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D2.2 Dissemination and Communication Plan

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**Lead Beneficiary:**

UCL


**Project Coordinator:**

UCL

**Contributors:**

All Partners

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## 1. EXECUTIVE SUMMARY

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This deliverable report sets out the iRead project dissemination and communication strategy. The goal of the dissemination strategy is to attract different stakeholders and communities interested in research, use and development of digital technology for education. This includes promoting the exploitation of the technology and infrastructure and building understanding of its impact as well as generating collaboration with relevant stakeholder groups to disseminate across a range of networks and to have a wider impact on children's reading skills across Europe, both during and beyond the project. This strategy will target a broad target audience including Small and Medium Enterprises (SMEs), social entrepreneurs, educational providers, publishers, innovation bodies, education policy makers, schools, teachers, parents and academic researchers.

We intend to undertake a series of coordinated dissemination activities aimed at promoting **awareness, understanding** and **action** within our target audience. Partners across the consortium will be supported to plan, undertake and record these activities throughout the project with opportunities identified to deliver jointly or reuse the work across countries. This document sets out a range of metrics which will aid us in evaluating the success of specific activities and our overall strategy.

## 2. INTRODUCTION

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### 2.1 Objectives

The dissemination and communication plan is the output of the activities from Task 2.2 which is led by UCL but contributed to by all consortium partners. This task involves the iterative development of a dissemination strategy that identifies appropriate channels and measures for each of the dissemination target user groups. This task builds on Task 1.2 (Communication within and outside the Consortium) which will help to foster a strong online project communication strategy. Furthermore a coordinated social media strategy which brings together different social media channels, consortium members with a variety of expertise and other influential stakeholders across the fields of English as a Foreign Language (EFL), reading, dyslexia, technology and education.

The overarching goals of the iRead dissemination and communication will be to:

- (i) Foster awareness and understanding about the impact of technology in digital learning and teaching, informing SMEs, teachers and research communities working in reading skill development.
- (ii) Collaborate with existing social initiatives on literacy, language learning and inclusion nationally and internationally.
- (iii) Promote the exploitation of iRead technologies and infrastructure within the education technology market.

The planned dissemination activities include the creation of a website through which findings and outcomes can be shared with different audiences, sending out periodic newsletters, sharing information and engaging with stakeholders via social media, publishing articles in both academic and practitioner publications, organising and attending both national and international events as well as putting together project media press releases.

The dissemination plan will also be linked with the broader dissemination strategy for the H2020 programme, which we have already connected with via the @EU\_H2020 Twitter account and will use this as one channel to disseminate our work as well as staying informed of wider initiatives within the programme.

### 2.2 Strategy Structure

Our strategy encompasses activities both during and beyond the end of the project. This ensures that the impact of the project message and outcomes is maximised and reaches the relevant audience. Drawing on EC guidelines<sup>1</sup> this plan will address the following areas:

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<sup>1</sup> [http://ec.europa.eu/research/participants/docs/h2020-funding-guide/grants/grant-management/dissemination-of-results\\_en.htm](http://ec.europa.eu/research/participants/docs/h2020-funding-guide/grants/grant-management/dissemination-of-results_en.htm)

- Project context and motivation (In what area do you expect to make an impact? What needs might the results of your project meet?)
- Expected outcomes (What outputs will be created? Where will the outputs be made available during and after the project?)
- Target audience (Who are the potential users of your results?)
- Channels (How will you contact them?)

Therefore the strategy needs to begin by defining the key messages (outlined in Section 3) and justifications for these as well as how the outcomes of the project will address these messages. Next the audiences to address these messages to need to be identified and the most appropriate way(s) to deliver this message established.

## 2.3 Monitoring and Evaluation

To aid in monitoring and evaluating our dissemination activities we have created a dissemination activity log (see Figure 1), which will be used to gather information from partners on a six-monthly basis.

