

# Evidence Quality and Reach Hub: Community of Practice on Designing a Communication and Engagement Plan

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July 26, 2022

# Welcome!

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**Take a moment to introduce yourself in the chat box.**

Please tell us:

- Your name
- Your organization
- What you are most interested in learning during this community of practice (CoP)



# Virtual Meeting/Conference Recording Notice

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The American Institutes for Research® (AIR®) allows for the recording of audio, visuals, participants, and other information sent, verbalized, or utilized during business-related meetings. By joining a meeting, you automatically consent to such recordings. Any participant who prefers to participate via audio only should disable their video camera so that only their audio will be captured. Video and/or audio recordings of any AIR session shall not be transmitted to an external third party without the permission of AIR.

# AIR Inclusive Meeting Guidelines

## Hosting and Participating in Meetings



### ENGAGE EVERYONE

Consider participants' needs (e.g., visual, auditory, sensory, cognitive, physical, and language). Establish meeting norms to encourage participation. Ask participants to alert the meeting facilitator if they have difficulty seeing the content and/or hearing the presenter. Designate a meeting monitor to address audiovisual issues, monitor the chat box, and respond to participants as needed.



### MINIMIZE NOISE

Avoid moving around or shuffling materials on your desk during the meeting. Eliminate crunching or chewing noises and loud typing, which interfere with sound quality for virtual participants and are amplified by microphones and sensory aids for visual or auditory impairments. Speak from a stationary position to keep the audio clear. Mute your phone or your computer microphone when you are not speaking.



### MAXIMIZE MICROPHONES

Presenters should use microphones to ensure that their voice is loud enough for all to hear. Microphones are needed for face-to-face and virtual meetings and are critical for engaging remote colleagues as well as persons with hearing loss. During virtual meetings, use headphones with a built-in microphone to make sure that the facilitator and attendees can hear you. During face-to-face meetings, set up microphones for the facilitator, presenters, and attendees. Make sure that hand-held microphones are available for meetings that include audience participation. Make sure that speakers are positioned near a microphone.



### ACKNOWLEDGE SPEAKER

Provide an auditory or visual cue before speaking to identify yourself as the speaker. State your name for those who cannot see you. When asking for questions or comments, meeting facilitators should allow five to seven seconds for participants to use the "raise the hand" tool, unmute their phones, or provide a response in the chat box. Be comfortable with the wait time.



### BE HEARD AND SEEN

Project your voice when speaking. Only one person should speak at a time. Avoid overlapping and sidebar conversations. Position everyone present so that they can be seen on screen. Encourage virtual participants to use their webcams if they feel comfortable doing so. Let people see your facial expressions and body language clearly if you are using your webcam.



### MAXIMIZE VISUAL DISPLAYS

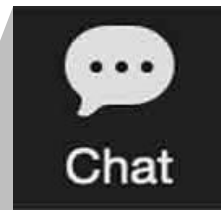
Email materials to participants before the meeting. Display meeting documents on screen and capture the main discussion points verbally and visually by taking notes, restating key concepts, or using the chat box. If a participant asks for clarification, rephrase the content instead of repeating it. Assign a meeting note taker so that the meeting leader and monitor can focus on engaging participants. Notes also ensure access for individuals with executive function-related needs, processing disorders, or visual/auditory impairments.

These guidelines are intended to improve the meeting experience for all participants, including meeting facilitators, monitors, and attendees, as well as people with hearing loss or visual impairment, and those for whom English is an additional language. Some of the guidance presented here may apply only to in-person meetings, or virtual meetings, while other guidance applies to both meeting types. Developed by the Access AIR and AIR CREW Employee Resource Groups With Support From the AIR Diversity, Equity, and Inclusion Office

