UNIT 5
Evaluating Impact and Mainstreaming Innovation

5.4 Mainstreaming Lab results & lessons learned

Learning aims

1. Compose evaluation reports that effectively communicate achievements, challenges, and lessons learned.
2. Effectively communicating evaluation results to different audiences and using various dissemination channels to share findings and lessons learned.
3. Understanding the process of mainstreaming successful innovations from the lab environment to broader applications.
4. Developing skills in transitioning projects from experimental stages to practical, scalable solution**s.**

Content

5.4.1 What is an Evaluation Report?

An evaluation report is a document that presents the findings, conclusions, and recommendations of an evaluation, as a systematic and objective assessment of the performance, impact, and effectiveness of a program, project, policy, or intervention. The report typically includes a description of the evaluation's purpose, scope, methodology, and data sources, as well as an analysis of the evaluation findings and conclusions, and specific recommendations for program or project improvement.

Evaluation reports can help to build capacity for monitoring and evaluation within organizations and communities, by promoting transparency and stakeholder engagement and a culture of learning and continuous improvement. When drafting an evaluation report, it is good to consider the following matters (Stetson, 2008; CDCP, 2013):

1. Consider audience

Think about the people you're reporting to so you can tell them what they need to know. It is necessary to consider these points:

- What kind of information they need. For example, whether they need to know more about the difference you've made or the way in which you've delivered your work.
- How audience would like the information presented. For example, as a traditional evaluation report and/or data visualisation, webpages, or PowerPoint and when.
- Why they need the information and what you want them to do as a result.
- Whether there are any accessibility needs that you need to consider.

2. Plan report

Having a clear structure makes your report easier to read. Before writing, plan headings and subheadings. Most evaluation reports will include the following sections.

- **Executive summary** – a summary of key findings and recommendations.
- **Introduction** – a brief description of what was evaluated, the purpose of evaluation and the methods used (for example, surveys and interviews).
- **Findings and discussion** – information on what was delivered, how it ws delivered it and what outcomes came out of it.
- **Recommendations** – actions that need to be taken to respond to the evaluation findings.

3. What to include in report

Reports will vary depending on the nature of your work, but you'll probably need to include findings on the following:

- **Activities and outputs.** Describe what has been delivered, when and to whom. Report on how satisfied the people and communities are.
- **Processes.** Information about delivering of outputs, to explain why something worked particularly well, or why it didn't work.
- **Outcomes.** Describe what outcomes have been achieved, for whom and under what circumstances. Intended and unintended outcomes should also be included in report.

- **Impact.** Explain the positive or negative, direct or indirect impact on Awareness, Attitudes, Decision-making, Behaviour change, Economic, Health, Well-being, Policy, Cultural, Capacity or Preparedness or other type of social impacts.

Box 5.4.1. Tips for structure of evaluation report

Short Introduction about Main Tasks of the Lab

- Objective. Provide a concise overview of the Lab's primary objectives and activities.
- Mission statement. Articulate the core mission and vision of the Lab.
- Primary tasks. List and describe the key tasks and activities undertaken by the Lab.
- Context and relevance. Explain the broader context within which the Lab operates, including any relevant background information or precedents.

Achieved Goals and Progress of the Lab

- Objective. Detail the goals that have been achieved over the reporting period and the overall progress of the Lab.
- Quantitative Metrics. Provide data and statistics to demonstrate progress (e.g., number of projects completed, milestones achieved).
- Qualitative Achievements. Describe significant accomplishments and breakthroughs in narrative form.
- Comparative Analysis. Compare current achievements against set targets and previous periods.

In data interpretation consider the following issues:

- Make connections by looking for trends, patterns and links.
- Put data in a meaningful context. Numbers don't speak for themselves. Is 85% good or bad? How do you know?
  - Why outcomes were achieved, or not achieved. Understanding this may help make decisions about future service planning.
  - What worked and what didn't. Knowing about this will put you in a good position to improve your work. It may also be useful to share with partners or funders to improve practice in the sector.
  - Answers to evaluation questions.

Choose how to present your data

- A common mistake is to try to present all data, rather than focusing on what's most important. It helps to narrow down to what people reading report need to know.
- It's also important to think presentation of information:
  - Key numbers presentation
  - Quotations for illustration of themes
  - Visual aids usage.

4. Write accurately and clearly

It's important to write accurately and clearly so that Lab evaluation report can be easily understood and is not misleading.

- **Avoid over claiming Lab role in making a difference**. Report on evidence of any other contributing factors.
- **Choose case studies carefully**. Evaluation case studies should illustrate Lab learning points, not just the very best of what was done. Choose case studies – and quotations – that reflect the full range of responses.
- **Explore alternative interpretations or causal links**. It's important to look for and talk about reasonable alternative interpretations or explanations of data and to avoid 'confirmation bias'.
- **Be clear about the limitations of data**. If there was a referent group for which no data was collected, or sample over- or under-represents a particular group, it is important to highlight that. With small samples, the possibility of generalization decreases.
- **Report negative findings**. If the data shows something isn't working or an outcome hasn't been achieved, don't ignore it. Reporting negative findings will help audience to use the evaluation to learn and improve.
- **Use precise language**. Evaluation reports need to be as clear and precise as possible in their wording. Be especially careful about using the word 'proof' or 'prove'.
- **Make report easy to read.** Subheadings will make report clear for readers and explain any terminology that might be unfamiliar to intended audience.

