



**Integrated intelligent LEARNING environment for
Reading and Writing**

D2.2.4 Dissemination Plan



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Abstract	This document outlines the dissemination plan for the duration of the ILearnRW project.
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Project information

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Table of Contents

1. INTRODUCTION	6
1.1. OBJECTIVES OF THE DISSEMINATION PLAN	6
2. TARGET GROUPS	8
3. GENERAL STRATEGY	9
4. DISSEMINATION TOOLS AND MATERIALS	10
4.1. ILEARNRW LOGO	10
4.2. ILEARNRW WEBSITE – WWW.ILEARNRW.EU	10
4.3. PUBLICATION OF USERS’ MANUALS ON THE UTILIZATION OF THE ILEARNRW SYSTEM.	14
4.4. PRESENTATION MATERIALS	15
4.5. BASECAMP/PROJECT PORTAL.....	15
4.6. SOCIAL MEDIA	15
5. ACTIVITIES TO DATE	16
5.1. DEVELOPING PARTNERSHIPS AND COLLABORATIONS	16
5.2. ATTENDING CONFERENCES/EVENTS	18
5.3. PUBLISHING PAPERS	22
5.4. MEDIA/PRESS	23
6. MONITORING AND EVALUATION OF DISSEMINATION ACTIVITIES	24
7. FUTURE DISSEMINATION TOOLS AND ACTIVITIES	25
7.1. PLANNED TOOLS AND MATERIALS	25
7.2. PLANNED ACTIVITIES	25

1. Introduction

All dissemination activities support the objectives which the project aims to fulfil.

The goals are specified in the ILearnRW Description of Work and are as follows:

To develop next generation learning software which uses a computer to facilitate the learning process for children with dyslexia and/or dysorthographia.

1. Development of an Integrated Intelligent Learning Environment for Reading and Writing (the ILearnRW system) which:

- supports user profiling
- incorporates learning/teaching strategies
- supports the classification of learning material based on user profile
- supports personalized content presentation
- supports engaging learning activities
- supports the evaluation of learning
- incorporates an on-line resource data bank.

2. Evaluate the ILearnRW system in terms of its overall success in promoting the learning process of reading and writing through extensive field-testing in different language settings (England and Greece).

1.1. Objectives of the Dissemination Plan

The objective of the Dissemination Plan is to design the most appropriate plan to disseminate and exploit the research and development of ILearnRW by:

- Creating public awareness and scientific interest for the project and its results, and
- Planning and preparing the commercial agreements to ensure a smooth introduction of these results into everyday practice.

The aim of task T2.1 is to create public and scientific awareness on project achievements. This deliverable will outline the plans to integrate all partners' contributions indicating the actions to be performed.

With this deliverable we present the initial dissemination plan for the ILearnRW project and we describe what has been done already within the project. More details and ideas of dissemination will be included into the Final Dissemination Plan.

To plan dissemination of ILearnRW activities close cooperation has been agreed on by all the work-package leaders and dissemination is one of the topics to be addressed at each consortium

meeting. All partners explain which steps they plan to undertake in order to spread the activities of ILearnRW.

The document is structured as follows:

Introduction: A summary of the deliverable and explains the context of the whole project in which the dissemination activities stand

Target groups: Description of main target groups for the dissemination work of ILearnRW

General Strategy: Overview of the planned dissemination plan for the project.

Existing Tools and materials: Description of dissemination tools and materials which already have been developed or have been agreed for development.

Dissemination activities to date: Description of dissemination activities conducted to date.

Monitoring and evaluation of the dissemination activities: How do we ensure coordination within the project.

Future planned tools and activities: Material which is planned to be produced when appropriate (depends on progress and output of other work packages) and planned dissemination activities.

2. Target Groups

The consortium will focus on demonstrating ILearnRW application to the IT industry and to the scientific/academic community. Dissemination activities and materials will be focussed on the users, the likely purchasers, key influencers and potential future suppliers. We will also push to involve and inform the general public about the work undertaken and findings.

The major target groups important for dissemination and commercial exploitation are:

- Children with dyslexia/dysorthographia
- Parents of children with dyslexia/dysorthographia
- Academic community including teachers and both main stream/special education schools
- Vendors/application developers
- Dyslexia institutes/professionals
- General public – as a whole

Each consortium partner will be promoting the project outcomes on both a national and international level. The project is primarily however focused on field testing in UK and Greece.

These different groups need different information and materials with which they can be approached as they have a different interest in the project outcomes. Knowing the audience for each dissemination activity or material will help define the most suitable message, method and timing.

The internal audience of the project consortium also need to stay well informed about the progress of the project. Adequate internal dissemination will ensure that the project has a high profile.

3. General Strategy

The main aim is to create awareness on project achievements with the target groups identified. We wish to inform and education the academic community, engage with users to get feedback and ultimately promote the project outcomes.