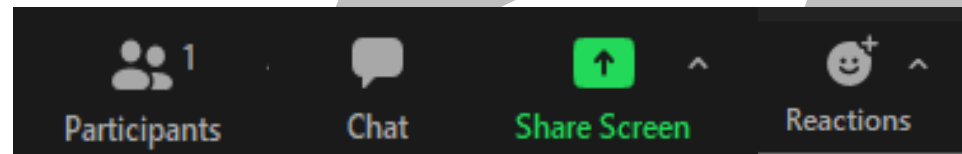
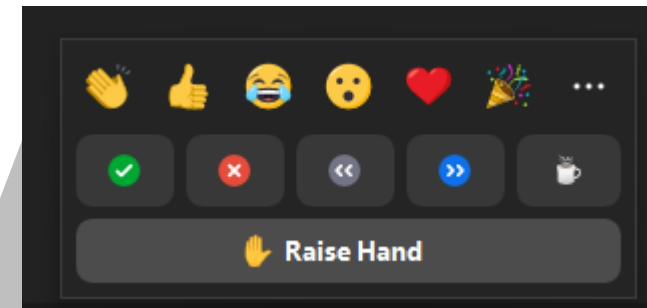
# How to Use Zoom

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Click on the **Chat icon** to ask questions, share your thoughts and ideas when prompted, and let us know about any technical issues.



Click on **Reactions** to **Raise Hand** to ask a question during Q&A or to use one of the other reaction icons.



