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

Gamification of Prosocial Learning
for Increased Youth Inclusion and Academic Achievement

D8.3
1st ProsocialLearn Dissemination and Communication Report
# D8.3 1st ProsocialLearn Dissemination and Communication Report

**Title**  
D8.3 1st ProsocialLearn Dissemination and Communication Report

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**Abstract**  
This deliverable describes dissemination activities and results for M1-M18 as well as future plans.

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**Reviewer(s)**  
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**Dissemination level**

- [ ] internal
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- [ ] confidential

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<th>Abbreviation</th>
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<td>EC</td>
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Executive summary

This, the 1st ProsocialLearn Dissemination and Communication Report, describes dissemination activities and results from M1 to M18, as well as future dissemination plans for the project.

The 1st ProsocialLearn Dissemination and Communication Report briefly summarises the dissemination strategy and reports on the results of specific activities for the period M1 to M18 in comparison to key performance indicators (KPIs) outlined in the D8.1 ProsocialLearn Dissemination and Communication Plan to increase the impact of the project. Dissemination strategies articulate the objectives, target audiences and dissemination tools. Promotional materials developed and corresponding dissemination channels, as well as measurements compared to KPIs are presented as part of the description and results of dissemination activities for the period covered in this report.

The document also specifies the responsibilities, results and recommendations for consortium members regarding their own specific dissemination of the project results and outcomes, both internally and externally.
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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 results to M18 and future dissemination plans of the ProsocialLearn project. The document provides all the relevant information about the results of dissemination activities detailed in D8.1 and performed during from M1-M18 by the consortium members. More specifically, this document provides a brief overview of the ProsocialLearn dissemination strategy and the platform and individual results to be disseminated, the dissemination tools and target audiences, as well as the results of performed dissemination activities and future plans which include events, conferences organized by others, workshops organized by partners, project website and newsletter, social media, press releases and brochures.

It should be noted that this document - Deliverable 8.3: 1st ProsocialLearn Dissemination and Communication Report - is a cumulative overview of the project’s undertaken dissemination activities to M18 and planned dissemination activities to M36 as outlined in D8.1. The next update will be the D8.4 report in M36. The deliverable leader (Redikod) is responsible for the overall monitoring of and reporting of dissemination activities. However, all partners contribute to the dissemination of the project on their respective stakeholder arena’s level. Moreover, in order for Redikod to keep an overview of activities carried out, all partners provide information about their dissemination activities in specific dissemination report templates (see Appendix II).

1.2 Scope and Audience of the Document

In this document, we describe activities to create and increase awareness about the project to attract followers, supporters, users and eventual customers and to increase academic and industrial opportunities, both executed for the period M1-M18 (with accompanying results and assessments in comparison to the KPIs outlined in D8.1), and planned for the next 18 project months (to M36).

The 1st ProsocialLearn Dissemination and Communication Report is used by consortium members, but also the EC, to acquire a complete picture of the most important activities undertaken and results to date, as well as activities scheduled on the future route to full dissemination of the project.

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 briefly describes the project target groups for this project and means for communicating with these target groups, first detailed in D8.1. Moreover, dissemination tools and expected results are outlined here.
Section 3: Performed and Planned Dissemination – this section describes details of all dissemination, including promotional materials and tools, reporting of project and results, the project's online presence, participation in special interest groups, web-based and other publications and events performed to M18 and planned forward to M36 by the partners.

Section 4: Partners specific dissemination plan – this section examines how partners contribute to the dissemination of the project on their respective stakeholder arena’s level.

Section 5: Roles and Responsibilities – this section describes the role and responsibilities of the partners, also in relation to their roles in the different WPs.

Section 6: Summary Timetable - this section presents a table with the expected deliverables and activities planned for the period M1 – M36.

Section 7: Conclusion – this section presents the conclusion of the document.

Section 8: Appendices – this section presents online statistics for the period M4-M17 (from project website launch (M4) to the the most current available results (M17), Appendice I) and the project dissemination report templates (two templates, Appendice II).
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 briefly 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. In short, what ProsocialLearn is all about, who will benefit from it and how.

In order to meet ProsocialLearn’s dissemination and exploitation goals, the consortium targets market-related stakeholders, mainly coming from the leisure games industry, but also end users (educators, schools, parents/carers) regarding the benefits of adopting prosocial games for learning and skills acquisition. As communication means and channels need to reach a range of different stakeholders (game developers, educators, ICT industry, psychology, general audience), the dissemination strategy will continue to evolve during the entire life cycle of the project.

The aims, results and methods of the project are disseminated through different channels the consortium already disposes of and channels established during the life of the project. This approach reflects the multidisciplinary nature of the project and thus addresses stakeholders from all areas involved in the business model ProsocialLearn is developing.

As such, electronic and non-electronic dissemination material, as well as a calendar of events and ProsocialLearn workshops (targeted and created/organised) has been and will continue to be maintained, as well as publications and presentations at 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 has been and will continue to be communicated to all involved partners prior to publishing/announcing results through various communication channels.

2.2 Target Groups for Dissemination

Specifically, the opportunities of the ProsocialLearn methodology and platform brings together the following ecosystem members:

2.2.1 The Education and Child Development Community:

The Education and Child Development Community: with the aim to raise awareness regarding ProsocialLearn platform and its objectives and results.

- Parents/Carers: Some engaged in WP2 and WP7, all as eventual end users driving demand.
- Teachers/Pedagogues: Some 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

ProsocialLearn dissemination is shaped differently according to the needs and conventions of different target groups, and relative 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 have through the project website, and not least through the coming platform site and developer subdomains will have direct access to ProsocialLearn resources including information on practical implementation. The game developer network will also be an important part of this (see section 3.2.1.3 Other Internet Channels). As a secondary, overlapping effect, serious games developers will also eventually become informed and able to participate in the network.
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 games will be ported to multiple devices and their use will be made possible in various contexts. Parents and carers will be introduced to 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 project website and other internet communication, and that when actual, playable content comes available after M18.