The dissemination is both a collective activity managed by the entire consortium and by each single partner on a local level.

The concept and results of ILearnRW will be presented at different events as well as through publications.

The use of dissemination materials and activities will be co-ordinated with project milestones and completed deliverables.

The instruments to be used for communicating with people externally and internally will be the following.

- Internet – website, project portal (Basecamp), social media
- Publications – such as of articles and technical papers in specialised journals, dyslexia press magazines and/or newsletters at international, national, regional or local level of the research results.
- Events – such as exhibitions, presentations, tutorials and demos.
- Networking - with other relevant projects and initiatives;
- Access to a free prototype
- Support materials – user guides, support information, promotional materials

The consortium will contribute to the dissemination activities by demonstration of ILearnRW application to interested audiences at workshops and exhibitions, by publication of technical papers both in scientific journals-conferences and in the printed and electronic media and by producing promotional material.

Accessibility, alternative formats and available languages will be considered when creating dissemination materials.

4. Dissemination Tools and Materials

A wide range of dissemination tools have already been produced for the project.

The set of promotional materials that have been produced already include:

- Project logo,
- Project website (www.IlearnRW.eu)
- Presentation materials - including a blank ppt-template, a short project description and general ppt to describe the project in all partners'
- Project Facebook page(<https://www.facebook.com/Ilearnrw>)

A Basecamp, project portal, has also been set up to disseminate project information to all project consortium members.

4.1. ILearnRW Logo

The ILearnRW logo is represented by the project acronym and an arc of stars often associated with the European Union. Several logos were created and all partners were invited to vote.



4.2. ILearnRW Website – www.ILearnRW.eu

The goal of the ILearnRW Website is to promote and disseminate all project activities and results.

The ILearnRW Website has been online since December 2012. It was decided to develop the public website in order to provide information on the project's goals and expected results. In this way the consortium aimed to attract the public's interest and then maintain it by continuously uploading updated information on the project's status.

The website has been structured to immediately provide the most basic information on the project, allowing the user to browse for more detailed information and eventually if he chooses to download public documents such as project deliverables.

Contact details for the consortium are provided in case the users wish to reach the partners. In this way further collaborations are encouraged.

The website content will be continuously updated and enhanced as the project's work advances.

It was developed using Drupal 7.17 (with modules CK Editor V1.11, Backup and Migrate 2.4

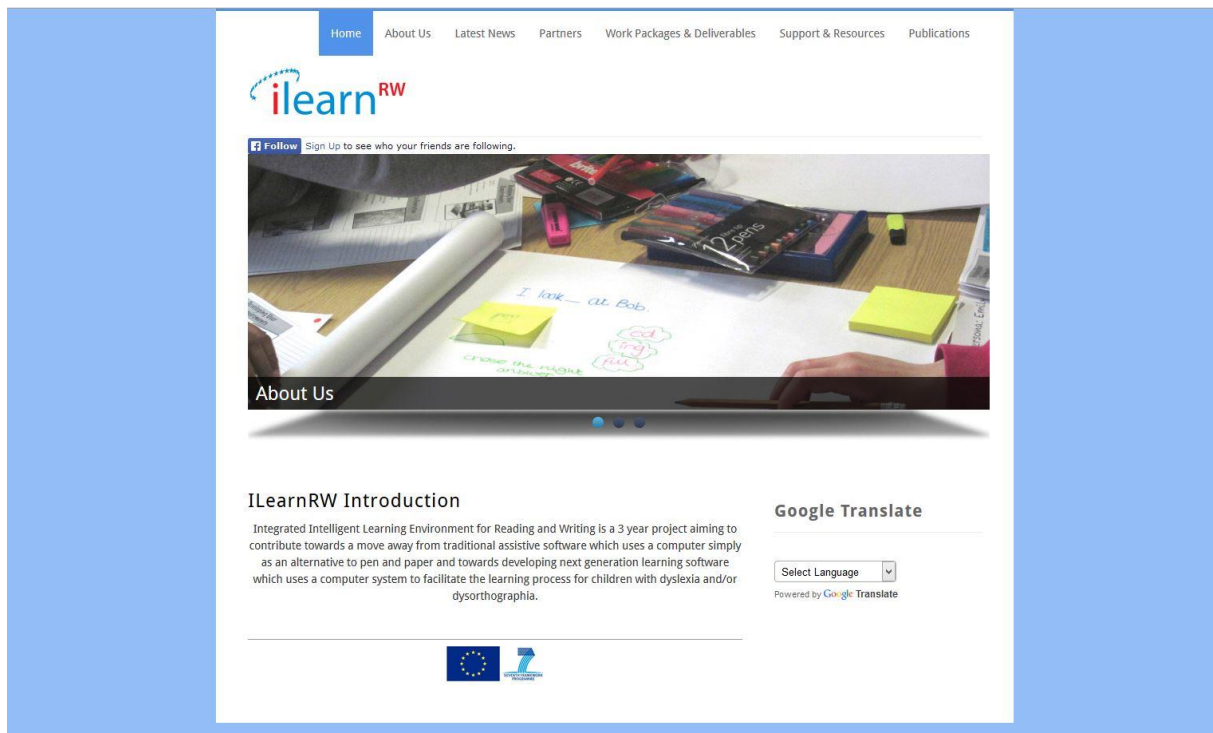
The website is hosted and maintained by Stefan Pearson at Dolphin Computer Access.

