easy to understand, target group-oriented and creative.

The more actively the target audience is involved, the more effective the message.

It is worth combining several formats to effectively reach different target groups.