**Pedagogues:** The benefits of adopting prosocial games in the school curricula has been and will continue be made highly visible to a broad spectrum of educators. Studies run on an international level (in European and non-European sites) have been and will continue to be showcased to them, and events supporting communication activities between educational partners or supporters of the ProsocialLearn consortium and external educators have been and will continue to be organized.

**Developmental Psychologists:** 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 have been and will continue to be disseminated at academic conferences and peer review journals, and further disseminated via the ProsocialLearn website and other project channels.

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.

**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, and further disseminated via the ProsocialLearn website and other project channels.

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 after M18 to present the project’s results in a tangible and comprehensive manner, through a series of communication channels. The 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 follows a strategy using innovative communicative approaches, such as several of, but not limited to, the following possible actions after M18:

• **Build prosocial mini-games** for mobile devices (e.g. smartphones, tablets) but also on the project website to attract interest. The games will convey the basic messages of prosociality and be free to download. Public response to different game genres may also act as useful material for updating user requirements.

• Present in the **social media and external 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:
  
  o Having children play prosocial games
  
  o Have discussions with them, their parents and tutors on the value of prosociality
  
  o 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.

• An **interactive area on the ProsocialLearn website** where the visitors can leave 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.

Direct, meaningful communication with the general public will mainly be enabled by the project website and other internet communication, and that when actual, playable content comes available after M18.

### 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.

Expected results

<table>
<thead>
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<th>Key Performance Indicators</th>
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<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

3.1.1.2 Project Presentation Texts

The following standard texts introduce and explain the work and purpose of the ProsocialLearn project, the “key messages” of the project. 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. It’s 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.”

During the evolution of the project, emphasis has changed from domains of emotion and behavior to prosocial skills. The latter have been grouped into skills for feelings, skills for friendship and skills for cooperation. It has been discussed that these labels and categories are actually a good summation of the project. So a descriptive and effective marketing “jingle” or “blurb” may actually turn out to be among these:

“ProsocialLearn – skills for feelings, friendship and cooperation”

“ProsocialLearn – teaches feelings, cooperation and friendship skills”

“ProsocialLearn: Feelings, Cooperation and Friendship.”

3.1.1.3 Project logo

Graphics designers associated with project partners produced the project logo (Figure 1) in M2. All dissemination materials (brochures, posters, etc.) follow the same colour scheme as the ProsocialLearn logo. The colour specifications are as follows (Table 2):

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<th>Pantone</th>
<th>RGB</th>
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<td>C: 100 M: 94 Y: 8 K: 1</td>
<td>Blue 072 C</td>
<td>R: 9% G: 22% B: 53%</td>
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<td>803 C</td>
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<tr>
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<td></td>
<td></td>
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</tr>
</tbody>
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**Table 2 - Logo and project graphics profile colours**
The coming ProsocialLearn platform and marketplace (not to be confused with the project website), will most likely have distinct graphic profiles of their own, appropriate for different target audiences as well as relevant and attractive at the time of release.

Note: The Horizon 2020 framework research programme has no logo, and as such the EU flag and the text “Co-funded by the Horizon 2020 Framework Programme of the European Union” are used.

3.1.1.4 Project brochures

Two full color A4 project brochures have been produced to M18; one two-sided tri-fold for general use by consortium members (http://goo.gl/lzP9kC) and a special one-sided full page version for use in ProsocialLearn educator workshops (September 2015 in Athens, EL & October 2015 in Verona, IT).

The brochures were completed in M6 and M9 respectively as specified in section 3.2.1.2 Project Printed Materials.
3.1.1.5 Project website

The prosociallearn.eu and prosociallearn.com domains have been secured, with the main project website at http://prosociallearn.eu (Figure 3). WordPress was selected as the development platform, as it is open-source and most familiar to the WP leader’s staff. Project accounts on Twitter, Facebook and other social media channels have also been set-up (see section 3.1.1.6 Social Media), and the website promotes/describes/links to the ProsocialLearn teachers space website (WP7/D7.2 Teachers space and pedagogical effectiveness) at http://prosociallearn2.atosresearch.eu.

The website was completed in M4 as specified in section Web Presence Web Presence.
**Results:** The website received nearly twice the annual number of expected unique visitors (>2000 per year, D8.1) in 2015 (M1-M12). To date for 2016 (M13-M17), the website has already exceeded the annual number of expected unique visitors (>2000 per year, D8.1) by a large margin (3,291).

Notably in Q4 2015, when 3-4 new articles per month were posted on the site (as well as several reports and event listings), unique visitors totalled 1,919 for the three month period - highlighting the importance of consortium members providing regular updates on their activities and progress.
Also, Q1 2016 saw a significant rise website traffic as consortium members worked to recruit educators to the ProsocialLearn community website (WP7/D7.2 Teachers space and pedagogical effectiveness, [http://prosociallearn2.atosresearch.eu](http://prosociallearn2.atosresearch.eu)), a key part of the ProsocialLearn project that aims to involve schools and stakeholders across Europe, centered on innovative teachers eager to adopt prosociality in daily school practice ([http://prosociallearn.eu/introducing-prosociallearn-community](http://prosociallearn.eu/introducing-prosociallearn-community)).

**Recommendation:** New ProsocialLearn website content (i.e. project news and report summaries, videos and event updates) as well as regular updates from related EU projects (like Beaconing, No One Left Behind, 3D Tune-In and RAGE) will be key to further drive engagement in the project among stakeholders for the remainder of 2016 and beyond.