Partner	Date	Type of Activity	Planned/ Completed	Title	Place	Main target audience	Est. no. people reached	Link to resources	Follow-on activities
	<i>dd/mm/yy</i>	<i>Select from dropdown</i>	<i>Select from dropdown</i>	<i>Title of activity and any</i>	<i>Where the activity took place</i>	<i>Select from dropdown(s)</i>		<i>Describe where any activity materials can be found for</i>	<i>Potential opportunities to build on this engagement (where appropriate specify relevant partners)</i>
UCL	27/03/2017	H2020 initiative	Completed	A networking event for	Luxembourg	Academics	50		Links with a number of other EU projects including RAGE (Doljhin), TESLA, AFEL and L2TOR (UCL)
UCL	30/03/2017	Other	Completed	Presentation at Participating in Professional Learning	Croatia	Academics Industry Practitioners	40		Potential opportunity with a Croatian publisher who could be part of the exploitation
UCL	04/06/2017	Practitioner event	Planned	Presentation at #PopUpDig 17, Personalised Reading for Young Children	UCL IOE, London	Practitioners	20+		
UGOT	19/06/2017	Practitioner event	Planned	Presentation at #PopUpDig 17, Personalised Reading for Young Children	Gothenburg	Practitioners Academics			
UCL	24/05/2017	Academic seminar	Planned	Partner introduction	UCL IOE, London	Academics	5		
UCL, UB, DOL, NTUA	Ongoing	Social media/Blog post	Planned	Active Participation at Introducing IRE4	Online	General Public		<a href="https://read-project.eu/newsfeed/">https://read-project.eu/newsfeed/</a>	
DFKI	April 3-7, 2017	Conference participation	Completed	Active Participation at Introducing IRE4	Valencia, Spain	Academics			
DFKI	June, 13-16	Academic seminar	Completed	Active Participation at Introducing IRE4	Klagenfurt, Austria	Academics			

Figure 1 - iRead Dissemination Activity Log Template

This log will serve as a central record of all planned and completed dissemination activities. In addition to recording activities that have taken place, identifying target audiences and potential reach, this template also seeks to capture follow-on opportunities. For instance partners in other countries may wish to run or attend similar events using the resources that have already been created and shared with the rest of the consortium. All partners will be encouraged to make any dissemination materials available to the rest of the consortium via our shared Dropbox folder and website.

To assess the success of our dissemination activities we will use a variety of metrics (specified in Section 3) which indicate different levels of engagement<sup>2</sup>:

- **Awareness** – ensuring a wide audience is aware of the activities and outcomes of the project helping to build a project identity and profile that can be spread via various individuals' networks.

<sup>2</sup> <http://www.innovations.ac.uk/btg/resources/publications/dissemination.pdf>

- **Understanding** – directed towards particular target groups who may gain something from the project to ensure they have a deeper understanding of relevant project components.
- **Action** – changing practices of individuals or organisations through the adoption of the technology, resources or approaches developed through the project.

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### 3. DISSEMINATION AND COMMUNICATION STRATEGY

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The key dissemination messages are directly informed by the overarching goals of the iRead project, these cover three broad strands of impact - innovation, design and evaluation - and specifically include:

- Promoting the idea of supporting and developing children’s reading through personalised learning technology
- Enabling different learning apps to utilise the same personalised learning infrastructure
- Proposing a representation of the different reading domains for beginner readers, English and Greek readers with dyslexia and readers learning English as a foreign language
- Providing a means of evaluating text suitability through automatic content classification
- Designing an adaptive learning experience for reading through the exploitation of learning analytics
- Establishing the effectiveness of the iRead approach through a large-scale pilot technology evaluation

The following sub-sections introduce the context and motivation behind these goals, provide more details about the corresponding outcomes, the target audience and dissemination channels as well as success criteria for evaluating our proposed communication and dissemination strategy.

#### 3.1 Project Context and Motivation

iRead aims to develop personalised learning technologies to support reading skills combining a diverse set of personalised learning applications and teaching tools for formative assessment. The project focuses on primary school children across Europe, learning to read in English, German, Spanish and Greek as well as English and Greek children with dyslexia who are at risk of exclusion from their education, and those learning English as a foreign language.

Literacy is a critical foundational skill that shapes educational attainment, integration in social life and future employment opportunities. It is the ability to read and write with understanding that involves a lifelong, intellectual process of gaining meaning from a critical interpretation of written text. Globally, UNESCO reports that there are almost 800 million people who are illiterate. This is not just a problem for developing countries. In England, for example, 25% of young adults have poor literacy compared with an average of only 9% in the top performing countries in Europe. Illiteracy can result from antecedents such as social opportunity including language and literacy practices at home, efficacy of pedagogical support and the child’s reading difficulties. This highlights a clear need for technological solutions such as those proposed by the iRead project.