A statistics analyser has been activated.

A Google Translate tool has also been added for easy translation of website.

We have ensured that all network users with mobility or visual impairments will be able to access the website's content by meeting the W3C accessibility criteria

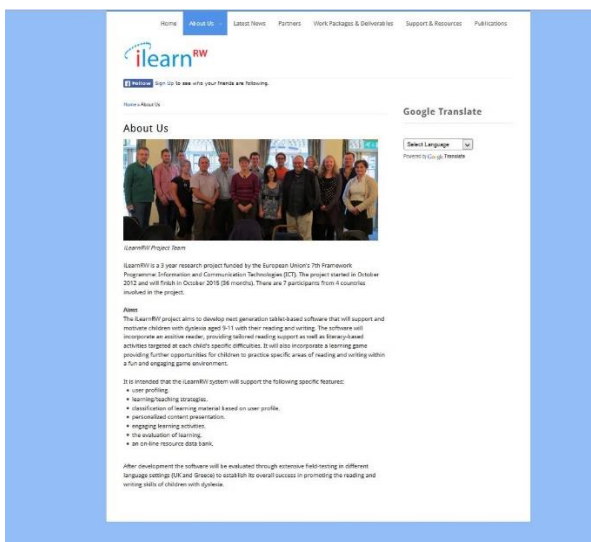
The website has been continuously maintained and improved with new imagery from workshops to improve the look.



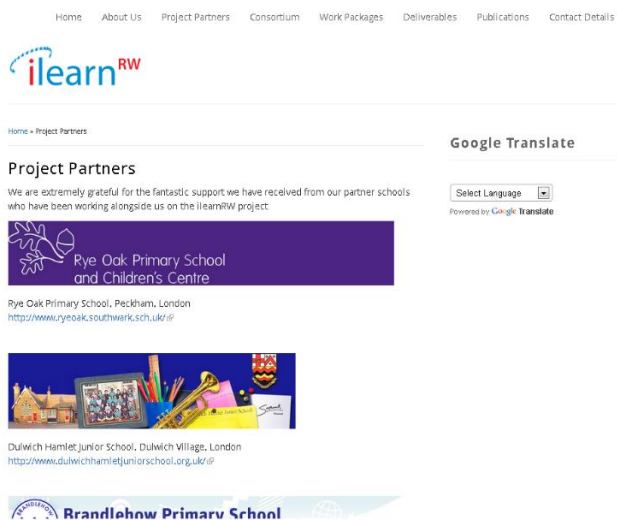
Currently, the sitemap is the following:

- Home
- About us (including contact details)
- Latest News
- Partners
- Work Packages & Deliverables
- Support & Resources
- Publications
- Contact Details

The About us section has been updated and a latest news section has been added and kept up to date. This is updated each month with information on project progress.

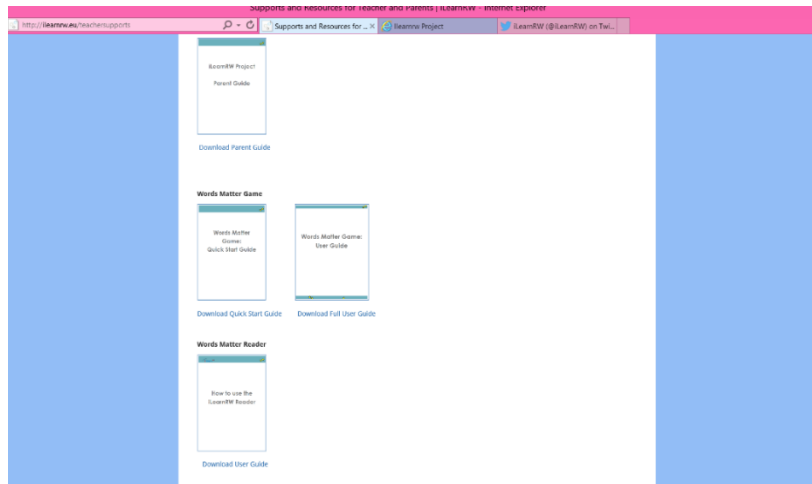


The partners section has been updated. In addition to information on all project consortium members the website now references all partners who have assisted with the project research to date.



