HORIZON2020 FRAMEWORK PROGRAMME
ICT – 21 -2014
Advanced digital gaming/gamification technologies

Gamification of Prosocial Learning
for Increased Youth Inclusion and Academic Achievement

D8.1
ProsocialLearn Dissemination and Communication Plan
Abstract
This deliverable aims to describe the strategy and plans for raising awareness and engaging stakeholder communities.

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Dissemination level
- ☐ internal
- ☑ public
- ☐ confidential

Table of contents
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# List of Abbreviations

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<td>European Commission</td>
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Executive summary

This, the ProsocialLearn Dissemination and Communication Plan, defines and describes the dissemination activities, planned and performed, including responsibilities, throughout the project.

The ProsocialLearn Dissemination and Communication Plan outlines the dissemination strategy and specific activities planned to increase the impact of the project. Dissemination strategies articulate the dissemination objectives, target audiences and dissemination tools. Promotional materials to be developed and corresponding dissemination channels are presented as part of the description of dissemination activities. The document also specifies the responsibilities for consortium members regarding their own specific dissemination of the project results and outcomes.
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1 Introduction

This section provides detailed information about the purpose, scope and structure of the document as well as the intended audience of the document.

1.1 Purpose of the document

The current deliverable is one of the outputs of work package WP8: Dissemination and communication activities. It is a public document which will be made available on the project website for external parties interested in the dissemination plan of ProsocialLearn project. The document provides all the relevant information about the dissemination activities that will be performed during the project lifetime by the consortium members. More specifically, this document includes the ProsocialLearn dissemination strategy which describes the platform and individual results to be disseminated, dissemination tools and target audiences. Moreover, the performed and planned dissemination activities are presented which includes events, conferences organized by others, workshops organized by partners, project website, press releases as well as brochures.

It should be noted that this document - Deliverable 8.1: ProsocialLearn Dissemination and Communication Plan - is an evolving document which will be updated to give a cumulative overview of the project’s undertaken and planned activities. These updates will be reported first and foremost in the D8.3 and D8.4 reports in M18 and M36, respectively. The deliverable leader will be responsible for the overall monitoring of dissemination activities. However, all partners will contribute to the dissemination of the project in their respective stakeholder arenas level. In order for Redikod to keep an overview of activities carried out, all partners need to provide information about their dissemination activities in specific Dissemination report templates. (Appendices I and II)

1.2 Scope and Audience of the Document

In this document, we describe how we aspire to create and increase awareness about the project to attract as much new followers, supporters, users and eventual customers as possible and to increase academic and industrial opportunities.

The ProsocialLearn dissemination plan is used by the consortium members, but also by EC, for acquiring a complete picture of the most important activities undertaken or scheduled on the future route to full dissemination of the knowledge.

1.3 Structure of the Document

This document contains the key sections detailed below:

- **Section 1: Introduction** – an introductory section, i.e. this present section, which describes the main purpose of the document.
- **Section 2: ProsocialLearn Dissemination Strategy** – this section describes in detail the project target groups for this project and means for communicating with these target groups. Moreover, dissemination tools and expected results are discussed here.
- **Section 3: Performed and Planned Dissemination** – this section describes details of all dissemination, including promotional materials and tools, the reporting of project and result, the project's web presence, participation in special interest groups, web-based and other publications and events performed and planned by the partners.
- **Section 4: Roles and Responsibilities** – this section describes the role and responsibilities of the partners, also in relation to their roles in the different WPs.
• **Section 5: Summary Timetable** - this section presents a table with the expected deliverables and activities planned for the period M1 – M36.

• **Section 6: Conclusion** – this section presents the conclusion of the document.
2 ProsocialLearn Dissemination Strategy

In this section, objectives, target groups for dissemination, tools and means for communicating with the target groups, expected results and dissemination impact monitoring are presented.

2.1 Objectives

The main objective guiding the dissemination activities is the provision of appropriate and reliable information to the interested parties about the project scope and expected results. Ensuring the proper awareness towards the project motivation and the rationale behind producing the specific results is a principal step, which offers insight on what ProsocialLearn is all about, who would benefit from it and how.

Proper awareness means understanding. There is no point in addressing our target groups on what the project is if this communication is not comprehensive and oriented to their specific needs and interests. Thus, one main goal of the ProsocialLearn dissemination activities is to instantiate and to demonstrate the related products to different stakeholder arenas, aiming at the higher penetration and ultimately exploitation of the underlying concepts and technologies to these groups.

In order to meet ProsocialLearn’s dissemination and exploitation goals, the project has a set of strategic activities, proactively designed from the early stages of the project. The consortium will primarily target market-related stakeholders, mainly coming from the leisure games industry. Awareness regarding the benefits of opening to new target groups will be raised. However, communication activities towards end users are certainly also a core part of the communication activities of ProsocialLearn: If end users (educators, schools, parents/carers) are not informed on the benefits of adopting prosocial games for learning and skills acquisition, the communication activities to them will not get the desired results. The communication means and channels will be updated to reach the different stakeholders (game developers, educators, ICT industry, psychology, general audience) and the dissemination strategy will evolve during the entire life cycle of the project.

ProsocialLearn will undertake an extensive dissemination, exploitation and communication strategy, which will span all fields of the disciplines involved to achieve a targeted approach. The aims, results and methods of the project will be disseminated through different channels the consortium already disposes of or channels that will be established during the life of the project. This approach will reflect the multidisciplinary nature of the project and, thus, will address stakeholders from all areas involved in the business model ProsocialLearn will build on.