Below we describe in more detail how the iRead project will have an impact across the three broad strands of innovation, design and evaluation.

**Innovation goal: to fast-track the development of technology for new industry players in the arena of literacy and language learning.**

This strand will target SMEs and businesses, social entrepreneurs, publishers, for-profit and non-profit educational providers, and innovation bodies. We will develop an open, scalable, cloud-based software infrastructure, consisting of open interoperable components, which features user modelling and incorporates reading-skills related domain knowledge and resources, to personalise technology for children learning to read. The infrastructure will be trialled through the project via an incubation activity that invites interested parties to work with us to use it.

**Design goal: to design and evaluate the effectiveness of personalised adaptive reading orchestrated by digital teaching tools.**

This strand will target schools, IT pedagogues, elementary/primary school teachers, language teachers, special education teachers, parents and researchers. We will create personalised and adaptive literacy games, interactive e-books and an e-Reader app. By sharing the user-model of a student the apps will be able to jointly personalise and advance the student's reading skills. Additionally, we will develop new text classification metrics for choosing appropriate learning materials for students. Finally, the set of iRead apps will be orchestrated through new teacher tools designed to monitor and support the learning process of reading through the apps.

**Evaluation goal: to implement large-scale evaluation pilots to investigate the effectiveness of the iRead technology and promote scalability.**

This strand will target schools, IT pedagogues, elementary/primary school teachers, language teachers, special education teachers, parents and researchers. Our pilot sites will comprise mainstream settings, inclusive classrooms, urban and rural schools, special education provision and foreign language schools, each of which respond to different educational problems, conditions and learners. We will design differentiated implementations and understand scalability with regards to when and how the implementation works across different cultural and educational contexts. Additionally, we will have an *open* pilot that invites schools and other providers to use our tools.

### **3.2 Expected Outcomes**

We plan to have a number of different outputs both during and after the project across the strands set out above through the developed infrastructure and initial set of apps as well as the development of research-led pedagogical practices in relation to the use of this technology within the classroom through the provision of training programmes, educational resources and online communities.



### **iRead Infrastructure**

The developed infrastructure will support new, open cloud-based components, tools and services for use in digital learning scenarios across different European countries and contexts through:

- An innovation toolkit with guidelines and resources to support all phases of the innovation and technology development process
- Stimulating the creation of new intelligent services by educational technology businesses, entrepreneurs and education providers through the use of the infrastructure
- Open literacy resource banks, including subject word lists, definitions, phonemes and more. These literacy resource banks will be open and available for partners to embed in eLearning content, games and assistive reading solutions.
- Supporting user modelling, enabling partners to create content, games and reading tools that are tailored to the learning requirements of each individual child.
- The provision of an existing set of apps including a literacy game and an e-Reader

### **iRead Pedagogy**

Through the design and delivery of the iRead pilot the project will seek to design, evolve and realise changes in pedagogical practices in relation to the iRead technology, with potential outputs including:

- Enabling the adoption of iRead infrastructure and its applications across a diversity of educational providers and homes in and out of Europe
- Mainstreaming new ways of learning with digital technologies and more efficient ways of assessing learning outcomes to enable more efficient and effective learning of reading and assessment of learning with digital technologies
- Scalable solutions, capable of reaching very large numbers of schools and students, and delivering social innovation in education through:
  - Design and delivery of professional development workshops/events and resources
  - Facilitation of mentorship programs
  - Building an online user community

## **3.3 Target Audience**

The consortium recognises that social impact in education requires a diverse far-reaching strategy that speaks to the goals and concerns of the very diverse stakeholders targeted. The composition of the consortium (5 industry partners, 2 national and international educational providers, 8 academic institutions/teacher training centres) as well as the diverse range of experts forming our advisory panel is particularly advantageous in securing access to existing dissemination avenues and target groups.

These target groups include:

- SMEs, social entrepreneurs, for-profit educational providers, publishers: they will benefit from learning how to put to use the infrastructure to fast-track development, increased knowledge of the international education market across Europe and globally, and how to build technologies that are grounded in research.
- Innovation bodies: they will benefit from knowing how the infrastructure has been used in the past and to serve what goals, in what ways it fast-tracked development, and the evidence base of its personalised learning approach.
- Schools, IT Pedagogues, elementary/primary school teachers, language teachers, special education teachers: teachers and schools will benefit from learning about the evidence of digital learning with regards to fostering reading skills whilst having concrete examples of good pedagogical uses for the iRead technologies and accompanying resources that will support their technology practice.
- Parents of primary school students: parents will benefit from learning how the iRead technology strengthens communication with schools and how they can exploit its features to this end. Similar to teachers, they will also benefit from gaining concrete knowledge on how best to exploit the technology for teaching their children.
- Researchers: researchers in the fields of digital learning and design, literacy and language learning will want to understand how the design of the iRead technology fostered learning and how the digital teaching tools provided pedagogical opportunities.

