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

**Dissemination Literature**

*This resource summarises a collection of useful articles about dissemination.*

**Change implementation models**


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

**Developing a dissemination strategy**


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

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


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

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

Dissemination in practice


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


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

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

Original report


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


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

Terminology


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


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

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

Valorisation


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