A calendar of possible target events has been made for the first period, to M18, (see section 3.2.3.4 Calendar of Possible Target Events, below) and will be maintained along with events organized by ProsocialLearn. Electronic and non-electronic material will be created, as well as publications and presentations in dedicated conferences.

The Consortium Agreement defines the policy for the dissemination of results, and the use of name and logo and access rights. This information will be communicated to all involved partners before publishing/announcing results through the communication channels.

2.2 Target Groups for Dissemination

Specifically, the opportunities of the ProsocialLearn methodology and platform will bring together the following ecosystem members:
2.2.1 The Education and Child Development Community:

With the aim to raise awareness regarding ProsocialLearn platform and its objectives and results.
- Parents/Carers: Some to be engaged in WP2 and WP7, all as eventual end users driving demand.
- Teachers/Pedagogues: Some to be engaged in WP2 and WP7, all as eventual end users, driving demand.
- Development psychologists: Supporting end-users, driving demand.
- School administrators: As eventual gatekeepers for the end users, influencing supply and demand.
- Educational materials procurement organisations and staff: as eventual gatekeepers for the end users, influencing supply and demand.

2.2.2 The Game Developer Community

The Game Developer Community: with the aim to increase awareness regarding the ProsocialLearn platform, and to promote its use in order to enable SMEs to develop, deploy and supply prosocial games to end-users, primarily in Europe. Secondary channels to the target group include game developer-oriented media, serious games developers, games middle-ware and tools developers.

2.2.3 Secondary stakeholders

- The Scientific Community: with the aim to spread the scientific results and enable triggering their use in other areas as well.
- The ICT Industry: with the aim to spread the scientific and other results and thus enabling the triggering of their use in other areas as well.
- Policy makers and funding bodies: with the aim of interesting those responsible for curricula and funding in eventually supporting the use of prosocial games in schools.

2.2.4 General public

The General Public: with the aim to raise overall awareness on the project and its objectives.

Obviously, the main target of the dissemination activities is to extensively increase awareness regarding ProsocialLearn project and its objectives within the stakeholder community and also the wider public, thus also so that academics, stakeholders and other relevant experts and researchers become informed about the advances and innovations introduced by ProsocialLearn.

2.3 Means for Communicating with the Dissemination Target Groups

The ProsocialLearn dissemination will be shaped differently according to the needs and conventions of different target groups, and according to their immediate or more long-term strategic importance for the project outcome.

2.3.1 Communication with the Game Developer Community

Leisure Game Industry: ProsocialLearn will highlight the potential of transferring leisure game technologies to the context of non-leisure activities. Leisure Game developers will be exposed to a spherical methodology and a platform which will allow them to use and adapt, in an easy and well instructed manner, their existing technologies, to the context of prosocial learning. Game developers will through the project website, and not least through the coming platform site and developer subdomains, have direct access to ProsocialLearn resources while information on practical implementation will be available. The game developer network will also be an important part of this
(see more on this in section 3.2.1.3 Other Internet Channels, below.). With the existing overlapping, as a secondary effect, also present Serious Games developers will eventually become informed and enabled to participate.

2.3.2 Communication with the Education and Child Development Community

**Parents/Carers:** Prosocial Games can constitute a meeting point between parents/carers and children. ProsocialLearn will be portable to multiple devices and its use will be made possible in various contexts. Parents and carers will face these products as a constructive manner of instructing their children through gameplay and, above all, a place for spending time with their children. Direct, meaningful communication with this group will, apart from the experiments in WP7, mainly be enabled by the website and other internet communication, and that when there is actual, playable content. The games will start to become available after M18, leaving time for planning these dissemination activities in more detail in D8.3.

**Pedagogues:** The benefits of adopting prosocial games in the school curricula will be made highly visible to a broad spectrum of educators. Studies run on an international level (in European and non-European sites) will be showcased to them and events supporting communication activities between educational partners or supporters of the ProsocialLearn consortium and external educators will be organized. As an example, in Italy there are four main national events a year where EUR meets the schools, and the teachers. In addition to 3-4 workshops per year a European conference is held where EUR can disseminate the project among pedagogics in Europe.

**Developmental Psychologists:** Prosocial Games are now a scattered, non-established field, targeting isolated problems, failing to meet individualized needs. By providing a methodology for transferring game technologies to the area of social inclusion, developmental psychologists will be provided with a valuable tool, able to retrieve deficiencies and needs; research in the field of human-game interaction will move on more formalized paths and automatic extraction of significant social signs will boost research in the area. The results will be disseminated at conferences such as the Social Psychology and Personality Society (SPSP), the Artificial Intelligence in Education Society (AIED), the Affective Computing and Intelligent Interaction conference (ACII), and the Association for Psychological Science convention (APS). The results will also be written in peer review paper journals such as the Cyberpsychology, Behaviour and Social Networking journal, the Personality and Social Psychology Bulletin or the Journal of Experimental Social Psychology.

2.3.3 Communication with Secondary Stakeholders

**Policy Makers and Funding Bodies:** The benefits of gamification as part of formal education will be championed to local, regional and national governments responsible for curricula and procurement as a way to strengthen potential revenue streams within the education sector. Dissemination strategy will be evolved in more detail based on experiences with dissemination to and interaction with the educational sector.