### 3.4 Channels

We have identified a range of dissemination channels through which to communicate and engage with our various target audiences. Each channel has a distinct purpose and measure of success.

#### 3.4.1 Project Website

During the first three months of the project a project website was developed (<http://www.iread-project.eu>). This website provides all partners with a valuable central and consistent way through which they can share information about the project with interested stakeholders, and has already been used in, for instance, the recruitment of schools to participate in the early stages of the project.

Crosslinking to the project website can improve the site's visibility on search engines such as Google, increasing traffic and awareness of the project. Therefore this will be something that partners will be encouraged to support through linking to the iRead website via their own individual and institutional sites, as well as sharing new content from the site via social media and ensuring any press coverage links back to the website.

The UCL team will be responsible for updating the website throughout the duration of the project, coordinating contributions from other partners including blog posts, event information and publications/resources.

### 3.4.2 Newsletter

We are using MailChimp to generate our periodic project newsletter (see Figure 2). The intention of the newsletter is to provide regular termly updates to all project stakeholders about what has been happening on the project and inform them of upcoming events. MailChimp has advanced analytics which allow the number of subscribers to be easily monitored as well as engagement with newsletters (including numbers read, links clicked on). MailChimp also provides a central place to store contact details for all project stakeholders allowing us to easily target specific groups with relevant information i.e. a dissemination event aimed at teachers.

The project website homepage contains a link to the newsletter sign-up form and all consortium members will encourage stakeholders within their own networks to sign-up.

