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[101086701] Discovery Space:
An AI-Enhanced Classroom for Deeper Learning in STEM

[D6.1- Dissemination Plan]

[WP6 Communication, Dissemination and Sustainability]

This document was prepared by **[NUCLIO]**
with the valuable contribution of **[ACT]**

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Executive Summary

This deliverable presents the main actions foreseen for the communication and dissemination strategies for the Discovery Space project. It presents the main target audience, the chosen strategies and communication channels selected to reach them. The document also details the project identity and presents all the prepared components being prepared. This dissemination plan also includes the existing networks, collaboration strategies with these and other relevant groups and projects. A brief description of the dissemination monitoring and report are also presented in the text. Finally, the project's expected impact, roles and responsibilities of team members are also presented.

Consortium Partners

#	Short Name	Full Name	Country
1	UBT	University of Bayreuth	Germany
2	UDEUSTO	University of Deusto	Spain
3	EA	Ellinogermaniki Agogi	Greece
4	ICCS	Institute of Communication and Computer Systems	Greece
5	LABSLAND	LabsLand	Spain
6	ATC	Athens Technology Center	Greece
7	EPS	European Physical Society Association	France
8	NUCLIO	NUCLIO - Núcleo Interativo de Astronomia e Inovação em Educação	Portugal

List of Terms and Abbreviations

Abbreviation	Description
STEM	Science, Technology, Engineering and Mathematics
WP	Work Package
KPIs	Key Performance Indicators
STEAM	Science, Technology, Engineering, Arts and Mathematics
COSPAR	Committee on Space Research
GHOU	Global Hands-on Universe
ESIA	European School Innovation Academy
GTTP	Galileo Teacher Training Program
EDEN	European Distance and e-Learning Network
AI	Artificial Intelligence
EC	European Commission

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1 Introduction

1.1 Purpose and Scope

The project is targeted at diverse groups, and different strategies will be necessary to successfully reach each of them and fulfil the expected KPIs. Associated with this strategy, the plan will also describe the different communication channels and the type of message that should be assigned to each of them. The plan will also describe the networks already represented in the project through the consortium partners and how DISCOVERY SPACE will benefit from them, avoiding duplication of efforts and optimizing the efforts. Special attention will be devoted to raising awareness about the novelty of the tools and resources being developed by the project and how they can support educators to bring innovation to the classroom while boosting the interest and motivation of learners.

The document will also propose a series of events and opportunities where the project can be presented, associated with a strategy on how and when each of them can be used to amplify the dissemination and communication of the project. It will also include dedicated Discovery Space events, organised by pilots' coordinators and international events organised within the project's partnership or as part of other existing events in collaboration with the existing networks already represented in the project. The plan will outline a proposal for collaboration and connections with similar projects in Europe as well as at a global level enhancing and enriching the project's goals and results.

The plan will be updated annually based on the results, participant feedback and the success of its implementation. This will enable a flexible and responsive approach to the strategy, refining strategies and KPIs whenever necessary.

To ensure a well-structured series of actions this plan also presents a timeline for the various activities and responsible partners to carry them out. This will ensure that the activities are well coordinated, that each partner will have the necessary time to prepare for each of them.

The success of the dissemination and communication plan will eventually lead to the project's sustainability, through the adoption of its resources, tools and methodologies by the network involved in its actions.

1.2 Structure of the Deliverable

After the brief introduction presented in this chapter, the documents present the main actions devoted to materializing the vision of WP6. In Chapter 2 we present the identified target groups followed by a brief explanation for each specific group, the chapter continues with a presentation of strategies, and channels chosen for each target group along with the activities that will incorporate these strategies. It concludes with a brief presentation of the existing networks, represented by the partners and the strategies to enlarge the reach towards establishing collaboration with other groups and projects. In Chapter 3 we present the project identity and templates. In Chapter 4 we describe the communication strategy channels, instruments and planned phases. Chapter 5 is devoted to presenting the timeline for activities, publications, etc. Chapter 6 describes how the project plans to report the dissemination efforts and which instruments will be adopted for this purpose and finally, in Chapter 7 we present the partners' roles and responsibilities within WP6.

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2 Target Groups and Associated Strategies

In this chapter, we describe the most important target groups, which strategies will be adopted to approach them, the selection of channels and the associated KPIs and finally, the collaboration strategies with other projects and networks.

2.1 Target Groups and Their Importance to the Project

Before starting to design the communication actions, it is important to define the project's target groups. The whole design will depend on the messages and channels to reach these specific audiences. This chapter describes the various stakeholders that should/could be involved in the pilot of Discovery Space project. The most important target group is of course students as they are the main objective of most educational projects. Improving knowledge, skills, competence profile and preparation for the future are at the heart of Discovery Space. To achieve this objective, other stakeholders need to be involved in the process, such as educators, schools and their communities, universities, policymakers, technology experts, etc. Each of these categories of stakeholders play a different role in the promotion of promoting high-impact learning experiences for students. Each group needs to be addressed differently and various strategies and messages should be designed to cause the expected impact.

The main stakeholder and target group categories and their relevance to the project are summarised in the following list:

- School Managers and educators

This group is responsible for designing and delivering the school's vision to empower students. They are the ones that can bring innovation into the learning experience of students. School managers play a vital role by supporting the integration of projects such as Discovery Space and by facilitating the involvement of all other relevant stakeholders. Educators are the ones who transform learners' competence profile and will integrate Discovery Space in their current classroom practices. They are a significant audience and communication with this group will be a priority for the project.

- Students

Students will be the ultimate beneficiaries of the Discovery Space pilots. They are the reason for the existence of schools and all the surrounding infrastructure. They are the central part of Discovery Space project. Discovery Space communication efforts will target students through the tools and resources produced by the project, ensuring that they are visually appealing and enabling a personalised experience. The training material delivered to educators will be reviewed to ensure a seamless but powerful integration of the project identity.

- Schools and their communities

The whole school and local communities play a key role in supporting students. They are part of the social environment in which the students learn and grow and by working together they can improve their learning experience. Their engagement is achieved through community engagement and outreach programs that can be organised by the schools. Discovery Space will support these actions and provide the necessary support for the integration of this vision in the Learning Experience Package and Training Program provided to educators within (WP5).

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- Universities

Discovery Space will also be integrated to university student's learning experiences, in particular within the university labs where the innovative tools included in DSAPCE will be adapted as an enrichment opportunity for several subject domains. The test and use of advanced technological applications in this level will improve the applicability and enlarge the reach of the Discovery Space tools and associated methodology. The dissemination team will ensure that all materials delivered to this cohort will carry the project identity paving the way for a proper identification of the effort and guaranteeing its recognition in future efforts.

- Scientific community

Discovery Space scenarios are investing in STEAM learning. The participation of the science community is crucial to associate the Discovery Space advanced technology and methods with the possibility of integration of contemporary research and the establishment of fruitful collaboration among the various stakeholders. The project will integrate innovative research opportunities in the learning scenarios designed for educators. Data archives will be used by students while learning about science and technology. The support of the scientific community is a highly desirable aspect of the project, and communication effort, specifically designed for this community will be put in place. Specific news and announcements will be prepared to be shared by pilot coordinators with their local scientific community, at an international level, and within the networks represented in the project (e.g., EPS, COSPAR, GHOU, etc.)

- Policy Makers

Discovery Space is bringing highly innovative trends to the students learning experience. The support of educational authorities and policy makers is particularly important as they are responsible for setting the policies and guidelines that underline the national and/or local curriculum delivery option.

- Public in General

The public, in general, plays a key role in school education projects. They can support innovative initiatives, advocate for their adoption, and support educators in embracing projects such as Discovery Space. They can be invited to attend school events where the students' work will be presented, join the educational efforts by sharing their knowledge and help inspire students. They can be great allies to educators and support improving their competence profile. The dissemination and communication campaigns promoted by Discovery Space will also target this broader audience, ensuring that the view of the project is properly understood and embraced by the public in general.