**ICT research:** Research on game mechanics and technologies will be broadened, in order to accommodate modalities that leisure game developers failed to account for, to a large extent. Observable (e.g. controls) and non-observable (e.g. affect) interaction modes will be equally used and technologies will accordingly be adapted. Game research will strongly collaborate with HCI researchers in this sense with a view to dissemination through publications and presentations at relevant conferences, symposia and workshops at venues such as ACM Symposium on Applied
Perception (SAP), Affective Computing and Intelligent Interaction (ACII), Intelligent Virtual Agents (IVA) and ACM CHI Conference on Human Factors in Computing Systems

2.3.4 Communication Activities towards the General Public

ProsocialLearn’s communication activities will include the broad public and will take large efforts to attract general public’s attention to ProsocialLearn activities and, in general, EU activities in innovation. Towards this aim, a series of actions will be taken for presenting the project’s results in a tangible and comprehensive manner, through a series of communication channels. These channels will be effective in parallel with the more targeted dissemination activities that are described in the preceding sections, and, on occasion, events will be co-organized. The overall communication plan of ProsocialLearn, in occasions, will resemble a mature marketing plan, taking focused and targeted actions.

Thus, key messages to be passed will convey the following innovative aspects of the action:

- An enhanced, interactive user experience
- Simulation activities highlighting the ‘at will’ adaptive character of the platform (if you pretend you are not interested, the platform will try to regain your interest)
- Security of data, guaranteed at all levels of design, development and testing.
- Written messages at the end of each simulation, helping children to understand the real value of a task achieved in the game.

ProsocialLearn will follow a strategy using innovative communicative approaches, such as several of, but not limited to, the following possible actions:

- Build mini prosocial games for mobile devices (e.g. smartphones, tablets) but also on the project website for attracting interest. The games will be conveying the basic messages of prosociality and they will be free to download. Public response to different game genres may act as useful material for updating user requirements.
- Present in the social media and blogs with light content, not highly scientific
- Organize and host events for the general public. These can be organized in parallels with other dissemination events and will be based on activities aiming at maintaining interest by:
  - Having children play prosocial games
  - Have discussions with them, their parents and tutors on the value of prosociality
  - Hold crowd sourcing activities, have people vote for the best idea and offer small presents for it.
- Pursue appearance in local/national/international press and TV.
- Participation in major events that attract the general public, like the EC event ‘Researcher’s night’ [ECNIGHTWEB]. Games can be showcased in these events, while feedback from participants can be registered and used in the methodology of the project. Participation in such events will make use of existing infrastructures, reducing significantly the cost of communicating with the audience.
- ProsocialLearn build its graphic identity through the logo, a unique format for sharing template (publications, leaflets, technical reports, etc.) and characteristic slogans. ProsocialLearn partners will involve the general public in becoming part of this procedure by inviting them to give their opinion in a reserved space, on the project’s website. This initiative will serve a twofold scope: First, visibility of the project will be increased, through
its very early stages. Second, by employing crowd sourcing techniques, the choices in slogans and logos is guaranteed to be a popular key for driving attention to the project’s activities.

- **An interactive area on the web-site** where the visitors will be able to leave their comments and make recommendations on the use of various game mechanics and interaction modes.

- **A design your own game** area, with a set of available tools will be foreseen on the website and polls will be running frequently for choosing the best scenario, which will need to adhere to the basic principles of prosociality. The consortium will consider the possibility of building the best game, during the third year of the project.

- **ProsocialLearn will adopt a multi-language** approach for receiving the desired recognition.

Direct, meaningful communication with the general public will mainly be enabled through the website and other internet communication, and that when there is actual, playable content available. The games will start to become available after M18, leaving time for planning these dissemination activities in more detail in D8.3.

### 2.4 Other Dissemination Tools

**Miscellaneous dissemination material** consists of posters and other material (such as USB sticks, pens, t-shirts, etc) promoting dissemination and visibility of the project by presenting its main features and results. The production of such will be directed by the specific needs of other dissemination activities, if at all.

### 2.5 Expected results

<table>
<thead>
<tr>
<th>Key Performance Indicators</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Number of Unique Visitors to the website</td>
<td>&gt;2000 on average per year</td>
</tr>
<tr>
<td>Number of followers in social networks</td>
<td>&gt;100 new followers per year</td>
</tr>
<tr>
<td>Number of peer-reviewed publications in journals, conferences and workshops</td>
<td>&gt;5 per year</td>
</tr>
<tr>
<td>Number of Special Sessions co-organized with international conferences</td>
<td>&gt;2 overall</td>
</tr>
<tr>
<td>Number of new subscribers to newsletter</td>
<td>&gt;30 per year</td>
</tr>
<tr>
<td>Number of events organized for user requirements</td>
<td>at least 3 till M3</td>
</tr>
<tr>
<td>Number of events organized for tutors training, game developers and general public</td>
<td>at least 1 per year. (The same event may hold different sessions, addressing different stakeholders, to minimize costs).</td>
</tr>
</tbody>
</table>

*Table 1 – Dissemination KPIs*
3 Performed and planned dissemination activities

3.1 Performed Activities

This section details the activities executed during the period around three axes:

- Promotional Tools and Material
- Publications
- Events

3.1.1 Promotional Tools and Materials

3.1.1.1 Project Presentation Texts

In the following are standard texts for introducing and explaining the work and the purpose of the ProsocialLearn project, the key messages for communication. These are to be used as appropriate, in all communication regarding the project, both to facilitate the work of the partners and to maintain coherence in the project’s presentation, to maximise the dissemination impact. The following text is the full introduction of ProsocialLearn.