*Total unique views, M10-M12 (Q4, October - December 2015): 1,919*

*Total unique views, M4-M12 (April - December 2015): 3,868*

**2015 KPI (M1-M12): Exceeded after nine months (>2000 expected unique visitors per year, D8.1)**

*Total unique views, M13-M15 (Q1, January - March 2016): 2,089*

*Total unique views M13-M17 (January - May 2016): 3,291*

**2016 KPI (M13-M24): Exceeded after five months (>2000 expected unique visitors per year, D8.1)**

### 3.1.1.6 ProsocialLearn in Social Media

Project social media accounts on Facebook, Twitter, YouTube and LinkedIn as well as a news feed were also launched in M4 (April 2015); also see Figure 4.

Facebook: ([https://www.facebook.com/ProsocialLearn](https://www.facebook.com/ProsocialLearn))

Twitter: ([https://twitter.com/ProsocialLearn](https://twitter.com/ProsocialLearn))

YouTube: ([https://www.youtube.com/channel/UC3wgYxdwArbqp6budJ31h1AQ](https://www.youtube.com/channel/UC3wgYxdwArbqp6budJ31h1AQ))

LinkedIn: ([https://www.linkedin.com/company/prosociallearn](https://www.linkedin.com/company/prosociallearn))

News feed/RSS: [http://prosociallearn.eu/feed](http://prosociallearn.eu/feed)

These accounts were created as specified in section Web Presence Other Internet Channels (Social Media, Groups).
Figure 4 – ProsocialLearn social media sites and RSS

**Results:** ProsocialLearn has shared news, videos and event updates on Facebook, Twitter, LinkedIn and YouTube since M4 (April 2015). The total number of followers for the nine month period in 2015 were 103, slightly over the annual number of expected followers in social networks (>100 per year, D8.1).
To date for 2016 (M13-M17, January - May 2016), the number of new followers on ProsocialLearn social networks (>100 per year expected, D8.1) has dropped significantly, as far fewer updates by consortium members have been submitted for posting to the ProsocialLearn website and sharing in social media compared to 2015.

**Recommendation:** New ProsocialLearn website content (i.e. project news and report summaries, videos and event updates) as well as updates from related EU projects (like Beaconing, No One Left Behind, 3D Tune-In and RAGE) for sharing on social media networks will be key to further drive engagement in the project among stakeholders for the remainder of 2016 and beyond.

### 2015 (M4-M12, April - December 2015):

- Facebook page likes (followers): 50
- Twitter followers: 27
- LinkedIn followers: 16
- YouTube subscribers (followers): 2 (site), 8 (video)

**Total number of followers in social networks M4-M12 (April - December 2015): 103**

**2015 KPI (M1-M12):** Exceeded after nine months (>100 expected followers in social networks per year, D8.1)

### 2016 (M13-M17, January - May 2016):

- Facebook page likes (followers): 55 (up by 5 from 2015)
- Twitter followers: 30 (up by 3 from 2015)
- LinkedIn followers: 18 (up by 2 from 2015)
- YouTube subscribers (followers): 2 (site), 8 (video) (unchanged from 2015)

**Total number of new followers in social networks M13-M17 (January - May 2016): 10**

**2016 KPI (M13-M24):** Underperforming compared to 2015 (>100 expected followers in social networks per year, D8.1)

### 3.1.2 Publications

There have been a range of ProsocialLearn publications disseminated to this point (M18), including official project reports via the website and conference/journal papers (via the website and external publications), as well as a project newsletter emailed to nearly 9000 subscribers in M7.

#### 3.1.2.2 Project reports

As part of dissemination efforts outlined in section 3.2.1.2 Web Presence, ten project reports (public) have been uploaded to the website, with selected reports also promoted in website articles and via social media (see [http://prosociallearn.eu/deliverables-publications](http://prosociallearn.eu/deliverables-publications)):
<table>
<thead>
<tr>
<th>ProsocialLearn</th>
<th>D8.3 ProsocialLearn Dissemination and Communication Report</th>
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<tbody>
<tr>
<td><strong>D8.1</strong> – ProsocialLearn Dissemination and Communication Plan, May 2015: <a href="#">Download</a></td>
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<tr>
<td><strong>ProsocialLearn: Market And Competition Analysis</strong></td>
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</tr>
<tr>
<td><strong>D1.1</strong> – Market And Competition Analysis – Final version, May 2015: <a href="#">Download</a></td>
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</tr>
<tr>
<td><strong>ProsocialLearn: User Requirements</strong></td>
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</tr>
<tr>
<td><strong>D2.1</strong> – User Requirements – Final version, May 2015: <a href="#">Download</a></td>
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</tr>
<tr>
<td><strong>ProsocialLearn: Ethical Oversight Procedures</strong></td>
<td></td>
</tr>
<tr>
<td><strong>D7.1</strong> – ProsocialLearn Ethical Oversight Procedures – Final version, May 2015: <a href="#">Download</a></td>
<td></td>
</tr>
<tr>
<td><strong>ProsocialLearn: Game Scenarios</strong></td>
<td></td>
</tr>
<tr>
<td><strong>D2.2</strong> – Prosocial Game Scenarios – Final version, July 2015: <a href="#">Download</a></td>
<td></td>
</tr>
<tr>
<td><strong>ProsocialLearn: First System Requirement and Architecture</strong></td>
<td></td>
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<tr>
<td><strong>D2.3</strong> – First System Requirement and Architecture – Final version, October 2015: <a href="#">Download</a></td>
<td></td>
</tr>
<tr>
<td><strong>ProsocialLearn: Evaluation Strategy and Protocols</strong></td>
<td></td>
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<tr>
<td><strong>D2.5</strong> – Evaluation Strategy and Protocols – Final version, January 2016: <a href="#">Download</a></td>
<td></td>
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<tr>
<td><strong>ProsocialLearn: User data acquisition and mapping in game environments</strong></td>
<td></td>
</tr>
<tr>
<td><strong>D3.1</strong> – User data acquisition and mapping in game environments – Final version, January 2016: <a href="#">Download</a></td>
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<tr>
<td><strong>ProsocialLearn: 1st Prosocial affect fusion and player modelling</strong></td>
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<tr>
<td><strong>D3.2</strong> – 1st Prosocial affect fusion and player modelling – Final version, January 2016: <a href="#">Download</a></td>
<td></td>
</tr>
<tr>
<td><strong>ProsocialLearn: 1st Experiment planning and community</strong></td>
<td></td>
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<tr>
<td><strong>D7.2</strong> – 1st Experiment planning and community – Final version, January 2016: <a href="#">Download</a></td>
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</tr>
</tbody>
</table>
3.1.2.3 Conference and journal papers

The six conference and journal papers by consortium members disseminated in educational ICT and serious games journals and on the project website to M18 are listed below by publication date. These papers were disseminated as specified in section 3.2.2.2 Conference and Journal Papers.