4.3. Publication of users' manuals on the utilization of the ILearnRW system.

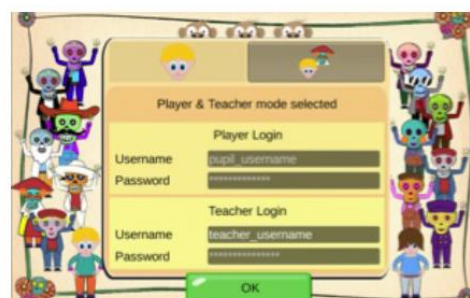
A Parent Guide, User Guide, Full Guide and Quick reference guide have been documented for Words Matter Game and the Reader. These are available for download and in print.



Words Matter Game – Quick Start Guide

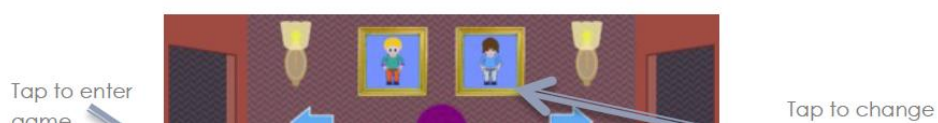
Login Screen

There are two modes for playing the game – single player mode where the child plays alone and player & teacher mode where the child plays with the support of the teacher. When playing the game at home the child should select the single player mode.



Choose a Character

On the next screen you will be asked to choose a character to play the game with. Tap the frames at the top to choose either the boy (left) or the girl (right) character. Then use the arrows to change your character's clothing. Once you have chosen your character tap on the 'Done' button.



4.4. Presentation Materials

A generic PowerPoint template incorporating the project logo and a PowerPoint describing the project goals and aims has been prepared for the partners' use when presenting ILearnRW on relevant international or national conferences.

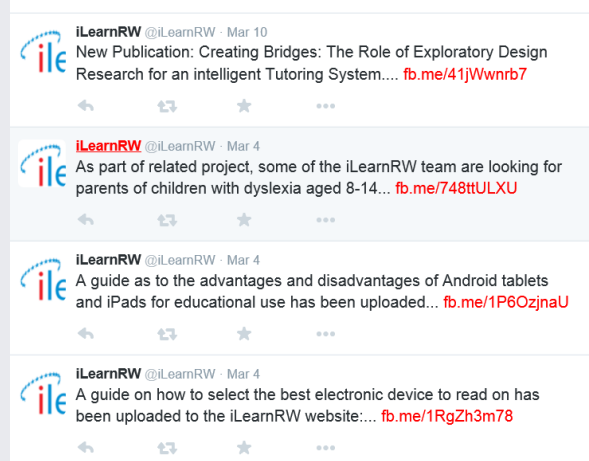
4.5. Basecamp/Project Portal

The communication among the project members and internal audience of the project is facilitated with the use of Basecamp project management software. Basecamp is a web-based project management collaborative solution. This will be used to publish project documents, WP documents, reports, forms, meeting notifications etc.

4.6. Social Media

A Facebook page has been created for the project, to compliment the website. 108 people like this to date.

A Twitter account has also been set up for the project. Follow us on Twitter @iLearnRW.



5. Activities to date

5.1. Developing partnerships and collaborations

University of Birmingham team move to London

The University of Birmingham team moved institutions and are now based at the London Knowledge Lab, which is part of the Institute of Education in Bloomsbury, London. The IOE has also recently merged with University College London, now forming the UCL Institute of Education. This provides us with an exciting opportunity to share and discuss our work on iLearnRW with some of the leading researchers in the educational technology field.

Play testing of iLearnRW games conducted with children and teachers

Initial versions of the games that will be included in the iLearnRW software have been shown to children and teachers to get their feedback to help improve the final version. We have conducted several different play tests in three countries, including Greece, Malta and the UK,

Running engagement workshops in Schools

We ran a series of design workshops at Rye Oak Primary and Brandlehow Primary School, London, UK. The workshops were specifically focused on generating and developing ideas for the game navigation as well as how to support and give feedback on specific literacy difficulties the children may experience during the game. Following the design workshops, in order to explore our chosen iLearnRW game concept, which centres around the Mexican festival 'Dia de los Muertos' or in English the 'Day of the Dead', we then ran several art workshops further workshops. Building on the art workshops that we conducted in the UK, we undertook similar activities in Greece to better understand the children's point of view about our game concept. This workshop involved with 27 children with specific learning disabilities, 9-11 years old, in several schools in the cities of Ioannina and Igoumenitsa.

Members of the iLearnRW project also took part in the #define Diversity in Computing festival at Rugby school, which incorporated a day of talks and workshops for students aged 11-13. The aim of the event was to encourage and inspire students who would not normally consider a career in Computing. A number of project team members from the University of Birmingham ran a workshop for students to teach them about Human-Computer Interaction (HCI) in learning games.