“Many children are in danger of social exclusion, showing little empathy and high levels of anti-social behaviours. They should benefit from digital games teaching prosocial skills that can help them achieve academically, appreciate team work and recognize the value of understanding other people’s needs.

Traditional game developers know how to produce engaging stories and exciting game content. But they lack scientifically proven game mechanics for creating serious games that can increase social inclusion and academic performance. The ProsocialLearn Platform will enable them to easily incorporate prosocial constructs into their games.

ProsocialLearn will establish a new market channel for digital games, delivered to children and teaching professionals in school environments.”

The following text is to be used for brief introductions, such as when conducting interviews and surveys of actors and stakeholders in the education arena.

“We are developing a project called ProsocialLearn. Its aim is to provide digital interactive games to foster prosocial behaviour in primary school children - approximately 7 to 10 years old.

Prosocial behaviours are voluntary behaviours intended to benefit other people or society as a whole such as helping, sharing, donating, co-operating, and volunteering.

We would like to ask you some questions to understand your current practice and needs in this area so we can address the project to be the most useful to you.”

The following text is intended as a short, attention-getting, interest-building, “selling” text, possibly also serving as a “payoff” or “motto” for the project. It takes its departure in the project subtitle - “Gamification of Prosocial Learning for Increased Youth Inclusion and Academic Achievement”.

ProsocialLearn - science and tools for game developers for making prosocial games - games that let children learn how to be included and do well in school. ProsocialLearn - a marketplace and distribution platform for prosocial games.
3.1.1.2 Project logo

Graphics designers associated with project partners produced, after some initial versions, the current version of the project logo as shown below. All dissemination material (brochures, posters etc.) are expected to follow the same colour scheme as the ProsocialLearn logo. The colour specifications are in the following table.

<table>
<thead>
<tr>
<th>CMYK</th>
<th>Pantone</th>
<th>RGB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Logo blue</td>
<td>C: 100 M: 94 Y: 8 K: 1</td>
<td>Blue 072 C</td>
</tr>
<tr>
<td></td>
<td></td>
<td>R: 9% G: 22% B: 53%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hex: 163988</td>
</tr>
<tr>
<td>Logo yellow</td>
<td>C: 5 M: 0 Y: 89 K: 0</td>
<td>803 C</td>
</tr>
<tr>
<td></td>
<td></td>
<td>R: 100% G: 93% B: 0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hex: FFED00</td>
</tr>
</tbody>
</table>

Table 2 - Logo and project graphics profile colours

The coming ProsocialLearn platform and marketplace, that are not to be confused with the project website, will most likely have a distinct graphic profile of its own, one that is appropriate for its different target audiences and appears modern, relevant and attractive at the time of publication, in a couple of year’s time.

**Note:** The Horizon 2020 framework research programme has no logo, and none will be used, just the EU flag and the text “Co-funded by the Horizon 2020 Framework Programme of the European Union”.
3.1.1.3 Project website

For the project, the prosociallearn.eu and prosociallearn.com domains have been secured and set up. The latter forwards to the former. Tentatively, WordPress has been selected as the platform for the website development, as it is most accessible and familiar for the WP leader’s staff. A European and/or open-source platform would have been preferable, so this selection might change.

At the time of writing, a rudimentary place-holder website has been published, as can be seen below. The website will be completed and improved in the following weeks as specified in section 3.2.1.2 Web Presence.

![Figure 2 – ProsocialLearn website](image)

3.1.1.4 Project video

The production of a brief informational video has been discussed and it has undergone some initial concept development. A possible, appropriate expression format is simple, schematic animation. A sketch storyboard has been produced to illustrate this, and to be used in further development and production.
3.1.2 Publications

At this stage (M2) there are no ProsocialLearn publications yet.

In the future reports and updates of this document this section will provide information about what has been performed in the following areas:

- Conference and journal papers
- Newsletter and Press releases
- Blogs
3.1.3 Events

In the future reports and updates of this document this section will provide information about what has been performed in the following areas:

- Project meetings
- Training programs
- Self-Organized Workshops and Events
- Participation at Events and Conferences Organized by Others
- Calendar of Possible target events

3.1.3.1 Project meetings

ProsocialLearn project meetings also offer opportunities for dissemination. A direct example is the invitation of the Spanish educational organisation to the ProsocialLearn kick-off meeting in Madrid. Indirect opportunities may also arise outside of the actual agenda, but in close connection to, coming project meetings.

3.2 Planned Activities

This section details the activities planned for the next period around three axes:

- Promotional Tools and Material
- Publications
- Events

3.2.1 Promotional Tools and Materials

3.2.1.1 Project Printed Materials

A fairly traditional printed brochure will be produced, for the ease of dissemination and accuracy of information at diverse events, not least those arranged by external parties - where ProsocialLearn’s controlled exposure is not guaranteed. A first version is targeted after M6, when the targeted approach to stakeholders commences. It should eventually be possible to update to include photos and in-game screenshots illustrating the developed technology and the first prototype implementations of this, thus showcasing and disseminating actual, if early, results.

Brochures will be produced in electronic format (printable when needed) and updated in M18 and M36, otherwise as needed.

We intend to produce a trifold (A65) printed and electronic brochure (in standard PDF format for interoperability purposes) that reflects the scope of the project. This brochure presents brief project description, project goals, target audience, results and the consortium partners and contact details to the project manager.

The Brochure is first available in English, then translated as needs arise, and can be downloaded from the project website. By being both a printed and electronic brochure, the brochure enables the consortium partners to use (“Print-On-The-Go”) it in dissemination events and workshops, as well as to disseminate it through their respective websites and using email.