**Skeleton-based Human Action Recognition using Basis Vectors**
S. Asteriadis and P. Daras, 8th International Conference on Pervasive Technologies Related to Assistive Environments 2015 (PETRA 2015), Corfu, Greece, 1-3 July 2015: [Download]

**Natural User Interfaces for Virtual Character Full Body and Facial Animation in Immersive Virtual Worlds**
K. Apostolakis and P. Daras, 2nd International Conference on Augmented and Virtual Reality (SALENTO AVR 2015), Lecce, Italy, 31 August – 3 September 2015: [Download]

**A Review of Eye Gaze in Virtual Agents, Social Robotics and HCI: Behaviour Generation, User Interaction and Perception**

**Facial Hair and Trustworthiness in Virtual Faces: Towards an Evaluation Study**

**Path of Trust: A Prosocial Co-op Game for Building Up Trustworthiness and Teamwork**

**The Sociocultural Appraisals, Values, and Emotions (SAVE) Framework of Prosociality: Core Processes from Gene to Meme**

**Results:** With six peer-reviewed publications disseminated in 2015 (M4-M12) on the ProsocialLearn website (see [http://prosociallearn.eu/deliverables-publications](http://prosociallearn.eu/deliverables-publications)), the annual target (>5 per year, D8.1) was slightly exceeded.
To date for 2016 (M13-M17, January - May 2016), no new peer-reviewed publications have been posted on the ProsocialLearn website.

**Recommendation:** There are quite possibly several peer-reviewed, project-related studies by ProsocialLearn consortium members published over the last five months or slated for publication this year, so efforts by WP8 (Redikod) and WP9 (Atos) project leaders to communicate the importance of disseminating these publications should be continued.

*Total number of peer-reviewed publications in journals, conferences and workshops, disseminated M4-M12 (April - 31 December 2015): 6*

*2015 KPI (M1-M12): Exceeded (>5 expected peer-reviewed publications to be disseminated per year, D8.1)*

*Total number of peer-reviewed publications in journals, conferences and workshops, disseminated M13-M17 (January - 31 May 2016): 0*

*2016 KPI (M13-M24): Underperforming compared to 2015 (>5 expected peer-reviewed publications to be disseminated per year, D8.1)*

**3.1.2.4 Project Press release**

The first project press release, “Welcome to ProsocialLearn” was published on 30/03/2015, wherein ProsocialLearn project coordinator Francesco D’Andria from Atos S.A. (ES) welcomed stakeholders to the project and community.

**3.1.2.5 Project newsletter**

The project newsletter (see Figure 5), was emailed to a list of potential stakeholders (and other interested parties) for the first time in 2015, as specified in section 3.2.2.3 Newsletters and Press Releases.
Results: The first ProsocialLearn 2015 newsletter (http://goo.gl/4qSCvm) was sent on 31 July, 2015 (M7) to 8,954 subscribers (acquired from the relevant databases of consortium members and including an opt-out link) with content derived from the project website RSS feed.

From M8 to M12, 40 new subscribers signed-up via the ProsocialLearn website - well over the expected annual number of new subscribers to the newsletter (>30 per year, D8.1) for 2015.

To date for 2016 (M13-M17, January - May 2016), a total of 8 new subscribers have signed-up for the newsletter via the ProsocialLearn website, and the circa 30 members of the ProsocialLearn educators’ community (http://prosociallearn2.atosresearch.eu) will be added to the subscriber list.
The current number of subscribers to the ProsocialLearn newsletter (per 31 May 2016) is 8661 (a net loss of 293 subscribers due to opt-out attrition), and the next issue is currently slated for M18, being postponed from earlier in the year, awaiting platform beta release and SME recruitment announcements.

**Recommendations:** Envisioned as a bi-annual newsletter for potential stakeholders (and other interested parties) in D8.1, a new edition (including all project updates published on the website since the previous version in M7) should be disseminated as soon as possible, not waiting for the beta platform release. Prior to publication, consortium partners should also be encouraged to share any new lists of potential stakeholders (and other interested parties) they might have acquired since the ProsocialLearn subscriber list was created last year.

*Number of new subscribers to newsletter M4-M12 (April - 31 December 2015): 40*

2015 KPI (M1-M12): Exceeded (>30 expected new subscribers to newsletter per year, D8.1)

*Number of new subscribers to newsletter M13-M17 (January - 31 May 2016): 38 (8 via website, circa 30 via educators’ community)*

2016 KPI (M13-M24): On track to be exceeded (>30 expected new subscribers to newsletter per year, D8.1)

### 3.1.3 Events

Nine international events with contributions by ProsocialLearn consortium members and two ProsocialLearn training workshops have been held and disseminated via the project website ([http://prosociallearn.eu/events](http://prosociallearn.eu/events)):