Guest Lecture - University of Bath, UK

Daniel Gooch from the IoE team was invited to the University of Bath to give a guest lecture on software engineering in the context of research. The main message of his lecture was that, in the context of research, software has a distinct purpose. Although software engineering projects typically have the development of new software as the primary goal, in research projects the software can also be a means of investigating a more interesting phenomenon. Drawing on multiple examples from the iLearnRW project, Daniel discussed how various aspects of the software engineering toolbox, including use cases/scenarios, requirements gathering, ethics, project management and scheduling, are adapted for developing software in research projects. In addition to promoting the project, the lecture also hopefully inspired some of the students to consider a career in research.

Games Testing Day - Dyslexia Action, London

Project team members from the University of Birmingham and Dyslexia Action collaborated on a project dissemination event at the Dyslexia Action London centre. We organised a day aimed at children attending Dyslexia Action classes (from any DA centre) that aim to give them the experience of being a game designer and tester.

Dyslexic Teens' Dialog group and the Institute of Digital Games join forces

The Dyslexic Teens' Dialog (DTD) group and the Institute of Digital Games are joining forces to raise awareness and reduce the difficulties that students with dyslexia face in Malta. On our first event together, the young people from DTD tested the iLearnRW game and discussed with team members from the University of Malta about how to improve the current prototype.

iLearnRW Evaluation begins in UK schools November 2014

Members of the IOE and Dyslexia Action teams have been trialing the fully functioning prototypes of both the reader and game in several primary schools in London and Rugby. A small subset of children from Year 5 and 6 (ages 9-11 years) at each of these schools have been selected to participate to receive additional help with their literacy through the iLearnRW software and each child has been provided with their own tablet with the Words Matter game and reader installed. The tablets are being used in school by specialist literacy intervention teachers as well as being taken home by some children for further practice.

5.2. Attending conferences/events

Work from iLearnRW project presented at IDC 2014 - Aarhus, Denmark

Mina Vasalou (IoE) was at the Interaction Design for Children conference (IDC) in Aarhus in June 2014. The papers presented covered a span of ages from preschoolers to teenagers. The conference had a strong design research thread but equally a lot of presentations explored children's use of technologies. Mina presented a short paper from the iLearnRW project, which reported early results on a Participatory Design method for supporting children's storytelling.

Work from iLearnRW project presented at CHI 2014 - Toronto, Canada

Laura Benton from the IoE team represented the iLearnRW project at the largest global Human-Computer Interaction conference, CHI 2014. She attended a workshop on participatory design for people with cognitive and sensory impairments and discussed some of the design approaches used on the iLearnRW project with researchers who were working with individuals with a wide range of different conditions from autism and ADHD to visual impairments and dementia. She also presented her accepted paper Diversity for Design: A Framework for Involving Neurodiverse Children in the Technology Design Process and received positive feedback from other researchers who attended the presentation.

Rilla Khaled (UoM) and Mina Vasalou (IoE) co-organised a workshop at the CHI Play conference in Toronto on the topic of Participatory Design for Serious Games. The purpose of the workshop was to gather together the community of designers and researchers working in the shared space of serious games and participatory design, and to begin to understand how they influence one another. Aspects of the iLearnRW project were shared over the day as an example case study involving domain content experts, technology-focused experts, teachers, children, and designers. From this and other case studies shared, it became clear that many people in this community face similar challenges, and that serious game design makes participatory design more complex. While all participants agreed there is no universal way to carry out participatory serious game design, iLearnRW experiences, alongside those shared by other participants, do shed light on potential approaches that may be useful in specific design contexts.

Presented at IISA Conference

Chris Litsas presented the paper "Text Classification for Children with Dyslexia employing User Modeling Techniques" at the fifth International Conference on Information, Intelligence, Systems & Applications.

Organized special session at IISA 2015 Conference – Corfu, Greece

Mina Vasalou (IoE), Antonios Symvonis (NTUA) and Dominik Lukeš were co-chairs of the session “Technology for Supporting Reading and Writing”. The session was about the role of technology in supporting literacy. The following four papers were presented by Dominik Lukeš, Chris Litsas and Daniel Gooch:

- A Data-Logging Mechanism to Support e-Learning Systems (Authors: Claudiu Bruda, Chris Litsas, Ioan Mihiu, Cantemir Mihiu and Antonios Symvonis)
- Exploring the use of a Gamification Platform to Support Students with Dyslexia (Authors: Daniel Gooch, Asimina Vasalou and Laura Benton)
- Dyslexia Friendly Reader: Prototype, Designs, and Exploratory Study (Author: Dominik Lukeš)
- Building a Phonics Engine for Automated Text Guidance (Authors: Dominik Lukeš and Chris Litsas)