It is desirable to produce one or several graphics that visualize the targeted users, stakeholders and producers, and clarify their interrelationships, and the functionalities the project outcomes will be
offering the diverse stakeholder groups. This graphic will be incorporated in the planned brochure and poster.

3.2.1.2 Web Presence

A fully-functional web-site (M3) will represent the nexus for all the interested stakeholders at www.prosociallearn.eu (the registered domain). It will contain comprehensive information on the project aims and objectives, about the partnership and about in-progress and final results. It will also display information on planned events and it will be characterised by a very friendly user interface that will allow the users access to all the relevant information. It will be an important tool for information, participation, brokerage, follow-up, management and evaluation-related activities throughout all the stages of the initiatives. It will provide access to the demos established in the partner’s premises and may include both a public (lay-person orientated with access to all Public Deliverables) and a private restricted area (all consortium activities), if a need for the latter should arise in addition to the cooperative platforms in use by the consortium at the time of writing.

The WP8 leader, Redikod, will be responsible for gathering information and publishing on the website, whereas the respective WP leaders will be responsible for the actual and timely reporting on the progress and results in their respective areas.

Some special activities to maximize user interest and value are under consideration, subject to available resources:

Making mini prosocial games for mobile devices (e.g. smartphones, tablets) but also on the website for attracting interest. The games will be conveying the basic messages of prosociality and they will be free to download. These games are of course subject to synergies with and adaption and publication of the game prototypes produced in WP6. Public response to different game genres may act as useful material for updating user requirements.

An interactive area on the web-site where the visitors will be able to leave their comments and make suggestions on the use of various game scenarios, settings, mechanics, and interaction modes.

A design your own game area, with a set of available tools will be foreseen on the website and polls will be running frequently for choosing the best scenario, which will need to adhere to the basic principles of prosociality. The consortium will consider the possibility of proposing to make the best game to the game developer partners joining during the third year of the project.

The localisation of the site into multiple languages would be supportive to the project, but is subject to available resources and access to translations at minimal cost. Likely a trade-off between market size, market/territory language skills, and the translation support available through the partners will be made. At the outset, English will be used, and an ongoing cost/benefit evaluation will direct the localization.

Prosocial Games Distribution site: At the conclusion of the project a second website is envisioned as hosting and promoting the games produced by the project.

Name, domain name, logo, and graphic profile will be designed as appropriate for the target groups at the time. The same site may very well, in a “developer-dot” subdomain, host the resources for enabling leisure games developers to make prosocial games and distribute them. This also applies to the web presence and central node or “home”of the “Game Developer Network” for supporting developers. (See more on this in section 3.2.1.3 Other Internet Channels, below.)
3.2.1.3 Other Internet Channels (Social Media, Groups)

Social Media: ProsocialLearn will make use of social media such as Facebook, LinkedIn, Twitter and Youtube for establishing channels of communication between the consortium and the audience. These will be linked by the website and will link to it, too. The WP8 leader, Redikod, will be responsible for gathering information and general publishing in such channels whereas the respective WP leaders will be responsible for the actual and timely reporting on the progress and results in their respective areas. WP leaders and participants are encouraged to directly utilize their own existing links, channels, networks, presences, while observing the ProsocialLearn communication guidelines herein.

ProsocialLearn will establish a ProSocial Game Developer Network through online networks and forums, such as Facebook and LinkedIn, aiming to technically support developers using the ProsocialLearn platform. The network will aim to attract developers from PlayGen’s and Redikod’s communities and will form an essential tool for supporting the three additional SMEs joining during the project. PlayGen manages and has access to a number of game developer communities globally, it manages the largest linkedin communities devoted to applied games and gamification as well as serious games, as well as participating and contributing to a number of European initiatives on applied gaming, PlayGen’s total reach of applied gaming professionals and enthusiasts is over 15,000 members worldwide as of 2015. Building brand new communities from scratch however is not always the most effective way of delivering impact. Our strategy incorporates routinely participating in existing game developer networks, and promoting the prosocial game developers network primarily through the outputs of the project relevant to game developers.

3.2.2 Publications

3.2.2.1 Conference and Journal Papers


Conferences, symposia and workshops: Given the typically long turnaround periods for submission, review and publication in the aforementioned journals, relevant conferences, symposia and workshops will also be targeted with publications and presentations in order to provide quicker dissemination and feedback channels throughout the course of the project. Examples include events at venues such as ACM Symposium on Applied Perception (SAP), International Conference on Autonomous Agents and Multi-Agent Systems (AAMAS), Affective Computing and Intelligent Interaction (ACII), i3D ACM SIGGRAPH Symposium on Interactive 3D Graphics, IEEE International Conference on Games and Virtual Worlds for Serious Applications (VS-Games) and Intelligent Virtual Agents (IVA). These also represent important gateways to significant invited journal publications (e.g.
ACII as gateway to IEEE Transactions on Affective Computing; SAP as gateway to ACM Transactions on Applied Perception, and so on).

3.2.2.2 Newsletters and Press Releases

Electronic e-newsletters: A six-monthly newsletter will be mailed to a list of potential stakeholders (and other interested parties), where this list itself is maintained and updated on a regular basis. The objective of this e-newsletter is not only to inform readers about the project itself, but also to drive traffic to the website. These will be disseminated, among others, to dedicated portals, such as TELEEUROPE (www.teleurope.com) counting on 2,000 members (researchers and other stakeholders). For the newsletter the WP8 leader, Redikod, will be responsible for gathering information and publishing the newsletter, whereas the respective WP leaders will be responsible for the actual and timely reporting on the progress and results in their respective areas. The newsletter will in short entries summarize both content on the website and content published elsewhere and provide links to more extensive material.

