

A Review of the
Dissemination
Strategies used
by Projects
Funded by the
ALTC Grants
Scheme

The D-Cubed Guide:

Planning for Effective Dissemination

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This Guide is a project deliverable from **D-Cubed: A Review of Dissemination Strategies used by Projects Funded by the ALTC Grants Scheme**. Other deliverables from the project are: the *D-Cubed Project Final Report*; *Quick Guides for Senior Managers, Assessors and Evaluators, Applicants, and Support Staff*; and sector-wide workshops delivered during 2010. These are available from <http://www.tedi.uq.edu.au/dissemination/>

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We gratefully acknowledge the generous contributions of all those involved in the D-Cubed project.

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June 2011

ISBN 978-1-921856-65-5

Cite as: Hinton, T., Gannaway, D., Berry, B., & Moore, K. (2011). The D-Cubed Guide: Planning for Effective Dissemination. Sydney: Australian Teaching and Learning Council.

FOREWORD



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My career journey in academic development began at a time when the UK, in particular the Higher Education Funding Council for England (HEFCE), was investing considerable resources in nation-wide learning and teaching initiatives. After four years as manager to a project funded through the discipline-based Fund for the Development of Teaching and Learning (FDTL), I shared my experiences of dissemination in a chapter of the book 'A Guide to Staff and Educational Development'. A number of funding programmes in the 1990s and 2000s involved hundreds, if not thousands, of colleagues across the UK and had a major influence on the landscape of learning and teaching, not least the introduction of the UK-wide Learning & Teaching Support Network (LTSN) and its successor, the Higher Education Academy (HEA), and the England and Northern Ireland-based Centres for Excellence in Teaching and Learning (CETLs).

Some of those involved in these initiatives such as myself, Phil Gravestock and Sally Fincher reflected on our practice and shared our experiences through publications and workshops. Various evaluations were conducted at both project and programme level, however, the lessons learnt about dissemination were not systematically investigated or synthesised to support future initiatives. By 2010, despite this massive investment in higher education learning and teaching projects, the literature on the dissemination of resources, experiences and understandings developed by these was still thin and had hardly changed in a decade.

I was delighted, therefore, when in 2009 Deanne Gannaway invited me to be involved in a study to investigate good practice in dissemination of projects funded by the Australian Learning and Teaching Council (ALTC). This study, 'D-Cubed', set out to develop an evidence-informed approach to understanding dissemination and, in doing so, demonstrated a model of good practice in project management, research and dissemination itself.

This guide provides an invaluable and succinct overview of the study including an excellent synopsis of the literature on dissemination, a summary of the key findings, a new model for dissemination, guidance on planning a dissemination strategy and ideas for dissemination activities, and a useful annotated list of related resources. The guide captures, in an accessible and practical way, the rigour of the project and the forward thinking of the project leaders; not only did they identify dissemination theory and practice used in the past but they built on these to develop a new and highly practical framework for dissemination, with associated planning and development tools.

Although the heady days of the late 20th century may be over for many countries in terms of large-scale, national learning and teaching initiatives, and funding for higher education in general is becoming more tightly squeezed, the D-Cubed outputs are still highly relevant. Indeed, they are likely to prove even more valuable as academic developers find themselves having to be more astute in their use of resources and in engaging stakeholders. When I first became involved with D-Cubed I was an independent consultant after having worked at a national level for 11 years; now that I have a position within an institution, the D-Cubed dissemination framework is proving invaluable to support my work in developing a strategy for academic development in an ever-changing higher education environment. This guide is unique and timely, and I highly recommend it to all colleagues who are engaged in sharing practice on learning and teaching at any scale, local national or international.

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GLOSSARY OF TERMS

Change enablers	People who can increase the likelihood of embedding, upscaling and sustainability of project outcomes.
Climate of readiness	The existence of “a fertile environment [which] nurtures a climate of risk taking and systematic change [which are] essential conditions for successful innovation and dissemination” (Southwell, Gannaway, Orrell, Chalmers, & Abraham, 2005, p. 53).
Deliverables	The tangible products that a project produces and seeks to disseminate to others, as a core aspect of the project.
Dissemination	The planned process of understanding potential adopters and engaging with them throughout the life of the project, to facilitate commitment to sustained change.
Dissemination activities	The individual actions by which aspects of the project are disseminated to others, for awareness, knowledge, and action.
Dissemination strategy	The intentionally-developed approach to dissemination of a particular project which includes identification of targeted potential adopters, an assessment of the climate of readiness for change, planning how engagement will be built throughout the project, and enabling transfer of project outcomes.
Embedding	“The engagement of an innovation in the local process and perhaps the modification of policies, procedures and structures to accommodate the new practice” (Southwell et al., 2005, p. 81).
End-users	People for whom the innovation is designed, such as students.
Engagement	The authentic involvement of targeted potential adopters by including them in the evolution of the project findings throughout the project.
Innovation	“an idea, product, process or service that adds value, is useful or transforms current practice in the context to which it is applied. ‘First-generation innovators’ are those who do or create something new or different. ‘Second-generation innovators’ are those who take an innovation from one context and replicate, adapt or transform it for use within a new context” (Southwell et al., 2005, p. 2).
Outcomes	A term to describe the overall influence of the project, including tangible results such as project findings, recommendations and deliverables as well as less tangible results such as cultural change.
Stakeholder	Anyone with a stake or interest in the project.
Sustainability	“The continuation of benefits after project funding has ceased” (Joyes, Turnock, Cotterill, & Banks, 2009, p. 131).
Targeted potential adopters	People with whom the project seeks to engage and to whom project deliverables are transferred for the purpose of change.
Transfer	The processes undertaken to maintain momentum and impact beyond the funded life of the project and beyond the project team.
Upscaling	Influencing practice beyond the project’s initial site or scope.

ABOUT D-CUBED

In late 2009, the Australian Learning and Teaching Council (ALTC) funded a special project to determine to what extent the promoted dissemination strategies had led to the effective dissemination and consolidation of outcomes of completed ALTC Grants Scheme projects in the period 2006 to 2009.

This project was led by Deanne Gannaway (The University of Queensland) and Tilly Hinton (University of the Sunshine Coast), and supported by Project Officer, Kaitlin Moore, and Research Officer, Dr Bianca Berry. The project team also drew extensively on the knowledge and experience of project consultants Associate Professor Jo McKenzie and Dr Deborah Southwell; Senior Executive Reference Group members Professor Marnie Hughes-Warrington, Associate Professor Peter Hutchings, and Professor Ronald Oliver; and external evaluator and critical friend, Dr Helen King.

The name D-Cubed is a reference to this project being the third project funded to inform the ALTC's approach to dissemination of grants. The first two projects were 'Dissemination, Adoption and Adaptation of Project Innovations in Higher Education' (McKenzie, Alexander, Harper, & Anderson, 2005) and 'Strategies for Effective Dissemination of Project Outcomes' (Southwell et al., 2005). The logo depicts rows of coloured blocks that symbolise the three projects.

The project adopted an illuminative evaluation approach that was characterised by a high level of engagement and collaboration with potential adopters: the ALTC and those developing and supporting the development of future grant proposals. Illuminative evaluation is primarily concerned with description and interpretation of a particular phenomenon, making use of a range of data sources (Parlett & Hamilton, 1977). This approach resulted in analysis of:

- Completed project final reports
- Project websites and ALTC Exchange pages
- Interviews with initiators (individuals who had institutional experience in the development of the ALTC Dissemination Framework)
- Interviews with innovators (project leaders of completed ALTC projects)
- Interviews with implementers (individuals charged with the authority to implement learning and teaching strategy)
- Two online surveys targeted at (i) team members of completed ALTC funded projects, and (ii) project leaders of currently-funded ALTC projects
- Feedback from workshops with potential adopters on the D-Cubed resources
- Extracts from completed project part 2 reports (reports outlining the project outcomes, deliverables and dissemination activities)
- Completed project evaluation reports

ABOUT THIS GUIDE

Drawing on the evidence emerging from the project, this booklet is a how-to guide for project teams and others seeking an evidence-based approach to building dissemination into project design.

It explores some key literature, provides a brief overview of D-Cubed project findings, introduces the D-Cubed Dissemination Framework, works through the development of a dissemination strategy and selection of dissemination activities, and provides a number of resources that address aspects of dissemination design. The *D-Cubed Project Final Report* and the *Quick Guides* (available from <http://www.tedi.uq.edu.au/dissemination>) provide interested readers with additional information on dissemination, and on the project itself.

WHAT IS KNOWN ABOUT EFFECTIVE DISSEMINATION?

Dissemination literature

The dissemination literature outlines a number of critical points for consideration. A full literature review and reference list can be found in the *D-Cubed Project Final Report* or is available for download from <http://www.tedi.uq.edu.au/dissemination/>. Here are some useful highlights from the literature:

Importance of targeting

Studies have shown that the following attributes are pivotal in order for dissemination to be effective:

- The target audience is aware of the project, its aims, and its outcomes (Fincher, 2000; King, 2003)
- There is demand for the outcomes (King, 2000), as change has to come from the end-user (Fincher, 2000)
- There is a match between the outcomes and the user (Greenhalgh et al., 2004; Rohrbach, D'Onofrio, Backer, & Montgomery, 1996; Westbrook & Boether, 1995)
- The outcomes are seen to have some value (Beaudry, Regnier, & Gagne, 2006; Benneworth & Jongbloed, 2010; Goorden, van Lieshout, Wubben, & Omta, 2008)

Processes of dissemination

Rabin, Brownson, Haire-Joshu, Kreuter, and Weaver (2008) note that processes of dissemination and implementation of interventions occur as a series of successive phases rather than as one event. A number of studies have developed models of dissemination to ensure effective and successful dissemination of innovations. Figure 1 represents the variety of ways in which dissemination processes have been considered in the literature.