<table>
<thead>
<tr>
<th>Event</th>
<th>Description</th>
<th>Date</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Digital Shoreditch 2015</strong></td>
<td>Global tech and digital event</td>
<td>11-15 May 2015</td>
<td>London, UK</td>
</tr>
<tr>
<td><strong>Nordic Game</strong></td>
<td>Games industry conference</td>
<td>20-22 May 2015</td>
<td>Malmö, SE</td>
</tr>
<tr>
<td><strong>Gaminomics</strong></td>
<td>Games and gamification industry summit</td>
<td>11 June 2015</td>
<td>London, UK</td>
</tr>
<tr>
<td><strong>Respawn</strong></td>
<td>Games industry conference</td>
<td>3-4 August 2015</td>
<td>Cologne, Germany</td>
</tr>
<tr>
<td><strong>SALENTO AVR 2015</strong></td>
<td>International conference on augmented and virtual reality</td>
<td>31 August – 3 September 2015</td>
<td>Lecce, Italy</td>
</tr>
<tr>
<td>Event</td>
<td>Description</td>
<td>Date</td>
<td>Place</td>
</tr>
<tr>
<td>-------</td>
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</tr>
<tr>
<td><strong>C2Learn workshop</strong></td>
<td><strong>C2Learn</strong> is a digital gaming and networking environment to foster co-creativity in learning</td>
<td>30 October 2015 (<a href="#">Live feed here</a>)</td>
<td>Athens, Greece</td>
</tr>
<tr>
<td><strong>GALA 2015</strong></td>
<td>Conference dedicated to the science and application of serious games</td>
<td>9-11 December 2015</td>
<td>Rome, Italy</td>
</tr>
<tr>
<td><strong>BETT 2016</strong></td>
<td>Global education conference and trade show</td>
<td>20-23 January 2016</td>
<td>London, UK</td>
</tr>
<tr>
<td><strong>Second International Educonference</strong></td>
<td>Conference for teachers, trainee teachers, students and ICT experts</td>
<td>1-3 April 2016</td>
<td>Struga, FYROM</td>
</tr>
<tr>
<td><strong>ProsocialLearn workshop at EDEN</strong></td>
<td>Introduction to prosociality &amp; prosocial learning games</td>
<td>19 September 2015</td>
<td>Athens, Greece</td>
</tr>
<tr>
<td><strong>ProsocialLearn workshop in Verona</strong></td>
<td>Introductory ProsocialLearn workshop for educators</td>
<td>3 October 2015</td>
<td>Verona, IT</td>
</tr>
</tbody>
</table>

### 3.1.3.2 Special sessions co-organised with international conferences

During international events attended by consortium members, special ProsocialLearn sessions co-organised with conference organizers have been presented as specified in section 3.2.3 Events.

<table>
<thead>
<tr>
<th>Event</th>
<th>Description</th>
<th>Date</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C2Learn workshop</strong></td>
<td><strong>C2Learn</strong> is a digital gaming and networking environment to foster co-creativity in learning</td>
<td>30 October 2015 (<a href="#">Live feed here</a>)</td>
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</tr>
<tr>
<td><strong>GALA 2015</strong></td>
<td>Conference dedicated to the science and application of serious games</td>
<td>9-11 December 2015</td>
<td>Rome, Italy</td>
</tr>
</tbody>
</table>

Results: ProsocialLearn consortium members participated in seven international conferences in 2015 (M1-M12), organising two special sessions for ProsocialLearn stakeholders (C2Learn and GALA, see
above highlighted in green and http://prosociallearn.eu/events), meeting the project’s expected annual results (>2 special sessions co-organised with international conferences per year, D8.1).

To date for 2016 (January - June 2016), ProsocialLearn consortium members have participated in two international conferences, though no special sessions for ProsocialLearn stakeholders have been disseminated. A seminar at the Nordic Game conference on May 21, with an audience of over 100 game developers joining this particular seminar, was cancelled at the last minute for logistical reasons. As it was intended as part of the SME recruitment and no platform release announcement was imminent, the lost opportunity does not appear as significant.

Recommendations: There are quite possibly special sessions for ProsocialLearn stakeholders at international conferences scheduled for later this year, so efforts by WP8 (Redikod) and WP9 (Atos) project leaders to communicate the importance of disseminating these events should be continued.

Number of special ProsocialLearn sessions organised at international conferences, M1-M12 (January - 31 December 2015): 2

2015 KPI (M1-M12): Met (>2 expected special sessions co-organised with international conferences per year, D8.1)

Number of special ProsocialLearn sessions organised at international conferences, M13-M18 (January - 30 June 2016): 0

2016 KPI (M13-M24): Underperforming compared to 2015 (>2 expected special sessions co-organised with intl. conferences/year, D8.1)

3.1.3.3 Events organised for user requirements

ProsocialLearn training workshops have been presented as specified in section 3.2.3 Events.

<table>
<thead>
<tr>
<th>ProsocialLearn workshop at EDEN</th>
<th>Introduction to prosociality &amp; prosocial learning games</th>
<th>19 September 2015</th>
<th>Athens, Greece</th>
</tr>
</thead>
<tbody>
<tr>
<td>ProsocialLearn workshop in Verona</td>
<td>Introductory ProsocialLearn workshop for educators</td>
<td>3 October 2015</td>
<td>Verona, IT</td>
</tr>
</tbody>
</table>

Results: Two ProsocialLearn training workshops (see http://prosociallearn.eu/events) were conducted in 2015, slightly underperforming for the year (at least three events organised for user requirements expected to M3, D8.1).

To date for 2016 (January - June 2016), no ProsocialLearn training workshops have been disseminated.

Recommendations: There are quite possibly training workshops planned for later this year, so efforts by WP8 (Redikod) and WP9 (Atos) project leaders to communicate the importance of disseminating these events should be continued.
Number of events organised for user requirements M1-M12 (January - 31 December 2015): 2

2015 KPI (M1-M12): Not met (at least three events organised for user requirements expected to M3, D8.1)

Number of events organised for user requirements M13-M18 (January - 30 June 2016): 0

2016 KPI (M13-M24): Underperforming compared to 2015 (at least three events organised for user requirements expected to M3, D8.1)

3.1.3.4 Events organised for tutors training, game developers and the general public

ProsocialLearn events for tutor training, game developers and the general public have been presented as specified in section 3.2.3 Events.