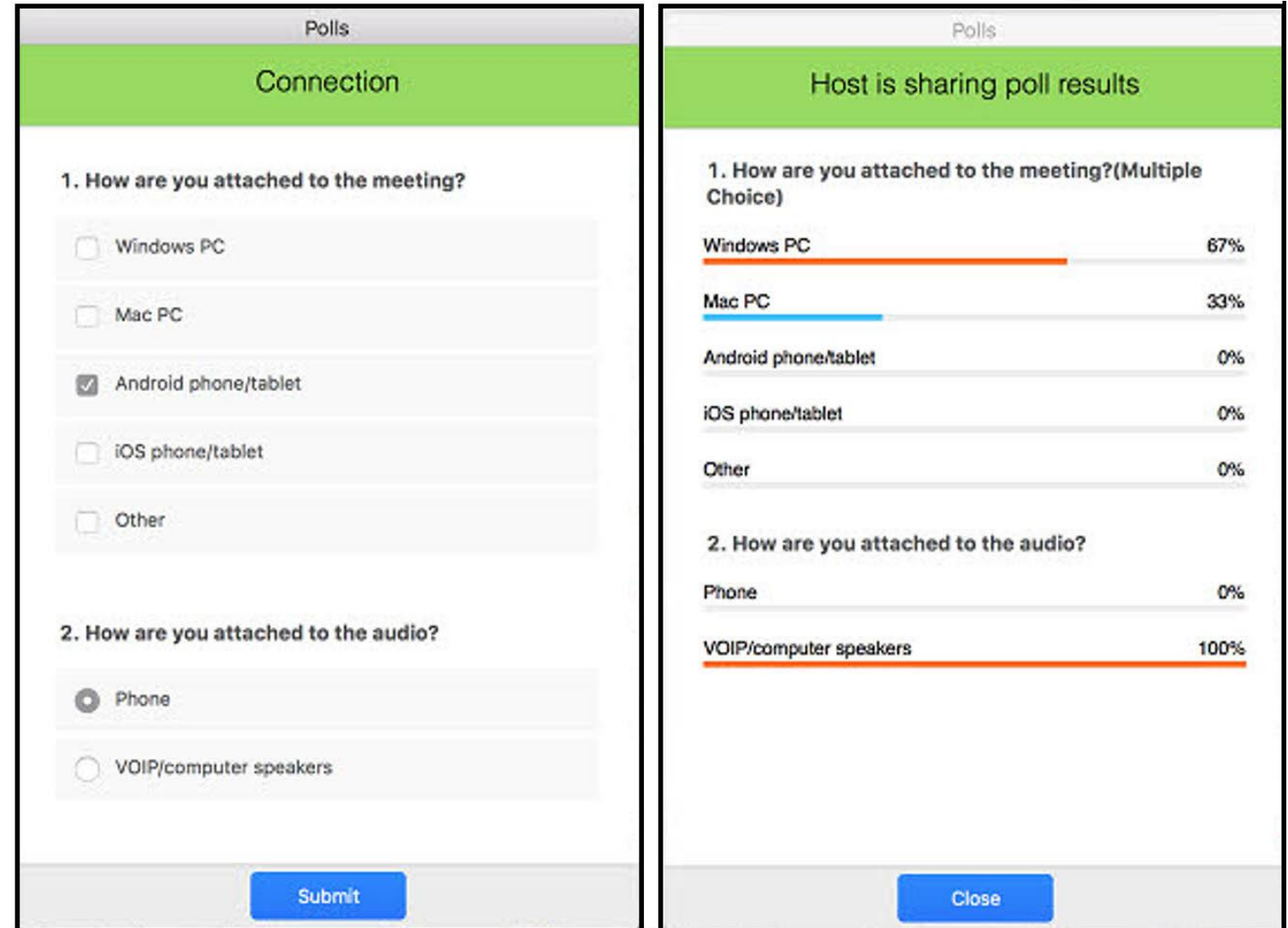
# How to Use Zoom

Please participate in **Zoom polls** when prompted.

The poll will appear on your screen. Respond to the question by selecting a response(s).

Then click **Submit**.

Results will be shared on screen. Responses are **anonymous**.



**Left Screenshot: Connection**

1. How are you attached to the meeting?

- ☐ Windows PC
- ☐ Mac PC
- ☒ Android phone/tablet
- ☐ iOS phone/tablet
- ☐ Other

2. How are you attached to the audio?

- ☒ Phone
- ☐ VOIP/computer speakers

**Right Screenshot: Host is sharing poll results**

1. How are you attached to the meeting?(Multiple Choice)

Response	Percentage
Windows PC	67%
Mac PC	33%
Android phone/tablet	0%
iOS phone/tablet	0%
Other	0%

2. How are you attached to the audio?

Response	Percentage
Phone	0%
VOIP/computer speakers	100%

# Agenda

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1. Introduction to the Evidence Quality and Reach (EQR) Hub
2. Overview of the Community of Practice
3. Recap of Related Webinar
4. Components of a Research Engagement Plan: Part I
  - Specify Project Goals
  - Identify Audiences and Objectives
  - Determine Strategies
5. Next Steps: Session 1 Homework and Resources

# Introduction to the EQR Hub

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# Funding

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This work is made possible by the  
National Science Foundation under  
Grant No. 2101162.

# Charge of the EQR Hub

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The EQR Hub will provide current and aspiring STEM (science, technology, engineering, and mathematics) education researchers with **targeted learning opportunities on research methods, knowledge translation, and DEI (diversity, equity, and inclusion)**. The hub will develop and implement virtual webinars and workshops for researchers in the DRK-12 community, convene CoPs, and engage in individualized consultations with DRK-12 projects.



**Webinars**

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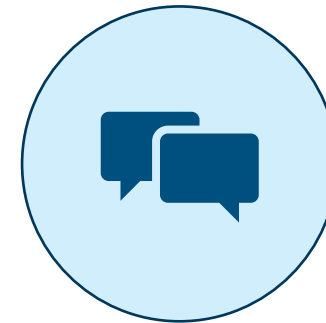
**Communities of  
Practice**

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**Workshops**

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**One-on-One  
Consulting**

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# Overview of the Community of Practice on Designing a Communication and Engagement Plan

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# Community of Practice Sessions

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**Session 1:** Learners will build their understanding of the major components of a research engagement plan, with a focus on **goals, target audiences and objectives,** and **engagement strategies.**

**Session 2:** Learners will continue to build an understanding of how to develop an engagement plan, with a focus on **key messages** and considerations related to **plain language** and **diversity, equity, and inclusion (DEI).**

**Session 3:** Learners will explore how to plan the **timing of an engagement campaign** and how to **measure the dissemination impact.**

# Community of Practice Process and Expectations

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**During the live sessions,** learners will receive direct instruction from an expert and participate in breakout activities and group discussions.

**Between sessions,** learners will engage in peer learning through asynchronous discussions, with an opportunity to develop an engagement plan for one of your research projects and receive expert feedback.

Learners are expected to **attend all sessions.**



# Meet the Presenter

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**Joni Wackwitz**

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*Senior Communications Specialist*



# Recap of Webinar: “How to Create a High-Quality Engagement Plan to Disseminate STEM Research and Innovations”

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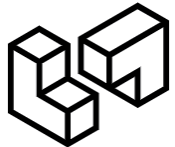
# Value of Dissemination and Engagement for Research



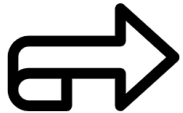
**Amplify** research findings and project activities.



