



Thank you for being part of the evaluation and development process for D-Cubed Professional Development Resources.

In this package you'll find a set of *in-development* resources, which we'd appreciate your feedback on.

The set of professional development resources planned as project outputs are:

- **Resources catalogue** to introduce and contextualise resources – *not included in this package*
- **Budget planning tool** for costing effective dissemination into project budgets - *included in draft form for comment prior to graphic design*
- **User's Guide to Effective Dissemination** including dissemination activities, strategies and success factors and resources on communities of practice and Web 2.0 – *included as an overview*
- A revised **Dissemination Framework** – *included in graphic-designed draft form for comment*
- A **sustainability decision-making matrix** – *included in graphic-designed draft form for comment*
- **Wheel of influence**, developed by Virginia King (Pedagogical Research Fellow, Coventry University) – *included in draft form for comment prior to graphic design*
- **A climate of readiness for change scorecard** – *included in graphic-designed draft form for comment*
- **Topic bibliography** - *included in draft form for comment prior to graphic design*

The resources have been identified and developed from D-Cubed research activities, and with input from the Senior Executive Reference Group, our external evaluator and the project consultants. Feedback was also sought from the Promoting Excellence Network (PEN) group, who rated the appeal of the proposed resources based on a brief description of each. The list above is in order of average ratings, excluding the first and last items which were not included in the process.

In addition, D-Cubed will produce the following outputs:

- A project final report
- An information profile (an extended executive summary)
- An *advice to assessors* document

We look forward to your feedback, and thank you in advance for being involved in this aspect of the project.

Dissemination budget planning tool

This tool is designed as a companion to the *User's Guide to Effective Dissemination*, which provides detail about dissemination activities and dissemination strategy development. Use the first two pages to consider budget implications of various activities, and the final page to develop costings for your own project. For ease of reference, the activities are sorted in alphabetical order.

Activity type	Consider factoring in ...	Consider saving money by ...	Sustainability considerations
Branding	<ul style="list-style-type: none"> ◦ Graphic design ◦ Printing 	<ul style="list-style-type: none"> ◦ Talking to your university's graphic design/marketing departments early in the planning stages 	Will the branding retain currency beyond the life of the project? Is it memorable?
Conferences	<ul style="list-style-type: none"> ◦ Registration and travel costs ◦ Poster design and production ◦ Time for writing proposals and responding to reviewer comments 	<ul style="list-style-type: none"> ◦ Presenting at conferences which you routinely attend 	Will the presentation be available post-conference? Is the time spent on this activity in accordance with its benefits?
Email lists and discussion forums and other social networking tools	<ul style="list-style-type: none"> ◦ Time spent by the project team on fostering discussion and building community 	<ul style="list-style-type: none"> ◦ Using a free mailing list service ◦ Tapping into an existing list which reaches your target audience, rather than creating a new list or forum 	Will this continue beyond the life of the project? Who will maintain it?
Funding sub-projects at other institutions	<ul style="list-style-type: none"> ◦ Funding allocation for subprojects ◦ Time and costs of coordinating and connecting activities at various sites 	<ul style="list-style-type: none"> ◦ Will the experiences of subprojects be captured in project outputs? 	
Guides, brochures, manuals, teaching materials	<ul style="list-style-type: none"> ◦ Graphic design ◦ Copy-editing ◦ Time for writing content ◦ Distribution to stakeholders 	<ul style="list-style-type: none"> ◦ Talking to your university's communications/marketing/web departments early in the planning stages 	How quickly will the material become dated? How will these reach users beyond the initial distribution group?
Journal articles, book chapters	<ul style="list-style-type: none"> ◦ Time for writing article and responding to reviewer comments ◦ Time spent post-project (given typical lead times for peer review) 		
Mentoring	<ul style="list-style-type: none"> ◦ Communication costs between first and second generation participants ◦ Development of learning materials (design, printing, authoring content) ◦ Costs of face to face meetings ◦ Funding allocation to participants 	<ul style="list-style-type: none"> ◦ Co-locating gatherings with existing events ◦ Using internal funding schemes to augment grant funding 	Will funding be available beyond the life of the project? Can momentum be maintained?
Networks and communities of practice	<ul style="list-style-type: none"> ◦ Meeting costs, such as room hire, catering ◦ Administration to organise meetings, registration, room bookings ◦ Travel costs 	<ul style="list-style-type: none"> ◦ Finding existing communities of practice that share an interest in your area, rather than forming new communities 	Will funding be available beyond the life of the project? Can momentum be maintained?