Work from iLearnRW presented at VS Games 2014 Conference - Msida, Malta

Héctor P. Martínez and Georgios N. Yannakakis (UoM) represented the iLearnRW project at the Conference on Virtual Worlds and Games for Serious Applications (VS-Games 2014). This conference explores multiple topics around the design and development of serious games for any application. The UoM team demonstrated the iLearnRW game and talked about the technology and design behind it.

iLearnRW teams participate in European Researchers' Night

Two partners from the iLearnRW project participated in the annual European Researchers' Night, a celebration of science and research, which took place on Friday 26th September in several hundred cities across Europe and beyond. Researchers from every field of science participate in these events and are able to show and discuss their work with the public.

The NTUA team participated in the Researchers' Night Athens event to promote the iLearnRW software. The team took part in both the main event as well as a pre-event two weeks beforehand.

The UoM team organised an exhibition for the event in Malta, which formed part of the Science in the City festival. During this festival, which this year attracted over 20,000 people, researchers take over the Maltese capital city to share their work with the public. The

UoM presented their work as part of an exhibition about digital games hosted at the national library.

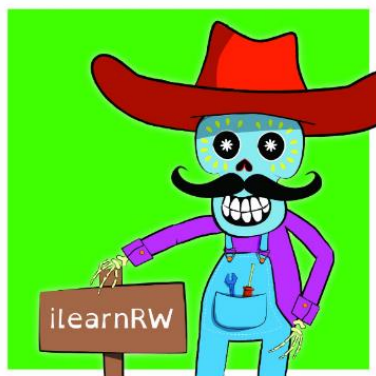
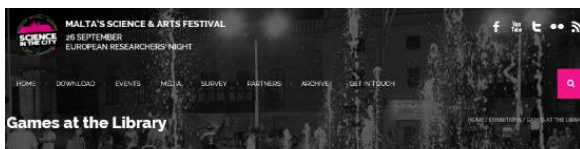


At both events people of all ages had the opportunity to try out the iLearnRW serious game and the reader, as well as to discuss with the researchers about neurodiversity, game design, learning and artificial intelligence.

iLearnRW games presented at the National Library in Valletta, Malta.

The team in Malta exhibited iLearnRW games at the National Library in Valletta on the nights of Science in the City (September 26)

Reliance on Science Event at the Department of Business, Innovation and Skills, London



SEPTEMBER 26th @ 18:00-20:00
The world of video games will inspire children and adults alike at the National Library in Valletta on the nights of Science in the City (September 26) and Notti Bianca (October 4).



Laura Benton from the IOE Team was invited to give a talk at the Department of Business, Innovation and Skills (BIS) in London as part of their Reliance on Science seminar series, which is a high-profile speaker series for BIS staff and intended to investigate and celebrate the relevance of science, engineering and technology to BIS. Her talk was on technology design and neurodiversity and as part of this she discussed her work on the iLearnRW project and the involvement of users with neurodiverse conditions such as dyslexia in the design of new technology.

Demo software during LKL@10 Anniversary Event - London, UK

The IoE Team participated in the LKL@10 Anniversary event at the London Knowledge Lab, which was an event celebrating some of the high-quality research that has been produced over the past ten years at the lab. Professor Richard Noss, the co-director of the LKL, presented a short overview of the wide variety of research projects that members of the lab have been involved in, which included the iLearnRW project, and then Professor Jim Knight (former Minister for Schools) gave the Anniversary lecture. Invited guests also had the chance to find out more about the iLearnRW project at our research display before and after the lecture, and were able to try out the prototype software.

Present software during the BETT 2015 show - London, UK

Members of the IoE and Dyslexia Action teams presented the iLearnRW software at BETT 2015, the world's leading learning technology event which has been running for over 30 years. With over 35,000 attendees, the BETT show was a fantastic venue for sharing our work with teachers and other educational technology specialists.

Attendees had the chance to find out more about the iLearnRW project at our exhibit across all 4 days of the show, and were able to try out the software.

iLearnRW in Popular Science Events

Rilla Khaled (UoM) presented iLearnRW project results at the Malta Cafe Scientifique event in February, 2015.

iLearnRW at ACII 2015

Georgios Yannakakis (UoM) attended the Affective Computing and Intelligent Interaction conference and presented 3 papers related to content creation and emotion annotation in games

iLearnRW at Dagstuhl

Hector P. Martinez (UoM) attended a Dagstuhl seminar for serious games and their technology in June 2015.