**Connect** with collaborators, community members, and partners.



**Increase** the use of new resources and information.



**Effect** change.

# Poll

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**Question:** How does dissemination differ from engagement? Select all that apply.

- a. Dissemination focuses on how research results are shared; engagement focuses on how partners are involved in the research process.
- b. Dissemination planning occurs at the end of the project; engagement planning occurs throughout.
- c. Dissemination focuses on outreach, and engagement focuses on use.
- d. There is no difference.

# Engagement

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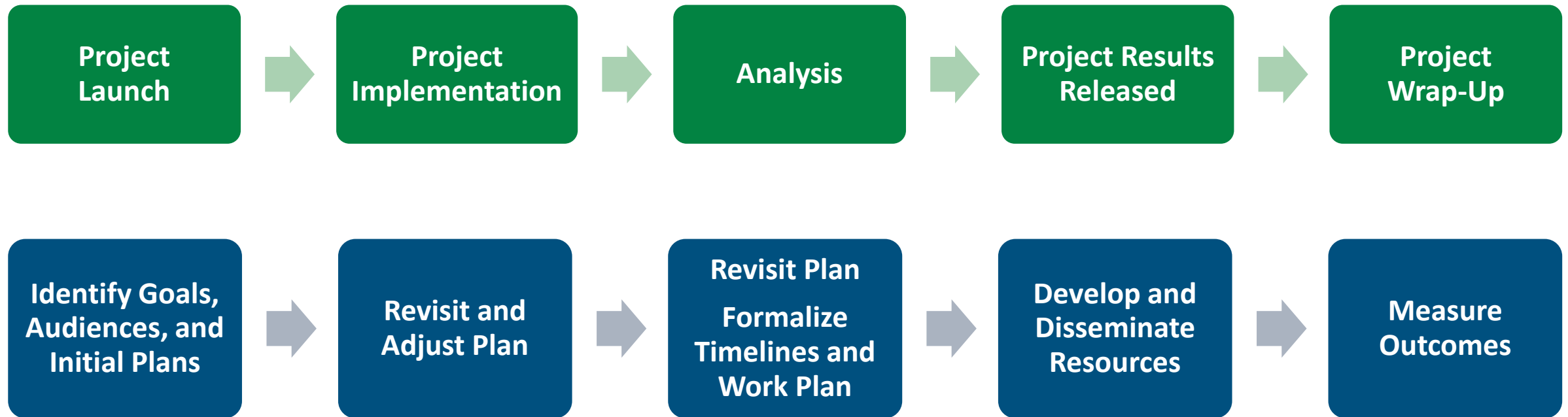


A **two-way, iterative process** that promotes knowledge utilization, understanding, and more effective use of research.

Maps out how to share and disseminate research findings in ways that are **targeted, accessible, actionable, and engaging** to the groups, or **audiences**, that can use or benefit from the research or that will be affected by it.

# When Does Engagement Planning Occur?

Engagement planning ideally begins at the **start of a research project** and builds toward final outreach and dissemination.



# Components of a Research Engagement Plan: Part I

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- Specify Project Goals
- Identify Audiences and Objectives
- Determine Strategies

# Engagement Plan Components

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- Specify project goals
- Identify audiences and objectives
- Determine strategies
- Develop key messages
- Create timeline and work plan
- Build outreach list
- Track outcomes and impact