5. Contribution to the proposed Lab model

Analyze how the Lab's achievements contribute to the overarching model of the Lab (Schapke et al., 2018a; 2018b).

- **Model Integration**. Describe how specific achievements align with and enhance the proposed model of the Lab.
- **Innovations and Improvements**. Highlight any innovations or improvements that have been integrated into the Lab model.
- **Scalability.** Discuss the potential for scaling these achievements within and beyond the Lab.

6. Challenges and Pitfalls

Identify the challenges faced and the pitfalls encountered during the reporting period.

- **Internal challenges.** Issues within the Lab such as team dynamics, resource constraints, or technical difficulties.
- **External challenges**. External factors impacting the Lab's operations, such as regulatory issues, market conditions, or stakeholder engagement.
- **Case study.** Provide specific examples or case studies illustrating these challenges.

7. Ensuring the Sustainability of the Lab

Outline strategies and actions taken to ensure the long-term sustainability of the Lab.

- **Financial sustainability**. Plans for securing ongoing funding and managing financial resources effectively.
- **Operational sustainability**. Measures to maintain and improve operational efficiency.

- **Stakeholder engagement**. Strategies for maintaining strong relationships with key stakeholders and securing their continued support.

8. Develop recommendations

Recommendations are likely to be one of the most important parts of report. Good recommendations will make evaluation findings more likely to be used. Recommendations are more likely to be put in place if the following factors are considered.

- **Supported by evidence**. Be clear about how the recommendations build on the key findings. It can help to structure the recommendations in the same order as the main findings to help readers understand the evidence base for each.
- **Specific.** Say exactly what action needs to be taken and when within the control of the evaluation.
- **Users.** Make sure individuals or groups have the authority and capability to take forward proposed recommendations.
- **Realistic and achievable.** Recommendations should be feasible. It is useful to categorise them by which ones are easy to implement and which are less so. More 'difficult' recommendations might need budget or staff changes. These should still be stated, as well as the impact of it.
- **Prioritised.** It's helpful to show some priorities for action. It is beneficial to split recommendations into 'essential' versus 'optional' or 'for consideration' versus 'for action'. Make sure the number of recommendations is achievable.

9. Lessons Learned

Reflect on the key lessons learned during the reporting period.

- **Success factors**. Identify the factors that contributed to the Lab's successes.
- **Learning points**. Discuss any mistakes or areas for improvement and what has been learned from these experiences.
- **Knowledge transfer.** Explain how these lessons are being documented and shared within the Lab and with external partners.

10. Next Steps

Outline the future direction and plans for the Lab.

- **Upcoming projects and initiatives.** Describe planned projects and initiatives for the next reporting period.
- **Strategic goals**. Set strategic goals and targets for the future.
- **Timeline and milestones**. Provide a timeline for achieving these goals and milestones.
- **Resource requirements**. Identify any additional resources or support needed to achieve these plans.

11. Involve people in the reporting process

- It is beneficial to involve other internal staff and the included people and communities (service users and other stakeholders) at several points. It is highly recommendable to share report drafts and ask them to help you refine the conclusions and asking them to suggest and prioritise recommendations
- This 'co-production' of findings can be valuable and provide additional interpretations.

12. Prepare an evaluation report to facilitate use and disseminate findings to expand influence.

- Allow time for a couple of report drafts and make sure there are people available to review the report with 'fresh eyes'. Leave appropriate time for proofreading and editing, checking references, and design and print if needed.
- Different kinds and formats of reports are needed for different evaluation purposes. Reports should be focused on serving priority intended uses of primary intended users.
- Determine what kinds of reporting formats, styles, and venues are appropriate:
    - Consider both formal written reports and less formal oral reports.
    - Adapt different report approaches for different audiences and uses.
    - Focus the report on answering priority questions and providing the evidence for those answers.
    - Be prepared to help users maintain balance and deal with "negative" findings.