3.2.2.3 Press Releases

Press Releases will take into account the milestones of the project. A press release about the launch of the project, when the website is published and it is known when initial results are available (expecting M3) is natural. A release is also appropriate when the first ProsocialLearn platform is ready for external testing (M18) as well as at other milestones or break-throughs that partners consider of importance for the following period (M19-M36).

The WP8 leader, Redikod, will be responsible for gathering information and finalising the press release content. All partners are expected, though, to assist in the distribution of all press releases in their respective geographical and professional arenas.

3.2.2.4 Blogs

Blog posts can be useful for the project, but should probably for maximum efficiency be included in consortium partners’ present blogging activities, as appropriate for each partners project responsibilities and addressed stakeholder arena.

As a point of departure, every consortium partner should contribute with one post every nine months, meaning one per month in total.

3.2.2.5 Code Publishing

Code publishing is one of the intended outcomes of the project, but will be subject to the constorium partner’s IPR agreements as well as the eventually chosen licencing models. The primary code publishing will likely be centered on the developer area of the Prosocial Games Distribution site and part of the planned “Game Developer Network” for supporting developers.

3.2.3 Events

Regarding the events related to ProsocialLearn, some activities should be of particular importance:

Participation in International conferences/workshops/events involving various disciplines, especially regarding market stakeholders and end users. In such events, beside networking and project liason activities, the representatives of the consortium will present the work in progress and final results of ProsocialLearn and distribute dissemination material. If possible, ad-hoc workshops/plenary presentations will be negotiated with the conference organisers.
Outreach Events: Outreach workshops will be held presenting the project’s objectives, results and methods to interested decision makers (at policy and industry level), pedagogues and the general public. They will have a one day duration and will take place before and in parallel with the piloting phase. They will be aimed at discussing relevance and adaptation needs to the specific national contexts. Specifically, three workshops (Italy, Greece and the UK, planned for M3) will be held to analyze requirements and discuss expected results with end-users (tutors, school committees) will take place, within the frame of WP2. These will be run in the first three months of the project and will be organized by educators and psychologists from the consortium.

3.2.3.1 Project Meetings

ProsocialLearn project meetings also offer opportunities for dissemination, as mentioned above. Indirect opportunities may also arise outside of the actual agenda, but in close connection to, coming project meetings.

3.2.3.2 Training Programs, Self-Organized Workshops and Events

In order to maximise the impact of the project approach, the consortium will emphasize developing a sustainable teacher community. It will organise a series of international professional development courses for teachers in order to introduce them in a series of experimentations with the project tools. The courses will offer training on the tools, on the implementation of the proposed scenarios, and will facilitate the adaption of the proposed scenarios to the local settings of the participants. In this way the consortium will increase the number of involved teachers and schools. These activities (costs for the travel and subsistence of the teachers to participate to the courses) will be supported by the Erasmus Plus initiative that asks from schools to prepare European Development Plans to support the professional development of their staff. This professional development programme that will focus initially on school leaders, instructional leaders and innovative teachers. One workshop or special session, co-located with a larger event (international conference), in order to showcase mature results of the project, on a scientific and user-centric level.

3.2.3.3 Participation at Events and Conferences Organized by Others

Presentations will describe the project goals and its accomplishments in a face-to-face manner. Presentations will target the audience at the venue and the Questions and Answers session at the end of the presentation will provide the audience in-depth information and understanding about the project and its results. Presentations will be added to Appendix II. A list of possible events targeted for ProsocialLearn dissemination can be found below, in the following section, as an initial first draft at the time of writing.

3.2.3.4 Calendar of possible target events

<table>
<thead>
<tr>
<th>Event</th>
<th>Project Month</th>
<th>Date</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mobile World Congress</td>
<td>M3</td>
<td>2-5 March 2015</td>
<td>Barcelona</td>
</tr>
<tr>
<td>Digital Shoreditch Festival</td>
<td>M5</td>
<td>11-22 May 2015</td>
<td>London</td>
</tr>
<tr>
<td>ICT 2015 Innovate, Connect, Transform</td>
<td>M10</td>
<td>20-22 October 2015</td>
<td>Lisbon, Portugal</td>
</tr>
<tr>
<td>Event</td>
<td>Code</td>
<td>Date</td>
<td>Location</td>
</tr>
<tr>
<td>--------------------------------------------------------------</td>
<td>------</td>
<td>-----------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>Comic Con GameX</td>
<td>M11</td>
<td>November 2015</td>
<td>Stockholm</td>
</tr>
<tr>
<td>IEEE International Conference on Visual Communications and Image Processing</td>
<td>M12</td>
<td>13 - 16 Dec 2015</td>
<td>Singapore</td>
</tr>
<tr>
<td>VISAPP2016</td>
<td>M15</td>
<td>March 2016, TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>Nordic Game conference 2016</td>
<td>M17</td>
<td>May 18-20 or May 25-27, TBD</td>
<td>Malmö, Sweden</td>
</tr>
<tr>
<td>International Conference on Autonomous Agents and Multi Agent Systems (AAMAS)</td>
<td>M17</td>
<td>May 2016, TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>2016 IEEE World Congress on Computational Intelligence</td>
<td>M19</td>
<td>25-29 July, 2016</td>
<td>Vancouver, Canada</td>
</tr>
<tr>
<td>Human-Computer Interaction (HCI 2016)</td>
<td>M20</td>
<td>August 2016, TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>Intelligent Virtual Agents (IVA)</td>
<td>M20</td>
<td>August 2016, TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>Affective Computing and Intelligent Interaction (ACII)</td>
<td>M21</td>
<td>September 2016, TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>EUSIPCO 2016</td>
<td>M21</td>
<td>September 2016, TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>IEEE International Conference on Games and Virtual Worlds for Serious Applications (VS-Games)</td>
<td>M21</td>
<td>September 2016</td>
<td>TBD</td>
</tr>
</tbody>
</table>