- Education Technology Experts

Considering that Discovery Space is bringing innovative technology to boost the interest and adoption of STEAM education in schools and increase students' motivation towards science domains, the project will pay special attention to attract the attention of this group. The aim is not only to attract interest but also to enable the establishment of fruitful dialogue and, eventually future collaborations among stakeholders in the area.

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2.2 Reach Strategy Activity, Channels and Associated Target Groups and KPIs

This section describes the various strategies and initiatives to reach the above-identified audiences. The strategies are embedded in the project already designed activities, such as the vision building and training workshops, the use of social media and participation in conferences as well as the support of local activities in schools.

2.2.1 Activities

2.2.1.1 Vision Building Workshops (WP2) and Reflection Workshops (WP4)

Target Groups: School Managers, Educators, Universities, Policy Makers, Educational Technology Experts
KPI: 20 national events (4 in each country) - 500 participants

Reach Strategy:

Social Media and Website

The Vision Building and Reflection workshops will be announced on the social media and website of the project. An appealing banner will be designed for these publications, following the project's visual identity. The workshop announcements will be posted on the project website and announced on the project's social media channels, inviting all the relevant stakeholders to participate. Reminders will be posted on social media a week before the event, with a reminder one day before. Each partner will also publicise and share the workshops happening in their country on their own social media pages, translating the content in their own language, to also reach non-English speaking educators as well. On the website, a page/section listing the workshops with open registrations will be created, to allow participants and interested parties to get to know and register for the upcoming events. A link to the registration page that will either be hosted within the Discovery Space website or deployed using a 3rd party service (e.g., Eventora, Calendly, etc.) will be provided. During the event, the organisers will collect video, audio, or written testimonials from participants. Provided that the participants have given consent, these testimonials will be used to document the participants' experiences as well as to encourage other individuals to participate in upcoming events. After the event, photos and/or videos of the event will be communicated through the project's social media channels and website (blog section).

Newsletters

The Vision Building workshops will be announced and publicised through the project's mailing list, via newsletter and via the activation of the networks represented in this project (ESIA, EPS, GTTP, etc.). Partners must also publicise through their own newsletters and/or social media accounts the upcoming workshops happening in their country, always mentioning the project, and sharing relevant links (social media, website, registration links, etc.).

Invitations

Personalized formal invitations should be sent to relevant Policymakers and Educational Technology Experts for each workshop. On these invitations, the project should be introduced, and its social media and website links shared. Upon request, ATC could create invitations in the form of a template, including a name placeholder, and then each partner will be able to create its own personalized invitation versions.

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2.2.1.2 National Training Activities (WP5)

Target Groups: Educators – Teachers and educators in general (formal, non-formal and informal educators) and indirectly their students.
KPI: 50 national workshops and online events – 1000 Teachers and Educators in General and indirectly their students.

Reach Strategy:

Social media and website

The National Training activities will be announced on social media and the website of the project. For these publications, an appealing banner, following the project's visual identity, will be designed. Announcements about National Training activities will be posted when registrations open, if those are required, and again a week before the event with a reminder a day before the event. Each partner must also publicise and share the workshops happening in their country on their own social media, translating the content in their own language, if necessary, to reach non-English speaking educators as well.

Since one of the main anchors of these training activities lies in the creation of a community of Change Agents educators, special attention should be given to this objective. Special Social Media posts will be created and communicated through the project's Social Media accounts (e.g., "What it means to be a Change Agent?") to encourage educators to become an active agent driving change in their communities.

On the website, a page /section with the workshops with open registrations should be created, to allow participants and interested parties to get to know and register for the upcoming events. A link to the registration page that will either be hosted within the Discovery Space website or deployed using a 3rd party service (e.g., Eventora, Calendly, etc.) will be provided. A calendar of upcoming activities, organised by country and date, should be available, shared on social media, and continuously updated on the website, to let the audiences know in advance which activities will be organised and when. The website should also include a page/section about "What it means to be a Change Agent?" and encourage educators to drive change in their communities.

During and after the events, photos and/or videos of the training activities will be posted on the social media channels and shared by the partners. During the activities, image and videos shared on the social media "Stories" features are particularly encouraged.

Video, audio, or written testimonials should be collected from participants, especially from Change Agents educators. These testimonials can be later shared, either after the training activities, to document the participants' experiences, or before these events, to encourage other educators to participate and become Change Agents themselves. The training material delivered to educators will integrate all necessary branding and project identity.

Newsletters

The National Training activities will be announced and publicised through the project's mailing list, via newsletter. Partners must also publicise in their own newsletters the upcoming training activities happening in their country, always mentioning the project, and sharing relevant links (social media, website, registration links, etc). Special emphasis and priority will be given to the newsletters sent through the EPS, ESIA and GTTP mailing lists since they have the potential to reach thousands of educators.

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2.2.1.3 International Training Events (WP5)

Target Groups: Teachers and educators in general (and indirectly their students), schools and universities, and policymakers.

KPI: 2 International Training (Discovery Space Academy Course) – 200 Teachers and Educators in General, 50 Policy Makers

Reach Strategy:

Social Media and Website

The International Training event will be announced on the website and social media of the project. An appealing banner, following the project brand identity, will be designed for these publications. For the second training event, photos from the previous one may be used for content creation. The International Training events announcements should be posted on the first day of registrations, with a reminder a week before the event. Each partner must also share these announcements on their own social media. Social media managers must stay alert for potential comments or direct messages from interested individuals seeking guidance to prepare their Erasmus + KA1 applications (mobility funding for teachers) and respond to these questions accordingly.

On the website, a page/news article should be created and featured on the main page, to draw attention to the event and facilitate access to information about the training event and the registration process. The website must also include a page /section with tips and guidance for preparing of the KA1 applications for participation in these courses.

During and after the events, photos and/or videos of the event will be posted on the social media channels and shared by the partners. During the events, images and videos shared on the social media "Stories" features are particularly encouraged.

The training material delivered to educators will integrate all necessary branding and project identity.

Newsletters

The International Training activities will be announced and publicised through the project's mailing list, via newsletter and via the activation of the networks represented in this project (ESIA, EPS, GTTP, etc.). Partners must also publicise in their own newsletters the international training opportunities, always mentioning the project and sharing relevant links (social media, website, registration links, etc).

2.2.1.4 International Conference – EDEN Open Classroom Conference (WP6)

Target Groups: Teachers and educators, Schools and Universities, Policy Makers

KPI: More than 200 attendees

Reach Strategy:

The EDEN Open Classroom Conference in 2025 will be Discovery Space's major closing event. Thus, a special joint effort to disseminate this event must be made by the consortium, since it will contribute to the dissemination of the knowledge acquired by the educational community, the technological development achieved, and other success stories and lessons learned throughout the duration of the project.

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Social Media and Website

The EDEN Open Classroom Conference event will be announced on the website and social media of the project. For these publications, an appealing banner, following the project's visual identity, will be designed. The event's announcements should be posted as soon as the event is announced, on the first day and last week of registrations, with a reminder a week before the event. The event's first announcement, and then the registration dates, should be "pinned" on the social media pages, so it is the first publication followers see when entering the page. Each partner must also share these announcements on their social media and publicise them through their own networks.

On the website, a new page should be created, with information about the EDEN Open Classroom Conference. The conference should also be featured on the homepage, to draw attention to the event and facilitate access to information about the training event and the registration process. A button with a call to action to register for this event should also be present on the homepage.
During and after the event, photos and/or videos of the event will be posted on social media channels and shared by the partners. During the event, photos and videos shared on the social media "Stories" features by the project and the partners are particularly encouraged.

Newsletters

The EDEN Open Classroom Conference will be announced and publicised through the project's mailing list, via newsletter. Partners must also post in their own newsletters the dates of registration and of the event itself, always mentioning the project and directing to relevant links (social media, website, registration links, etc). Particular emphasis and priority will be given to the newsletters sent through the ESIA and GTTP mailing lists, since they have the potential to reach thousands of educators.

2.2.2 Channels and Instruments

2.2.2.1 Discovery Space Website (WP6)

Target Groups: School Managers, Educators, Universities, Scientific Community, Policy Makers
KPI: 50.000 unique visitors to the website by the end of the project.