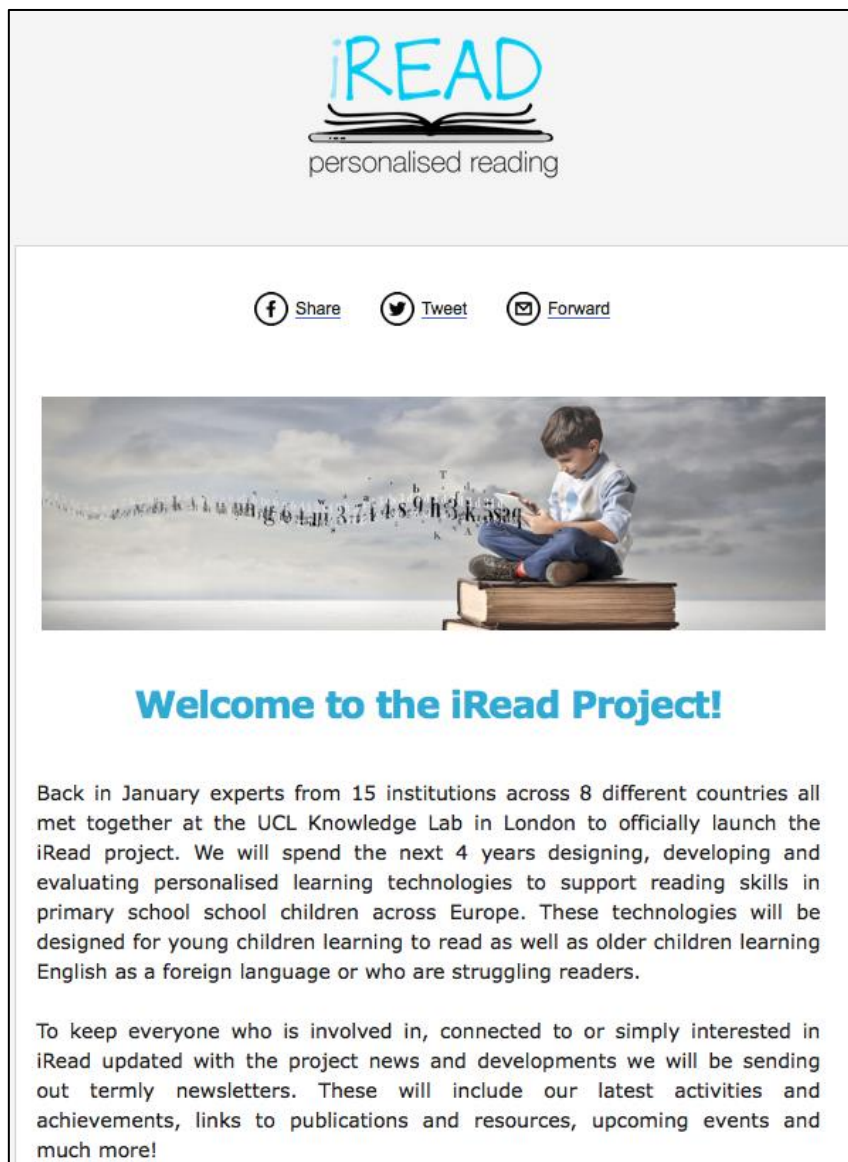


Figure 2 - iRead Newsletter Template

### 3.4.3 Publications

Consortium members will disseminate project news and findings through different forms of publication, which will be made publically accessible via the Publications page of our project website. These include the following:

- Key consortium publications – papers and articles published prior to the project by consortium members which are relevant to the aims and objectives of iRead and of interest to our target audience.
- iRead publications – academic and practitioner publications written by iRead consortium members on specific project findings. Wherever possible we will look to make connections between the work of different consortium partners and author joint publications.
- iRead project deliverables – all EC project deliverables classified as public.
- iRead presentations – presentation slides given by consortium members about the iRead project (hosted on SlideShare).
- User guides/training materials – resources produced to support training and use of the iRead technology.

### 3.4.4 Events

Throughout the project, consortium members will be expected to both attend and organise a number of different events to foster awareness and disseminate findings from the project. During the project kick-off meeting partners identified a number of events that could be targeted throughout the project. These include:

- International industrial fairs and exhibitions e.g. BETT in UK, SETT in Sweden, CeBIT fair in Germany, ACM's CHI.
- Practitioner and academic conferences e.g. Sweden's Special Education conference, TESOL annual conference.
- Open practitioner seminars and training days e.g. UCL Centre for Inclusive Education PLN network.
- Capacity building within iRead's own school networks e.g. Doukas school innovation days.
- Public seminars e.g. Doukas school info day for parents, UCL 'What the Research says' seminars.

### 3.4.5 Press

Press releases will be compiled for all major project findings and outcomes, with an aim to engage with various forms of mainstream and specialist media. These press releases will be made available via the project website Publications page, for example we have a press release highlighting the project launch which was publicised via the UCL IOE News and Events page: <https://www.ucl.ac.uk/ioe/news-events/news-pub/ccm-news/knowledge-lab-iread>

### 3.4.6 Social Media

We are focusing on four key platforms with regards to social media, which include:

- Twitter **@iRead\_Project**
- Facebook **iRead Project**
- ResearchGate **iRead: personalised reading apps for primary school children**
- Blogs on our website **[iread-project.eu/newsfeed/](http://iread-project.eu/newsfeed/)**.

Additionally our Industry Partners will look to publicise our work via their own LinkedIn channels where appropriate.

We will aim to maximise the dissemination and communication opportunities of the different platforms by defining aims for each platform, considering the affordances the platform offers and also the specific metrics.

Platform	Aims	Metrics
Twitter (more news-focused and reactive)	<ul style="list-style-type: none"> <li>• Build awareness of the project</li> <li>• Promote our work, achievements and events</li> <li>• Engage directly with teachers, parents and relevant professionals</li> <li>• Extend our reach to other EC-funded projects and literacy-focused research projects</li> <li>• Contribute to existing literacy, dyslexia and EFL communities</li> </ul>	Number of followers Number of retweets/likes
Facebook (longer slower-burn)	<ul style="list-style-type: none"> <li>• Build awareness of the project</li> <li>• Promote our work, achievements and events</li> <li>• Engage directly with teachers, parents and relevant professionals</li> <li>• Share more in-depth project updates</li> </ul>	Number of Page likes Post reach/engagement Actions on page
ResearchGate	<ul style="list-style-type: none"> <li>• Build awareness of the project within the academic community</li> <li>• Share any published project-related publications</li> <li>• Share project-organised academic events and workshops</li> <li>• ResearchGate posts will be focused on all academic related news i.e. publications, academic conferences or events</li> </ul>	Number of followers Number of reads