5.3. Publishing papers

The following publications reference the iLearnRW Project and are available on the Project website:

- "Experience-driven Procedural Content Generation" (Invited Paper) in Proceedings of Affective Computing and Intelligent Interaction, Xi'an, G. N. Yannakakis and J. Togelius, 2015
- "Grounding Truth via Ordinal Annotation" in Proceedings of Affective Computing and Intelligent Interaction, Xi'an, G. N. Yannakakis and H. P. Martinez, 2015
- "To Rank or to Classify? Annotating Stress for Reliable PTSD Profiling" in Proceedings of Affective Computing and Intelligent Interaction, Xi'an, C. Holmgård, G. N. Yannakakis, H. P. Martínez and K. Karstoft, 2015
- Creating Bridges: The Role of Exploratory Design Research for an Intelligent Tutoring System. Gooch, D., Benton, L., Khaled, R., Lukes, D. and Vasalou, A (2015). Interacting with Computers. In press.
- Procedural Generation of Music-Guided Weapons. Martínez, H.P., Yannakakis, G.N., Cachia, W. and Aquilina, L. (2014).
- Don't classify ratings of affect; rank them!" Transactions of Affective Computing. Martínez, H.P., Yannakakis, G.N. and Hallam, J. (2014) Martínez, H.P. and Yannakakis, G.N. (2014).
- Deep Multimodal Fusion: Combining Discrete Events and Continuous Signals. Proceedings of the International Conference on Multimodal Interfaces. Martínez, H.P. and Yannakakis, G.N. (2014).
- The iLearnRW Game: Support for Students with Dyslexia in Class and at Home. In proceedings of VS Games. Cuschieri, T., Khaled, R., Farrugia, V.E., Martínez, H.P. and Yannakakis, G.N. (2014).
- Text Classification for Children with Dyslexia employing User Modeling Techniques. In proceedings of Information, Intelligence, Systems and Applications (pp. 1-6). Chania, Crete: IEEE. Litsas, C., Mastropavlou, M. and Symvonis, A. (2014).
- Participatory design for serious game design: truth and lies. One day workshop at ACM CHI Play conference. Khaled, R., Vasalou, A., Abeeel, V. and Van Mechelen, M. (2014).
- Problematizing Cultural Appropriation. In proceedings of the ACM Conference on Computer-Human Interaction in Play (in press). Toronto, Canada: ACM Press. Vasalou, A., Khaled, R., Gooch, D. and Benton, L. (2014)

- Bridging Serious Games and Participatory Design. International Journal of Child-computer Interaction. Khaled, R. and Vasalou, A. (2014).
- Understanding and Fostering Children's Storytelling During Game Narrative Design. In proceedings of the ACM Conference on Interaction Design for Children (pp. 301-304). Aarhus, Denmark: Benton, L., Vasalou, A., Gooch, D. and Khaled, R. (2014).
- Diversity for Design: A Framework for Involving Neurodiverse Children in the Technology Design Process. In proceedings of the 2014 annual conference on Human Factors in Computing Systems (pp. 3747-3756). Toronto, Canada: ACM. Benton, L., Vasalou, A., Khaled, R., Johnson, H. & Gooch, D. (2014).
- The Wicked Problem of Undertaking Responsible and Ethical Research in Multidisciplinary and Geographically Diverse Teams. Responsible Research and Innovation Observatory. Benton, L. & Vasalou, A. (2013).
- Learning Deep Physiological Models of Affect. Computational Intelligence Magazine, IEEE, 8(2), 20-33. Martínez, H. P., Bengio, Y., & Yannakakis, G. N. (2013).
- SpaceMaze: Experience-driven Game Camera Control. In proceedings of the international conference on Foundations of Digital Games. Knight, Y., Martínez, H. P., & Yannakakis, G. N. (2013).
- A new software Integrated Intelligent Learning Environment for Reading and Writing (iLearnRW). In Dyslexia Theoretical Principles and Main Objectives. 29th World Congress of the International Association of Logopedics and Phoniatrics at Torino. E. Mitropoulou, V. Zakopoulou and A. Symvonis, (2013).

5.4. Media/Press

- "Is there really an app for that?" Think Magazine, September 2015.
- "I Compute, I Create, I Am. Magazine Feature Article with Prof. Yannakakis" Think Magazine, March 2015. (http://www.um.edu.mt/think/i_compute-i_create-i_am/)
- "Thinking Outside the Box", Article with Prof. Khaled, Malta Today (http://www.maltatoday.com.mt/news/national/49663/dyslexia_thinking_outside_the_box#.VgrQOI9Viko)

