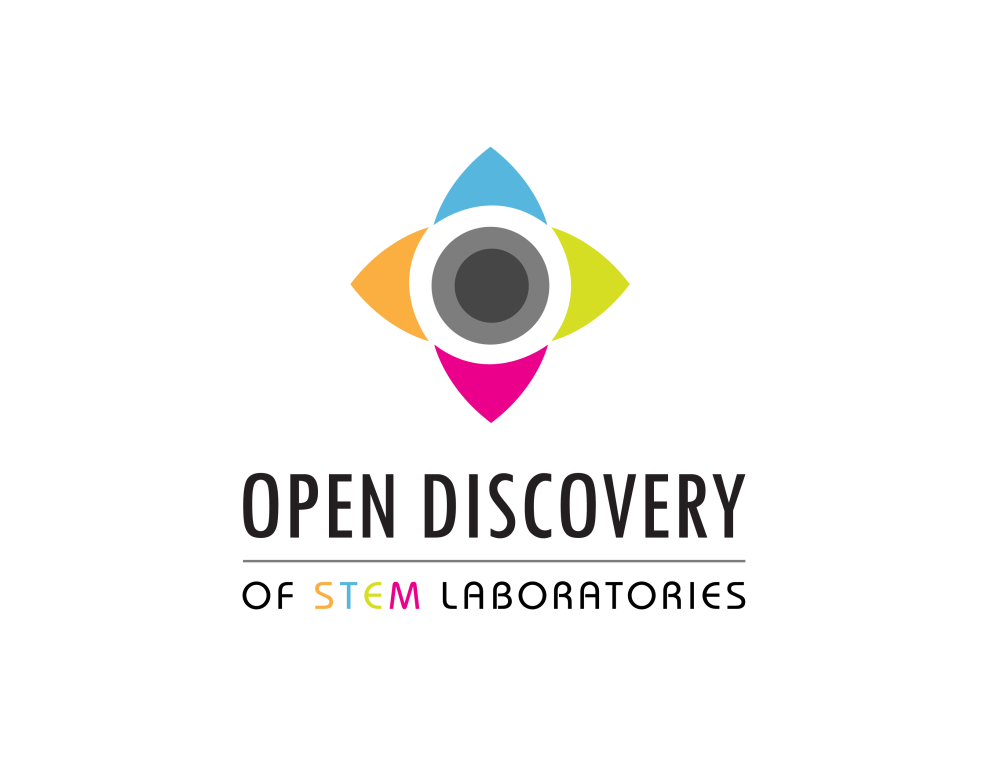
**ODL**

**Open Discovery of STEM Laboratories**

****2015‐1‐ES01‐KA201‐016090

**Dissemination Plan**

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# ODL Consortium

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| --- | --- | --- | --- |
| **Beneficiary Number** | **Beneficiary name** | **Beneficiary short name** | **Country** |
| P1 | FUNDACION DEUSTO | FD | Spain |
| P2 | ELLINOGERMANIKI AGOGI | EA | Greece |
| P3 | HARIDUSE INFOTEHNOLOOGIA SIHTASUTUS | HITSA | Estonia |
| P4 | LIETUVOS NUOTOLINIO IR E.MOKYMOSI (LIEDM) ASOCIACIJA | LieDM | Lithuania |
| P5 | UNIVERSITA DEGLI STUDI DI PALERMO | UNIPA | Italy |

# Executive Summary

Short description of the Document

# Introduction

ODL will equips European school teachers with innovative approach - micro-MOOC (mMOOC), to deploy STEM laboratories and their application in the everyday teaching practices and, thus, strengthen the profile of the teaching professions. The project will foster partnerships between universities, research centers, professional associations, and school sector to modernize the school education by enhancing digital integration in learning and teaching processes with access to remote and virtual experiments. The program will be based on the requirements of STEM competence of school curricula and will employ the MOOC methodology.

ODL aims to:

• Offer teachers collaboration in creating innovative STEM school curricula;

• Elaborate MOOC methodology and propose an its implementation in a classroom;

• Merge remote or virtual STEM labs in day-to-day teaching practicing.

The ODL project targets both individual stakeholders (STEM school teachers, pre-service teachers, and school students), organizational stakeholders (schools and labs providers), and decision-making stakeholders who might support an implementation of mMOOC methodology at schools at institutional and regional levels. In order to reach mentioned target groups and to promote the ODL approach, the consortium uses online and offline dissemination channels. Online dissemination channels include a project website, Facebook as a social media channel, and publication in different online portals; offline dissemination will be organized in a format of publications, workshops, presentations, and other events organized by local civil, professional and scientific communities.