Dissemination budget planning tool

Activity type	Consider factoring in ...	Consider saving money by ...	Sustainability considerations
Newsletters	<ul style="list-style-type: none"> ◦ Time for writing content ◦ Graphic design of a newsletter template 	<ul style="list-style-type: none"> ◦ Creating newsletter content from documents written for other purposes ◦ Talking to your university's communications/marketing/web departments early in the planning stages ◦ Distributing the newsletter electronically rather than in print 	Will a repository of newsletters be kept for future reference?
Offline electronic resources	<ul style="list-style-type: none"> ◦ Cost of storage media such as USB sticks or CDs ◦ Time for writing content ◦ Time spent producing resource ◦ Distribution to stakeholders 	<ul style="list-style-type: none"> ◦ Making materials available on a project website 	<p>How will people who didn't receive the resource access its contents?</p> <p>How readily accessible will the resource remain over time?</p>
Participatory dissemination	<ul style="list-style-type: none"> ◦ Payment to colleagues who are engaged in data gathering exercises ◦ Time spent training and supporting colleagues 	<ul style="list-style-type: none"> ◦ Dovetailing with existing policies and procedures to form an integrated approach in a cognate area 	Is this an effective use of time?
Policy development	<ul style="list-style-type: none"> ◦ Time spent negotiating and drafting content for inclusion in policy and procedures ◦ Production of policy implementation support materials ◦ Policy implementation professional development 	<ul style="list-style-type: none"> ◦ Dovetailing with existing policies and procedures to form an integrated approach in a cognate area 	<p>Will the process be documented to provide background for future policy reviews/revisions?</p>
Project conferences, fora, workshops and symposia, road shows	<ul style="list-style-type: none"> ◦ Costs of venue, catering, print materials, signage and the like ◦ Time spent on event management by project team members and the host institution/s 	<ul style="list-style-type: none"> ◦ Talking to the people responsible for events management early in the planning stages ◦ Dovetailing your event with an existing conference or other event 	<p>How will the material be available to participants? And to others? Is the time spent on this activity in accordance with its benefits? What is the carbon footprint?</p>
Project final report	<ul style="list-style-type: none"> ◦ Graphic design ◦ Copy-editing ◦ Time for writing content ◦ Distribution to stakeholders 	<ul style="list-style-type: none"> ◦ Talking to your university's communications/marketing/web departments early in the planning stages 	<p>To whom will the report be distributed? How will it be available?</p>
Website, online repository, ALTC Exchange	<ul style="list-style-type: none"> ◦ domain name purchase ◦ server space ◦ web design (a professional designer or your time) ◦ content authoring ◦ purchase of images ◦ time to learn how to use the website system ◦ ongoing costs beyond the project (hosting, domain name, updating) 	<ul style="list-style-type: none"> ◦ Having the page hosted by your university, professional association or the ALTC ◦ Using stock photographs from your university's marketing department ◦ Re-using content you've written for other purposes ◦ Drawing upon the expertise of colleagues 	<p>Will this continue beyond the life of the project? Who will maintain it?</p>



Dissemination budget planning tool

Planned dissemination activity	We factored in...	We estimate the costs as...							

Support for this resource has been provided from the Australian Learning and Teaching Council Ltd, an initiative of the Australian Government Department of Education, Employment and Workplace Relations. The views expressed in this resource do not necessarily reflect the views of the Australian Learning and Teaching Council Ltd.



User's Guide to Effective Dissemination

The User's Guide is in-development, so an outline version is provided here in its place. The text for the User's Guide will draw upon all D-cubed research findings (document analysis, interviews, surveys) and relevant literature. It will also include illustrative examples from past projects (the D-Cubed team will write up vignettes from selected interviews and send to participants for permission to include and attribute). It is intended that the User's Guide will be an A4-sized book of about 30 pages.