	AWARENESS-BUILDING AND INFORMATION PROVISION RELATED TO PROJECT OUTCOMES	DEVELOPMENT OF UNDERSTANDING, THROUGH ENGAGEMENT, TO SUPPORT USE OF PROJECT OUTCOMES	ENCOURAGEMENT AND ONGOING SUPPORT OF USE, TRANSFER, AND EMBEDDING OF PROJECT OUTCOMES
<i>McKenzie's (2006) Ways of experiencing dissemination</i>	Dissemination as distributing project products or information	Dissemination as others using the project outcomes	Dissemination as spreading and embedding project impacts
	Dissemination as telling others about the project		Dissemination as an ongoing, two-way process aimed at bringing about a change in the culture of teaching and learning
<i>McKenzie et al.'s (2005) Ways of experiencing dissemination</i>	Dissemination as distributing project products or information	Dissemination as a means to the end of particular outcomes	Dissemination as an ongoing two-way process
<i>King's (2003) Objectives of dissemination</i>	Dissemination for awareness	Dissemination for understanding	Dissemination for action
<i>Gravestock's (2000) Purposes of dissemination</i>	Dissemination for awareness	Dissemination for understanding/knowledge	Dissemination for action/use
<i>Fincher's (2000) Objectives of dissemination</i>	Dissemination for awareness	Dissemination for knowledge	Dissemination for use
<i>Patterson & Conner's (1982) Stages of change</i>	Inform (Contact, Awareness)	Educate (Understanding, Positive Perception)	Commit (Adoption, Institutionalisation, Internalisation)

Figure 1. A synthesis of the literature pertaining to the processes of dissemination

Conceptions of and conditions for effective dissemination

In the project 'Dissemination, Adoption and Adaptation of Project Innovations in Higher Education', McKenzie et al. (2005) examined ways of experiencing the dissemination of teaching and learning innovations. McKenzie and Alexander (2006) went on to extend the understandings of dissemination in the learning and teaching field. Five categories of dissemination conceptions emerged from the analysis, building on the three offered in the original report. These conceptions are:

- Dissemination as distributing project products or information
- Dissemination as telling others about the project
- Dissemination as others using the project outcomes
- Dissemination as spreading and embedding project impact
- Dissemination as an ongoing two-way process aimed at bringing about change

The Southwell et al. (2005) project 'Strategies for Effective Dissemination of Project Outcomes' proposed five conditions that must be present to ensure successful dissemination. These conditions are:

- Effective multi-level leadership and management
- Climate of readiness for change
- Availability of resources
- Comprehensive systems in institutions and funding bodies
- Funding scheme design

Questions for dissemination planning

King (2003) poses a useful series of questions that reflect a process-focused approach to dissemination. These can be useful overarching questions to consider whilst working through the D-Cubed resources contained in this guide.

- *What* do you want to disseminate?
- *Who* is your target audience?
- *Why* do you want to disseminate?
- *How* are you going to do it?
- How might you *involve* your target audience throughout the process?
- Have you allowed time for *evaluation, reflection* and *replanning*?
- How will you know that your dissemination has been *successful*?

(Questions taken from King, 2003, p. 89)

Reading more about dissemination

There is plenty to read about dissemination, should you wish to delve more deeply.

The Bibliography Resource (page 40) provides summaries and links for a small selection of useful readings.

D-cubed project findings

In a nutshell, D-Cubed found that ALTC-funded projects had disseminated their findings in a rich variety of ways but that significant opportunities existed for a new approach to dissemination that would increase opportunities for achieving productive change in learning and teaching. The project findings are detailed in the *D-Cubed Project Final Report*, and are summarised here.

Findings that inform project design

Traditional avenues

The most popular method of communication of project outcomes remains traditional academic modes such as conference presentations, book publications and publication in academic journals and conferences.

Challenges of online

A web presence is a common dissemination activity, but its potential impact is limited due to maintenance issues after the project concludes.

Whole of project

There is an espoused understanding amongst grant recipients that dissemination activities occur during the life of the project, rather than after the project concludes.

Need for strategy

Dissemination is commonly described as a collection of atomistic activities, rather than as a clearly planned strategy designed to achieve a particular purpose.

Problematic transfer

ALTC grant holders tend to equate the end of the grant with an end of their involvement in that topic, possibly as a result of ALTC project work being viewed as an additional workload.

Potential adopters

Projects that have successfully embedded and upscaled have identified and engaged with potential adopters from the outset.

Climate of readiness

Project leaders grapple with identifying, articulating, and responding to or developing a climate of readiness for change.

Change enablers

Successful dissemination strategies have multiple layers of change enablers who facilitate dissemination.

THE D-CUBED DISSEMINATION FRAMEWORK

We define dissemination as: **The planned process of understanding potential adopters and engaging with them throughout the life of the project, to facilitate commitment to sustained change.**

The D-Cubed project developed a new dissemination framework to support project teams to disseminate project outcomes more effectively. The D-Cubed Dissemination Framework was designed to reflect this definition, as well as take into account project findings and concepts from existing models of dissemination.

The framework consists of three interlocking elements—assess climate, engage, and transfer – and indicates that dissemination is most effective when all three elements are in place.

The framework has been designed for three different uses—as a project planning framework, a project reflection framework, and as a scaffold for assessors and external evaluators. **The framework is illustrated in Figure 2.**

Dissemination Framework

Dissemination is the planned process of understanding potential adopters and engaging with them throughout the life of the project, to facilitate commitment to sustained change.

Assess climate of readiness for change

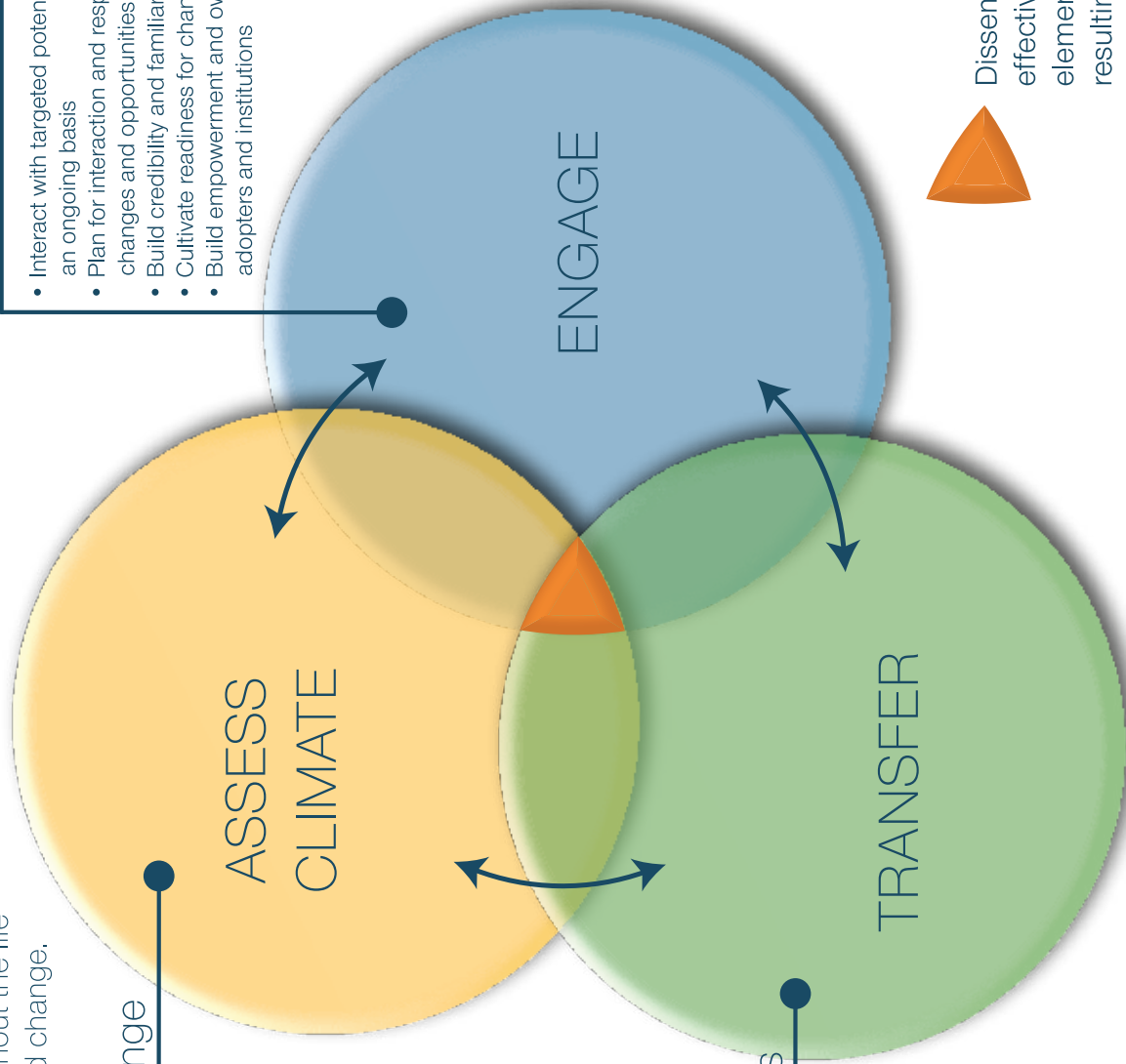
- Understand the intended impacts and perceived benefits
- Address an evident need
- Consider the feasibility of project implementation
- Ensure the project is grounded in existing knowledge
- Identify targeted potential adopters
- Identify potential change enablers
- Understand the culture and structures of institutions
- Ascertain a willingness and ability to change including readiness of leadership to bear resourcing costs.

Enable transfer of project outcomes

- Make the outcomes adaptable
- Make the outcomes findable
- Determine the capacity of the project to provide ongoing support
- Articulate the value of the project outcomes
- Nurture ongoing commitment, ownership and capacity to adopt

Engage throughout the project

- Interact with targeted potential adopters on an ongoing basis
- Plan for interaction and respond to changes and opportunities
- Build credibility and familiarity
- Cultivate readiness for change
- Build empowerment and ownership in adopters and institutions



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

Figure 2. The D-Cubed Dissemination Framework

Assess climate of readiness for change

For a project to be successful, people and systems need to be ready to change, or at least able to be convinced that change is worthwhile.