Reach Strategy:

Discovery Space Website

The Discovery Space website will be created following the project's visual identity and updated regularly with news and information about the project. As the main hub of information about the project, the website must be fully functional and easy to navigate.
Each partner organisation must include on their own website a brief description and links to the Discovery Space website. Partners must also share and publicise the project's website through their social media channels. When posting about the project or project-related news and events on social media, the posts should include, when relevant, the link to the website for more information.
During each of the Discovery Space events, organisers must invite participants to get to know the project and share its website. Cards, leaflets and/or posters with information about the project and the website must be available to the participants at these events.

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2.2.2.2 Social Networks (WP6)

Target Groups: Public in General, School Managers and Educators, Schools and their Communities, Universities, Scientific Community, Public in General, Policy Makers, Education Technology Experts

Table 1 Social Media KPIs

Social Media Channel	KPI's
Twitter	More than 1000 interactions on Twitter by the end of the project
Facebook	More than 500 interactions on Facebook by the end of the project
LinkedIn	More than 250 interactions on LinkedIn by the end of the project

Reach Strategy:

The Discovery Space social media pages must be updated regularly, with the cooperation of each partner. These updates should include not only upcoming events, project news and resources, calls to action, workshops, and training announcements, but also external pedagogical and learning material available in open repositories and courses. Posting times (time of the day and day of the week) shall be adjusted according to the metrics obtained from the pages, to ensure that they coincide with the followers' most active times on the platforms. Hashtags such as #DiscoverySpace, #DSpaceproject and other hashtags related to the contents of the post must be included. The publications on Facebook will target the general public, while publications on Twitter and LinkedIn will focus on communication targeting the educational community, the public authorities, policy makers and the journalists.

Each partner organisation must also share and publicise the project's pages through their own social media channels. When posting about the project or project related news and events, the partners must always tag the Discovery Space accounts on their posts. Discovery Space social media pages' interactions (likes, comments, follows, mentions, etc.) with other pages (from partners or external organisations) are encouraged. During each of the Discovery Space events, organizers must invite participants to get to know the project and share its social media. Cards, leaflets and/or posters with the social media handles, must be available to the participants at these events.

2.2.2.3 Presentations and Publications (WP6)

Target Group: School Managers and Educators, Scientific Community, Academia, Policy Makers
KPI: More than 20 presentations/publications in workshops/conferences
More than 5 journal publications

Table 2 Presentations and Publications KPIs

Presentations and Publications	KPI's
Workshops and Conferences	More than 20 presentations/publications in workshops/conferences
Journals	More than 5 journal publications

Reach Strategy:

The project progress and results will be presented at congresses, workshops and through publications in scientific journals and knowledge forums in the educational field. Congresses and workshops are a great opportunity to connect with other organisations outside the consortium and disseminate the project objectives. Publications in scientific journals and knowledge forums with powerful keywords will help to bring the project to the academia, scientific community, and policymakers' spheres.

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These publications will be publicised on the Discovery Space Twitter and LinkedIn pages, which focus on communication targeting the educational community, public authorities, policy makers and journalists. Researchers involved in these publications should also add the publications and presentations to their researcher profiles on ORCID ID, Scopus, Google Scholar, etc., and share them on their social media channels.
These scientific publications must also be available on the website, under the label of "Publications", to archive the project results online.

2.2.2.4 Promotional Materials (WP6)

Target Groups: All audiences
KPI: At least 2 brochures, at least 2 roll-ups

Reach Strategy:

The promotional materials will be created according to the visual identity of the Discovery Space Project. Most of these materials will be developed at the start of the project to draw attention and interest to the Discovery Space project and facilitate the participation of the stakeholders in the project's activities.

The designed brochures and roll-ups will be present and available to participants during project events, such as trainings and workshops, but also on events outside of the consortium, like conferences or even other teacher training events organised by the project partners. Partners will translate the project brochures into their own languages if they see fit. Schools piloting DSAPCE will also be invited to share these materials with their communities.
The project's social media and website links should be included in both the brochures and roll-ups developed. The use of QR codes is also advised, as they allow almost instant connection to the selected page.

2.3 Existing Networks and Collaboration Strategies

The consortium counts with well-established networks that will enable an efficient reach to the project's main target audiences. Namely (more information about these networks can be found in Table 4

- EPS (European Physical Society Association) with more than 40 countries represented and over 3200 scientists and educators
- ESIA (European School Innovation Academy) –with more than 17 000 educators in more than 100 countries
- GTTP (Galileo Teacher Training Program) – with more than 70 000 educators in over 120 countries.

- Networks at a national level:
    - France
    - Germany
    - Greece
    - Portugal
    - Spain
- Collaboration strategies will be designed to reach a broader audience. Networks such as Scientix, ETwining, etc., will be approached and invited to collaborate in the dissemination efforts of Discovery Space. A particular collaboration will be designed with EDEN Digital Learning Europe, more specifically for the organisation of the final DSAPCE joint conference.

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Within the framework of this project collaboration with projects with similar aims will be pursued. We highlight a few already identified projects, from the same call and from projects where members of the consortium are partners (https://ec.europa.eu/info/funding-tenders/opportunities/portal/screen/opportunities/projects-results;programCode=ERASMUS2027):

Table 3 List of projects with similar aims as Discovery Space

Project Name	Short Description	Partners Involved
AI and the future of Education	AI Pioneers will act as reference points for the design and implementation of future educational projects related to AI at regional, national, and European levels. Further objectives include policy recommendations, toolkits and implementation guidelines for AI Pioneers; to identify, develop, and pilot use cases of artificial intelligence in education; to develop a supplement to the DigCompEDU Framework describing the skills and competencies of teachers and trainers related to AI in Education; to develop guidelines (in line with existing EU policies) for ethical and trustworthy use of AI in education.	None
AIware: The Artificial Intelligence-Aware Classroom	Creating a Curriculum describing competencies for teachers and students (between grades 7 and 12/13) Pedagogical framework based on problem-based learning in real-life Learning Scenarios for distinct aspects of Artificial Intelligence as Open Educational Practices Learning Materials for distinct aspects of Artificial Intelligence as Open Educational Resources Collection of Open Educational Resources for AI Validations of the learning scenarios and materials. A certification scheme for the “AI ready school” Policy and curriculum recommendations Therefore, we provide solutions for incorporating AI into schools which are validated and transferable as a reference for further initiatives.	EA
AI4EDU	AI4EDU seeks to innovate school education by investigating, implementing, and evaluating forward-looking, innovative research approaches, technologies and applications of Artificial Intelligence in Education that enable new, innovative, flexible, personalised, engaging, and effective ways of teaching and learning in the context of the growing challenges created by the digital transformation of education	EA
AI4Ed	AI4Ed aims at questioning current teaching-learning processes and will incorporate and experiment with novel technologies (AI) and pedagogies, to develop tools, methodologies, and evaluation systems that respond to the new reality.	None
COALA	COALA provides a solution for cognitive assistance that consists of a composition of trustworthy AI components with a voice-enabled digital intelligent assistant as an interface. The solution supports workers to use analytics tools and new workers that perform on-the-job training.	None

The project also aims to establish collaboration with other existing networks and programs, some of them already represented in the project. Namely:

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Table 4 Networks represented by the project partners