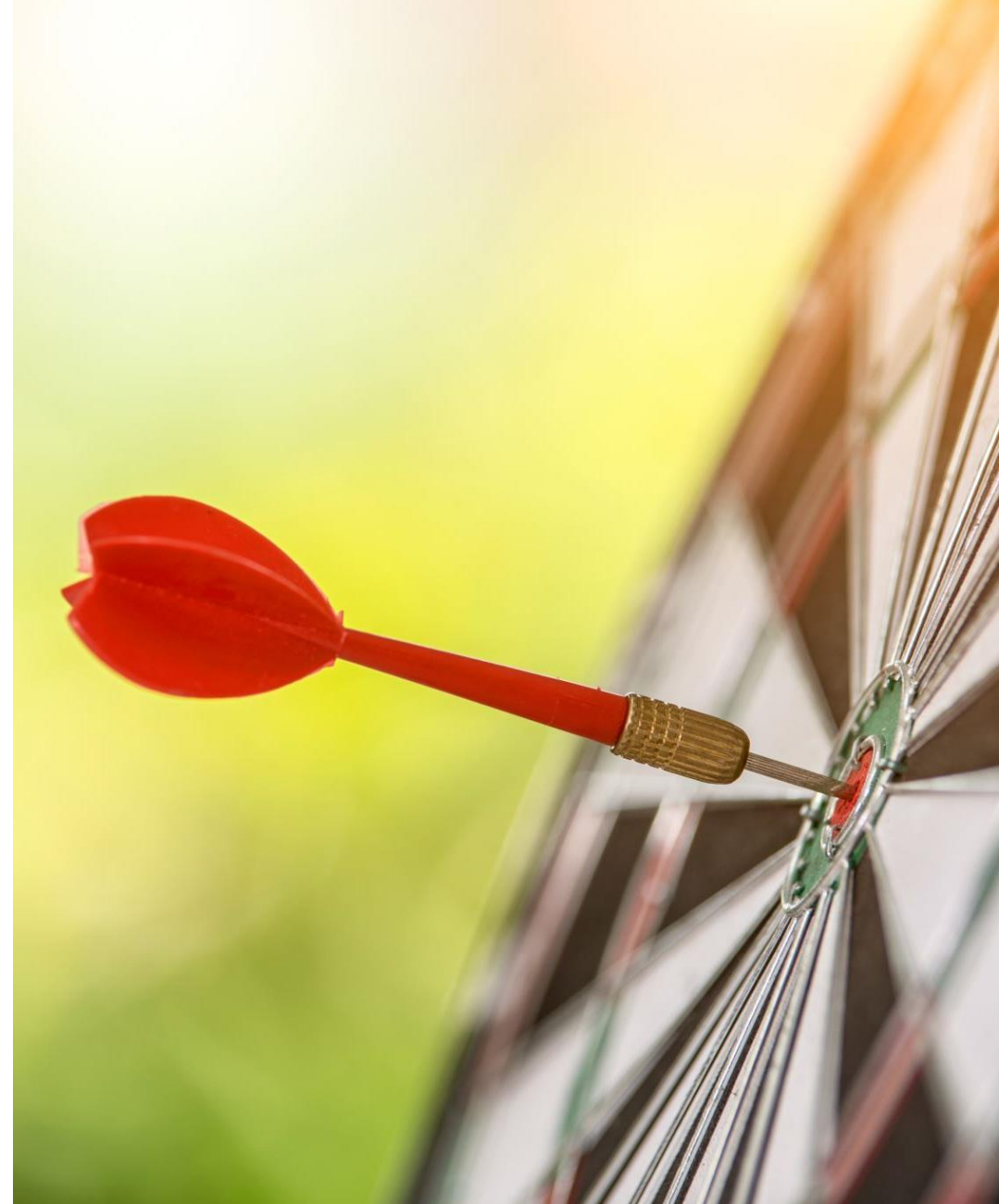


# Specify Project Goals

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State the broad goals, or desired outcomes, of your research project in **nontechnical and clear language** (often referred to as **plain language**).

- Consider the **objectives** of your research and the **problems of practice or needs** it is addressing.
- Consider the **groups, or audiences**, that will use, benefit from, or be affected by the research.



# Case Study: Summer STEM Camps

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Study examining youth interest and engagement in summer STEM camps with a focus on activity settings, program quality, making content relevant, supporting youth agency, and fostering interest in STEM.

## Example project goals:

- Better understand youth experiences in STEM-oriented, summer learning programs and how those experiences relate to the learning environment and staff practices.
- Provide practical implications and resources for out-of-school time and informal science learning programs.