Contents:

1. Introduction
2. Dissemination in a nutshell
 - Definitions
 - Key concepts from the literature
 - Key findings from the D-Cubed project
3. Designing your Dissemination Strategy
 - Explanation of the Dissemination Framework and practical tips for success ("Look for" and "Look To") which have emerged from the D-Cubed research and the literature
 - Assess readiness
 - Engage
 - Transfer
 - Impact
 - Uptake
 - Upscaling
 - Sustainability
4. Catalogue of potential dissemination activities
 - Introduction explaining the expanding nature of potential activities and encouraging sharing of emergent examples
 - Definitions and illustrative examples of dissemination activities which have emerged from the D-Cubed research
 - Branding
 - Conferences
 - Email lists and discussion forums and other social networking tools; using Web 2.0
 - Funding sub-projects at other institutions; Cascading
 - Guides, brochures, manuals, teaching materials
 - Journal articles, book chapters
 - Mentoring
 - Networks and communities of practice
 - Newsletters
 - Offline electronic resources
 - Participatory dissemination
 - Policy development
 - Project conferences, fora, workshops and symposia, road shows
 - Project final report
 - Website, online repository, ALTC Exchange
5. References



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Dissemination Framework

The usefulness of learning and teaching innovation, development and research depends on how effectively its outcomes are disseminated. Dissemination is the process of understanding and engaging with potential adopters, and nurturing commitment to sustained change, using an intentional strategy throughout the life of the project.

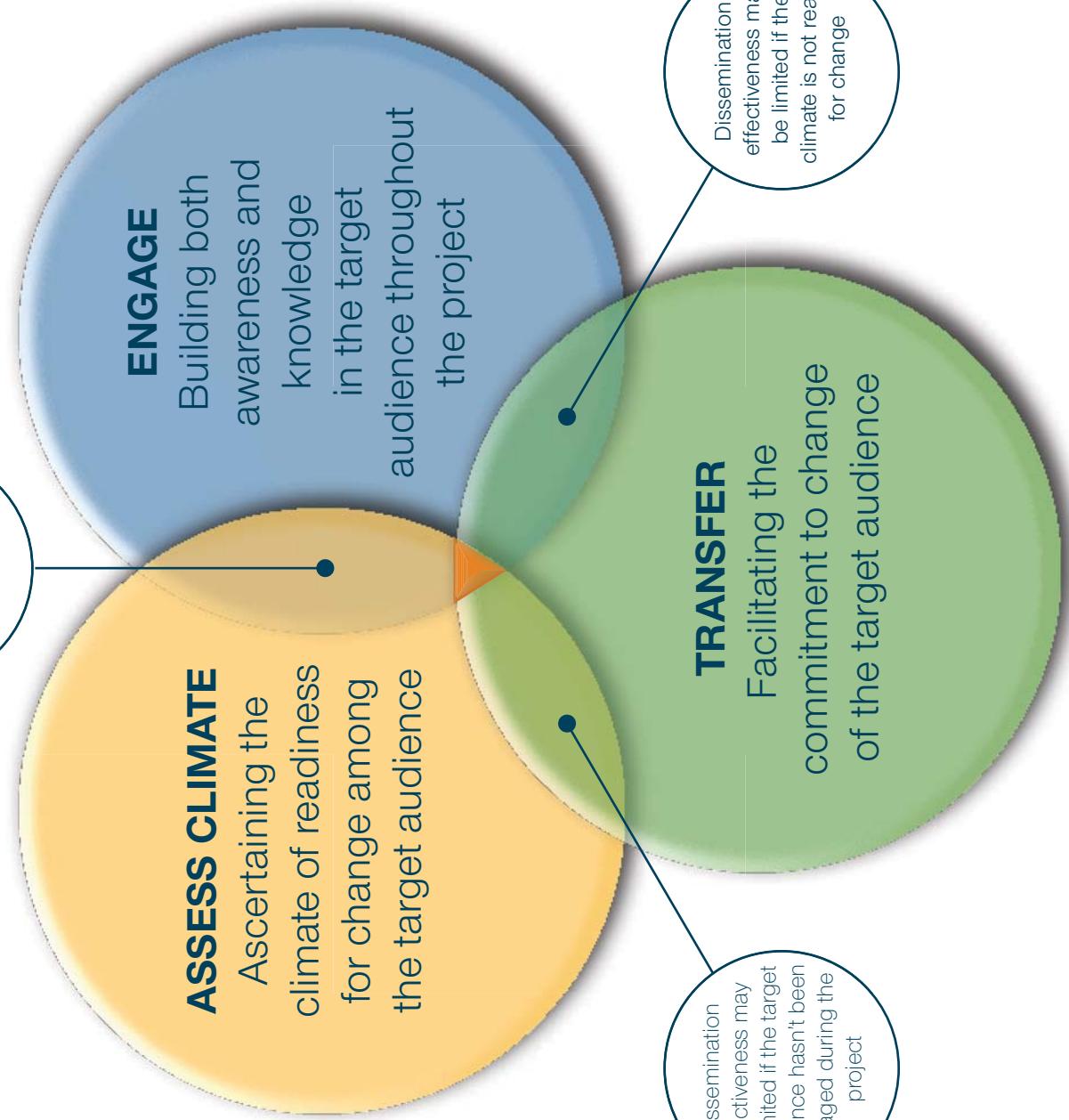
This framework is designed for multiple purposes. It is a planning tool for the proposal development phase. It is an anchor maintaining a focus on dissemination throughout the life of projects. It provides a basis for providing support to prospective applicants, and for the assessment of proposals at institutional and national levels. It is a visual reminder of how dissemination is defined by the Australian Learning and Teaching Council.