Network or program	Description	Partners involved
European Physics Society	A non-profit organisation that aims to contribute to and promote the advancement of physics by providing a forum for the discussion of subjects of common interest and by providing means whereby action can be taken on those matters which appear desirable to handle on the international level. (https://www.eps.org/)	EPS
ESIA – European School Innovation Academy	Is a hub to support and promote EU educational policies regarding school education, teacher training, school curricula development, assessment of learning outcomes, offering international training activities, and providing guidelines, support, and qualifications for training providers to design the most effective professional development programs for teachers. (https://esia.ea.gr/)	EA, NUCLIO
GTTP - Galileo Teacher Training Program	One of the largest networks at a global level devoted to astronomy education. The main aim of GTTP is to bring real research to the hands of students. It has a network of over 70.000 educators in over 120 countries. (https://galileoteachers.org/)	NUCLIO
GHOU – Global Hands-on Universe	The mission of GHOU is to train teachers on using modern tools and resources for science education and engage students in international scientific projects. (https://handsonuniverse.org/)	NUCLIO
ESHA – European School Heads Association	Network of school leaders from across Europe, which supports the professional development and sharing of best practices among school leaders. (https://www.esha.org/)	EA
Berritzeguneak/The Berritzegunes	The Basque Country network provides a support service to school education entities in the field of consultancy such as didactic, modern technology, etc; teacher's professional developments; and innovation, research, and experimentation. (http://a01.berritzeguneak.net/es/index.php)	UDEUSTO
Trastea Club	The Trastea Club trains STEM teachers, provides educational STEM resources and organizes activities and workshops for kids and teens ages 4–18 years old. (https://trastea.club/)	UDEUSTO
AI, Data and Robotics Association (Adra)	Adra joins BDVA CLAIRE, ELLIS, EurAI and euRobotics to create one of the European Partnerships in digital, industry and space. Adra is the private side of the AI, Data and Robotics Partnership in Horizon Europe	IMU/ICCS is a full member
International Data Spaces Association (IDSA)	a coalition of more than 130 members that aim to design a trustworthy architecture for the data economy and guarantee data sovereignty, the trust- worthy, self-determined exchange of data.	IMU/ICCS is a full member

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Big Data Value Association – BDVA	industry-driven international not–for-profit organisation with more than 230 members all over Europe. BDVA/DAIRO focuses on enabling the digital transformation of the economy and society through Data and Artificial Intelligence by advancing in areas such as big data and AI technologies and services, data platforms and data spaces, Industrial AI, data-driven value creation, standardisation, and skills.	IMU/ICCS is a full member
GAIA-X	GAIA-X aims to co-create the future of the digital infrastructure for Europe across dedicated data spaces serving the most critical industries. GAIA-X will establish an ecosystem in which data is made available, collated, and shared in a trustworthy federated system that links many cloud services providers and users together.	IMU/ICCS is a full member
IAOE – International Association of Online Engineering	The IAOE was established to encourage the wider development, distribution, and application of Online Engineering (OE) technologies and its influence on society.	UDEUSTO, LABSLAND
GOLC – Global Online Laboratory Consortium	The GOLC is focused on promoting the development and sharing of, and research into remotely accessible laboratories for educational use.	UDEUSTO, LABSLAND

2.4 Dissemination plan phases

Table 5 Dissemination Phases

		Dissemination Actions			
Activities	Target groups	Phase 1: Raise awareness	Phase 2:	Phase 3:	Phase 4:
Vision Building (WP2) and Reflection Workshops (WP4)	School Managers, Educators, Universities	Banners and the workshop announcements posted on the project website and social media channels Dissemination by the partners	Information and opening of the registrations	Interaction with participants at the workshop	Analysis of social media stats
	Policymakers, Educational Technology Experts	Banners and workshop announcements will be posted on the project website and social media channels. Dissemination by the partners	Personalised formal invitations	Interaction with policymakers and experts at the workshop	Analysis of the number of policymakers and experts present

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National Training Activities (WP5)	Educators (and indirectly their students)	Creation of a banner and announcement of the training activities on the project website and social media Dissemination by the partners	Open and publicise registration for the activities	Interaction with participants at the national training activities	Analysis of social media stats
International Training Events (WP5)	Teachers and educators (and indirectly their students), schools and universities, and policymakers	Creation of a banner and announcement of the training activities on the project website and social media Dissemination by the partners	Information and opening of the registrations	Interaction with participants at the national training activities	Analysis of social media stats
EDEN Open Classroom Conference (WP6)	Teachers and educators, Schools and Universities, Policy Makers	Creation of a banner and announcement of the training activities on the project website and social media Dissemination by the partners	Creation of a new website page about the conference	Interaction with participants at the national training activities	Analysis of social media stats

3 Project Identity

Early in the development of the project, and to pursue the establishment of a strong visual identity that will help the Discovery Space project to achieve its potential impact, the project identity kit was designed, including the project branding and templates for internal and external materials.

The design of the identity of the project is one of the most important steps towards the proper dissemination of the project. It needs to capture the project's vision and mission and present it in a visually appealing manner. The identity is composed of the project logo, and the respective colour scheme, alongside with fonts and imagery to convey the project's character and support the materialisation of the project's vision.

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3.1 Project logo and colour scheme

After consultation with the partners and various iterations, the project logo has already been created as presented in Figure 1.

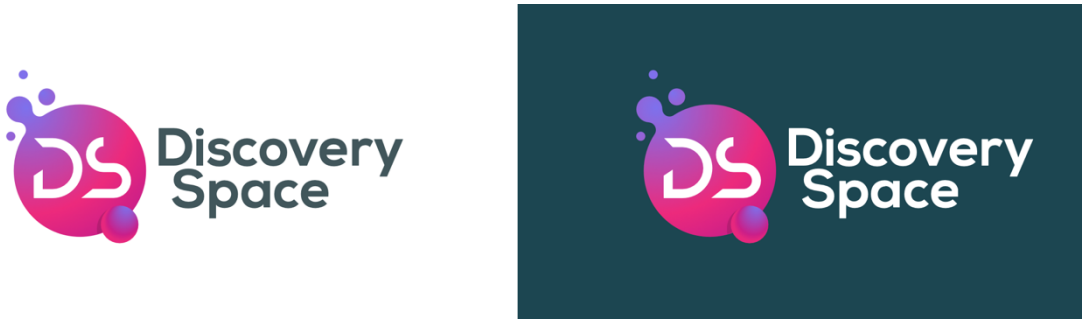

Figure 1 Project Logo

The logo has been created to clearly display the identity of the project throughout the communication channels to be employed (i.e., the website, the project's formal communications, social media profiles, and other branding material). It will also be made available for downloading through the project's website.

The design of the logo is based on the concepts of fluidity and playfulness and is composed of 2 elements:

• Project's initials within a liquid-to-liquid mock animation circle
• The project's name (depicted in Nexa Bold fonts)

The graphic is inspired by 2 drops that merge (liquid-to-liquid effect) into a bubble. A "liquid-to-liquid transition" typically refers to a type of animation or visual effect in which one liquid-like substance or texture is smoothly transformed into another. This effect is often used in video production, motion graphics, and animation to create seamless transitions between different scenes or elements. Liquid-to-liquid transitions can be used to create a visually interesting and cohesive narrative, and are often used in music videos, advertisements, and other forms of digital media. The visual results into a 3D effect, due to the shadow under the smaller "drop" at the bottom side.

The connotation or meaning of this graphic has the following interpretations:

- the coming together of two separate entities to form a new, unified whole, representing teamwork, partnerships, or other forms of collaboration that will be applied to achieve the project's goals.
- a process of transformation or change, even birth, since we need to convey ideas such as growth, evolution, or adaptation, alongside with notions such as the introduction of innovative ideas or initiatives.
- since we are working on a heavily tech-related project, we also needed to represent a process such as emulsification or encapsulation, where one substance is dispersed within another. This is used to represent advances in areas such as educational processes and experience.

The said graphic (Figure 2) will also be used as a key branding element for all dissemination material and outlets.