iRead Blog	Blog topics include: <ul style="list-style-type: none"> <li>• Events attended</li> <li>• Early research ideas</li> <li>• School visit outcomes</li> <li>• Research impact</li> <li>• In-depth project updates</li> <li>• Summary of published research papers</li> <li>• Specific partner expertise</li> </ul>	Number of page views Number of interactions
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To ensure the project has a regular social media presence and is able to organically build up an audience via this channel we have formed a social media team from members of the consortium with a range of expertise who each post regularly for one week per month on their specific topics of expertise (see below). Each team member is also responsible for coordinating 2-3 blog posts per year written by themselves or other partners within their areas of expertise. This includes a series of introductory blog posts written by each consortium member, introducing their team members and discussing their motivations for participating in the project.

Partner	Country	Areas of expertise
UCL (Laura Benton)	UK	Academic/research-related Education technology design Beginner readers
NTUA (Kostas Karpouzis)	Greece	Education/Assistive technology development Learning analytics/user modelling Games
University of Gothenburg (Leona Johansson Bunting)	Sweden	Academic/Practitioner-related Education technology EFL
Dolphin (Kelly Goulding)	UK	Industry-related Assistive technology e-Readers Dyslexia

### 3.5 Evaluation Metrics

The first year of the project will focus on building **awareness** with some dissemination events targeted at specific groups such as teachers or researchers interested in related areas such as personalised reading intended to promote **understanding** of the project goals. **Action**-related dissemination activities to encourage changes in practice will be undertaken later in the project once the technology infrastructure has been developed. Below we set out the specific channels, key performance indicators (KPI),

targets and current status for the different metrics (see Annex 1 for full breakdown of completed and planned activities).

### 3.4.7 Awareness Metrics

Channel	KPI	Target	Current status
Project Website	Yearly Visits	1500 unique visitors	587 unique visitors
	Cross links to other websites	40 links	4 links
Newsletter	Number of subscribers	200 per year	
	Level of engagement (links clicked)	25 per newsletter	
Social Media	Regular posts	5 posts per week	Twitter: 62 followers; 106 tweets
	Number of clicks/likes/re-posts (during Y1 focus on building follower base and then on engagement)		FB: 80 followers; 75 page likes ResearchGate: 43 followers; 245 reads
Blog posts	Bi-weekly posts	80 blogs	8 blogs published
Attending international and industrial fairs and exhibitions	Number of events attended	16 visits	
Practitioner publications and conferences	Number of events attended	15 visits	1 visit; 2 planned
Academic conferences and journals	Number of articles and conferences	32 articles/conference papers	2 conferences attended; 3 conference publications planned
Connection with public policy and innovation actions	Number of exploited project outcomes	4 exploited outcomes	
Mass Media	Number of mentions	2 per country	1 national radio interview

### 3.4.8 Understanding Metrics

Channel	KPI	Target	Current status
Open practitioner seminars and training days	Number of events organised	33 events	1 planned
Capacity building/knowledge exchange within iRead's own school networks	Number of events organised	6 events	
Academic/Public seminars	Number of events organised	24 events	2 completed
Knowledge transfer activities	Number of events	6 events	1 completed

### 3.4.9 Action Metrics

Channel	KPI	Target	Current status
Public web-based pilot disseminating the technology	Global numbers of schools/students accessing online or downloading the iRead software	1000 users	
Use of innovation toolkit	No. of applications registered with the iRead infrastructure	TBC	
Online community participation	No. of registered teachers/schools No. of posts	TBC	



#### 4. CONCLUSIONS

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This deliverable has presented a strategy outline for our approach to dissemination and communication within the iRead project. It is important to highlight that this is an initial and evolving strategy where we will seek to maximise additional opportunities that arise as the project progresses, which may not have been considered within the original plan. Furthermore we expect that the types of dissemination activity will change throughout the project with earlier activities more focused on building awareness and later activities prioritising understanding and action to increase the impact of the project.

Our strategy seeks to build on the wide range of expertise and networks of the iRead consortium by supporting partners to replicate dissemination activities within different countries, involving a cross-section of partners in leading the social media activities as well as providing outlets to share the experience and contributions of different partners through the blog and newsletter. Our advisory board will play a key role within the project dissemination enabling us to connect our work to a much larger stakeholder network. We will also seek to build further practitioner collaborations with schools and other relevant individuals which we have begun to acknowledge via our website (<https://iread-project.eu/partners/practitioner-collaborations/>).