The ultimate purpose of dissemination is to achieve uptake, upscaling and sustainability of good ideas, both within the life of the project, and beyond it. This framework, and a range of resources provided by the Australian Learning and Teaching Council through the D-Cubed Project, will support this purpose.

Dissemination is most effective when all three elements are in place, resulting in the greatest possibility of **uptake**, **upscaling** and **sustainability**.



Dissemination effectiveness may be limited if commitment to change is not facilitated



ASSESS CLIMATE

- A willingness to change and readiness to bear costs
- Project is grounded in existing knowledge
- Identification of change agents
- Understanding the culture
- Nature of the project

ENGAGE

- A plan for interaction
- Building positive perceptions
- Cultivating readiness for change

TRANSFER

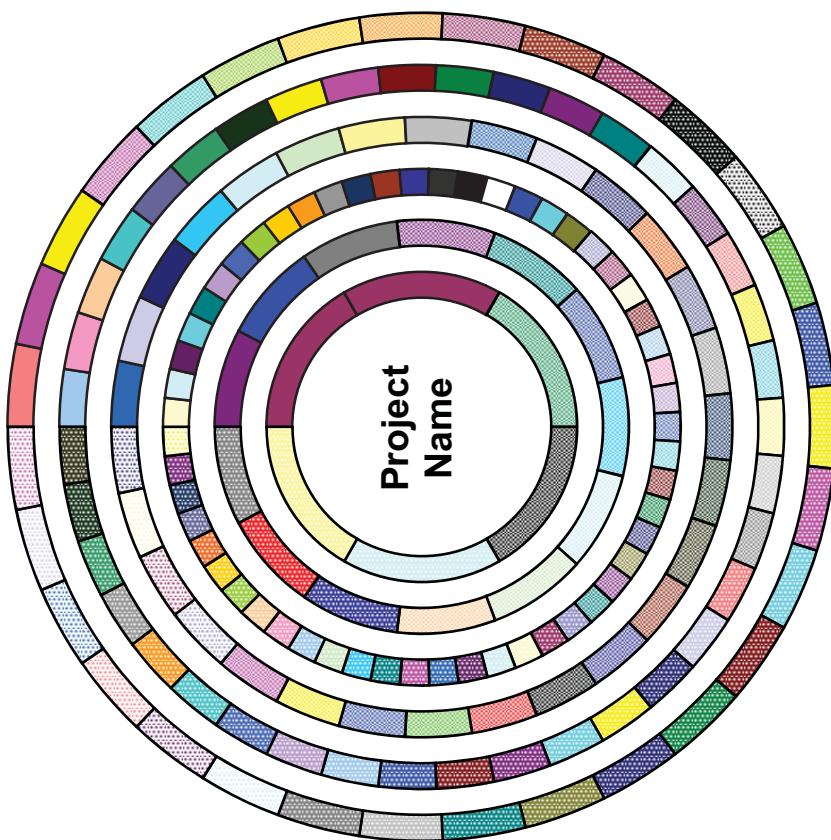
- Articulating the value of the project outcomes
- Supporting adoption by the target audience
- Creating findable records for future adopters
- Nurturing ongoing commitment