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Figure 2 Sample use of main graph

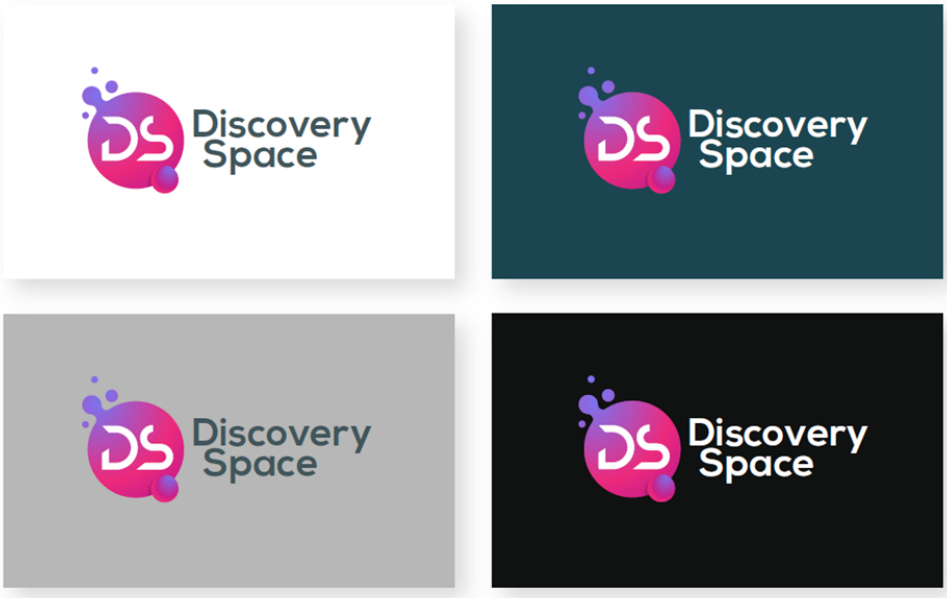

Figure 3 Alternative Logo Applications

The choice of fonts to be used in materials, resources and other documentation of the project is also defined and can be seen in Figure 4.

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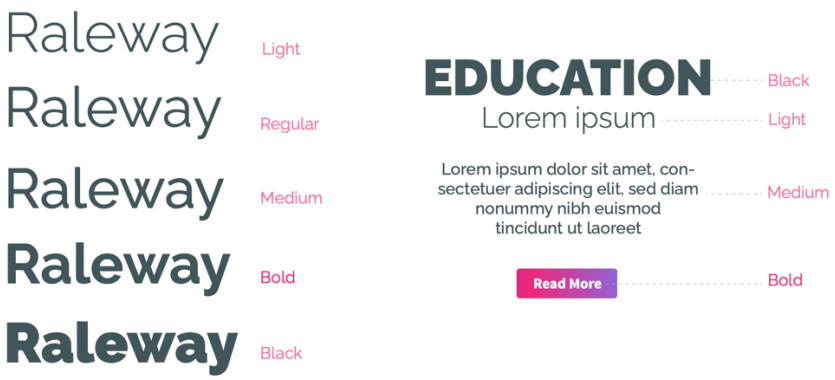

Figure 4 Selected fonts to be used in dissemination and communication materials

The colour scheme adopted for the project is also defined at the stage of the writing of this dissemination plan and is presented in Figure 5.

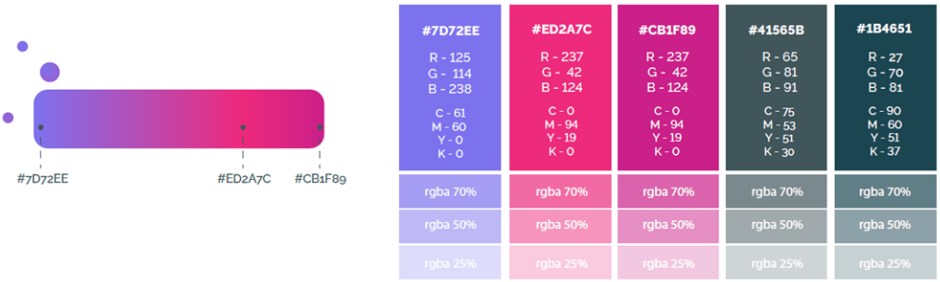

Figure 5 Discovery Space colour scheme

The colour scheme of this project extends to 3 basic colours and two extra complementary ones, to allow a full palette applied in variable combinations. The project's colour scheme was carefully chosen so that it is appealing to the targeted audience. In addition, all colours have been selected to work well in combination with each other and to enable a full range of visually engaging communications.

Hex code #7D72EE represents a specific shade of blue-purple colour. This colour is commonly known as "Periwinkle" or "Light Lavender Blue", and it is often associated with a sense of creativity, imagination, and inspiration, basic features of the domain that the project focuses in. Purple shades are often associated with creativity and innovation, which aligns for example, with Yahoo's logo, who, as a tech company, they focused on providing innovative products and services.

Hex code #ED2A7C represents a specific shade within the rose colour spectrum, a rich shade of crimson-rose. This colour is commonly known as "Razzmatazz", and is often associated with energy, excitement, and passion, conveying a sense of adventure, enthusiasm, and confidence. These are key values that the project's domain is based on. To further enhance the sense of excitement, enthusiasm, and vibrancy, the logo has been enriched with Hex code #CB1F89, a specific shade of pink-red colour, commonly known as "Fuchsia" or "Deep Pink". That is also used to inspire assurance and assertiveness.

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The overall palette is focused on conveying creativity and innovation, alongside with energy and passion. This combination of colours was chosen to underline that Discovery Space project is both innovative and dynamic and can help educational process become more creatively and efficiently.

Finally, the aggregation of these choices and the style for the presentation of news, announcements and other associated materials can be seen in Figure 6.

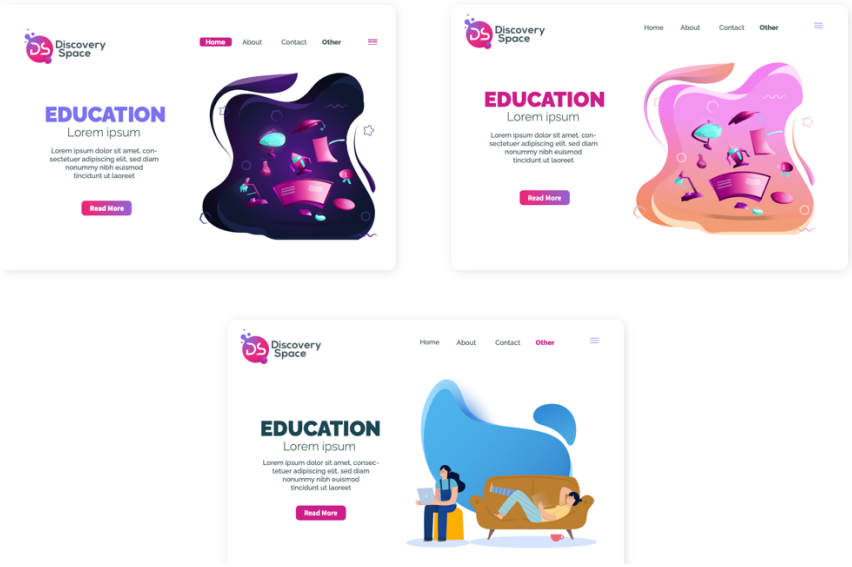

Figure 6 Discovery Space presentation styles

3.2 Project templates

The dissemination team will also produce a series of templates aimed to different audiences and following the project selected identity. All templates shall incorporate the EC disclaimer, the project website link, and social media channels handlers. All templates are available to the project partners on the collaborative Google Drive of the project. Attention will be given to the following items:

Newsletter Template

As already described in this document the newsletters will be targeting several audiences. It will showcase the project's main news, developed resources, established collaborations, results of cooperation, best practices, etc. It will also present a list of future events and invite the readers to join the Discovery Space project. The newsletters are scheduled to be pre-published every 6 months with general information and special newsletters dedicated to the announcement of workshops, training events and conferences organised by the project.

Deliverables Template

The template will support deliverable writers with the necessary structure and preserving the project identity.

Word Templates

Templates will be created to be used by the partners in communications related to the project. They can also be used in press releases and other documents that will be made available at a public level.

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Power Point Templates

The PowerPoint templates (Figure 7) will be used during the project presentation in conferences, professional development events, review meetings and other opportunities where partners might find them necessary.