Useful resources

- USAID (2016). *Preparing Evaluation Reports.* Program cycle. How-to note. https://pdf.usaid.gov/pdf_docs/PA00T5R1.pdf
- SACHRU South Australian Community Health Research Unit. *Are you writing an evaluation report?* https://www.betterevaluation.org/sites/default/files/EvalReportTemplate.pdf
- NCVO (2023). *Writing an evaluation report* https://www.ncvo.org.uk/help-and-guidance/strategy-and-impact/impact-evaluation/evaluation-and-impact-reporting/how-to-write-an-evaluation-report/#consider-your-audience

5.4.2. Interactive Presentation Tools

Presenting the results of an Innovation and Learning Lab can be engaging and informative if structured well. A final written report is an important way to communicate and report on an evaluation, and the full evaluation report should be distributed to program staff, partners, government officials, and donor agencies, but other formats should also be considered for other audiences. Based on stakeholder characteristics and information needs, and funding options, consider other formats such as brochures, debriefings, panel presentations, print and broadcast media, video presentations, drama, poster sessions, working sessions, or electronic communications (*see Table 5.4.1*)

Table 5.4.1: Evaluation Reporting Menu

Written Reporting	Verbal Presentations	Creative Reporting	Critical Reflection Events	Reporting Using Electronic Formats
• Final evaluation report • Executive summary • Interim or progress	• Debriefing meetings • Panel presentations • Broadcast media (radio	• Video presentation • Dramas or role-plays • Poster	• After-action reviews • Working sessions	• Website communications • Synchronous electronic communications (chat rooms,

reports • Human interest, success and learning stories • Short communications (newsletters, brochures, memos, mails, postcards) • News media communications (print and online media)	or television) • Informal communication	sessions • Write shops		teleconferences, video and web conferences • Social media • Podcasts

Adapted from: Torres at al., 2005

Presentation of results could be done on various interactive and visual techniques, using interactive presentation tools and engaging with the audience. Summary of possible interactive presentation tolls are following:

1. Engaging tools

- **Prezi or Canva**: these dynamic presentation tools can create visually engaging slides that allow for zooming in and out on key points.
- **Poll Everywhere**: Engaging audience with real-time polls and surveys to gauge their understanding and gather feedback on the spot.

2. Storytelling Approach

- **Narrative Arc**: Presents results in a storytelling format. Starting with the problem or challenge, moving through the methods and learning processes, and ends with the results and their impact.
- **Case Studies**: It is advisable to include specific case studies that highlight successful innovations and the learning process behind them.

3. Data Visualization

- **Info graphics**: Use of info graphics represents complex data in a visually appealing and easy-to-understand format.
- **Charts and Graphs**: bar charts, pie charts, and line graphs can be used to illustrate key data points. Tools like Tableau or Microsoft Power BI can help create interactive and detailed visualizations.

4. Workshops and Interactive Sessions

- **Breakout Sessions**: After presenting the main results, the audience could be divided into smaller groups for workshops or breakout sessions where they can discuss and explore specific aspects in more detail.
- **Hands-on Demonstrations**: If applicable, provide hands-on demonstrations of the innovations or methods used in the Lab.

5. Panel Discussions

- **Expert Panels**: experts and stakeholders can be invited to discuss the implications of the results. This can provide a multifaceted view of the findings and their real-world applications.
- **Q&A Sessions**: It is important to allocate time for an open question-and-answer session to address any queries from the audience and to delve deeper into areas of interest.

6. Multimedia Integration

- **Video Clips**: It is advisable to incorporate short video clips that showcase the innovation process, testimonials from participants, or before-and-after scenarios.
- **Podcasts or Audio Snippets**: audio recordings of interviews or discussions that highlight key insights and reflections from the project could be a significant asset.

7. Digital Reports and Dashboards

- **Interactive Reports**: Creation of digital reports that include interactive elements such as clickable sections, embedded videos, and hyperlinked references can enhance the interaction in presentation
- **Live Dashboards**: Presentation of real-time data through live dashboards that attendees can explore on their own devices during or after the presentation.

8. Engagement through Gamification

- **Quizzes and Challenges**: Introduce quizzes or challenges related to the innovation and learning outcomes. This can make the presentation more interactive and memorable.
- **Reward Systems**: Offer small rewards or recognitions for participation or correct answers in quizzes to keep the audience engaged.

9. Follow-Up Materials

- **Detailed Handouts**: it is useful to provide handouts or digital copies of the presentation, including detailed explanations of methods, data, and findings.
- **Resource Lists**: Sharing a list of resources such as articles, books, and websites that can provide further information and context.

10. Feedback Mechanisms

- **Post-Presentation Surveys**: Distribute surveys after the presentation to gather feedback on its effectiveness and to identify areas for improvement.
- **Interactive Whiteboards**: Use of tools like Miro or Jam board to collect real-time feedback and ideas from the audience during the presentation.