The climate of readiness for change is a crucial component of effective dissemination. It is the existence of “a fertile environment [which] nurtures a climate of risk taking and systematic change [...] essential conditions for successful innovation and dissemination” (Southwell et al., 2005, p. 53). To be most effective, assessing the climate occurs at the planning stage, and is revisited frequently throughout the project.

When you address this element, you might wish to consider the following: ·

- *You understand the intended impacts and perceived benefits of your projects outcomes and deliverables*, including being aware of potential risks and limitations that may cause concern for potential adopters. This means taking a candid look at what the project aims to achieve and how radical or conformist it is.
- *You address an evident need* that is evident in a broader context than for the immediate project team. You might determine this through consultation with the sector or through observation and evidence of recent trends in practice or policy. It's not enough to identify a need, the need has to be recognised by the targeted potential adopters.
- *You consider the feasibility of project implementation* in contexts broader than your immediate context. These might include consideration of what policy, costs, copyright or infrastructure restrictions may be in place. The targeted potential adopters need to be able to respond if change is going to occur.
- *You ensure the project is grounded in existing knowledge* and that a detailed literature review is conducted. This has considerable benefit in providing common ground on which to build and if a project is grounded in existing knowledge built or couched on the familiar, it is not perceived to be completely alien.
- *You identify targeted potential adopters* at the project design phase. These are people with whom the project seeks to engage. These are the people you want to take up your project outcomes, who will make the deliverables available for the students (or similar) to use. Consider the number of potential adopters in an organisation: the greater the density of adopters, the less the perceived risk of adopting by non-adopter.
- *You identify potential change enablers* as soon as possible. These are key stakeholders who will actively support and “champion” change within the institution. These people ideally operate on multiple levels and might include, for example, early enthusiasts at the coalface, the Head of School who can make funds available and

the Deputy Vice Chancellor (Academic) who can support policy and infrastructure changes.

- *You understand the culture and structures of institutions* you intend to ultimately adopt or adapt your project outcomes. This includes your own institution. For example, some institutions work better through bottom-up approaches from the faculties while others work better through a top-down approach from senior management. Understanding this aspect will help you identify those who you need to engage with and who you need to involve in the project implementation.
- *You ascertain a willingness and ability to change including readiness of leadership to bear resourcing costs.* An institution that has been subject to continuous change is unlikely to be willing to adjust to additional change. Projects that are not aligned to the strategic directions of the organisational structure in which you are working are less likely to exist beyond the project end date.

Engage throughout the project

Effective dissemination can't be an afterthought, and it needs to occur throughout the project. Engaging with targeted potential adopters throughout the project is the second crucial element of dissemination. To achieve this invites authentic involvement of targeted potential adopters and includes them in the evolution of the project findings, to have "mind changing encounter[s] [not] to articulate your own point of view but rather to engage the psyche of the other person" (Gardner, 2004, p. 163). To be most effective, engagement is planned for, and takes place throughout the life of the project, not merely at the project's end.

When you address this element, you might wish to consider the following:

- *You interact with targeted potential adopters on an ongoing basis.* This interaction may take multiple forms and the lessons from past projects suggest that the more forms these interactions take, the better, as different modes of communication and interaction appeal to different people at different times. These interactions could vary widely, to include newsletters or participation in regular meetings to data collection activities such as focus groups. Remember that your targeted potential adopters are those who you want to take up your innovation: the teachers who make the technology available for their students; the curriculum designers who will review their curriculum to include your pedagogy; the academic developers who will offer academic leadership programs; and the senior managers who will adopt the findings of your research.
- *You plan for interaction and responding to changes and opportunities* within the initial project proposal. This means that you include dissemination activities as budget items and that you also include a process for monitoring the effectiveness of your dissemination

strategy as a part of your evaluation strategy. Consider how you will know if you are reaching the correct people and how you might adjust your project activities if you are not.

- You *build credibility and familiarity* of the project outcomes. There is a suggestion that potential adopters are more likely to adopt innovations and project outcomes if they are familiar with the project. Ensure that you are using language, structures and styles that will be familiar and if they are not, ensure that there is adequate opportunity for potential adopters to grow familiar with them across the life of the project so that end results will not be new and unfamiliar.
- You may need to *cultivate readiness for change* if it appears that the need for change is not as obvious for your targeted potential adopters.
- You can *build empowerment and ownership in adopters and institutions* through ensuring that your targeted potential adopters have some sense of ownership of the project outcomes. You can achieve this through ensuring that they have input into project outcomes and that they can see the ready application into their contexts from early on in the project.

Enable transfer of project outcomes

Transfer describes the processes undertaken to maintain momentum and impact beyond the funded life of the project and beyond the project team. It is concerned with sustaining the influence of the project in the long term. The considerations for enabling transfer of project outcomes are listed within the framework.

When you address this element, you might wish to consider the following:

- You *make the outcomes adaptable* by ensuring that the deliverables can be translated into the context of the targeted potential adopters. Project outputs are viewed more favourable when they are presented in familiar disciplinary or institutional language and formats. The process of translation also encourages a sense of ownership which further facilitates adaptation.
- You *make the outcomes findable* beyond the immediate end date of the project. This implies ongoing support in the form of having materials that can be found, are maintained so they remain relevant and are in a format that is usable for your targeted potential adopters.
- You *determine the capacity of the project to provide ongoing support*. You should consider during the early stages of the project how much time you will be able to devote beyond the project life. Typical

activities post project include responding to invitations to facilitate workshops and other activities, attending conferences, developing publications and dealing with queries from interested parties outside of your targeted potential adopters group who have stumbled onto your work. Ensure that this aspect of your workload is acknowledged in your workload agreements or that, at the very least, your supervisor and your colleagues are aware of your continued involvement.

- You *articulate the value of the project outcomes* through scholarly outputs that are evidenced-based and offered for critique by peers and experts. Cases and examples of successful implementation and/or adoption are more likely to encourage further adoption by other groups.
- You *nurture ongoing commitment, ownership and capacity to adopt* beyond the life of the project to keep awareness of the project outcomes.

Embedding and upscaling leading to sustainability

Sustainability is “the continuation of benefits after project funding has ceased” (Joyes et al., 2009, p. 131). The D-Cubed model of dissemination, which the framework expresses, suggests that sustainability is reached through embedding and upscaling. Embedding institutionalises the change that the project seeks to make and upscaling takes the change into another context or setting. The framework proposes that sustainability is best achieved by paying attention to climate, engagement and transfer.

PLANNING YOUR DISSEMINATION STRATEGY

Your **dissemination strategy** is the planned approach that you take to the dissemination of your project. It consists of an *assessment of the climate of readiness for change*, a plan regarding how *engagement* will be built throughout the project and a plan for *transfer* of project outcomes. The dissemination strategy that you devise will then inform the selection of appropriate **dissemination activities**, and help you to determine when and how to do them.

Here are some prompts to support you in developing the dissemination strategy for your project:

WORKING THROUGH THE FRAMEWORK

Making a plan

The Dissemination Framework (see Figure 2. *The D-Cubed Dissemination Framework*) is the scaffold for thinking about a dissemination strategy. *The Planning a Dissemination Strategy Resource* (page 37) gives you a number of question prompts, and a blank planner, for articulating your strategy and activities.

Assess climate

The foundation for your strategy will be an understanding of *what* the project is for, *who* it will target and *whether* they (and the systems in which they work) are ready for change. *The Target Resource* (page 32) and *the Climate of Readiness Resource* (page 33) may be useful to frame your thinking.

Engage

Project-long engagement means planning for fruitful interaction with targeted potential adopters, and building it into your project design. This element is not about communicating everything to everyone, but about being targeted and strategic in your approach. *The Budget Resource* (page 34) may be useful to consider some implications of various dissemination activities.

Transfer

It's important that your dissemination strategy includes the processes you'll put in place to maintain momentum and impact beyond the funded life of the project and beyond the project team. *The Sustainability Resource* (page 36) may be useful to evaluate the sustainability of your planned dissemination strategy in terms of effort, cost, findability and the environment.

Embedding and upscaling leading to sustainability

Think about what *embedding* and *upscaling* will look like in the context of your project, and how (when looking back) you would know that the project had been sustainable. With this end in mind, you're in a good position to make decisions about the most appropriate dissemination strategy for your project.

DISSEMINATION IN PRACTICE

– a working example

The D-Cubed project carried with it a particularly strong imperative to model effective dissemination, and to reflect deeply upon the dissemination decisions we made throughout the project. Here is an overview of our dissemination strategy. This table includes both aspects that were planned at the outset and others that emerged throughout the project.

D-Cubed had two primary targeted potential adopters: the ALTC itself, and prospective applicants (and those who support them). Our strategy, therefore, has been built primarily for these two groups; to assess their readiness, build engagement, and transfer project outcomes.

The collaborative nature of the illuminative evaluation methodology engendered a high level of stakeholder engagement. Also, the project team was able to capitalise on existing connections with staff responsible for supporting grant applicants in universities throughout Australia, including academic developers, those involved in the Promoting Excellence Initiative (PEI), and members of the Council of Australian Directors of Academic Development (CADAD). It also included building new connections with prospective applicants.

Assess the climate of readiness

- D-Cubed's intended impacts were identified as 1) evidence-based changes being recommended to the ALTC, and 2) prospective applicants using D-Cubed resources to support the dissemination aspects of their ALTC grant proposals.
- The special call for grant applications to evaluate dissemination effectiveness signaled that it addressed a perceived need, as did the content of assessors' feedback reports (which identified that dissemination was a prevalent concern) and discussions with PEI colleagues (who confirmed that prospective grant applicants frequently sought support regarding dissemination).
- Targeted potential adopters were identified as the ALTC and prospective grant applicants (and staff who support them).
- Enablers of change were identified and invited to be involved in the project, such as members of the Senior Executive Reference Group and PEI staff.
- Culture and structures were explored through the observe phase of illuminative evaluation methodology.
- The grant signaled the ALTC's willingness and ability to change.
- Prospective applicants' readiness was tested through workshops and PEI interactions.
- Costs of producing the deliverables were built into the project budget.