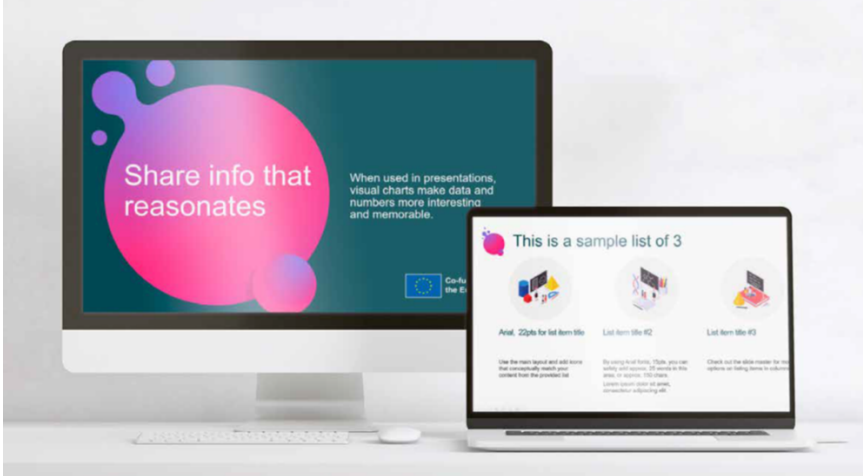

Figure 7 Snapshots of the project's PPTX template

Leaflets will concisely present Discovery Space's main elements in an engaging format inviting the audience to explore the project further. They will be distributed by partners during their participation in conferences and other events, during the training and reflection workshops, during the Discovery Space school's community events, etc. The leaflet design will follow the project identity and also incorporate the EC disclaimer, the project website link, and social media channels handlers.

3.3 Roll-Ups

Roll-ups will be designed and can be produced (and translated if necessary) by all partners. They can be used in all activities organised by the project and also during events organised by the participating schools. The roll-up design will follow the project identity and incorporate the EC disclaimer, the project website link, and social media channels handlers.

3.4 Acknowledgement of EU Funding

All communication or dissemination materials must display the EU funding information, including the EU emblem and the funding statement (as shown below).

Figure 8 EU disclaimer

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“Funded by the European Union under grant agreement No 101086701. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.”

3.5 Brand Manual

A complete brand guide featuring the logo and its use, the colour scheme, typography, imagery, brand elements, etc., has been developed and made available to all consortium partners. It will also be made available for downloading on the project’s website. It should be followed across all dissemination and communication activities.

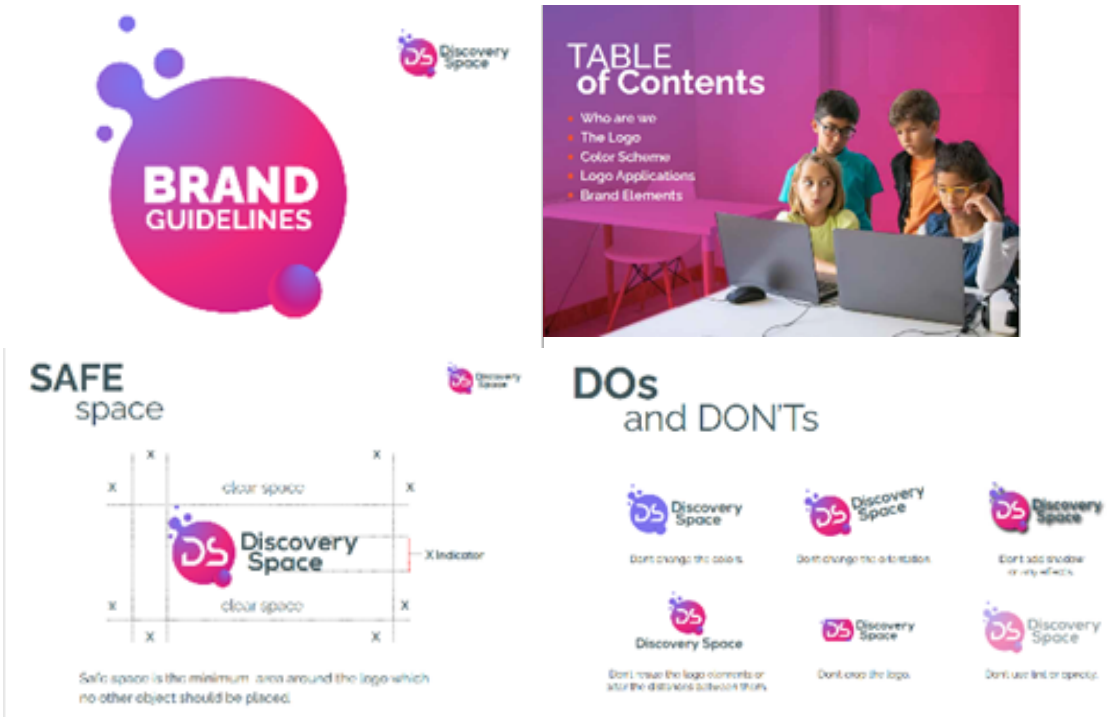

Figure 9 Snapshots of the project’s brand manual

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4 Communication Channels & Plan

4.1 Communication strategy

Table 6 Communication Strategy Phases

		Dissemination Actions			
Channels	Target groups	Phase 1: Raise awareness	Phase 2: Inform and interact	Phase 3: Engage	Phase 4:
Website	All target groups	Dissemination of the website by the partners	The project website will be regularly updated with information about the project ad its outcomes	Project news and announcement will be distributed in the project's social media channels	Analysis of website metrics such as: Total Sessions, Average Session Duration, Bounce Rate, Average Time on Page, Traffic Acquisition, Conversion Rates, New and Return Visitors
Social Media	Facebook: general audience Twitter and LinkedIn: educational community, public authorities, journalists, and policymakers	Dissemination of the social media channels by the partners	Regular posts about the project, its outcomes, and other related topics	Interaction with followers and other pages, creating a sense of community	Analysis of social media stats, such as: audience demographic data, number of followers, reach and engagement
Newsletters	All target groups	Call for newsletter subscriptions by the partners Newsletter subscription button on the website	"The new Discovery Space Newsletter is out now!" posts on each partner's social media	Clicks leading to the website and website articles from readers of the Discovery Space newsletter	Analysis of emails campaign data such as: Emails sent, bounced emails, opened emails, opened emails on mobile devices, Number of clicks, Number of subscriptions.

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Press releases	Journalists	Announce relevant innovations from the projects, conferences, and activities of general interest			Number of articles/news written/broadcasted about the project
Presentations	Universities, Scientific community, Education Technology Experts, Policymakers	Publicity of the presentation on social media channels Newsletters to potential interested parties that can attend the events	Announcements of project presentation on the social media channels		Number of presentations made
Publications	Universities, Scientific community, Education Technology Experts, Policymakers	Publicity of the publication on social media channels			Number of publications

4.2 Discovery Space Website

The Discovery Space website (www.discoveryspace.eu) will be the primary vehicle for disseminating information about the project, allowing engagement with start-up communities, and providing interested parties with information on the project outcomes, progress updates and project-related events. ATC is responsible for the creation and maintenance of the website. Its initial version will be released by the end of April 2023 (M4), and, after that, it will be continuously updated. Each partner, on their own website, should mention their participation in the Discovery Space project, with links to the project's website and social media.

The project will present the project identity and will be populated using a set of icons, images, colours, and fonts throughout the website to communicate the project and its results adequately and consistently.