Useful resources

- Stetson, V. (2008). *Communication and Reporting on an Evaluation*. Short Cuts. USAIDS, CRS and ARC. https://www.crs.org/sites/default/files/tools-research/communication_and_reporting_shortcut_final_highres.pdf
- GHNS Innovation Lab. *Presentation of learning innovations Lab.* https://ghsinnovationlab.com/presentations-of-learning-pols/
- CA' FOSCARI University of Venice. Innovative learning laboratories https://www.unive.it/pag/44784/
- Grund, S., Windlinger, L. & Grote, G. (2002). "Concept for Interdisciplinary Evaluation of Learning Tools (CIELT) ". In F. F., C. Lutz, P. Schulz & L. Cantoni (Hrsg.), 4th International Conference on New Educational Environments (S. 2.4 11-12.14 14). Lugano: Manno.

https://www.researchgate.net/publication/42795913_Evaluating_LABFUTURE_a_collaborative_e-learning_Laboratory_experiments_platform
- Grund, S., Grote, G. & Windlinger, L. (2003). *CIELT: Concept and Instruments for Evaluation of Learning Tools*. Report. Zürich: Institut für Arbeitspsychologie ETH. https://www.academia.edu/17197927/Geometry_education_with_augmented_reality
- Totter A., Little S., Grund S., Grote G. (2003): *Evaluation Methodology, Deliverable 7.1*. LAB@FUTURE Document Number: D7.1 https://spice-h2020.eu/document/deliverable/D7.1.pdf

5.4.3. Disseminating and Following Up on the Evaluation's Findings

Dissemination of Lab evaluation findings is a critical component, ensuring that the knowledge generated is shared, utilized, and has a meaningful impact. Deliver reports in time to affect important decisions managing the tension between in-depth involvements of intended users and getting the report done on time:

- Consider both formal and informal pathways for dissemination.
- Be alert to unanticipated pathways of influence that emerge as use and dissemination processes unfold.
- Keep users engaged as dissemination unfolds so that emergent opportunities can be grasped as appropriate.
- Engage in systematic reflective practice about the evaluation, its processes and uses, with primary intended users, to further enhance their own capacities, provide feedback to the evaluator to deepen his or her own reflective practice, and bring closure to the evaluation process.
- Engage in personal reflective practice to support ongoing professional development:
- Reflect on what went well, and not so well, throughout the evaluation.
- Use what you learn to improve your practice and increase use.

Effective dissemination targets diverse audiences and employs multiple platforms and methods to maximize reach and engagement. Here, we outline a comprehensive strategy for disseminating findings to the academic community, stakeholder community, and broader public, both locally and internationally (see Box 5.4.2).

Box 5.4.2 Target Audiences

1. **Academic Community**
   - Researchers and scholars: individuals involved in similar or related research areas.
   - Academic institutions: universities, colleges, and research institutes.
   - Scientific journals: platforms for peer-reviewed publications.

2. **Stakeholder Community**
   - Policymakers and government agencies: entities responsible for creating and implementing policies.
   - Industry partners: companies and organizations that can apply research

findings.
    - Non-governmental organizations (NGOs): groups that can benefit from and promote the research outcomes.

3. **Wider Community/Interested Parties**
    - General public: individuals who may have an interest in the research topic.
    - Media outlets: channels for broadcasting findings to a broader audience.
    - Social media users: Active participants on platforms like LinkedIn, Instagram, and Twitter.

Considering geographic scope:

- Explore possibilities for national and local dissemination (local universities and colleges, community events, such as local roundtables, seminars, and public forums and local media, e.g. local newspapers, radio stations, and television channels.
- Explore possibilities for international dissemination (such as international conferences, collaborative networks and global media platforms)

5.4.3.1 Dissemination Methods

1. **Academic and professional conferences**
    - National and international conferences. Presentation of research findings at relevant conferences to reach a specialized audience.
    - Symposia and workshops. Engaging with peers through presentations and interactive sessions.
    - Round tables and seminars. Facilitation of discussions and debates to further explore research implications.

2. **Publications**
    - Scientific journals. Publishing findings in open access, peer-reviewed journals to ensure broad accessibility.
    - Books and edited volumes. Contribution to chapters or whole volumes focused on the research topic.
    - Technical reports. Production of detailed reports that provide in-depth analysis and recommendations.

3. **Digital and Social Media**
    - Social media platforms. Sharing findings on LinkedIn, Instagram, and Twitter to reach both professional and public audiences.
    - Blogs and online articles. Writing articles and blog posts to explain the research in more accessible language.
    - Webinars and online seminars. Hosting virtual events to present findings and engage with a global audience.

4. **Teaching and educational outreach**
    - University courses and lectures. Integrating research findings into academic curricula.

- Public lectures and workshops. Offering educational sessions to inform and engage the public.

5. **Network Promotion**
    - Internal network communications. Internal newsletters, emails, and meetings could be used to share results within the research network.
    - Collaborative platforms. Leverage platforms can be used by research consortia and partnerships for wider dissemination.

5.4.3.2 Implementation Plan

1. **Development of a dissemination schedule should include**:
    - Timeline. Creating a timeline that outlines key dissemination activities and deadlines.
    - Milestones. Setting specific milestones to track progress and ensure timely delivery of dissemination efforts.

2. **Resource allocation**
    - Budget. Allocation of necessary resources, including funding for conferences, publication fees, and promotional materials.
    - Team assignments. Designate team members who will be responsible for different aspects of the dissemination strategy.