Engage throughout the project

- Interactions with targeted potential adopters were planned and carried out throughout the project, such as a regular project newsletter.
- Workshops were facilitated early in the project, and sought extensive participant feedback on the framework and planning resources.
- Invitations were taken up to present the D-Cubed work to colleagues.
- The project team worked to build credibility and familiarity with targeted potential adopters, stakeholders and change enablers.
- The project team worked with the Senior Executive Reference Group, and in PEI and prospective applicant workshops, to foster ownership and engagement with the project and its outcomes.

Enable transfer of project outcomes

- Resources have been published in an accessible file format so end-users can adapt them as required.
- Negotiations have ensured that all project deliverables will be available on the ALTC website at the end of the project.
- The deliverables of D-Cubed will be distributed widely in the sector, both nationally and internationally.
- Deliverables have been developed to stand alone, not requiring particular ongoing support from the project team.
- The value of the D-Cubed deliverables has been articulated through a range of channels to build ownership and capacity to adopt.
- A presentation has been made to the peak body for academic development units (CADAD) about the project.
- Discussions with the ALTC have been ongoing regarding the embedding of D-Cubed project outcomes.

Table 1: Overview of the D-Cubed dissemination strategy and activities



Piquing interest at conferences

Branding is an essential dissemination strategy providing a memorable image of the project as well as a sense of belonging for participants.

Our project name was more than an acronym: the word is a double play on the meanings around the topic of the project. The “enroled” theme proved very adaptable. Variations of the slogan were developed for different purposes (eg enroled in e-learning). The final showcase continued the metaphor by adopting the format of a Masked Ball: unmasking academics who design online role plays.

The logo, developed by Adam Orvad at University of Wollongong, was designed to be flexible: the “O” was sometimes a smiley face, sometimes a head wearing coloured De Bono hats, sometimes more serious and mysterious as in the join-the-dots version displayed here.

Badges were a low-cost and light-weight marketing tool that were issued at conferences and events. Being wearable, they are more visible than a leaflet, bookmark or postcard and were highly sought after as many wanted to be seen to be “in the club”, especially as the badge leaves to the imagination what the club is about. Badges were produced in different colours for forming break out groups at workshops using colour coding.

Source: Sandra Wills, University of Woollongong
Project: ‘Project EnROLE - Encouraging role based online learning environments’

CHOOSING YOUR DISSEMINATION ACTIVITIES

There are countless ways to disseminate. This section steps you through the activities that we found to have been used by project teams when we investigated how projects had disseminated throughout the sector. The list is in alphabetical order for ease of reference. It isn’t designed to be a checklist. Rather, we recommend that you use the list to choose the activities that best suit your dissemination strategy, rather than attempting to include all of them. The *Planning a Dissemination Strategy* resource can help identify appropriate tools for different project stages. It’s worth noting that other project activities are also likely to have a dissemination effect. For example, data collection activities that involve targeted potential adopters or change enablers will, coincidentally, promote the project and encourage people to become involved in engaging with, and responding to, the project outcomes.

Branding

Branding is the process of developing and marketing a project brand or identity to increase people’s familiarity with your project, which is particularly important given the volume of information that your targeted potential adopters, and your broader audience, are exposed to every day. Branding doesn’t, in itself, increase people’s understanding of the project though, so it’s an activity that needs to be coupled with other activities to ensure that awareness shifts to deeper engagement. Branding can provide a short-hand way of referring to your project, and creates a recognisable project identity.

Consider the development of a logo, consistent use of colours, the creation of products such as brochures, bookmarks, posters, badges, and magnets, and the use of a brief, catchy project name.

You might find it useful to work with your university’s marketing department, employ a graphic designer, or consult with colleagues in the marketing discipline, to develop your brand image.

Conferences

Presenting at conferences can be a powerful way to engage with targeted potential adopters, and your broader audience, throughout the life of the project. As well as the obvious ways that presenting at a conference brings your work into the public domain, many people told us about the productive incidental connections they made through informal conference conversations, attending sessions in similar cognate areas, and sharing ideas between sessions and at conference social events. Conferences are also useful places to distribute resources and to raise awareness.

Consider which presentation formats best suit the stage that your project is at. For example, early in the project life you may convene a conference special interest group or roundtable, whereas towards the end of your project, a refereed paper or invited keynote may be more appropriate.

You might find it useful to develop a conference involvement plan for your project that maps out target conferences, identifies suitable presentation types, and allocates writers and presenters from the project team.

Email lists, discussion forums, and other social networking tools

Online communication tools – such as email lists, discussion forums, and Web 2.0 technologies – provide opportunities to connect with targeted potential adopters, to broadcast your project work, and to foster conversations amongst people with an interest in your project. One of the most important decisions to make is how you will ensure that sufficient activity occurs in the online environment to keep people interested and to represent an up-to-date perspective on your project.

Consider whether it is more effective to communicate through an existing “community” or to create a new space especially for your project. For example, if your discipline already has an established listserv with high membership numbers, that is probably a more productive way of reaching a large audience through email, rather than creating, promoting and sustaining your own project-specific listserv.

You might find it useful to consult educational designers or IT academics at your institution to gain up-to-date expertise about which online communication tools are best suited to your project needs.

Sharing resources electronically

A set of USB memory sticks containing key resources related to the pedagogy of, and effective utilisation of, remote laboratories. These memory sticks were distributed widely to participants in a number of key conferences and workshops ... and included:

- Resources associated with a number of existing remote laboratory implementations
- Copies of key references in the field
- The literature review of a the field (included in this report)
- Copies of the student response survey instruments developed as part of this project
- Materials from the AAEE workshop on remote laboratories”

Source: Final report authored by Low, Murray, Li, & Lindsay, 2008, p.13

Project: ‘Remotely accessible laboratories: Enhancing learning outcomes’

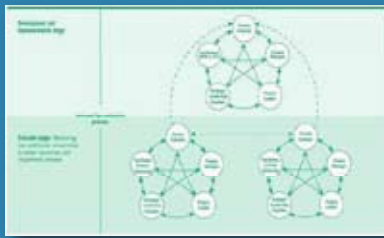


Spreading the word by email

We sent out an email advertising the Peer Instruction (PI) in the Humanities website to the a-phil email list. This is a subscriber email list for people working in philosophy in Australasia. One recipient then forwarded the email on our behalf to the European philos-I email list. Since then, the email has also been posted on the fa.philos-I usenet discussion group, where one user has already posted a favourable review of the website. Both lists have a very large subscription (exact figures are not available, but we would estimate 200-300 subscribers to the a-phil list and at least twice that for the philos-I list). The email seems to have generated a great deal of interest. In the two days after the email went out, we received a total of 194 new visitors to the webpage. A description of PI along with a reference to our website has also now appeared on an elearning wiki website at the University of Sydney. Advertising the website on these email lists therefore appears to have been a very successful dissemination strategy. As a result, a very large number of potential adopters will now be aware of PI and of the resources and help available on the website.

Source: Final report authored by Butchart, Handfield, & Bigelow, 2007, p.22

Project: ‘Peer instruction in the humanities’



Developing leadership capacity

This project investigated the development and trial of a Leadership Capacity Development Framework (LCDF) for teaching and learning in higher education. The primary aim of the project was to assess the relevance and validity of the LCDF in developing leadership capacity. Four Australian universities were involved in the initial project. In the first stage the LCDF was trialed in two universities that were similar in size, regional positioning, and current mission i.e. developing a teaching and learning intensive culture within a research-intensive culture. In the second stage, two additional universities trialed a refined LCDF using a 'cascade approach', whereby the facilitators and participants from the first stage universities mentored and supported the second stage universities.

Source: Final report authored by Lefoe, Parrish, Hart, Smigiel, & Pannan, 2008, p. 1

Project: 'The development of leadership capacity in higher education'



Making ideas visual

The EMAP Team developed four draft heuristics to express various aspects of curriculum transformation toward embedded delivery of graduate attributes in undergraduate engineering."

"...during the middle part of the project, it became very obvious that the ideas we were trying to disseminate needed to be colourful, diagrammatic and have high impact. We had not budgeted for a graphic designer and needed to adjust our budget to accommodate graphic design work. The posters produced by Adam Orvad at UOW's CEDIR became a very important part of the communication element of EMAP's work. High-end, intelligent graphic design is an important part of communicating and sharing outcomes.

Source: Final report authored by Carew et al., 2009, p. 20

Project: 'Teaching and assessing meta-attributes: Identifying, developing and disseminating good practice'

Funding sub-projects at other institutions, mentoring, and participatory dissemination

A common approach to building shared ownership of project outcomes is to allocate project funds to sub-projects at other institutions, or to involve targeted potential adopters in carrying out aspects of the project and sharing project outcomes with others. Examples include co-opting targeted potential adopters to administer surveys and undertake interviews, cascading participation outward through clusters of participants and state-based networks, and providing train-the-trainer opportunities.

Consider ways to ensure the right balance between involving others and maintaining a strong project core. The more people and institutions that are involved in your project, the more complex project management and governance can become. On the upside, funding sub-projects offers an opportunity to test project ideas in a diverse range of settings, as well as building broad ownership, which can certainly be worth the effort.

You might find it useful to devote some time to collaboratively developing a realistic budget for sub-projects. There are multiple budget and project management matters to consider, so we suggest seeking input, clarifying expectations, and building a budget model early in the project planning process.

Guides and teaching materials

Materials that synthesise findings and provide ready-to-use resources – which may be produced in print, electronic and online formats – support implementation by enabling transfer of project outcomes. Examples from past projects include guidelines, practitioner booklets, toolkits, registers of good practice, teaching modules, a self-review framework, a facilitator's guide, resource book, and question banks.

Consider creating the materials in such a way that they are both findable and adaptable for immediate and future adopters. The practical nature of guides and teaching materials means that they are prone to becoming outdated, so if you provide the documents in such a way that adopters can update and customise them, you increase their usefulness, and their longevity.

You might find it useful to review your plans for producing guides and teaching materials throughout the life of the project to make sure that what you've planned is still compatible with the needs that emerge as you engage with your targeted potential adopters.