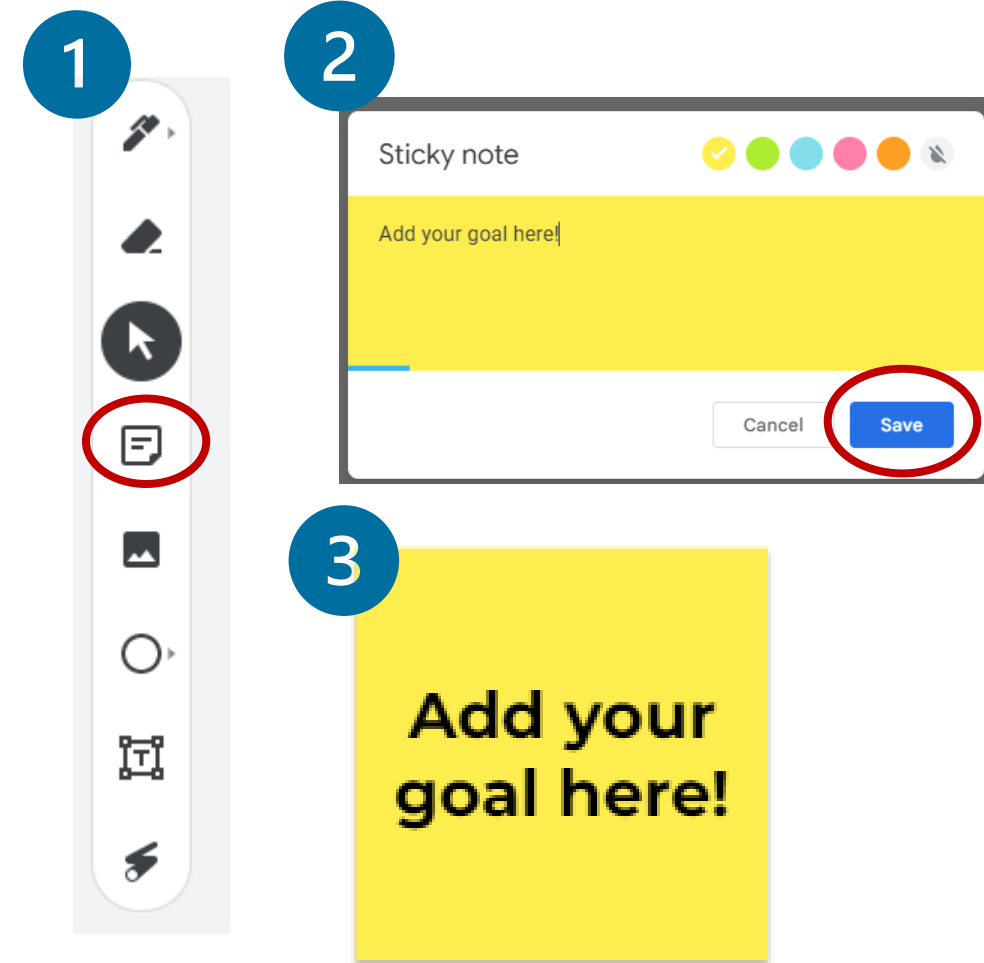




# Jamboard Activity: Project Goals

## Instructions:

- Think about the goals of a current or past research project. Write the **project goal** in **plain language** and add it to the Jamboard.
- In Jamboard: Go to the correct page (organized by first letter of your first name). Click on the **sticky note tool** on the left toolbar to add your goal. Type your goal, and then click **Save** to post. Drag and drop to move the sticky note onto the board.
- Be prepared to speak to how your goal will guide your **engagement audiences, objectives, and activities**.



# Debrief: Specifying Project Goals

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## Questions:

- What groups, or audiences, do you need to engage to achieve your goal?
- Select one of the audiences for your research project. What would be your engagement objective for that audience related to this project goal?

# Who Are Your Target Audiences?

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- Who will **benefit** from or be affected by the research and its findings?
- Who has the **power** to use the findings to shape policy and practice?
- Who may be **interested** in the findings?
- Who is **talking** about or has **written** about this issue?