3. **Monitoring and evaluation**
    - Feedback mechanisms. Establishing channels for receiving feedback from the audience. This could be done through all the platforms suggested
    - Impact assessment. Regularly assessment of the impact of dissemination activities and adjust strategies as needed.

By employing a multifaceted approach to dissemination, encompassing academic, professional, and public outreach, the research findings can achieve maximum visibility and impact. This comprehensive strategy ensures that the knowledge generated is not only shared widely but also applied effectively, contributing to advancements in the field and benefiting society at large.

5.4.5 Mainstreaming Lab innovations

Mainstreaming innovation means deriving results from innovative ideas, and it requires doubling down on one or two innovative ideas and seeing them through. Mainstreaming Lab Innovations for addressing wicked social problems in small communities requires a strategic, inclusive, and sustainable approach.

5.4.4.1 Key elements of mainstreaming Lab innovations

Key elements of mainstreaming Lab innovations include community-centric approach and interdisciplinary collaboration. Furthermore, essential for mainstreaming embrace sustainable practices, scalable and replicable models and continuous learning and adaptation (Singh, 2014; Ellström, 2010):

1. **Community-centric approach**
    - Engaging with local stakeholders, and involving community members, local leaders, NGOs, and other stakeholders from the beginning to ensure the Lab addresses real needs and acquires local support.
    - Participatory Design. Implementation of a participatory design process where community members contribute to defining problems, designing solutions, and evaluating outcomes.

2. **Interdisciplinary collaboration**
    - Multidisciplinary teams. Forming teams that include experts from various fields such as social sciences, public health, engineering, education, and economics to tackle complex problems from multiple angles.
    - Academic partnerships. Collaboration with universities and research institutions to leverage academic expertise and resources.

3. **Sustainable practices**
    - Resource management. Developing sustainable resource management practices, including the efficient use of funds, materials, and human resources.
    - Environmental considerations. Incorporation of environmentally sustainable practices into all Lab activities to ensure that solutions do not create additional problems.

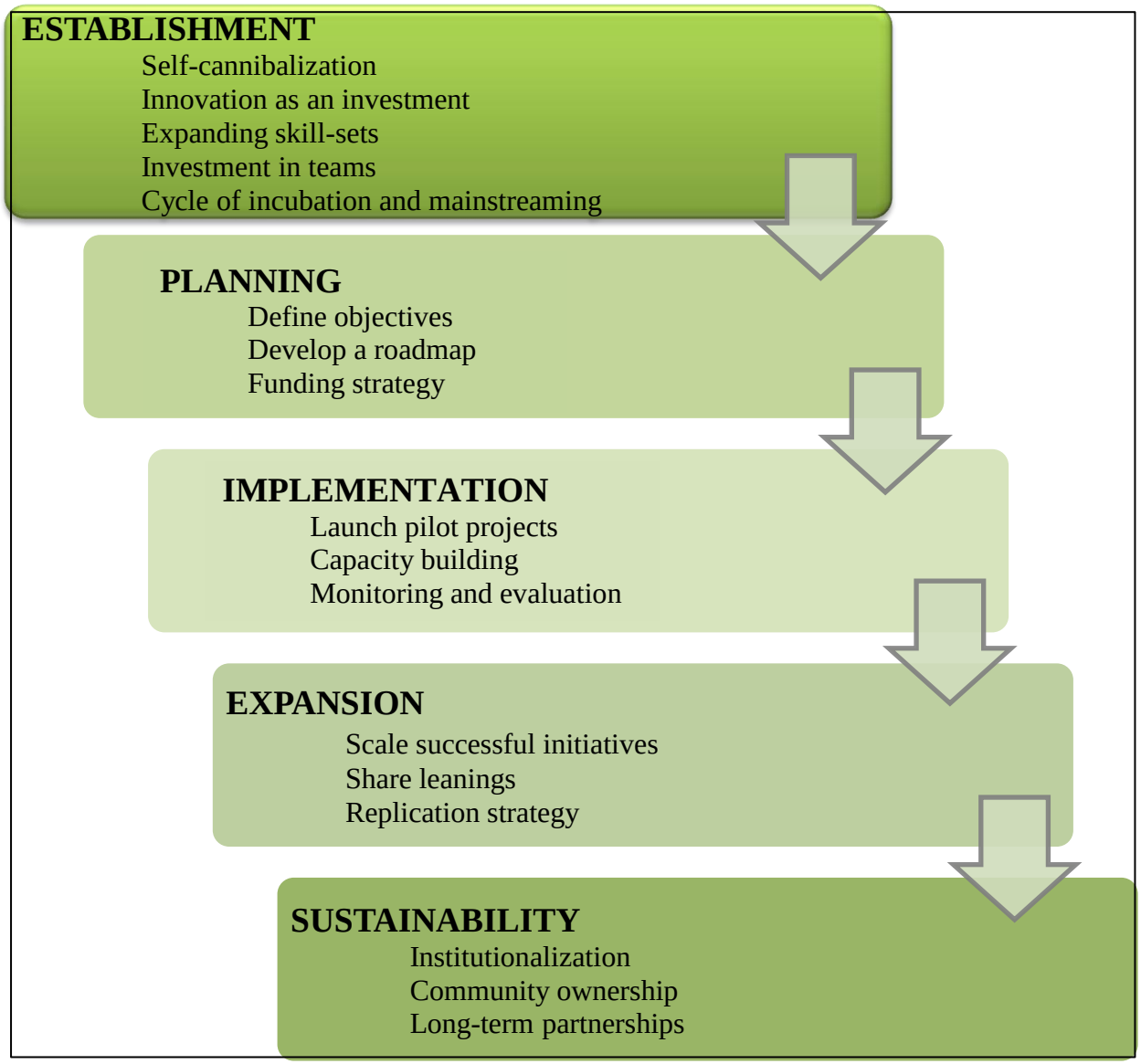
4. **Scalable and replicable models**
    - Pilot projects. Starting with pilot projects that can be tested, refined, and then scaled up.
    - Documentation and toolkits. Creating detailed documentation and ready-to use toolkits that other community can use to replicate successful innovations.