To ensure continued advancement with our dissemination and communication plans partners will be prompted to complete the dissemination activity log twice a year with all completed and planned activities, as well as to share any resources that have been created via the project Dropbox and public website. We will use this log to evaluate our progress with respect to the proposed targets, which will enable us to focus efforts on neglected areas or revise our plans accordingly.

## ANNEX 1 – Dissemination Activity Log

Partner	Date	Type of Activity	Planned/ Completed	Title	Place	Main target audience			Est. no. people reached	Link to resources	Follow-on activities
	dd/mm/yy	Select from dropdown	Select from dropdown	Title of activity and any description or web link	Where the activity took place	Select from dropdown(s)				Describe where any activity materials can be found for other partners	Potential opportunities to build on this engagement (where appropriate specify relevant partners)
UCL	27/03/2017	H2020 initiative	Completed	A networking event for H2020 called 'Learning, Multilingualism & Accessibility'	Luxembourg	Academics			50	<a href="https://iread-project.eu/iread-presentations/">https://iread-project.eu/iread-presentations/</a>	Links with a number of other EU projects including Rage (Dolphin), TESLA, AFEL and L2TOR (UCL)
UCL	30/03/2017	Other	Completed	Presentation at COST action meeting for literacy	Croatia	Academics	Industry	Practitioners	40	<a href="https://iread-project.eu/iread-presentations/">https://iread-project.eu/iread-presentations/</a>	Potential opportunity with a Croatian publisher who could be part of the exploitation
UCL	04/06/2017	Practitioner event	Planned	Participating in Professional Learning Network Meeting at UCL IOE for teacher alumni who have undertaken course at Centre for Inclusive Education	UCL IOE, London	Practitioners			20+		
UGOT	19/06/2017	Practitioner event	Completed	Presentation at #PopUpDig 17, School Digitisation Event: <a href="http://ipkl.gu.se/samverkan/popupdig17">http://ipkl.gu.se/samverkan/popupdig17</a>	Gothenburg	Practitioners	Academics		10	<a href="https://iread-project.eu/iread-presentations/">https://iread-project.eu/iread-presentations/</a>	
UCL	24/05/2017	Academic seminar	Planned	Personalised Reading for Young Children - internal cross-departmental seminar to make links with other academics interested in personalised reading	UCL IOE, London	Academics			5		
UCL, UB, DOL, NTUA	Ongoing	Social media/Blog post	Planned	Partner introduction blog posts on iRead website	Online	General Public				<a href="https://iread-project.eu/newsfeed/">https://iread-project.eu/newsfeed/</a>	
DFKI	April 3-7, 2017	Conference participation	Completed	Active Participation at 15th EAEL Conference; introducing iREAD to conference participants	Valencia, Spain	Academics					
DFKI	June, 13-16	Academic seminar	Completed	Introducing iREAD as part of a lecture on text	Klagenfurt, Austria	Academics					
ULBS	15/01/2017	Social media/Blog post	Completed	iRead project presentation on the University Lucian Blaga's site	Sibiu, Romania	General Public	Academics	Practitioners		<a href="http://cercetare.ulbsibiu.ro/proiecte.html">http://cercetare.ulbsibiu.ro/proiecte.html</a>	
ULBS	16/05/2017	Workshop organisation	Completed	iRead project presentation meeting. <a href="http://www.gsdgroup.net/index.php/en/">http://www.gsdgroup.net/index.php/en/</a>	Sibiu, Romania	Practitioners	Investors		8	<a href="http://www.gsdgroup.net/index.php/en/">http://www.gsdgroup.net/index.php/en/</a>	GSD company is a professional IT Services company, providing a wide range of customized software solutions and products, based on Java technologies. GSD intend to develop software platforms for Romanian children, using iRead reader.
ULBS	24/05/2017	Media	Completed	Interview for the "Radio Sibiu". The major topics of the 20 minute interview were: presentation of the iRead project and its pilot implementation in the schools in Sibiu County.	Sibiu, Romania	General Public	Parents	Practitioners	1000	<a href="http://www.romaniaradio.ro/radio/radio-sibiu.shtml">http://www.romaniaradio.ro/radio/radio-sibiu.shtml</a>	This radio station has a wide audience, being the most important local post in the area. The interview was broadcasted at 14:30 and 18:30. The interview was also broadcast live on the website.
NTUA	06/03/2017	Workshop participation	Completed	Discussion of issues related to data visualization with participants of the Bertinoro Workshop on Graph Drawing (BWGD'2017)	Bertinoro, Italy	Academics			10+		
DOUK	21/06/2017	Media	Completed	Article on Doukas School website News Section, on iRead project developments over the first 6 months (Results, 2 Project Meetings)	Online	General Public	Parents	Children	50+	<a href="http://www.doukas.gr/ola-ta-nea">http://www.doukas.gr/ola-ta-nea</a> <a href="http://www.doukas.gr/">http://www.doukas.gr/</a>	