Influencing policy

Using project findings to influence policy development can support ongoing commitment and ownership. Findings are able to be embedded in institutional or government ways of operating that are articulated in policy. While this dissemination activity was not widely used across the projects examined by D-Cubed, it has considerable potential in embedding, and therefore sustaining, project outcomes.

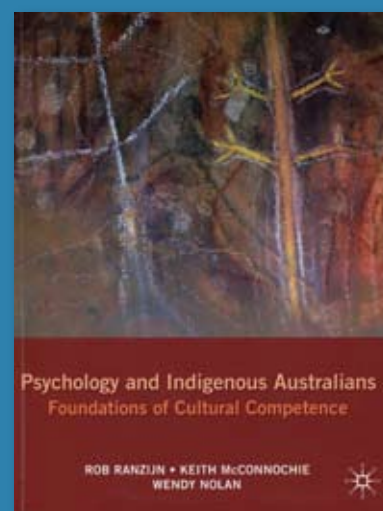
Consider the types of policy that your project seeks to influence. For example, the nature of your project might be best suited to influencing policy change in the state or federal government context, or that of professional bodies, or policy at the whole-of-institution, or faculty, level within one or multiple institutions.

You might find it useful to draw upon people with expertise in policy development, and also learning and teaching leaders such as pro vice-chancellors (learning and teaching) and committee chairs. Their understanding of the process and dynamics of policy development will be invaluable.

Journal articles and book chapters

Publishing journal articles, book chapters, or even entire books, is a prevalent, and valuable, dissemination activity. It allows people to access detailed, scholarly accounts of your project findings and contributes to the body of knowledge about your project topic which can then influence practice on a broad scale. Obviously, there are other benefits of being published in terms of career progression and research impact.

Consider factoring in the lag time between submission and publication into your dissemination strategy. Often articles or chapters will not be in the public eye until after the project concludes so incorporating other activities to engage throughout the project and enable transfer of project outcomes is an important consideration. You might find it useful to work as a team to plan and



Getting published

We were actually approached by Cambridge Scholars Publishing (UK) to produce this book, which is an edited collection of the proceedings of the 2007 conference 'Psychology and Indigenous Australians: Teaching, Practice and Theory'. The conference itself was part of our ALTC project.

The approach by the publisher indicates that the topic of our project is of international interest. We were also approached by another publisher, Palgrave Macmillan, after a symposium we presented on our work at the National Conference of the Australian Psychological Society in 2007. This resulted in a textbook for university students entitled 'Psychology and Indigenous Australians: Foundations of Cultural Competence' (Ranzijn, McConnochie and Nolan, 2009).

Source: Rob Ranzijn, University of South Australia Project: 'Disseminating strategies for incorporating Australian Indigenous content into psychology undergraduate programs throughout Australia'

strategise about how you will build publications into your project activities and your ongoing scholarly work. A mentor who is well-published in a related field may be especially useful to developing and refining your approach.

Remember that scholarly publications are also important to sustainability. At what stage will you publish outcomes of your project? Which journals will you target? How will you make time to write?

Media releases

Some projects have used the media to raise awareness about project activities and findings. This can be a very useful activity to ready the climate for change, and to attract interested people to engage with the project and take up its outcomes. It is important to liaise with the appropriate media people in your institution, and the relevant funding body where necessary, particularly if your project relates to a controversial topic.

Consider a range of media outlets who may be interested in your project. This can include higher education publications, local/state/national newspapers, as well as television and radio outlets. With the right angle, you may be able to attract significant interest in your story.

You might find it useful to set up a news alert, using an online tool such as Google News, for articles related to your topic. This will allow you to gauge media interest, optimally time media releases and track any unsolicited mentions of your project in media sources.

Meetings, discussions, roundtables and invited presentations

Opportunities to discuss the project with colleagues throughout the sector can be invaluable. These meetings may be convened especially to discuss your project, or you may be invited (or invite yourself) to an already-organised gathering. Examples of activities include teaching and learning committee meetings, professional organisation meetings, individual meetings with university representatives, Council of Deans meetings, Associate Deans meetings, Heads of School meetings, Directors of Graduate Studies meetings, project participant meetings, meetings with various change enablers, and accrediting body meetings.



Garnering media

The dissemination strategy built upon the project aim to include employers, representatives of professional bodies and senior university decision makers in both the steering committee and as symposium stakeholders. We took advantage of any opportunities to further circulate project information through these comprehensive contacts. We were assisted by ALTC featuring the project on their website front page. Serendipity sometimes played a part. The article in the Australian led to an interview with Campus Review.

The main dissemination activity was the symposia which aimed for as wide an audience as possible from the education and employment sectors. We kept our developed network aware of the project progress by regular email updates. This also assisted with the project as we hoped to have a symposia audience representative of the diverse ePortfolio exponents and also required feedback from them for our study.

Source: Emma Crawford, Queensland University of Technology

Project: 'ePortfolio use by university students in Australia - Developing a sustainable community of practice'

Consider developing, and regularly reviewing, a schedule of meetings throughout the life of the project. These will likely be a mix of meetings that you initiate to achieve particular objectives and meetings that you are invited to attend to discuss your project as it builds momentum.

You might find it useful to ask your project reference group to help you create a comprehensive list of target meetings and people, as a basis for your meeting schedule. They may also be able to assist with getting a spot on the agenda of difficult-to-access meetings.

Networks and communities of practice

One way to engage throughout the life of the project is to use existing, or establish new, networks and communities of practice. These provide opportunities for targeted potential adopters to meet together, share practice, address challenges and build their practice. Networks and communities can be face-to-face, online, intra- or inter-institutional, and may also involve industry, the professions and students. In short, they are groupings of people with a common interest.

Consider the communities of practice and professional networks that already exist in your field, and whether they could be used rather than creating new links just for your project. If they don't, then the cohesion that your project builds can be a valuable contribution to the sector. If they do, it's probably most effective to tap into what already exists.

You might find it useful to consult with people in your university's academic development unit who may be able to provide advice about existing networks and communities of practice, as well as linking you to relevant teaching and learning projects and activities about communities of practice.



Making the most of meetings

We were lucky enough to be invited to do at least three presentations at Deans of Graduate Studies [Australian Deans and Directors of Graduate Studies] meetings and that's really paid off. It's quite interesting actually how a number of universities in Australia are seriously examining honours now in light of the findings of the report. I don't think any of them read the report rather they have had the information from presentations that we made...

Source: Margaret Kiley, The Australian National University
Project: 'The role of honours in contemporary Australian higher education'



Building networks

The project supported the establishment of an Indigenous women's academic network which is a vehicle for Indigenous women's leadership in Australian universities. The network ensures on-going and valuable support for Indigenous women beyond the life of the project.

The Project utilised established Indigenous Higher Education Networks for the recruitment of Indigenous academic women participants for the Project Workshop series such as the National Indigenous Higher Education Network, the National Indigenous Higher Education Council and the National Tertiary Education and Industry Union. These networks gain informal knowledge of the project through the membership of the Indigenous women participants.

Source: Final report authored by Bunda & White, 2009, p. 9, 18
Project: 'Tiddas showin' up talkin' up and puttin' up: Indigenous women and educational leadership'



At-a-glance news

An important part of the dissemination is the necessity to keep the project visible in the university community, in a way that is cognizant of the time-poor environment. The project newsletters are designed to provide easy-to-read and visually attractive snapshots of project outcomes, as they emerge... These newsletters have been distributed:

- *By email to the ECU academic staff who have participated in any aspects of the project and all senior academic staff (Heads of Schools, Associate Deans, Executive Deans & PVC (Teaching & Learning)).*
- *In hard copy to all staff rooms and meeting areas across all four campuses of ECU.*
- *To other WA institutions via colleagues and in response to requests.*
- *To the broader academic community at all conference venues where members of the research team presented the work of the project.*

These newsletters have been a particularly successful strategy for disseminating the project outcomes and implications for practice, and for stimulating 'staffroom chatter'. Monitoring of website usage shows peaks following newsletter distribution. We will continue to produce and distribute these newsletters throughout 2009.

Source: Final report authored by Kinnear, Boyce, Sparrow, Middleton, & Cullity, 2008, p.89
Project: 'Diversity - A longitudinal study of how student diversity relates to resilience and successful progression in a new generation university'

Newsletters

Newsletters are a useful dissemination activity for regularly communicating with targeted potential adopters and others who are interested in your project. They also allow you to periodically reflect on and document progress, as well as promote upcoming project activities.

Consider what frequency of publication is realistic for your project by thinking about the volume of information you will likely want to share, the pace of the project, and the time it will take to produce articles and other content. Also, you will need to decide on the newsletter medium (print, online, email, or a combination) and its size and appearance.

You might find it useful to build a comprehensive mailing list for the newsletter, including everyone with whom the project has engaged. It is important to ensure that recipients are aware of how they can opt out of receiving the newsletter should they so wish.

Project conferences, workshops, showcases and forums

Hosting gatherings – which may be large or small, one-off or repeated, single site, or dispersed – provides opportunities for you to share your project and foster engagement at key points throughout the life of the project. Success in organising project events depends upon responsiveness to your target audience, effective event management, and thoughtful decision making about location, timing, program, and collaborations.

Consider carefully the goals of any gatherings that you host. Events are usually effort-intensive, both for you and your participants, and you need to ensure that the goals are sufficiently clear to make the investment worthwhile. Also, remember the importance of locating and arranging events to be accessible to colleagues from throughout the country, including those that are regional and those that are long distances from major eastern seaboard cities.

You might find it useful to co-locate and jointly promote project events with existing activities in a related field. Or, there may be several related teaching and learning activities that could collectively arrange a larger event than would be possible for any one of the individual projects. This way, you will be able to draw upon a "captive" audience and provide a more cohesive approach for those seeking to participate.

Project final report

The project final report is a dissemination activity that wraps up the formal stages of the project. Because all final reports remain available on the ALTC website and will be perused, pored over and sought by potential adopters and change enablers, they are an important activity and deliverable.