# Matching Audience to Engagement Objectives

**Common objectives:**

- Raise awareness
- Change attitudes
- Take action

Audience	Objective
Teachers	Change attitudes
District leaders	Take action
State education agency	Take action
Community members	Raise awareness
Research community	Raise awareness

# Poll

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**Scenario:** Your team is conducting a study to better understand youth experiences in STEM-oriented summer learning programs and how those experiences relate to the learning environment and staff practices. Your primary audiences for engagement are staff and leaders of out-of-school STEM programs.

**What might be effective approaches for sharing findings with these audiences?  
Choose all that apply.**

- a. Journal article
- b. Conference presentation
- c. Research snapshot
- d. Policy brief

# Matching Audience to Approach

Audience	Example approaches
Teachers	Practice guides, resource sheets, videos
District leaders	Professional development resources, resource sheets, videos, infographics
State education agency staff	Infographics, research snapshots, presentations
Policymakers	Policy brief, research snapshot, presentations
Community members	Videos, handouts
Research community	Journal articles, conference presentations

# Engagement Strategies

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- Consider audience objectives and communication preferences
- Consider resources: budget, time, staff

## Example strategies

- Website promotion
- Newsletters and alerts
- Outreach email or eblast
- Presentations (e.g., conference sessions)
- Social media
- Blog posts
- Briefs and policy briefs
- Journal articles
- Reports
- Infographics
- Fact sheets/one-pagers
- Practice guides
- Pamphlets, posters
- Videos/documentaries/podcasts
- Tools/toolkits/apps
- Webinars
- Workshops/training materials
- Outreach to partners/networks
- Outreach to internal staff
- Media outreach
- Community meetings
- Public service announcements
- Other

# Breakout Room Activity

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**Scenario:** Your team is conducting a study to better understand youth experiences in STEM-oriented summer learning programs and how those experiences relate to the learning environment and staff practices. Your primary audiences for engagement are staff and leaders of out-of-school STEM programs.

- **Project goal:** Better understand youth experiences in STEM-oriented, summer learning programs and how those experiences relate to the learning environment and staff practices.
- **Primary audiences:** Staff/leaders of out-of-school STEM programs
- **Engagement objectives:** Raise awareness and take action





# Next Steps

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# Homework Assignment: Discussion

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Let's learn from one another:

***Please describe one or two strategies you've used to share research findings. Focus on strategies that were effective in matching research objectives to audiences and needs.***

Kindly respond and reply to peers in the [CoP learning space](#).

# Homework Assignment: Expert Feedback (Optional)

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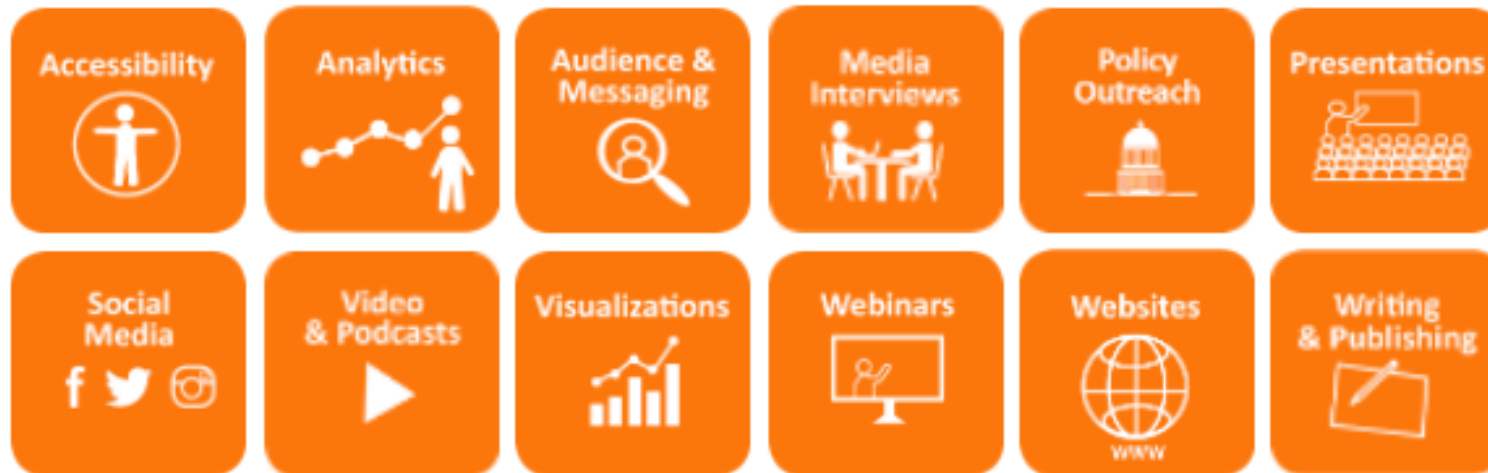
- **Prepare a brief abstract of your project. Then complete the first three sections in the *Engagement Plan Template for DRK-12 STEM Research Projects*.**
  - Specify project goals
  - Identify audience and objectives
  - Determine strategies
- **Send your engagement plan and brief abstract via email to [jchingwe@air.org](mailto:jchingwe@air.org).**