<table>
<thead>
<tr>
<th>Respawn</th>
<th>Games industry conference</th>
<th>3-4 August 2015</th>
<th>Cologne, Germany</th>
</tr>
</thead>
</table>

Results: A brief ProsocialLearn introductory talk for game developers was held at Respawn (see [http://prosociallearn.eu/events](http://prosociallearn.eu/events)) in 2015, meeting annual expectations of at least one event organised for tutors training, game developers and the general public (at least one event per year, D8.1).

To date for 2016 (January - June 2016), ProsocialLearn consortium members have participated in two international conferences, though no events organised for tutors training, game developers and the general public have been disseminated.

Recommendations: There are quite possibly events planned for later this year, so efforts by WP8 (Redikod) and WP9 (Atos) project leaders to communicate the importance of disseminating these activities should be continued.

Number of events organised for tutors training, game developers and the general public M1-M12 (January - 31 December 2015): 1

2015 KPI (M1-M12): Met (at least one event organised for tutors training, game developers & the general public expected/year, D8.1)

Number of events organised for tutors training, game developers and the general public M13-M18 (January – 30 June 2016): 0

2016 KPI (M13-M24): On track to be met (at least one event for tutors training, game dev.s & general public expected/year, D8.1)

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

#### 3.2.1.2 Project Printed Materials

A fairly traditional printed brochure has been produced in a couple of versions, 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.

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 are produced in electronic format (printable when needed) and updated around M18 and M36, as needed.

The brochures are 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.

#### 3.2.1.3 Web Presence

The fully-functional web-site (planned for M3, released in M4) represents the nexus for all the interested stakeholders at [www.prosociallearn.eu](http://www.prosociallearn.eu) (the registered domain). It contains comprehensive information on the project aims and objectives, about the partnership and about in-progress and final results. It displays information on planned events and is characterised by a friendly user interface that allows the users access to all the relevant information. It remains an essential tool for information, participation, brokerage, follow-up, management and evaluation-related activities throughout all the stages of the ProsocialLearn project. It will also provide access to the demos established in the partner’s premises.

The WP8 leader, Redikod, is responsible for gathering information and publishing on the website, whereas the respective WP leaders are 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. It has been determined that the word “game” should be avoided in domain names for
schools’ and institutions' blocking/filtering policy reasons.

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 4.2.1.3 Other Internet Channels, below.)

3.2.1.4 Other Internet Channels (Social Media, Groups)

Social Media: ProsocialLearn will continue to 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, is
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 when this becomes available. 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

3.2.2.2 Conference and Journal Papers

ICT in education and Serious Games journals publications: Although research will not be the core of
the ProsocialLearn activities, novelty in results will increase interest among Serious Games and

Conferences, symposia and workshops: Given the typically long turnaround periods for submission, review and publication in the aforementioned journals, relevant conferences, symposia and workshops continue to 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).

3.2.2.3 Newsletters and Press Releases

Electronic e-newsletters: An about six-monthly, as content and other conditions permit, newsletter is e-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 TELEUROPE (www.teleurope.com) counting on 2,000 members (researchers and other stakeholders). For the newsletter the WP8 leader, Redikod, is responsible for gathering information and publishing the newsletter, whereas the respective WP leaders are 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.

3.2.2.4 Press Releases

Press Releases will take into account the milestones of the project. A press release about the launch of the project was made when the website was published and some initial results are available (in M3/M4). A release, paired with publishing a newsletter, is also appropriate when the first ProsocialLearn platform is ready for external testing (M18) as well as at other milestones or breakthroughs 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.

3.2.2.5 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.

3.2.2.6 Code Publishing

Code publishing is one of the intended outcomes of the project, but will be subject to the consortium 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 liaison 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.

3.2.3.2 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.

3.2.3.3 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.

3.2.3.4 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.

### 3.2.3.5 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>Human-Computer Interaction (HCI 2016)</td>
<td>M19</td>
<td>17-22 July 2016</td>
<td>Toronto, Canada</td>
</tr>
<tr>
<td>2016 IEEE World Congress on Computational Intelligence</td>
<td>M19</td>
<td>24-29 July, 2016</td>
<td>Vancouver, Canada</td>
</tr>
<tr>
<td>RESPAWN Gathering of Game Developers</td>
<td>M20</td>
<td>15-16 Aug, 2016</td>
<td>Cologne, Germany</td>
</tr>
<tr>
<td>EUSIPCO 2016</td>
<td>M20-M21</td>
<td>29 Aug -2 Sep, 2016</td>
<td>Budapest, Hungary</td>
</tr>
<tr>
<td>Intelligent Virtual Agents (IVA 2016)</td>
<td>M21</td>
<td>20-23 September 2016</td>
<td>Los Angeles, USA</td>
</tr>
<tr>
<td>IEEE International Conference on Visual Communications and Image Processing</td>
<td>M23</td>
<td>27-30 Nov, 2016</td>
<td>Chengdu, China</td>
</tr>
<tr>
<td>VISAPP2017</td>
<td>M26-M27</td>
<td>27 Feb - 1 Mar 2017</td>
<td>Porto, Portugal</td>
</tr>
<tr>
<td>Nordic Game conference 2017</td>
<td>M29</td>
<td>May 17-19</td>
<td>Malmö, Sweden</td>
</tr>
<tr>
<td>International Conference on Autonomous Agents and Multi Agent Systems (AAMAS)</td>
<td>M29</td>
<td>May 2017, TBD</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, supports 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 are coordinated by the ProsocialLearn dissemination task leader (Redikod) throughout the project. Mainly the dissemination manager deals 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. This is especially important to be adhered to if the activity is not reported through other means, such as the website, newsletter etc.