Consider your target audience and tailor your final report and other project deliverables accordingly. Your final report doesn't need to be everything to everyone. We recommend that you ask yourself: Who is this written for? How would I like the reader to react? To act? How does this report sit alongside other project deliverables? With these answers in mind, the final report can be framed appropriately to speak to those you are seeking to influence, and to provide a lasting record of the project rationale, design, and outcomes.

You might find it useful to examine final reports from other completed projects. They'll give you a sense of depth, content, writing style, and visual design – and show you the vast array of approaches – to inform planning of your final report. Consider getting advice from critical readers and stakeholders from the relevant funding body.

Webpages, online repositories, audio-visual material and other online content

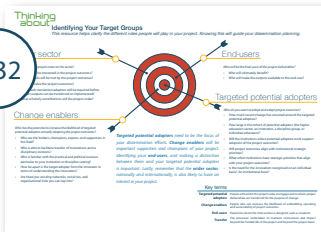
Online publishing of material – such as podcasts, blogs, video clips, webpages and repositories – is a common dissemination activity. It has obvious advantages, including that content is globally available, able to be shared, and updatable by members of the project team. By intentionally including online content as a dissemination activity, you are able to influence what people see when they search for your project online.

Consider using search optimisation to increase the chances of people finding your content when they search for key words. Also, your reference group and other project mentors can be useful in helping you to scope how you approach your online presence.

You might find it useful to work closely with online content experts at your institution who can provide advice about decisions you make around hosting, design, content, searchability, accessibility, and other key considerations.

D-CUBED RESOURCES AT A GLANCE

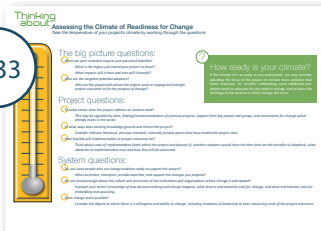
p. 32



IDENTIFY TARGET GROUPS

Clarify the different roles people will play in your project to guide your dissemination planning.

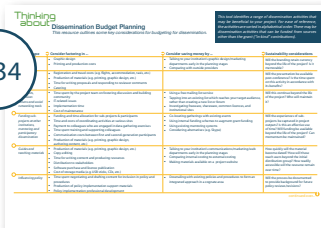
p. 33



ASSESS THE CLIMATE OF READINESS FOR CHANGE

Take the temperature of your project's climate by working through questions.

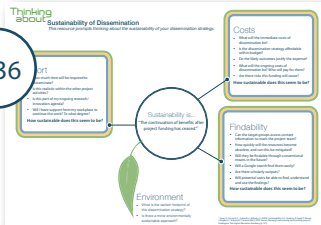
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PLAN A DISSEMINATION BUDGET

Key considerations when budgeting for dissemination.

p. 36



SUSTAINABLE DISSEMINATION

This resource prompts thinking about the sustainability of your dissemination strategy.

p. 37



PLAN A DISSEMINATION STRATEGY

Design a dissemination strategy that facilitates engagement with potential adopters across the life of the project.

p. 40



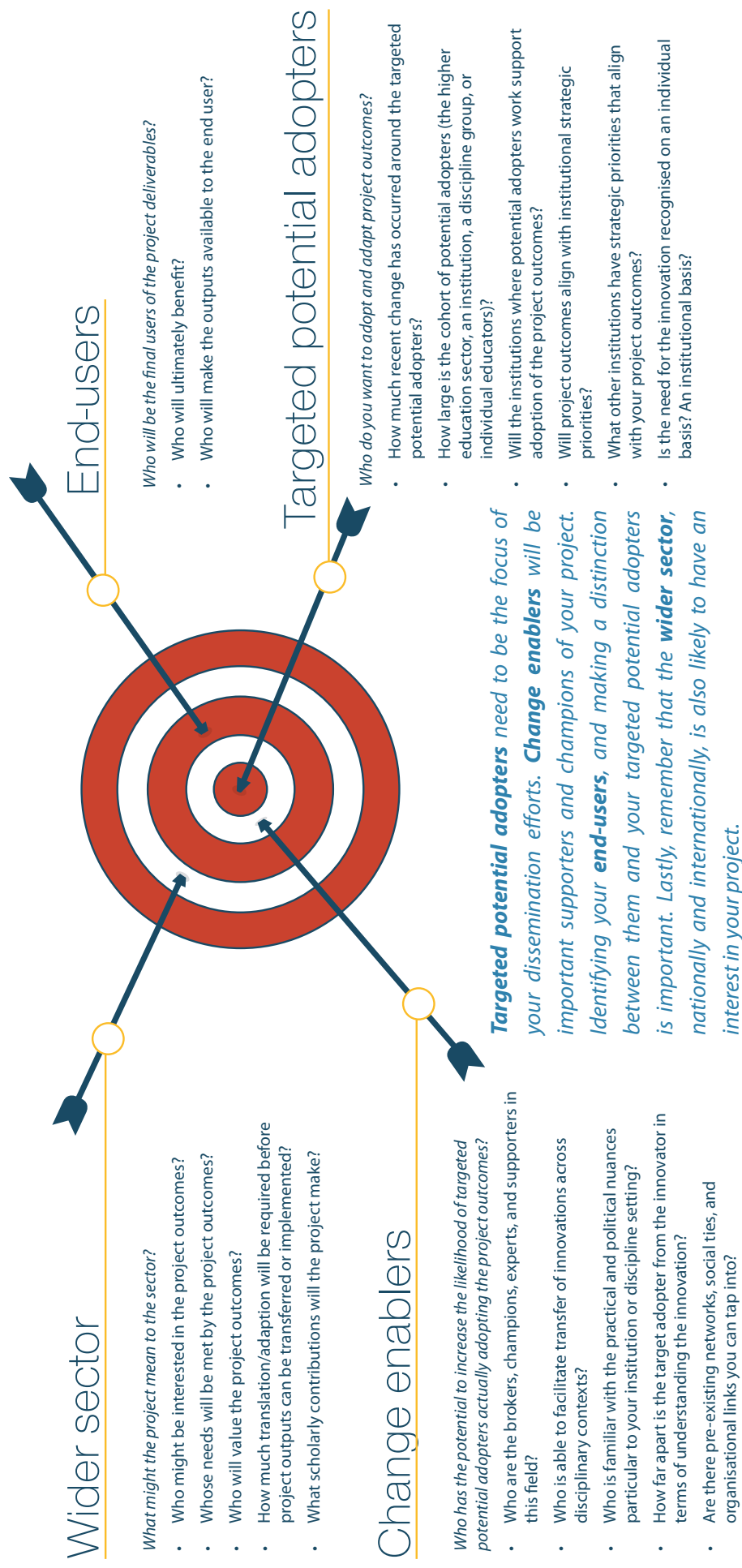
DISSEMINATION LITERATURE

A summarised collection of useful articles about dissemination.

Thinking about

Identifying Your Target Groups

This resource helps clarify the different roles people will play in your project. Knowing this will guide your dissemination planning.

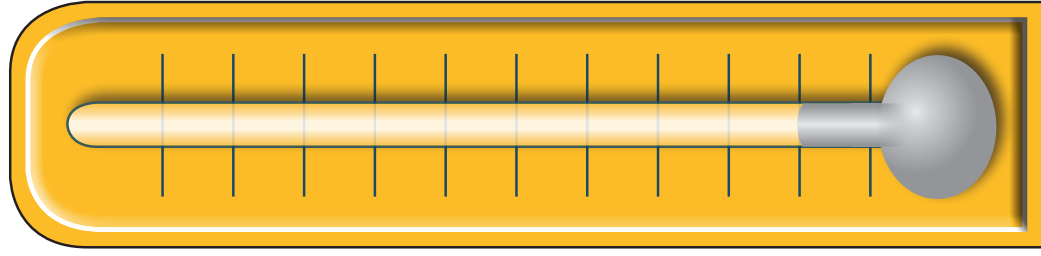


Key terms

Targeted potential adopters	People with whom the project seeks to engage and to whom project deliverables are transferred for the purpose of change.
Change enablers	People who can increase the likelihood of embedding, upscaling and sustainability of project outcomes.
End-users	People for whom the intervention is designed, such as students.
Transfer	The processes undertaken to maintain momentum and impact beyond the funded life of the project and beyond the project team.

Assessing the Climate of Readiness for Change

Take the temperature of your project's climate by working through the questions



The big picture questions:

- What are your intended impacts and perceived benefits?
What is the legacy you intend your project to leave?
- What impacts will it have and who will it benefit?
Who are the targeted potential adopters?
- Who are the people with whom the project seeks to engage and transfer project outcomes to for the purpose of change?

Project questions:

- To what extent does the project address an evident need?
This may be signalled by data, findings/recommendations of previous projects, support from key people and groups, and momentum for change which already exists in the sector.
- In what ways does existing knowledge ground and inform the project?
Consider relevant literature, previous research, internally funded grants that have seeded the project idea.
- How feasible will implementation of project outcomes be?
Think about costs of implementation (both within the project and beyond it), whether adopters would have the time (and see the benefits of adoption), what obstacles to implementation exist and how they will be overcome.

System questions:

- Do you have people who are change enablers ready to support the project?
Who can broker, champion, provide expertise, and support the changes you propose?
- Do you know enough about the culture and structures of the institutions and organisations where change is anticipated?
Evaluate your team's knowledge of how decision-making and change happens, what drivers and obstacles exist for change, and what mechanisms exist for embedding and upscaling.
- Does change seem possible?
Consider the degree to which there is a willingness and ability to change, including readiness of leadership to bear resourcing costs of the project outcomes.



How ready is your climate?

If the climate isn't as ready as you anticipated, you may consider adjusting the focus of the project to include more activities that foster readiness. Or, consider undertaking some additional pre-project work to advocate for the need to change, and to learn the workings of the systems in which change will occur.

Thinking about

Dissemination Budget Planning

This resource outlines some key considerations for budgeting for dissemination.

This tool identifies a range of dissemination activities that may be beneficial to your project. For ease of reference, the activities are sorted in alphabetical order. There may be dissemination activities that can be funded from sources other than the grant ("in-kind" contributions).