Table 3 – Calendar of events
4 Partners specific dissemination plan

4.1 Game Developer Community

**Redikod** has very close links with the European game developer community, not only through the European Games Developer Federation (EGDF), but also through the Nordic Game conference [NORDICWEB], the second in terms of size of all professional games industry conferences in Europe. Redikod will disseminate ProsocialLearn through direct mailing lists (with some 10,000 recipients) and forums of the tightly-knit Nordic game developer community (employing about 5,000 of the 20-25,000 developers in Europe) and long-term ties to TiGA [TIGAWEB], the games developer industry association in the UK (where about 10,000 of Europe’s developers are employed).

**PlayGen** organises regular events around the themes of use of games in non-leisure contexts as well as participating in events around the use of games for empowerment and inclusion, such as the BETT, TechEd Europe, GDCE. Additionally, PlayGen runs and maintains Digital Shoreditch, an annual festival established in 2010, which hosts over 15,000 participants, 500+ speakers and approximately 68,000 members globally, is centered on innovation in digital technologies across sectors. PlayGen also runs communities and groups such as: The ‘Serious Games Group’, established in 2008, which is the world’s largest collection of researchers and developers working with Serious Games. The ‘Masters of Gamification’ established in 2010 and ‘Applied Games and Gamification’ established in 2011 - with 16,000+ members combined - are also the world’s largest collection of researchers and developers working with Gamification. PlayGen will support and promote the ProsocialLearn platform throughout all of these groups, with a combined reach of over 75,000 professionals working within the digital realm and gaming across sectors globally, facilitating greater development and diversification by bringing together small games companies with the schools market across Europe.

4.2 Education and Policy Makers

**EA’s** liaisons with the Erasmus Plus community and their experience in promoting innovative educational material will provide with rich dissemination channels. Furthermore the project team will develop a series of etwinning tool-kits and will offer them to schools registered to the etwinning portal [ETWININGWEB] of the EC. This community involves about 200,000 teachers from all over Europe. The aim of this school community is to involve schools in innovative projects through networking and cooperation. In such a way, schools that are external to the project could take advantage of the project outcomes and get involved in the wider ProsocialLearn educational community.

Through **Europole (EUR)**, the project will be disseminated to a wide range of educational organizations in Italy, either through dedicated events (more than 4000 students, and about 300 teachers will be approached), or by emails (Europole has access to a wide database of 120,000 teachers in Italy). Europole will make use of at least 5 national conferences and workshops and 3 at a European level. It will also communicate project results and activities to students’ parents and, therefore, will be very incisive in the social life of the local, Regional National Community. The Europole organization will also involve the local provincial, and national branches of the Ministry of Education of Italy, training them and involving them as critical policy makers into this social educational strategy. It will also involve the adult training centres and the informal organisations’ adult group leaders through electronic communication and invitation to dedicated events ProsocialLearn will be participating. Moreover, EUR will involve in the project results and activities
the 3 European networks since it is a member of :Media in prison, TTNET teamwork to teach ICT Maths and science and NETQ6.

4.3 Research and Academia

The outcomes of the project are expected to have a significant scientific and research value as well even though they are not at the heart of ProsocialLearn activities. Moreover, the dissemination of ProsocialLearn research and scientific results to the research events will increase its exposure to industry, since it will focus to events and material that gathers attention from both fields.

In particular, CERTH, ITINNOV, KTH, UCAM, in collaboration with the rest of the partners, will focus on the following events: IEEE Conference on Computational Intelligence and Games (CIG), International Conference on Foundations of Digital Games, International Conference on Games and Virtual Worlds for Serious Applications (VS-GAMES), Society and Personality and Social Psychology Conference (SPSP), Association for Psychological Science convention (APS), Affective Computing and Intelligent Interaction (ACII), Intelligent Virtual Agents (IVA), Workshop on Intelligent Narrative Technologies (AIIDE), IEEE International Conference on Advanced Learning Technologies (ICALT), Emotion in Games (EmoGames) Workshop, European Conference on Technology-Enhanced Learning (EC-TEL), Artificial Intelligence in Education (AIED).

In terms of Specific Dissemination Events on a yearly basis, apart from conferences, students in KTH often submit to the CAwards (http://www.cawards.se/), the Swedish Game Awards (http://gameawards.se/) and there are also a couple of game jams that take place (http://roviogamejam.com/, http://nordicgamejam.org/ ). This sort of dissemination is extremely interesting, as it implies: Students building prosocial games using the mechanics and platform from the project - there is an education aspect here, but now at the University level; and spreading news to game companies and the public through the events.
5 Roles and responsibilities

The nature of dissemination activities is such that each and every partner that participates in ProsocialLearn contributes to the objectives of the dissemination activities. Additionally each partner, based on its role in each WP, will support the dissemination activities such as by:

- Producing dissemination material;
- Managing the means/tools to support dissemination activities;
- Coordinating and managing the relevant activities that deal with the partner’s work or application field on the project;
- Managing the partner’s internal inter-organizational dissemination issues;
- Organizing events;
- Updating the project social media sites according to the dissemination activity news;
- Submitting scientific articles in relevant conferences and journals
- Organizing partners internal meetings and conference calls.