The Discovery Space consortium has reserved the domain name **discoveryspace.eu** and upon its launch, the project's website will be available through the following URL: http://www.discoveryspace.eu/

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The Discovery Space website is currently under development. It will be initially structured according to the following website map that can be adapted in the future as needed to accommodate unforeseen requirements:

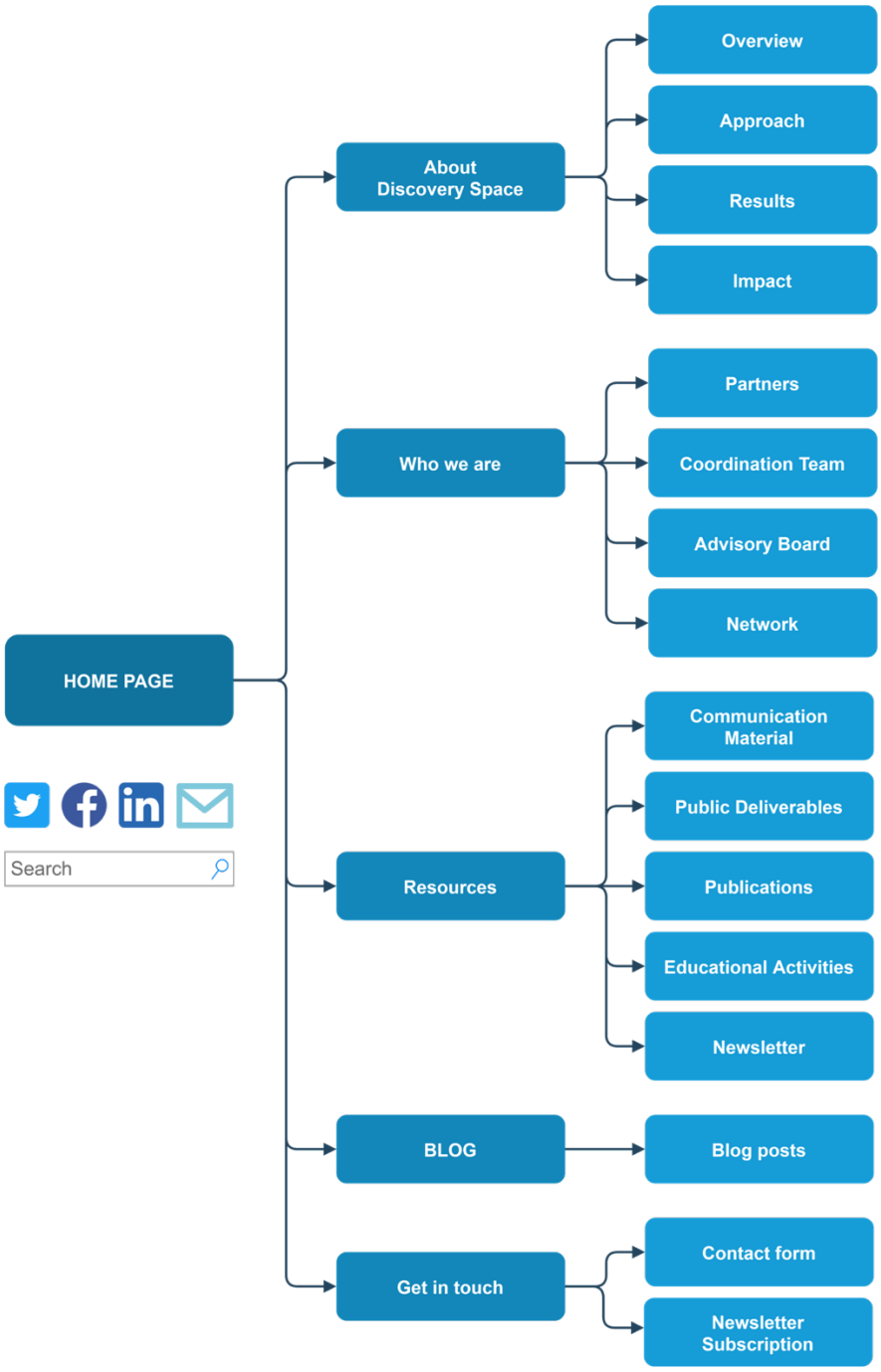

Figure 10 Discovery Space website map

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4.3 Social Media Channels

The project's social media channels will be a way to raise awareness of the project, call for participants, and share outputs and news related to the project. The chosen channels - Facebook, Twitter, and LinkedIn - were chosen considering the target audience of the project. Twitter and LinkedIn will target the educational community, public authorities, journalists, and policymakers, facilitating connections with other projects, organisations, and institutions. On the other hand, Facebook contents will be directed to the general audience.
To be effective, the project's social media needs to be fed regularly. Hence, the project's social media must be updated at least once or twice every week. Posting and management of the social media channels will be done by the dissemination leader (i.e., ATC), whereas all consortium members commit to supply respective content for editing and distribution.

Social media presence is available at

- https://www.facebook.com/DiscoverySpaceEU
- https://www.linkedin.com/company/discovery-space/
- https://twitter.com/DSpaceEU

- The respective handles to be used are Facebook: Discovery Space Horizon Europe Project
- LinkedIn: Discovery Space Horizon Europe Project
- Twitter: @DSpaceEU

Key hashtags to be used include

- #DiscoverySpace
- #erasmusplus
- #ailearing

When relevant, the partners' social media/ hashtags should be mentioned. All partners must contribute to the dissemination of the project by employing their own dissemination channels and networks for the dissemination objectives of the project. This includes not only partners' social media and websites but also newsletters and news blogs.

Moreover, the consortium partners may also consider activating a YouTube channel, to host video material produced as part of the dissemination material of the project.

4.4 Newsletters

The project's newsletters will be designed ATC using a template that will follow the colour scheme and overall image of the project. It will be used to invite teachers, schools, and other stakeholders to participate in the project, as well as in its workshops, training activities and other events. The newsletter will also be used to send regular information of all relevant outputs, news, and events of the project to all subscribers.

For that matter, Mailchimp platform will be used, under an account using info@discoveryspace.eu email account as key contact point.

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4.5 Press Releases

Press releases will be produced to inform the project's major achievements and with the aim of attracting press coverage. They will be made available in English, in Word format, and should be translated into the partners' languages and distributed to their national and local media connections.

4.6 Events and associated target groups

Discovery Space will be presented in several events. Some organised by the consortium and some organised by other institutions and networks.

4.6.1 Key Events Organized by Discovery Space

These events have already been described in Chapter 2:

➔ 1 Final Conference - EDEN Open Classroom Conference in Portugal

Target Groups: Teachers and educators, Schools and Universities, Policy Makers
KPI: More than 200 attendees

➔ 2 International Training Events
Target Groups: Teachers and educators in general (and indirectly their students), schools and universities, and policymakers.
KPI: 2 International Training (Discovery Space Academy Course) – 200 Teachers and Educators in General, 50 Policy Makers

➔ 50 National Training Events
Target Groups: Educators – Teachers and educators in general (formal, non-formal and informal educators) and indirectly their students.
KPI: 50 national workshops and online events – 1000 Teachers and Educators in General and indirectly their students.

➔ 50 Engagement Workshops (Visionaries, Practice Reflection and Summative Workshops)
Target Groups: School Managers, Educators, Universities, Policy Makers, Educational Technology Experts
KPI: 20 national events (4 in each country) - 500 participants

4.6.2 Events organised by other networks or institutions

Table 7 Event organised by other institutions

EVENT	Partner Involved	Description	Target Groups
COSPAR General Assembly 2024	NUCLIO	Training activities within the Panel of Education Activities	60 Educators participating in the training event.