Activity type	Consider factoring in ...	Consider saving money by ...	Sustainability considerations
Branding	<ul style="list-style-type: none"> Graphic design Printing and production costs 	<ul style="list-style-type: none"> Talking to your institution's graphic design/marketing departments early in the planning stages Comparing with outside providers 	<ul style="list-style-type: none"> 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 (e.g. flights, accommodation, taxis, etc.) Production of materials (e.g. printing, graphic design, etc.) Time for writing proposals and responding to reviewer comments Catering 		<ul style="list-style-type: none"> Will the presentation be available post-conference? Is the time spent on this activity in accordance with its benefits?
E-mail lists, discussion forums and social networking tools	<ul style="list-style-type: none"> Time spent by the project team on fostering discussion and building community IT-related issues Implementation time Cost of maintenance 	<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 Investigating freeware, shareware, common licences, and institutional sites 	<ul style="list-style-type: none"> Will this continue beyond the life of the project? Who will maintain it?
Funding sub-projects at other institutions, mentoring and participatory dissemination	<ul style="list-style-type: none"> Funding and time allocation for sub-projects & participants Time and costs of coordinating activities at various sites Payment to colleagues who are engaged in data gathering exercises Time spent training and supporting colleagues Communication costs between first and second-generation participants Production of materials (e.g. printing, graphic design, authoring content, etc.) 	<ul style="list-style-type: none"> Co-locating gatherings with existing events Using internal funding schemes to augment grant funding Using existing mentoring systems Considering alternatives (e.g. Skype) 	<ul style="list-style-type: none"> Will the experiences of sub-projects be captured in project outputs? Is this an effective use of time? Will funding be available beyond the life of the project? Can momentum be maintained?
Guides and teaching materials	<ul style="list-style-type: none"> Production of materials (e.g. printing, graphic design, etc.) Copy-editing Time for writing content and producing resources Distribution to stakeholders Software purchase and licence publication Cost of storage media (e.g. USB sticks, CDs, etc.) 	<ul style="list-style-type: none"> Talking to your institution's communications/marketing/web departments early in the planning stages Comparing internal costing to external costing Making materials available on a project website 	<ul style="list-style-type: none"> How quickly will the material become dated? How will these reach users beyond the initial distribution group? How readily accessible will the resource remain over time?
Influencing policy	<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 	<ul style="list-style-type: none"> Will the process be documented to provide background for future policy reviews/revisions?

continued over...

Activity type	Consider factoring in ...	Consider saving money by ...	Sustainability considerations
<i>Journal articles, and book chapters</i>	<ul style="list-style-type: none"> Time for writing articles and responding to reviewer comments Time spent post-project (given typical timeframes for peer review) Research assistant to assist writing 		Is it reaching the targeted potential adopters? How accessible will the publications be?
<i>Media releases</i>	<ul style="list-style-type: none"> Photography Allocation of time to engage and liaise with media 		Will contact details provided in media releases retain longevity?
<i>Meetings, discussions, roundtables and invited presentations</i>	<ul style="list-style-type: none"> Travel costs (e.g. flights, accommodation, taxis, etc.) Time spent preparing and following up Meeting costs (e.g. room hire, catering, etc.) 	<ul style="list-style-type: none"> Capitalising on existing travel arrangements Ask for partial or full funding from organisers of events that you are invited to 	Can your presentation material be made available to others? How can the carbon footprint be reduced?
<i>Networks and communities of practice</i>	<ul style="list-style-type: none"> Meeting costs (e.g. room hire, catering, etc.) Administration to organise meetings, registration, room bookings Travel costs (e.g. flights, accommodation, taxis, etc.) Ongoing costs beyond the project Hosting costs to facilitate a virtual community of practice 	<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?
<i>Newsletters</i>	<ul style="list-style-type: none"> Time for writing content Graphic design of a newsletter template Photographs of team members or participants, consent to use these images and time to gather this information 	<ul style="list-style-type: none"> Creating newsletter content from documents written for other purposes Talking to your institution's communications/marketing/web departments early in the planning stages Distributing the newsletter electronically rather than in print Using an online hub for disseminating within and outside the project team 	Will a repository of newsletters be kept for future reference?
<i>Project conferences, workshops, showcases and forums</i>	<ul style="list-style-type: none"> Costs of venue, catering, signage, etc. Production of materials (e.g. printing, graphic design, etc.) Time spent on event management by project team members and the host institution/s Travel costs (e.g. flights, accommodation, taxis, etc.) 	<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 Capitalising on existing travel arrangements 	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?
<i>Project final report</i>	<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 institution's communications/marketing/web departments early in the planning stages 	To whom will the report be distributed? How will it be available?
<i>Web pages, online repositories, audio-visual material, and other online content</i>	<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) Professional editors and producers for online resources, such as videos 	<ul style="list-style-type: none"> Having the page hosted by your institution, or professional association Using stock photographs from your institution's marketing department Re-using content you've written for other purposes Drawing upon the expertise of colleagues 	Will this continue beyond the life of the project? Who will maintain it?

Thinking about

Sustainability of Dissemination

This resource prompts thinking about the sustainability of your dissemination strategy.

Effort

- How much time will be required to disseminate?
- Is this realistic within the other project activities?
- Is this part of my ongoing research/innovation agenda?
- Will I have support from my workplace to continue the work? To what degree?

How sustainable does this seem to be?

Sustainability is...

"The continuation of benefits after project funding has ceased."¹

Environment

- What is the carbon footprint of this dissemination strategy?
- Is there a more environmentally sustainable approach?

Costs

- What will the immediate costs of dissemination be?
- Is the dissemination strategy affordable within budget?
- Do the likely outcomes justify the expense?
- What will the ongoing costs of dissemination be? Who will pay for them?
- Are there risks this funding will cease?

How sustainable does this seem to be?

Findability

- Can the target groups access contact information to reach the project team?
- How quickly will the resources become obsolete, and can this be mitigated?
- Will they be findable through conventional means in the future?
- Will a Google search find them easily?
- Are there scholarly outputs?
- Will potential users be able to find, understand and use the findings?

How sustainable does this seem to be?

¹ Joyes, G., Turnock, C., Cottrell, S., & Banks, S. (2009). Sustainability. In L. Hodson, R. Segal, T. Brown, J. Hughes, C. Stokes & C. Turnock (Eds.), *FDL Voices: Drawing from learning and teaching projects*. Helsingør: The Higher Education Academy, (p.131).

Thinking about

Planning a Dissemination Strategy

This resource supports you to design a dissemination strategy that facilitates engagement with potential adopters across the life of the project.


Dissemination Element	Project Phase	Possible Project Steps	Possible Dissemination Activities
Assess climate of readiness for change	Proposal development and project planning	1. Define project objectives <ul style="list-style-type: none"> Assess project characteristics 	<ul style="list-style-type: none"> Branding Email lists, discussion forums, and social networking tools
		2. Identify potential adopters you would like to target <ul style="list-style-type: none"> Assess system characteristics of potential adopters Assess adopter characteristics Identify possible change enablers 	<ul style="list-style-type: none"> Networks and communities of practice Email lists, discussion forums, and social networking tools Newsletters Meetings, discussions, roundtables and invited presentations
		3. Identify stakeholders and possible change enablers <ul style="list-style-type: none"> Assess willingness and readiness to change 	<ul style="list-style-type: none"> Email lists, discussion forums, and social networking tools Meetings, discussions, roundtables and invited presentations
		4. Outline possible solutions and develop project plan <ul style="list-style-type: none"> Determine capacity of project to provide ongoing support 	<ul style="list-style-type: none"> Project conferences, workshops, showcases and forums Newsletters Branding Webpages, online repositories, audio-visual material and other online content
Engage throughout the project	Early phases	5. Determine what's already known [scoping, literature review] <ul style="list-style-type: none"> Assessing project characteristics Plan for interaction and responding to changes and opportunities 	<ul style="list-style-type: none"> Newsletters Webpages, online repositories, audio-visual material and other online content Email lists, discussion forums, and social networking tools Funding sub-projects at other institutions, mentoring, and participatory dissemination Project conferences, workshops, showcases and forums
		6. Investigate/ trial/ implement possible solutions <ul style="list-style-type: none"> Articulate the value of the project outcomes Build credibility and familiarity 	<ul style="list-style-type: none"> Funding sub-projects at other institutions, mentoring, and participatory dissemination Email lists, discussion forums, and social networking tools Project conferences, workshops, showcases and forums
Enable transfer of project outcomes			



What is a dissemination strategy?

A dissemination strategy is the intentionally-developed approach to dissemination of a particular project which includes identification of targeted potential adopters, an assessment of the climate of readiness for change, planning how engagement will be built throughout the project, and enabling transfer of project outcomes. Effective dissemination doesn't occur solely at the conclusion of a project. There are multiple points along a project timeline which provide opportunities to both engage and transfer. Typical dissemination activities are further defined and explored in *The D-Cubed Guide: Planning for Effective Dissemination* and resources within it such as the Dissemination Budget Planning resource.

Planning a Dissemination Strategy (continued...)

Dissemination Element	Project Phase	Possible Project Steps	Possible Dissemination Activities
 <p>Assess climate of readiness for change</p> <p>Engage throughout the project</p> <p>Enable transfer of project outcomes</p>	Later phases	<p>7. Prepare deliverables and outcomes</p> <ul style="list-style-type: none"> • Ensure deliverables and outcomes are adaptable • Ensure deliverable and outcomes are findable 	<ul style="list-style-type: none"> • Guides and teaching materials • Email lists, discussion forums, and social networking tools • Webpages, online repositories, audio-visual material and other online content
		<p>8. Support initial uptake</p> <ul style="list-style-type: none"> • Nurture ongoing commitment, ownership and capacity to adopt • Cultivate readiness for change • Describe outcomes and values 	<ul style="list-style-type: none"> • Project conferences, workshops, showcases and forums • Meetings, discussions, roundtables and invited presentations • Webpages, online repositories, audio-visual material and other online content • Email lists, discussion forums, and social networking tools • Networks and communities of practice • Influencing policy • Funding sub-projects at other institutions, mentoring, and participatory dissemination
	Project conclusion	<p>9. Support adoption and evaluation of project deliverables by targeted potential adopters</p> <ul style="list-style-type: none"> • Articulate the value of the project outcomes • Build empowerment and ownership in adopters 	<ul style="list-style-type: none"> • Project conferences, workshops, showcases and forums • Influencing policy • Funding sub-projects at other institutions, mentoring, and participatory dissemination
	Post project	<p>10. Finalise and optimise deliverables</p> <ul style="list-style-type: none"> • Describe outcomes and values 	<ul style="list-style-type: none"> • Guides and teaching materials • Project final report • Meetings, discussions, roundtables and invited presentation • Media releases • Webpages, online repositories, audio-visual material and other online content
		<p>11. Expand focus to different potential adopters outside of your initial target group</p>	<ul style="list-style-type: none"> • Conferences • Journal articles and book chapters • Project final report • Webpages, online repositories, audio-visual material and other online content • Media releases

Thinking
about

Mapping Your Project to Develop a Dissemination Strategy

You may wish to use the outline below to map your project plan and dissemination strategy. Record your responses to the prompts above in the context of your project.