All the above activities will be coordinated by the ProsocialLearn dissemination task leader (Redikod) throughout the project. The dissemination manager will mainly deal with drafting and updating the dissemination plan. All partners are responsible for their own dissemination activities and strategies and they are obliged to report back to the dissemination manager.

Each partner performing dissemination activity should use the dissemination activities reporting template (available in Appendix I and at the project ownCloud site) for reporting purposes. Each report must contain an activity number, attachment (screenshot or functioning link to the activity) and the report file must be saved according to the file name format specified in Appendix I. More specifically, the intentions to perform any activity will be timely announced to the consortium for general approval and information as well as for confirmation of the compliance with the project objectives and budget. The basic rules and procedures applied during the ProsocialLearn lifetime, concerning the dissemination guidelines are listed below:

**Events Participation**: a partner receiving information on an upcoming conference, workshop, etc. informs the consortium and sends any accompanying material before as well as after the event.

**Presentations**: the presentations display the ProsocialLearn contact details, following the EC rules and are based on the relevant templates.

**Publications**: scientific as well as other publications will be announced to the consortium, all partners involved are to be included in the authors list and the EC rules are to be respected. Moreover, in all publications focused on work within the main objectives of the project, ProsocialLearn will be referred to as the primary supporting action.

**Project Website**: will be the main electronic means/tools for assisting awareness and information flow within ProsocialLearn concerning the dissemination activities announced and performed.
6 Summary Timetable (phases and activities)

ProsocialLearn will follow a phased approach to defining, planning, organizing and exploiting communication channels and dissemination events. Specifically:

**PHASE A: Stakeholders outreach plan (M1-M6)**
- **Scope:** To design a dissemination strategy, to inform the market regarding the scope and the objectives of ProsocialLearn.
- **Measures:** A rich and active web-site, a calendar of external events, a project leaflet

**PHASE B: Targeted approach (M7-M12)**
- **Scope:** Identify the key players in the market and in the target users ecosystem
- **Measures:** Raise awareness through social media and more targeted channels

**PHASE C: Public outreach and Game Developers’ support network (M13-M36):**
- **Scope:** Support SMEs in the creative and collaborative development of prosocial games. Organize and attend events targeting tutors, general public and key stakeholders in industry and research.
- **Measures:** Organize creativity workshops targeting game designers and developers. Arrange training sessions for tutors and events for raising awareness among general public. Attendance of events.

<table>
<thead>
<tr>
<th>Phase</th>
<th>Specifics</th>
<th>Project month</th>
<th>Target Group(-s)</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Stakeholders outreach plan</td>
<td>M3</td>
<td>All</td>
<td>First press release</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M3</td>
<td>All</td>
<td>Website, calendar of events</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M3</td>
<td>Educations and Childcare</td>
<td>Three user requirements workshops</td>
</tr>
<tr>
<td>B</td>
<td>Targeted approach</td>
<td>M7</td>
<td>All</td>
<td>Brochure</td>
</tr>
<tr>
<td>C</td>
<td>Public outreach and Game Developers’ support network</td>
<td>M17</td>
<td>Game Developers</td>
<td>Nordic Game conference 2016 event and workshop</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M18</td>
<td>Game Developers</td>
<td>ProsocialLearn Platform Beta</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M18</td>
<td>All</td>
<td>Brochure</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M18</td>
<td>All</td>
<td>Press release</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M18</td>
<td>Internal</td>
<td>D8.3 dissemination report and plan update</td>
</tr>
</tbody>
</table>

Table 4 – Summary timetable
7 Conclusions

The purpose of this deliverable is to determine the activities to be carried out as well as all means and material designed and produced for increasing the awareness of the project in the EU context but also for the wider public.

Activities are performed and proposed over the timeline of the project and responsibilities have been assigned.

The document also contains the dissemination report templates, project presentation template and partner’s performed dissemination activities report in Appendixes.
8 Disclaimer and acknowledgement

8.1 Disclaimer

Use of any knowledge, information or data contained in this document shall be at the user’s sole risk. Neither the ProsocialLearn Consortium nor any of its members, their officers, employees or agents accept shall be liable or responsible, in negligence or otherwise, for any loss, damage or expense whatever sustained by any person as a result of the use, in any manner or form, of any knowledge, information or data contained in this document, or due to any inaccuracy, omission or error therein contained.

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RE = Restricted to a group specified by the consortium (including the Commission Services).
CO = Confidential, only for members of the consortium (including the Commission Services).

This document is PUBLIC.

8.3 Acknowledgement

This deliverable results from the ProsocialLearn project, which is supported by funding Framework Programme Horizon2020 of the European Commission under grant agreement no. 644204.

The ProsocialLearn Project addresses the problem of many children in danger of social exclusion due to lack of empathy and high levels of anti-social behaviours. They should benefit from digital games teaching prosocial skills that can help them achieve academically, appreciate team work and recognize the value of understanding other people’s needs. The ProsocialLearn Platform will enable them to easily incorporate prosocial constructs into their games. ProsocialLearn will establish a new market channel for digital games, delivered to children and teaching professionals in school environments.

Ideas and opinions expressed by the author(s) / reviewer(s) do not necessarily represent those of all partners.