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			Presentation of the project to 100 participants during the event. Distribution of leaflets to over 3000 researchers
ESA-GTTP 2023/2024 Training, October, Madrid, Spain	NUCLIO	Teacher training activity	20-30 (face-to-face), 200 online teachers (per year);
Astronomy Education Adventure in the Canary Islands, July (2023/2024)	NUCLIO	Teacher training activity	20-30 (face-to-face), 200 online teachers (per year);
Global Hands-on Universe Conference 2023/2024	NUCLIO	Workshops for teachers during the conference	40-50 (face-to-face), 150 online teachers (per year)

4.7 Presentations and Publications

Below a suggestion of conferences where the project should be presented:

EDULEARN
ICERI
ESERA
European Journal of Physics
ISTE - International Society for Technology in Education
BETT Show
ECER – European Conference on Educational Research
EDTechX Summit
Education World Forum
International Conference on Information, Intelligence, Systems and Applications (IISA)
International Conference on Education and New Learning Technologies (EDULEARN)
International Conference on Advanced Learning Technologies (ICALT)

And a list of journals where the project's results can be published:

Computers and Education – Elsevier
International Journal of STEM Education
Journal of Research in Science Teaching
Journal of Science Education and Technology
Journal of Teacher Education – SAGE Publications
Science Education – Wiley-Liss Inc.
Studies in Science Education – Taylor and Francis Lda.
International Journal of Educational Technology in Higher Education
Journal of Computer Assisted Learning

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IEEE Transactions on Learning Technologies
IEEE Transactions on Education
IEEE Access
Interactive Learning Environments
Education and Information Technologies
International Journal of Artificial Intelligence in Education
Electronic Journal of e-Learning
International Journal of Emerging Technologies in Learning
Interactive Technology and Smart Education
Expert Systems with Applications
Intelligent Decision Technologies
International Journal of Artificial Intelligence Tools
Multimedia Tools and Applications
IJOE: Online and Biomedical Engineering

4.8 Videos

Video is often used as a communication vehicle because it allows people to convey more information and emotion than other forms of communication, such as text or audio alone. Video provides a richer, more immersive experience that can help to build trust, understanding, and connection between people.
For example, is suggested to use video material

- for presenting the role and identity of each partner in the project, under the format of an "interview"
- for presenting the project's scope and goals
- for summarizing findings during the project's course
- for promoting events and more.

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5 Timelines

The timelines for the various activities of this work package will be distribute in accordance with the following Gantt chart:

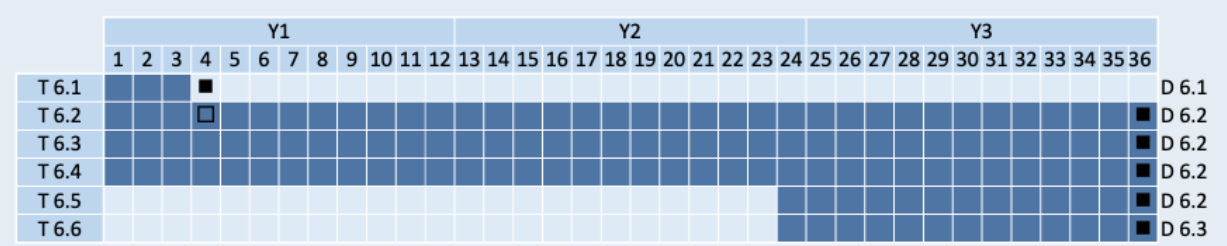

Table 8 Tasks of WP6 and associated timeframe

Task ID	Task	Start	End	Deliverable
T6.1	Design of project dissemination plan	M1	M3	D6.1 (M4)
T6.2	Coordination of project website	M1	M36	D6.2 (M36)
T6.3	Dissemination Material	M1	M36	D6.2 (M36)
T6.4	Dissemination activities and synergies with related projects	M1	M36	D6.2 (M36)
T6.5	Discovery Space Affiliation Plan	M24	M36	D6.2 (M36)
T6.6	Feasibility and sustainability plan	M24	M36	D6.3 (M36)

The initial tasks (T6.1 to T6.4) start at month one, with main communication and social media channels being chosen and created, the project identity being prepared, and the website design drafted with the initial version being ready to be launched on M4 (April/2023), for the same date this document (D6.1) will be delivered (T6.1). The dissemination materials will be the next important outcome of the work within WP6 and are already in developing phase. Both website (T6.2) and dissemination materials (T6.3) will be continuously updated and upgraded if necessary to follow the progress of the project. All partners will contribute with content to the various dissemination channels and several activities will be implemented to attract the attention of the target communities (T6.4). Synergies with related projects and partnership with other relevant networks will be promoted. These actions are already starting and will accompany the project throughout its various phases. The final highlight will be the EDEN Open Classroom Conference where all the major achievements, best practices and lessons learned will be shared with the various sectors involved in the project. From M24 on the affiliation plan will start (T6.5), designing its path towards the end of the project within. The feasibility and sustainability plan will be developed during the same timeframe as part of T6.6 resulting in a business model providing guidance to the development of future business plans and to present a solid case to relevant stakeholders on the importance and benefits of project like Discovery Space for the transition and innovations of the educational sector.

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6 Dissemination Monitoring & Reporting

The reporting of all dissemination actions will be an important part of the efforts as it will provide insights on the reach of the main established KPIs. These values will be obtained by tracking data from Google Analytics of the website traffic, from the dissemination reports, social media engagement data, etc. Partners will be invited to share the numbers of engagement from their social media shares and to provide reports for all dissemination event organised at a national and/or international level.

6.1 Quantitative and Qualitative Evaluation of Communication and Dissemination activities

QUALITATVE EVALUATION

- A series of survey and/or interviews will be conducted to members of the target audiences to gather feedback on the project website, social media presence, promotional materials and to retrieve valuable suggestions to further ideas.
- Messages and comments received on the project's social media channels will help evaluate the engagement and impact of the project on the followers.

QUANTITATIVE EVALUATION

- Web analytics will help track the number of unique visitors do the Discovery Space website and the quality of their visits in terms of duration, number of click etc.
- The number of interactions on Discovery Space social media channels (likes, comments, shares, etc.).
- Number of presentations and publications made by the project partners

6.2 Expected Dissemination Impact

The impact of the various dissemination and communication activities are again summarized and associated to the respective KPI in the following table:

Table 9 Dissemination Impact

Channel / Medium	KPI & Target Value	Target Groups
Discovery Space Website	**> 50,000** unique visitors on the website by the end of the project	Educational community, Scientific community, Policy makers
Social Networks	**> 250** LinkedIn interactions **> 1000** Twitter interactions > 500 Facebook interactions	Public at large, Teachers
Presentations & Publications	**> 20** Presentations in workshops and/or conferences > 5 Publications in journals	Teachers, Scientific Community, Academia, Policy Makers

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National training activities	**50** National training events > 1,000 attendees in total	Teachers, Schools, Universities, Policy makers
International training activities	**2** International training events > 100 attendees per event	Teachers, Schools, Universities, Policy makers
International Conference – EDEN Open Classroom Conference in 2025	**1** Final event > 200 attendees	Teachers, Schools, Academia Policy makers
Promotional Material	**> 2** Brochures > 1 roll-up	Teachers, Public at large

7 Roles & Responsibilities

This chapter describes the roles and responsibilities of partners form Discovery Space project.

Table 10 Partner's roles and responsibilities

Partner	Staff Effort	Role	Responsibilities
ATC	11	WP Leader Task Leader	Coordination of WP Lead Tasks T6.2, T6.3, T6.5, T6.6
EA	4	Contributor	Contribute to Tasks T6.4 and T6.5
EPS	2	Contributor	Contribute to Tasks T6.1, T6.4 and T6.5
ICCS	1	Contributor	Contribute to Tasks T6.4 and T6.5
LABSLAND	1	Contributor	Contribute to Tasks T6.1, T6.4, T6.5 and T6.6
NUCLIO	5	Leader of T6.1 and T6.4 Contributor	Lead Tasks 6.1 and 6.4 Coordinate the writing of Deliverable D6.1 Contribute to the writing of Deliverable D6.2 Contribute to Tasks T6.3, T6.5 and T6.6
UBT	4	Contributor	Contribute to Tasks T6.1, T6.2, T6.4, T6.5 and T6.6
UDEUSTO	2	Contributor	Contribute to Tasks T6.4, T6.5 and T6.6

8 Conclusion

This deliverable provides an overview of the vision for the Discovery Space project communication and dissemination actions. It presented the main objectives, the target groups and includes a detailed description of the associated strategies and channels to be used. The plan also includes the project identity, the chosen communication channels, timelines and monitoring and reporting mechanisms. The roles and responsibilities of each partner is clearly defined to ensure an effective implementation and monitoring process.

Overall, this document presents all the necessary elements to guarantee a successful dissemination of the project, to optimize the engagement of the relevant stakeholder's and to ensure the project meets is indicators and goals. The dissemination plan outlines the pillars for a successful dissemination and communication of the project, it is the basis for a successful implementation of all the other tasks and enables a smooth navigation towards a successful and sustainable adoption of the project and its vision.

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