Dissemination Element	Project Phase	Possible Project Steps	Possible Dissemination Activities
<div>Assess climate of readiness for change</div> <div>Engage throughout the project</div> <div>Enable transfer of project outcomes</div>	Proposal development and project planning		
	Early phases		
	Later phases		
	Project conclusion		
	Post project		

Thinking about

Dissemination Literature

This resource summarises a collection of useful articles about dissemination.

There is a large body of literature on dissemination, particularly in the educational, health and organisational development sectors. Here, we have selected ten of the most useful sources on dissemination and provided you with a brief summary and a link to find the original document. These sources extensively informed the D-Cubed project approach and findings.

Change implementation models

Bywood, P., Terao, H., & Roche, A. (2008). Effective dissemination: An examination of theories and models of change for research dissemination in the AOD Field. Adelaide: National Centre for Education and Training on Addiction.

http://www.nceta.flinders.edu.au/documents/NCETA2ndReportweb_000.pdf

This report examines the theories and models of change in the context of dissemination, with particular reference to the Alcohol and Other Drugs (AOD) field. The theories covered include learning theories, motivational theories, stage models, process or planning models, and ecological or organisational change theories. The report discusses the common theoretical elements across all of these theories/models as well as provides insight into their limitations. Also presented in this report is a multi-level staged model involving six crucial steps to the implementation of change. These steps involve *identifying the problem, examining the context, considering the theoretical constructs, developing a strategy, implementing change, and evaluating and seeking feedback to maintain change.*

Developing a dissemination strategy

King, H. (2003). Disseminating educational developments. In P. Kahn & D. Baume (Eds.), A guide to staff and educational development (pp. 96-115). London: Kogan Page.

<http://www.informaworld.com/smpp/content~db=all~content=a734032706~frm=abslink>

This book chapter identifies three common elements of dissemination from a review of the literature. The first element presented is the *dissemination objective* and the concepts discussed are drawn from Fincher (2000) and Gravestock (2002). The chapter discusses three objectives of dissemination, being dissemination for the purpose of *awareness, understanding or action*. The second element identified in the chapter is *practitioner focus*; which is characterised by assessing the climate and getting a sense of the needs of the practitioners and end users. The last element presented is *context explication*, which involves taking into account the context of the end users to ensure adaptability and transferability of innovations. The chapter also provides the reader with tips on how to develop a dissemination strategy and provides guiding questions which are useful in working through this process.

Dissemination in practice

Fincher, S. (2000). From transfer to transformation: Towards a framework for successful dissemination of engineering education. Paper presented at the 30th ASEE/IEEE Frontiers in Education Conference, Kansas City.

<http://www.computer.org/portal/web/csdl/doi/10.1109/FIE.2000.896602>

This article outlines a theory-based framework for successful dissemination using a discipline-specific illustrative example. It puts forward the notion that *dissemination is not a unitary action*, meaning that there is no single objective or single process that dissemination entails. The article describes three objectives of dissemination including dissemination for the purpose of *awareness, knowledge or use*. The conceptual framework presented exemplifies the importance of the transfer of or change in practice and the role that the practitioners play in this process. It also encourages consideration of the climate or context in which the change is to occur in order for dissemination to be effective, stating that *making it work means making it fit*.

Dissemination in practice

Gravestock, P. (2002). Making an impact through dissemination. In C. Baume, P. Martin & M. Yorke (Eds.), Managing educational development projects: Effective management for maximum impact (pp. 109-124). London: Routledge.

This book chapter draws heavily on the objectives of dissemination outlined by Fincher (2000) in the article above, with a greater focus on the involvement of end-users throughout the life of the project. Also presented in this chapter is a model of dissemination which is provided in the context of a discipline-specific illustrative example. This chapter emphasises the two-way interactive nature of the disseminator and the end-user and encourages active engagement at all stages of a project, as opposed to a one-way process at the end of a project.

Literature review

Greenhalgh, T., Robert, G., Bate, P., Kyriakidou, O., & Peacock, R. (2004). How to spread good ideas: A systematic review of the literature on diffusion, dissemination and sustainability of innovations in health service delivery and organisation. London: National Co-ordinating Centre for NHS Service Delivery and Organisation R & D (NCCSDO).

<http://www.sdo.nihr.ac.uk/files/project/38-final-report.pdf>

This report provides a summary on the literature pertaining to the dissemination of innovations in health service delivery and organisation. It discusses the important distinction between diffusion and dissemination. The authors also synthesise both theoretical and empirical findings from the literature to present a conceptual model which displays the determinants of dissemination.

Original report

McKenzie, J., Alexander, S., Harper, C., & Anderson, S. (2005). Dissemination, adoption and adaptation of project innovations in higher education. Sydney: University of Technology, Sydney.

<http://www.altc.edu.au/resource-dissemination-adoption-uts-2005>

This report is one of the original Australian Universities Teaching Council commissioned reports which was designed to inform future approaches to funding activities that would maximise the potential for upscaling and embedding innovations in higher education. It provides recommendations relating to the types of projects that should be funded, the application processes, the criteria for assessing applications, the development of mechanisms for providing guidance and support to applicants, intellectual property, the continued dissemination of project deliverables, the alignment between granting schemes and other aspects of the higher education context, and recommendations for collaborative and consultative projects specifically. For the ALTC and institutions, the project report provides recommendations relating to valuing, recognising, and rewarding teaching innovation and leadership in teaching; and, these recommendations are primarily directed at institutions related to the support for teaching innovation, adaptation, and implementation. The project report also provides recommendations for academic and project developers related to formal courses on teaching and learning, the support provided to project teams, the brokering of information about innovations, and the development of project methodologies and dissemination strategies.

Original report

Southwell, D., Gannaway, D., Orrell, J., Chalmers, D., & Abraham, C. (2005). Strategies for effective dissemination of project outcome: Carrick Institute for Learning and Teaching in Higher Education.

<http://www.altc.edu.au/resource-strategies-dissemination-uq-2005>

This report is one of the original Australian Universities Teaching Council commissioned reports which was designed to inform future approaches to funding activities that would maximise the potential for upscaling and embedding innovations in higher education. It discusses five proposed core conditions that ensure successful dissemination of innovations and projects. It indicates that for dissemination to be effective there needs to be supportive leadership at different levels, a fertile climate ready for systematic change, the availability of human, financial and infrastructure resources, comprehensive institutional and national systems, and a funding scheme that facilitates opportunities that maximise sustained embedding and upscaling of innovations and projects. Specific strategies that might be employed to generate each condition, and consequently encourage successful dissemination, are presented in the project report as recommendations at the national, institutional, discipline, and project level.

Terminology

Rabin, B. A., Brownson, R. C., Haire-Joshu, D., Kreuter, M. W., & Weaver, N. L. (2008). A glossary for dissemination and implementation research in health. *Journal of Public Health Management and Practice*, 14(2), 117-123.

<http://www.ncbi.nlm.nih.gov/pubmed/18287916>

This paper is a particularly useful resource for first time grant applicants or those who are new to teaching and learning research. It provides definitions of critical terms related to dissemination as well as key factors that influence dissemination processes. The article also introduces the reader to models and frameworks relevant to dissemination.

Upscaling

Coburn, C. E. (2003). Rethinking Scale: Moving Beyond Numbers to Deep and Lasting Change. Educational Researcher, 32(6), 3-12.

<http://128.32.250.11:8000/faculty/CECoburn/coburnscale.pdf>

This paper presents dissemination as the “scaling up” of innovations. It conceptualises the “scaling up” of innovations in terms of four interrelated dimensions: depth, sustainability, spread, and shift in reform ownership. The first dimension described is depth and this dimension implies that an innovation has resulted in change beyond the surface or superficial level, which is reflected by a change in materials, beliefs, or pedagogical principles. Sustainability is the second dimension identified and it indicates that the change is maintained and ongoing over time both within and outside of the original context. The third dimension presented is spread and the meaning of spread is the physical broadening and “scaling up” of the innovation across numerous contexts. Finally, the fourth dimension, shift in reform ownership signifies that the innovation has been transferred from the original innovator to the adopter. All of these dimensions are crucial when considering devising and evaluating dissemination strategies.

Valorisation

Beaudry, D., Regnier, L., & Gagne, S. (2006). Development chain for the results of university research with a potential for use by a firm or in another environment: Conseil de la science et de la technologie and Valorisation-Recherche Quebec.

This article introduces the reader to the term valorisation, which is the process of transferring knowledge through community valuing. The authors discuss valorisation in the context of humanities and social sciences research and provide examples, definitions and phases of valorisation, which include *valorisation of the invention*, *knowledge transfer* and *commercialisation*. Also described are the characteristics of valorisation and important points to consider when developing a valorisation strategy. The authors emphasise the importance of collaboration between the project team and the potential user community at each stage of valorisation and throughout the life of the project, with key points for the transfer of knowledge developed by that stage to the user community. The main message conveyed in this article is that valorisation should result in the embedding of project outcomes, knowledge and processes into a targeted user community to provide evidence of the potential value of the project in order to convince future potential adopters.

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