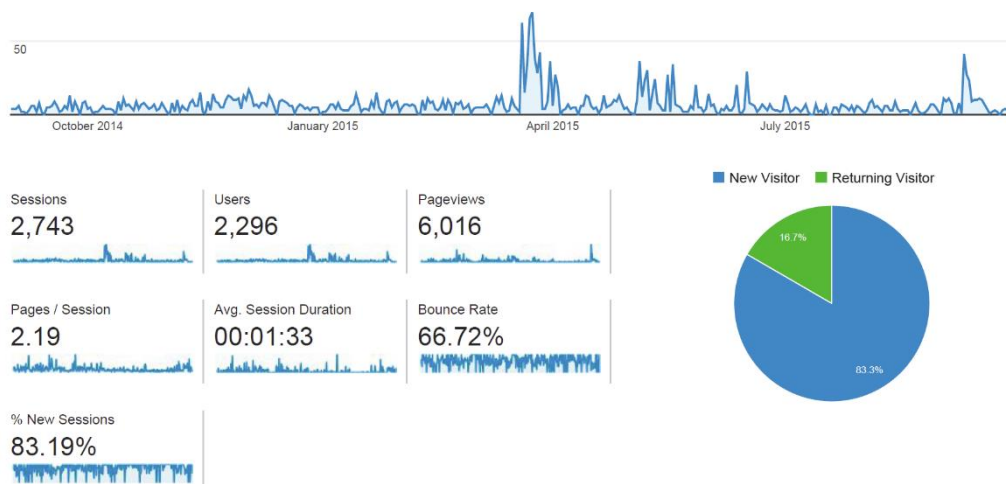
6. Monitoring and Evaluation of Dissemination Activities

In order to monitor the dissemination activities consortium partners were asked to provide reports on their national dissemination activities. A template has been developed for completion by partners to notify the consortium of events, conferences or workshops attended and publications or press coverage.

Also several quality indicators were defined per work-package, and/or per task.

Indicator	Metric Name	Metric Definition	Minimum expected value
2.1	Website traffic	Number of hit to the project web site. Web site impact (Numbers of access, feedbacks, downloads, etc.)	1000
2.2	References in press	Press echoes (articles, references, etc.)	10
2.3	Events attended	Number of events attended. Events include conferences, workshops, presentations to experts, and other promotional activities	1 per partner
2.4	Cooperation-contacts	Cooperation with other projects (European and world-wide)	1 per partner
2.5	Papers submitted for publication.	Numbers of International and National papers published in conferences, expositions and joint events.	1 per WP

Google Analytics website traffic and marketing effectiveness service has been installed to collect and monitor web statistics which will monitor page views as well as website views. A weekly report is generated and issued which allows us to monitor the source and location of website hits. The aim was to get 1000 website hits during the project but in reality the website has had over 2700 hits to date. The target for events attended and papers submitted has also been exceeded.



7. Future Dissemination Tools and Activities

7.1. Planned tools and materials

Webpages providing commercial information such as pricing and access to the restricted version of the iLearnRW Reader would be created at a later date to assist with exploitation going forward.

Training manuals and promotional materials would need to support a commercial launch, sales activities and marketing campaigns.

7.2. Planned Activities

The following National/International activities could be used to support future exploitation efforts and support a commercial launch:

Building relationships

Prior to commercial availability we will provide iLearnRW at no cost to a number of targeted groups. Our aim will be to create champions for our product, build market share based on the free version of the iLearnRW Reader, and yield proven case studies, leading to further publication of technical papers and case studies on child/parent/TA/teacher experiences.

Offer Training

Adoption within the UK educational system heavily depends on how compatible the technology is with existing practices and expertise. The consortium are considering the merit of offering free training to industry experts to help promote the IlearnRW system via word of mouth and to demonstrate the fit of our technology with the curriculum and to support best practice implementation. As we move from prototypes to exploitation, the commercial partners will work more closely with education leaders, content holders and other advocacy groups to refine and promote the proposition. We will also need to establish relationships with local domain experts, advocacy groups, community engagement programmes, funding agencies, etc. to establish need, develop, refine and deliver solutions.

Marketing campaigns and advertising

To spread the word and raise awareness, we could do a Marketing campaign through Parent Teacher Associations in Primary education. There is a specific PTA magazine where we could advertise:

Parent & Teacher (targeting PTAs): <http://www.parentandteacher.co.uk/contact/advertising/>

Other examples of Primary Education magazines for advertising:

- Primary Times: http://www.primarytimes.net/about_us_advertise.php
- Teach primary: <http://www.teachprimary.com/advertising>
- Innovate My School: <http://www.innovatemyschool.com/magazine.html>

Dolphin Computer Access have secured a monthly slot in the Load2Learn newsletter – this is issued to 5000 education professionals who have actively signed up and have an interest in dyslexia. IlearnRW will be referenced in this publication.

The project could consider paying for Google adwords to promote the website.

Sales activities

Targeting Primary and Secondary schools in geographic regions based on downloads and usage of the iLearnRW Reader. Operationally, this involves:

- Utilising data collected from usage of the iLearnRW Reader to monitor usage in geographic region to focus sales activities around schools where application usage is highest.
- Booking appointments for consultancy-based approach with each school, allowing for the personalisation the iLearnRW package for each school and completion of the sale.