5. **Continuous learning and adaptation**
    - Feedback loops. Establishing mechanisms for continuous feedback and learning, such as regular community meetings, surveys, and suggestion boxes.
    - Iterative process. Using an iterative process that allows for ongoing adaptation and improvement of solutions based on feedback and new insights.

5.4.4.2. Suggested framework for mainstreaming Lab innovations

Below are suggestions on how to establish and operate Innovation and Learning Labs targeting these specific challenges through 5 phases (Luckin, 2015; De Spiegelaere at al., 2012; Ellinger, 2004).

Diagram 5.4.1: Framework for mainstreaming Lab innovations



1. **Establishment phase**

   - Self-cannibalization for competitive advantage. New technologies and products inevitably render current ones out of date, whether through enhanced capabilities, pricing, or both. The market must be analyzed continuously to self-cannibalize strategically, ensuring innovation is ahead of competitors.
   - Innovation as an investment, not an afterthought. Innovation must be approached as a strategic investment rather than an optional activity. Unlike charitable giving, which often lacks follow-through, innovation requires substantial commitment. Success lies in treating innovation as an incubation investment, adopting a "think big, fail fast, and iterate" mentality.
   - Expanding beyond core skill-sets. Growth requires stepping beyond existing service users, capabilities, and mindsets. Reliance on what has worked in the past will not suffice for future advancement. While current service users may

demand improved versions of existing offerings, innovation demands exploring new capabilities and communities.

- Balanced investment in execution and discovery teams. The execution team, responsible for the current mainstream service line, focuses on driving growth and defending the community position to maximize value from existing offerings. At the same time, it is crucial to adequately fund the discovery team, which explores new frontiers and revenue streams. Balancing resources between these teams is essential for sustained innovation.
- Cycle of incubation and mainstreaming. The most challenging aspect of innovation is transitioning an innovative idea from incubation to mainstream application and then returning to incubation. This process involves the innovation or discovery leader transferring the developed idea to the execution leader for mainstream implementation. Effective innovation leadership requires oscillating between incubating new ideas and mainstreaming them, as most teams cannot efficiently manage both simultaneously.

2. **Planning phase**

   - Define objectives. Setting clear, measurable objectives to mainstream innovation aligned with the community's needs and aspirations.
   - Develop a roadmap. Creating a detailed roadmap outlining the steps, timelines, and resources required to achieve the Lab's objectives.
   - Funding strategy. Including grant applications, partnerships, and community fundraising efforts.

3. **Implementation phase**
   - Launch pilot projects. Starting with small-scale pilot projects to test and refine ideas.
   - Capacity building. Providing training and capacity-building programs for community members and lab participants.
   - Monitoring and evaluation. Implementing robust monitoring and evaluation frameworks to track progress and impact.

4. **Expansion phase**
   - Scale successful initiatives. Expanding successful pilot projects to a broader scale within the community.
   - Share leanings. Disseminating learning and best practices through reports, case studies, and presentations at conferences and seminars.
   - Replication strategy. Developing strategies for replicating the Lab's models in other communities facing similar issues.

5. **Sustainability phase**
   - Institutionalization. Working towards institutionalizing the Lab within local governance structures to ensure long-term sustainability.
   - Community ownership. Fostering a sense of ownership among community members to ensure ongoing engagement and support.
   - Long-term partnerships. Establishing long-term partnerships with academic institutions, NGOs, and other stakeholders to provide continued support and resources.