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 (M1-M6)</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 Childcare</td>
<td>and Three user requirements workshops</td>
</tr>
<tr>
<td>B (M7-M12)</td>
<td>Targeted approach</td>
<td>M7</td>
<td>All</td>
<td>Brochure</td>
</tr>
<tr>
<td>C (M13-M36)</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 – cancelled.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M18</td>
<td>Game Developers</td>
<td>ProsocialLearn Platform Beta, with newsletter etc.</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 report on what has been achieved and 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 outreach and targeted stakeholder approaches have as a whole been successful, particularly as it comes to engaging teachers. The “C” phase has yet to come into full play as it comes to the game developers, another essential stakeholder group.

Below are some notable activities in overview, with suggestions where appropriate. All other activities are proceeding according to D8.1, the Dissemination Plan, in a few cases with marginal, inessential deviations.

7.1 Notable activities

Initial penetration: As can be seen in the overview below, almost all KPI:s were exceeded for the first dissemination reporting period, M1-M18. S has been pointed out earlier, it is worrisome that peer-reviewed publications have dropped to nothing. However, this can be a case of a random slum, under-reporting or both. It is easily remedied if reporting catches up. However, it is one of the activities reported on, and thus under-reporting results in lower and later general communication, which is detrimental to the project as a whole.

<table>
<thead>
<tr>
<th>KPI</th>
<th>Target</th>
<th>Result</th>
<th>Period-adjusted</th>
<th>KPI fulfillment %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unique website visitors</td>
<td>&gt;2000/year average</td>
<td>2015 (M4-M12): 3,868</td>
<td>5157</td>
<td>258%</td>
</tr>
<tr>
<td></td>
<td>&gt;2000/year average</td>
<td>2016 (M13-M17): 3,291</td>
<td>7898</td>
<td>395%</td>
</tr>
<tr>
<td>Followers in social networks</td>
<td>&gt;100/year</td>
<td>2015 (M4-M12): 103</td>
<td>137</td>
<td>137%</td>
</tr>
<tr>
<td></td>
<td>&gt;100/year</td>
<td>2016 (M13-M17): 10</td>
<td>13</td>
<td>13%</td>
</tr>
<tr>
<td>New subscribers to newsletters</td>
<td>&gt;30/year</td>
<td>2015 (M4-M12): 40</td>
<td>53</td>
<td>177%</td>
</tr>
<tr>
<td></td>
<td>&gt;30/year</td>
<td>2016 (M13-M17): 38</td>
<td>91</td>
<td>304%</td>
</tr>
<tr>
<td>Peer-reviewed publications</td>
<td>&gt;5/year</td>
<td>2015 (M4-M12): 6</td>
<td>8</td>
<td>160%</td>
</tr>
<tr>
<td></td>
<td>&gt;5/year</td>
<td>2016 (M13-M17): 0</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>
7.2 Activities in need of improvement, with suggestions

Continued website, newsletter and social media content volume: The respective WP leaders are responsible for the actual and timely reporting on the progress and results in their respective areas, but so far in 2016 there has been a drop in the reports from the partners, resulting in fewer entries on the website, less entries for the social media platforms and a lack of content for the newsletter, even though the WP leader (Redikod) and the coordinator (Atos) has repeatedly stressed the importance of this to gain and retain followers among stakeholders.

If no improvement takes place in the very next few months, say by M20, Redikod should shift resources to produce content on behalf of the partners in addition to re-distributing it.

Game developer launch: The targeted approach to game developers ties directly into the availability of the ProsocialLearn platform, which is not yet the case at the time of writing. This is also essential for the engagement of desirable SME:s that are intended to join the project.

It could be that the next major European games event, Respawn in Cologne in mid-August can be mobilized. This would rely on the full engagement of Redikod and sister company Nordic Game Resources to convince responsible parties to make room for this, which in its turn requires full guarantees of timely delivery. Other alternatives should thus also be considered for the game developer launch, and decisions taken very soon.

In general: We know that social media posts and other activities, such as the newsletter draw attention. Remedies regarding these have already been discussed and proposed above.

It has also been envisioned that the website – as opposed to the eventual fully-fledged, launched, online-business-ready ProsocialLearn marketplace – also host mini-games that provide some prosocial learning value, while gathering attention for the project. Both the early, small, experimental games of the researchers, and of the developers Playgen and Redikod such as Candy Quest and Magic Garden, as well as other products of the latter, may serve this purpose well. It would probably be well to make an explicit effort in the latter half of 2016, M19-M24, to achieve this.
8 Appendices

8.1 Appendix I: Online Statistics

8.1.1 ProsocialLearn website (http://prosociallearn.eu), start date: M4 (April 2015)

Total unique views 2015 (April - 31 December 2015):

- Apr.: 336
- May: 302
- Jun.: 272
- Jul.: 312
- Aug.: 288
- Sep.: 439
- Oct.: 914
- Nov.: 543
- Dec.: 462

Total (9 months, 2015): 3,868

Mo. Avg.: 430

Total unique views to date 2016 (April - 31 December 2015):

- Jan.: 484
- Feb.: 703
- Mar.: 902
- Apr.: 677
- May: 525

Total (5 months, 2016): 3,291

Mo. Avg.: 658

Top click destinations (April - 31 December 2015):

- PsL on Facebook: 40
- PsL on Twitter: 31
- PsL on LinkedIn: 20
- RAGE (rageproject.eu): 18
- Horizon 2020 (ec.europa.eu): 17
Top click destinations (all time) (April 2015 - 31 May 2016):

- ProsocialLearn educators’ community (prosociallearn2.atosresearch.eu): 66
- PsL on Facebook: 47
- PsL on Twitter: 37
- Visual Computing Lab/Centre for Research and Technology - Hellas (VCL/CERTH) (vcl.it.gr): 25
- RAGE (rageproject.eu): 25

8.1.2 ProsocialLearn social media accounts, start date (all): M4 (April 2015)

Facebook (https://www.facebook.com/ProsocialLearn)

2015 (April - 31 December 2015):
- Total posts: 22
- Total guest posts: 1
- Total page likes: 50