Sustainability Decision Making Matrix

(complete one for each major planned dissemination activity)

Sustainability factors	Dissemination activity:	Guiding questions		Your notes	Your weighting
		Guiding questions	Guiding questions		
Immediate costs	What will the immediate costs of dissemination be? Is the dissemination method affordable within budget? Do the likely outcomes justify the expense?				1=not at all sustainable 5=very sustainable
Ongoing costs	What will the ongoing costs of dissemination be? Who will pay for them? Are there risks this funding will cease? Do the likely outcomes justify the expense?				
Immediate effort	How much time will be required to disseminate in this way? Is it realistic within the other project activities?				
Ongoing effort	Is this part of my ongoing research/innovation agenda? Will I have support from my workplace to continue the work? To what degree?				
Immediate findability	Will this activity result in stakeholders being able to immediately access my project findings? Can they access contact information to reach the project team?				
Long-term findability	How quickly will the resource become out of date, and can this be mitigated? In the future, will it be findable through conventional means? Will a google search find it easily? Is this a scholarly output?				
Environmental impacts	Will potential users be able to find, understand and use the findings?				
Longevity	What is the carbon footprint of this activity? Is there a more environmentally sustainable approach?				
	How dependent is this on me retaining my current position and employer?				
					40

Influence Wheel



Rippling out from the centre you see the influence of this program. The more cells in a ring, the more outputs and activities have been completed and the more networking links have been created.

1. Institutional links & activities
2. Industrial links & activities
3. National links
4. National outputs and activities
5. International links
6. International outputs and activities

Climate of Readiness for Change scorecard

Change-readiness

Change-readiness and effective leadership and management

- ✓ ✓ ✓ The project involves key people who can effect change
- ✓ ✓ The host and partner institutions have processes for implementing change
- ✓ Nothing ever comes of good ideas around here

Stakeholders

Stakeholders have identified a need

- ✓ ✓ ✓ A large group of practitioners; the professional organisation; senior management; ALTC; government think the project matters
- ✓ ✓ Your department/school/team thinks the project matters
- ✓ You think this project matters

Literature

The literature identifies a need

- ✓ ✓ ✓ The topic is identified as a critically important area for further work, the project would fill an evident gap in the literature
- ✓ ✓ The topic is gaining momentum in the literature
- ✓ The topic is mentioned in passing in the literature

Evidence

Evidence base shows that there is a need

- ✓ ✓ ✓ There is evidence from entire sector
- ✓ ✓ There is evidence from cross section
- ✓ There is evidence from one site/source



Your 'Climate of Readiness' assessment

For each section, place a dot in the appropriate grid squares below. Connect the dots to create a chart of the current levels of readiness. This will identify areas of strength and areas for development.

Momentum

Momentum for change

- ✓ ✓ ✓ Relevant sector-wide change is already underway and this project can inform it, this project builds on recommendations or other findings from previous projects, there is international momentum for change in this area

- ✓ ✓ The project is of strategic importance for host and partner institutions
- ✓ There's no momentum for change in this area yet

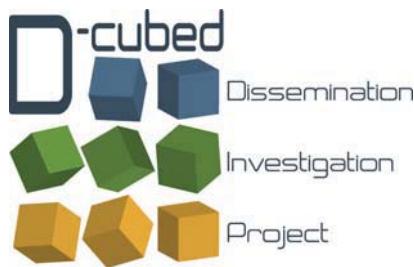
Change

Evidence

Momentum

Stakeholders

Literature



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