The project website (http://opendiscoverylabs.eu/) is the main dissemination channel used by the project consortium, as it delivers information and project intellectual outputs to target audience. It provides information about the project, partners, useful official downloads, available and organized workshops, events and activities in framework of the ODL, the link to the social media channel. When the ODL MOOC platform will be established, it will provide the access to the mMOOCs created during the project. Moreover, the website will connect offline dissemination products such as promoting materials, papers, articles, and reports from the events. On the website contact information of institution and people who participated in the project can be also found.

In this document the project target groups are briefly described (Section 2). Section 3 provides the overview of the offline communication channels. Section 4 is concentrated on the project website as the main communication channel. The website structure and navigation, user and author interfaces, main content types (page types), as well as social media accessible from the website will be presented. Section 5 represents the Content Management System (WordPress) and implementation of the website including layout development.

Additionally, Section 6 provides information about print materials (standard materials and reusable templates) created to support offline promotion of the project. Annexes A, B, C, and D provide the preliminary dissemination plan provided by each partners for first year of running project and described materials as PDF-files for print.

# ODL Target Groups

## Subtitle1 of the chapter

## Subtitle2 of the chapter

## Subtitle3 of the chapter

# Title of the Chapeter 2

## 2.1 Normal or Body Text

Times New Roman 12-point font will be used as formatting font for the text in this document. This is an uncomplicated font, easy to read and prints well.

Line spacing: Multiple 1,15 pt

Spacing after: 10pt

Caption headings for figures and tables should be Times New Roman 10-point in bold.

## 2.2 Headings

There are 2 types of headings: displayed headings and run-in headings.

### 2.2.1 Displayed Headings

Displayed headings are in bold and stand alone; that is, no text follows them on the same line. Typical chapter headings (e.g., 3.2) and sub-headings (e.g., 3.2.1) are examples of displayed headings.

The decimal system of numbering helps to identify the hierarchical level. I suggest that the first two or three heading levels within the chapter are numbered (e.g., 1.1; 1.1.1; 1.1.2; 1.2 and so on). However, more than 3 digits can cause confusion (1.1.2.5.1). In addition, headings with 2 decimal points (e.g., 3.2.2 below) could be italicized.

### 2.2.2 Displayed Heading Style

### *2.2.2 Displayed Heading Style*

### *2.2.2 Displayed heading style*

Displayed Headings have neither point at the end of title no after the heading number (if there is one).

All major words in a heading are capitalized.

Articles, conjunctions, and prepositions that are four letters or less in length are not capitalized.

But you could decide to only capitalize the first word of headings with 3 digits (i.e., sub-headings) as in the third example above.

### 2.2.3 Run-in headings

Run-in headings can be used to indicate lower hierarchical levels.

Run-in headings are followed by text on the same line. Run-in headings maintain the same size as the normal font.

*Run-in headings* such as the one at the beginning of this line have no end punctuation.

**Run-in headings** can be formatted in bold type, like the one at the beginning of this line, or in italics like the one at the beginning of the previous line.

## 2.3 Figures and Tables

Figures and tables should be centered and numbered for each chapter (Table 1.1; 1.2; 2.1 and so on). This makes it much easier to revise them.

Captions should be Times New Roman 10-point bold.

Captions for Figures should be centered and placed below the figure.

Captions for Tables should be centered and placed above the table.

Figure and table captions have no end punctuation and after the number,

e.g. Figure 1.1 Architecture of remote experiment

Please note that the words 'Figure' and 'Table' should be spelled out completely rather than 'Fig.' or 'Tab.'.

Previously published material should be identified by a reference to the original source at the end of the caption.

## 2.4 Equations

Equations should be numbered within each chapter with the equation number to the right of the equation.

Within equations, numbers, punctuation, parentheses, common function names, units, or mathematical signs are set upright; variables are set in italics, and vectors are set in bold.

If the equation is part of a sentence, punctuation follows normal language rules.

Text references to equations take the forms “Eq. 5” or “Eqs. 3 – 6”.

If the word 'Equation' begins the sentence, it should be written out in full.

# Title of the Chapter 3: Content

Text here

## 3.1

## 3.2

## 3.3

# Annex 1