To date 2016 (January - 31 May 2016):
- Total posts: 3
- Total guest posts: 0
- Total page likes: 5

Top 3 posts 2015 (April - 31 December 2015):

- 2015-12-24:
  "Path of Trust" prototype prosocial title gets a new Christmas look and single-player mode!
  Link: http://prosociallearn.eu/update-path-of-trust-prosocial-game
  Reached: 73
  Clicks: 31
  Post likes: 8

- 2015-11-27:
  Discover how to implement ethical oversight for research into serious digital games
  Link: http://prosociallearn.eu/report-ethical-oversight-for-research
  Reached: 101
  Clicks: 3
Post likes: 2

2015-11-27:
Summary of the ProsocialLearn workshop at the C2Learn conference on 30 October in Athens
Link: http://prosociallearn.eu/update-prosociallearn-workshop-at-c2learn
Reached: 101
Clicks: 9
Post likes: 4

Top post to date 2016 (January - 31 May 2016):

2016-2-2:
The Chase Game: teaching children the value of cooperation
Link: http://prosociallearn.eu/research-the-chase-game
Reached: 142
Clicks: 4
Post likes: 6

Twitter (https://twitter.com/ProsocialLearn)
2015 (April - 31 December 2015):
Total tweets: 20
Total photos and videos: 20
Total followers: 27

To date 2016 (January - 31 May 2016):
Total tweets: 3
Total photos and videos: 3
Total followers: 3

Top 3 tweets 2015 (April - 31 December 2015):

15 Dec 2015:
Experts at “No One Left Behind” aim to unlock children’s full potential with games
Link: http://prosociallearn.eu/gamification-no-one-left-behind-project
Tags: No1LeftBehind
Embedded image permalink
Retweets: 2
Tweet likes: 2

12 Oct 2015:
*Download an analysis of the emerging digital prosocial games market from ProsocialLearn*
Tags: C2Learn Project
Retweets: 3
Tweet likes: 1

1 Oct 2015:
*Candy Quest: a game created to measure prosocial intent and behaviour in children*
Tags: Kam Star
Retweets: 4
Tweet likes: 1

Top tweet to date 2016 (January - 31 May 2016):

2 Feb 2016:
*The Chase Game: teaching children the value of cooperation*
Link: http://prosociallearn.eu/research-the-chase-game
Tags: IT Innovation Centre
Retweets: 2
Tweet likes: 1

LinkedIn (https://www.linkedin.com/company/prosociallearn)
2015 (April - 31 December 2015):
Total posts: 20
Total likes: 14
Total followers: 16

To date 2016 (January - 31 May 2016):
Total posts: 3
Total likes: 1
Total followers: 2

Top 3 posts 2015 (April - 31 December 2015):

2 Dec 2015:
*Greek primary school children played the prosocial game "Path of Trust" in a study this Nov*
Link: [http://prosociallearn.eu/research-pilot-study-at-greek-primary-school](http://prosociallearn.eu/research-pilot-study-at-greek-primary-school)
Impressions: 361
Clicks: 3
Interactions: 2
Likes: 1
Follower engagement: 1.39%

12 Oct 2015:
*Download an analysis of the emerging digital prosocial games market from ProsocialLearn*
Impressions: 259
Clicks: 1
Interactions: 2
Likes: 2
Follower engagement: 1.00%

29 Jul 2015:
*Learn about CERTH's Path of Trust prosocial game project!*
Link: [http://prosociallearn.eu/prosocial-games-path-trust](http://prosociallearn.eu/prosocial-games-path-trust)
Impressions: 210
Clicks: 3
Interactions: 3
Likes: 3
Follower engagement: 2.86%

Top post to date 2016 (January - 31 May 2016):

2 Feb 2016:
The Chase Game: teaching children the value of cooperation
Link: http://prosociallearn.eu/research-the-chase-game
Impressions: 287
Clicks: 1
Interactions: 2
Likes: 1
Follower engagement: 1.05%

YouTube (https://www.youtube.com/channel/UC3wgYxdwArbqpbudJ31h1AQ)
2015 (April - 31 December 2015):
Subscribers (site): 2
Videos: 1

To date 2016 (January - 31 May 2016):
Subscribers (site): Unchanged
Videos: Unchanged

Top video 2015 (April - 31 December 2015):

11 May 2015:
What is the RAGE project?
Link: https://youtu.be/8ipfXs3OsLc
Views: 191
Subscribers (video): 8
Likes: 5
Comments: 2
Top video to date 2016 (January - 31 May 2016):
(None posted during the period)

8.1.3 ProsocialLearn newsletter, published M7 (31 July 2015)

2015 (April - 31 December 2015):
Sent once: Fri, 31 Jul 2015 16:11 CET
Link: http://goo.gl/4qSCvm
Number of article (links to PsL website): 5
Subscribers (Games industry & researchers: USA: 32.2%, SE: 18.0%, UK: 9.8%, DE: 6.2%, FI: 5.4%, Other: 28.4%): 8,954
Opens: 16.2% (industry average, Media and Publishing: 16.7%)
Clicks: 0.6% (industry average, Media and Publishing: 3.1%)

To date 2016 (January - 31 May 2016):
Slated for publication this year
Current subscribers: 8661

8.2 Appendix II: Dissemination report templates

8.2.1 Dissemination report template - Website articles re public reports for download

As part of the ProsocialLearn dissemination plan (WP8, D8.1), articles linked to public deliverables are to be produced by report authors/contributors for dissemination on the project website and via ProsocialLearn social media channels, as well as incorporated in regular project dissemination progress reports.


8.2.2 Dissemination report template - Updates re event activities/outreach by the consortium

As part of the ProsocialLearn dissemination plan (WP8, D8.1), activities at international conferences, workshops and other events with contributions by ProsocialLearn consortium members and ProsocialLearn training programs, workshops and other outreach events are to be listed on the project website (http://prosociallearn.eu/events) as well as incorporated in regular project dissemination progress reports.