Useful resources

- Singh, P. (2014). Mainstreaming and innovation tools. https://www.linkedin.com/pulse/20140901193223-1284252-mainstreaming-innovation/
- De Spiegelaere, S., Van Gyes, G., & Van Hootegem, G. (2012). Mainstreaming Innovation in Europe: Findings on employee innovation and workplace learning from Belgium. *Lifelong Learning in Europe, 17*(4). file:///D:/Downloads/LLinE_InnovationMainstreaming4.pdf

5.4.4. Innovative Methods and Tools

1. **Digital platforms**
   - Online collaboration tools. Use tools like Slack, Trello, or Asana for project management and communication.
   - Data collection apps. Implement mobile apps for real-time data collection and analysis.
2. **Creative engagement techniques**
   - Design thinking workshops. Conduct workshops using design thinking principles to foster creative problem-solving.
   - Hackathons and Innovation jams. Organize hackathons and innovation jams to rapidly prototype and test solutions.
3. **Community education and outreach**
   - Awareness campaigns. Running campaigns to raise awareness about social issues and the lab's initiatives.
   - Educational programs. Offering educational programs and workshops to build local capacity and knowledge.
4. **Measurement and impact assessment**
   - Key performance indicators (KPIs). Developing KPIs to measure the success and impact of lab initiatives.
   - Impact reporting. Producing regular impact reports to share progress with stakeholders and the broader community.

Useful resources

- MONDAY. The new way of working together. https://monday.com/lp/comp/trello?cq_src=google_ads&cq_cmp=15277878435&cq_term=trello&cq_plac=&cq_net=g&cq_plt=gp&utm_medium=cpc&utm
- PROJECT MANAGEMENT CENTAR (2024). The Best Project Management Software of 2024: Streamline Your Workflow. https://projectmanagement.center/?utm_source=googleads&utm_medium=cpc&utm_campaign=tier1-en-brands
- SWORTHY. Compare task management product features. https://www.saasworthy.com/expert-picks/compare-task-management-software-v3?utm
- WORK-MANAGEMENT (2024). Project Management Software 2024. https://clickup.com/compare/asana-vs-trello?utm

References

de Jong, J., & Den Hartog, D. (2010). Measuring Innovative Work Behaviour. *Creativity and Innovation Management, 19*(1), 23–36.

De Spiegelaere, S., Van Gyes, G., & Van Hostage, G. (2012). Mainstreaming Innovation in Europe: Findings on employee innovation and workplace learning from Belgium. *Lifelong Learning in Europe, 17*(4). file:///D:/Downloads/LLinE_InnovationMainstreaming4.pdf

Centers for Disease Control and Prevention (2013). *Evaluation Reporting: A Guide to Help Ensure Use of Evaluation Findings*. Atlanta, GA: CDCP, US Dept of Health and Human Services. https://www.betterevaluation.org/sites/default/files/Evaluation_Reporting_Guide.pdf

Ellinger, A. D. (2004). The Concept of Self-Directed Learning and Its Implications for Human Resource Development. *Advances in Developing Human Resources, 6*(2), 158–177. doi:10.1177/1523422304263327

Ellström, P. E. (2010). Practice-based innovation: a learning perspective. Journal of Workplace Learning, 22(1/2), 27–40. doi:10.1108/13665621011012834

Eva, K. W. and Regehr, G. (2011). Exploring the divergence between self-assessment and self-monitoring. *Advances in Health Science Education: Theory and Practice 16*. 311–329, doi:10.1007/s10459-010-9263-2.

Eva, K. W., Hodges, B. D. (2012). Scylla or Charybdis? Can we navigate between objectification and judgement in assessment? *Medical Education 46*: 914–919, doi:10.1111/j.1365-2923.2012.04310.x.

Grund, S. & Grote, G. (2003). Can mixed reality system substitute real complex systems in vocational training? In P. Barker & S. Rebelsky (Hrsg.), *ED-Media* (S. 576-583). Hawai: Norfolk, VA: Association for the Advancement of Computing in Education.

Hippel, E. V. (2005). *Democratizing Innovation*. MIT Press.

Luckin, R. (2015). Mainstreaming Innovation in Educational Technology. *Advances in Scholarship of Teaching and Learning*, *3*(1). https://discovery.ucl.ac.uk/id/eprint/1475754/4/Luckin_SoTL_Luckin_Final.pdf

Mwanza, D., and Engeström, Y., (2003). "Pedagogical Adeptness in the Design of E-learning Environments: Experiences from the Lab@Future Project". Proceedings of E-Learn 2003 - International conference on E-Learning in Corporate, Government, Healthcare, & Higher Education. Phoenix, USA.

Schapke, N, Wagner, F., Parodi, O., Meyer-Soylu, S. (2018a). Strengthening the transformative impulse while mainstreaming real-world labs: lessons learned from three years of bawü-labs: lessons learned from three years of bawü-labs https://doi.org/10.14512/gaia.27.2.19

Schapke, N. Bergman, M., Stelzler, F and Lang, D. J., (2018a). Labs in the real world: advancing transdisciplinary research and sustainability transformation: mapping the field and emerging lines of inquiry. *Ecological Perspectives for Science and Society 1*, 8-11. https://doi.org/10.14512/gaia.27.S1.4

Shalley, C. E., Zhou, J., & Oldham, G. R. (2004). The Effects of Personal and contextual Characteristics on Creativity: Where Should We Go From Here? Journal of Management, 30(6), 933–958.