Jen will forward your plan to our subject matter experts for feedback. You will receive your plan back with feedback/comments via email a few days before the next CoP session.
- **One-on-one coaching** also is available for additional support. Please reach out to [cfelicio@air.org](mailto:cfelicio@air.org) for more information.

# CADRE's Dissemination Toolkit

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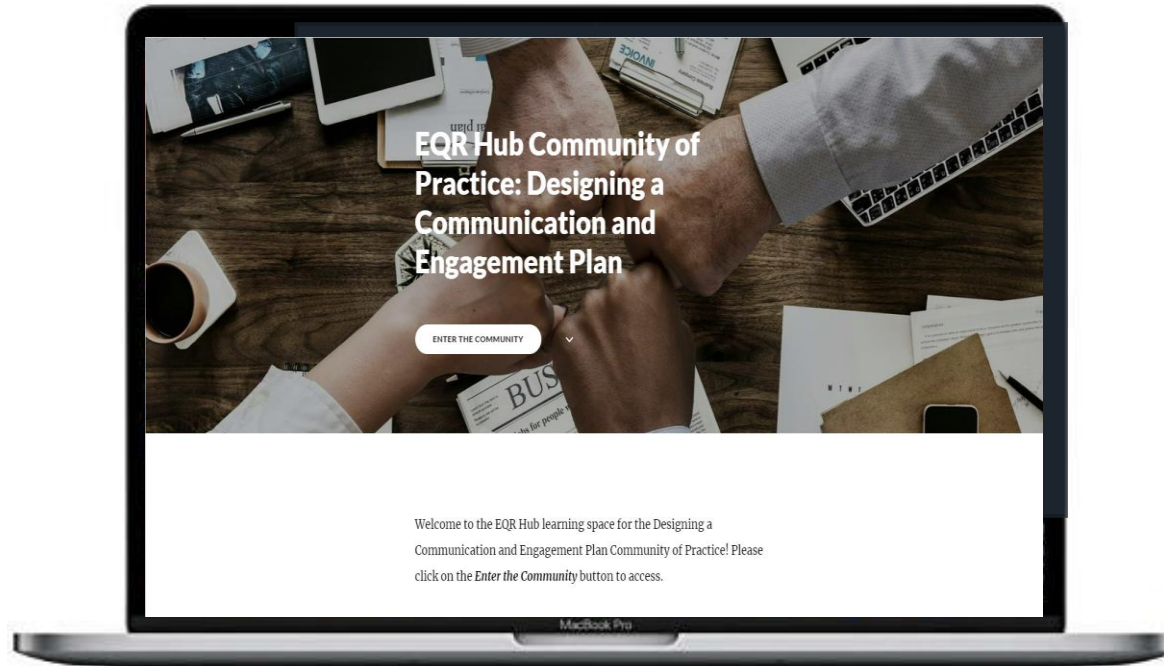
- [Project Communication Plan](#)
- [Guide to Product Dissemination](#)
- [Methods & Approaches](#)



<https://cadrek12.org/dissemination-toolkit>

# Visit the CoP Learning Space

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## Designing a Communication and Engagement Plan

[CoP Learning Space](#)

# Feedback

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Please fill out the **event survey** following this session.

<https://www.surveymonkey.com/r/2ZZJ2C8>



# Thanks for attending!

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