Partner	Date	Type of Activity	Planned/ Completed	Title	Place	Main target audience			Est. no. people reached	Link to resources	Follow-on activities
DOUK	Ongoing	Social media/Blog post	Completed	Tweeting on the project activities/meetings etc, re-tweeting iRead project account via social media accounts	Online	General Public	Practitioners	Parents	50	Example URLs https://twitter.com/Panosonline/status/872059547623583745 https://twitter.com/Panosonline/status/872119110108413952 https://twitter.com/Panosonline/status/872067937770885120	
DOUK	July17	Media	Planned	Inclusion of permanent section of iRead short description + logo in Doukas School website	Online	General Public	Parents	Children	250+	to be added	
DOUK	July17	Social media/Blog post	Planned	Tweeting from Doukas School official Twitter Account on project developments over the first 6 months	Online	General Public	Practitioners	Parents	50+	to be added	
DOUK	29-30/06/17	Conference participation	Planned	Distributing iRead information in the context of IPDBC (Identity & Diversity Tales Picture Book Collections) Project Final Conference ( <a href="http://diversitytales.com/en/">http://diversitytales.com/en/</a> )	Nicosia, Cyprus	Policy makers	Practitioners	Academics	25		
DOUK	Sept17	Other	Planned	Distributing iRead information in the context of LiRe 2.0 (Lifelong Readers 2.0) Project Final Meeting ( <a href="http://lifelongreaders.org/en/">http://lifelongreaders.org/en/</a> )	Louth, Ireland	Practitioners	Policy makers	Industry	15		
BRITISH COUNCIL	Jun-17	News-letter post	Completed	The personalised learning tool that develops reading skills ( <a href="http://corporate-org.cmail20.com/t/ViewEmail/y/C6C7051D289EDDB5/C61E9707FA43FB891C65CA3F48968C2E">http://corporate-org.cmail20.com/t/ViewEmail/y/C6C7051D289EDDB5/C61E9707FA43FB891C65CA3F48968C2E</a> )	Online	Consultants	Experts	Industry	500		
BRITISH COUNCIL	Jul-17	Web page	Planned	relevant web page to be created on <a href="http://www.britishcouncil.gr">www.britishcouncil.gr</a>	Online	General Public	Parents	Teachers	400000		
BRITISH COUNCIL	Sep-17	News-letter post	Planned	Article on iRead to be included in our Talking English newsletter that reaches more than 2000 EFL experts	Online	Academics	Practitioners		2000		
BRITISH COUNCIL	Sep-17	Blog	Planned	Article to be shared with South Eastern Europe Teachers Association (SEETA), TESOL and IATEFL (International Association of Teachers of English as a Foreign Language)	Online	Academics	Practitioners	Policy Makers	5000		
UB/DHBW	Sep-17	Workshop organisation	Planned	Gamification Workshop	Barcelona, Spain	Practitioners					
KNOWBLE	Jun-17	Conference participation	Completed	London EdTech Week - discussed iRead with event attendees	London, UK	Academics	Industry				
DHBW + DFKI	2018	Academic (peer-review)	Planned	BEA 2018 conference	not sure yet				50		Dictionary and Query Mechanism
DHBW	2018	Academic (peer-review)	Planned	CSEU or other	Madeira				30		Learning exercises vs. Game types
DHBW + DFKI	2018	Academic (peer-review)	Planned	WOCCI or Interspeech or SLATE	India				30		
DHBW	2018	Academic seminar	Planned	Erasmus setup with Univ. Barcelona to increase ex	Barcelona	Academics	Practitioners		10		