Stetson, V. (2008). *Communicating and Reporting on an Evaluation*. USAID, CRC and ARC. https://pdf.usaid.gov/pdf_docs/PNADQ296.pdf

Torres, R. T., Preskill, H. S., & Piontek, M. E. (2005). *Evaluation strategies for communicating and reporting: Enhancing learning in organizations* (2nd ed.). Thousand Oaks, CA: Sage.

Quiz

1. **What is the purpose of data visualization in Evaluation report?**
    a. To present data in a visually appealing manner
    b. To summarize the findings of an evaluation
    c. <u>To communicate complex data in a more understandable way</u>
    d. To collect and analyze data using visual techniques

2. **What key points should be considered when thinking about the audience you are reporting to**?
    a. Their preferred color scheme and font
    b. <u>The kind of information they need, how they would like it presented, why they need it, and any accessibility needs</u>
    c. Their favorite team building activities
    d. Their personal hobbies and interests

3. **What are the main sections typically included in an evaluation report?**
    a. <u>Executive summary, introduction, findings and discussion, recommendations</u>
    b. Title page, table of contents, glossary, bibliography
    c. Preface, abstract, literature review, appendices
    d. Acknowledgments, dedication, table of figures, references

4. **What should be done to ensure an evaluation report is not misleading and easy to understand?**
    a. Use complex language and technical terms to impress the audience
    b. <u>Avoid over-claiming the Lab's role, choose case studies carefully, explore alternative interpretations, be clear about data limitations, report negative findings, use precise language, and make the report easy to read</u>
    c. Focus only on positive outcomes and successes
    d. Include lengthy paragraphs without subheadings

5. **Which tools can be used to create visually engaging slides that allow for zooming in and out on key points?**
    a. <u>Prezi or Canva</u>
    b. Microsoft Word or Excel
    c. Google Docs or Sheets
    d. Slack or Trello

6. **What tools can be used to create interactive and detailed visualizations of key data points**?
    a. <u>Adobe Photoshop and Illustrator</u>
    b. Tableau and Microsoft Power BI
    c. Google Calendar and Outlook
    d. Evernote and OneNote

7. **What activities can be included after presenting the main results to engage the audience further?**
    a. **Breakout sessions and hands-on demonstrations**
    b. Sending emails and making phone calls
    c. Playing pre-recorded lectures and assigning homework
    d. Watching movies and storytelling.

8. **What multimedia elements can enhance a presentation by showcasing the innovation process and providing key insights?**
    a. **Video clips and podcasts or audio snippets**
    b. Stock photos and animated GIFs
    c. PowerPoint animations and sound effects
    d. Background music and voiceovers

9. **What are some of the methods recommended for disseminating findings to the academic and professional community?**
    a. **National and international conferences, symposia and workshops, round tables and seminars**
    b. Email newsletters, social gatherings, and informal chats
    c. Text messages, private phone calls, and personal meetings
    d. Billboard advertisements, flyers, and TV commercials

10. **Where can research findings be published to ensure broad accessibility and reach a specialized audience?**
    a. **Scientific journals, books and edited volumes, technical reports**
    b. Personal blogs, social media profiles, and private diaries
    c. Internal memos, company newsletters, and personal letters
    d. Flyers, posters, and billboards

11. How can findings be shared to reach both professional and public audiences?
    a. **Social media platforms, blogs and online articles, webinars and online seminars**
    b. Printed newspapers, radio broadcasts, and television news
    c. Handwritten letters, fax machines, and telegraphs
    d. Personal phone calls, face-to-face meetings, and direct mail

12. What should be included in the development of a dissemination schedule?
    a. **Timeline and milestones**
    b. Personal goals and vacation plans
    c. Grocery lists and household chores
    d. Daily routines and exercise schedules

13. **What is a key element of a community-centric approach in mainstreaming Lab innovations?**
    a. **Engaging local stakeholders and involving community members**
    b. Conducting research without community input
    c. Ignoring local needs and focusing on external solutions
    d. Implementing top-down directives without consultation

14. **What are essential components for creating scalable and replicable models in Lab innovations?**
    a. **Starting with pilot projects and creating detailed documentation and toolkits**
    b. Implementing large-scale projects without prior testing
    c. Avoiding documentation to save time
    d. Focusing solely on theoretical models without practical application

15. **What mechanisms are important for continuous learning and adaptation in Lab innovations?**
    a. **Establishing feedback loops and using an iterative process**
    b. Implementing a fixed process without room for feedback
    c. Ignoring community input and feedback
    d. Avoiding changes to the initial plan regardless of new insights

16. **What are key strategies for ensuring the long-term sustainability of Lab innovations?**
    a. **Working towards institutionalizing the Lab within local governance structures and fostering community ownership**
    b. Relying solely on short-term projects without long-term planning
    c. Excluding local governance from the process
    d. Avoiding partnerships with academic institutions and NGOs