



DialogEduShift: Transforming Higher Education Teaching and Evaluation Approaches in the Era of AI ChatTools

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FINAL DISSEMINATION REPORT



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I. INTRODUCTION

This is the **Final Dissemination Report** of the *DialogEduShift* project, summarizing all dissemination and communication activities carried out during the project's lifetime by the consortium partners: **EHE, EIBE, MSKU, RTA, SSU, and UKSW**. The report covers both **online** and **offline** dissemination efforts, including participation in scientific and non-scientific events, publications, digital campaigns, and stakeholder engagement.

For each dissemination activity, **success indicators** were defined and systematically monitored. Overall, the consortium successfully **met and, in several areas, exceeded the targets** established in the Dissemination Plan (November 2023). To illustrate the scope and success of the project's outreach, the report highlights several exemplary dissemination activities conducted by the partners.

The **DialogEduShift** project has addressed one of the most significant transformations facing higher education institutions (HEIs) today — the integration of **AI conversational tools** such as ChatGPT into teaching, learning, and evaluation processes. The increasing use of AI in academic environments presents both opportunities for personalized, data-driven education and challenges related to ethics, assessment integrity, and pedagogy.

DialogEduShift provided HEIs and educators with **practical frameworks, ethical guidance, and pedagogical resources** to ensure that AI is used responsibly, effectively, and transparently in higher education.

Through its key intellectual outputs — the **Handbook on AI in Higher Education (WP2)**, **Guidelines for Using AI Chat Tools (WP3)**, and the **E-Course for Academic Educators (WP4)** — the project promoted a culture of **AI readiness, digital innovation, and ethical awareness** across European universities.

II. PROJECT OBJECTIVES AND DISSEMINATION PRINCIPLES

The **DialogEduShift** project was launched to respond to the educational, ethical, and institutional challenges emerging from the rapid adoption of AI conversational systems. Its mission was to ensure that higher education can **harness the benefits of AI** while safeguarding human-centered learning, transparency, and academic integrity.

At its foundation, the project aimed to build both **individual competences** among educators and **systemic readiness** within institutions to adapt to the ongoing digital transformation.

General Objectives

1. **Empower educators** with the knowledge, digital literacy, and pedagogical skills needed to integrate AI chat tools effectively and responsibly into their courses.
2. **Promote ethical and transparent AI use** in academic assessment and learning environments, ensuring respect for human judgment, fairness, and accountability.
3. **Increase digital readiness and institutional resilience** by developing frameworks and competences that support innovation and adaptability to technological change.
4. **Foster a European network of AI-competent educators and decision-makers**, encouraging collaboration and exchange on responsible AI use in education.
5. **Support institutional and cultural transformation** toward data-informed, inclusive, and innovative teaching practices aligned with EU digital education priorities.

Additionally, the project focused on enhancing **educational quality** through AI-supported personalization and adaptive learning experiences, while developing a **robust ethical framework** for evaluating the pedagogical use of AI tools.

III. DISSEMINATION CHARACTERISTICS AND PRINCIPLES

From its inception, DialogEduShift viewed dissemination not merely as a concluding activity but as a **continuous, strategic process** embedded throughout the project lifecycle. Dissemination was instrumental to achieving the project's dual mission: to inform, inspire, and engage stakeholders, and to ensure the **sustainability and uptake** of project results across Europe.

The dissemination framework was based on the following guiding principles:

- **User Orientation:** All dissemination materials and messages were designed according to the preferences and needs of key audiences, including educators, institutional managers, students, and policymakers.
- **Diversity of Methods:** A combination of written, digital, and in-person tools was employed — newsletters, websites, social media, workshops, and academic publications — to ensure wide and inclusive reach.
- **Proactive and Reactive Communication:** While proactive actions (e.g., planned campaigns, newsletters) built steady visibility, reactive responses (e.g., participation in conferences, public calls, or policy debates) ensured relevance and timeliness.
- **Relevance and Accessibility:** All communication outputs were written in clear, accessible language and aligned with the expectations and priorities of educators and institutions.
- **Network-Based Dissemination:** The project built upon existing professional and academic networks while expanding to new stakeholder groups, thus strengthening the reach and credibility of its messages.
- **Quality Assurance:** A rigorous internal review process ensured accuracy, consistency, and compliance with Erasmus+ visibility and branding requirements.
- **Transparency and Transferability:** Dissemination content was designed to explain both the principles and practical steps behind DialogEduShift results, enabling replication and adaptation in other contexts.
- **Sustainability through Connection:** Each dissemination activity aimed to create long-term connections — linking participants to online platforms, communities, and digital resources that extend beyond the project's lifespan.

In essence, the dissemination strategy reflected the **transformative mission of DialogEduShift** itself: to communicate not only tangible outputs, but also a **vision of responsible and human-centered AI integration** in higher education.

IV. CONSORTIUM

The DialogEduShift consortium brought together **six organizations** representing diverse European academic and technological contexts:

- **EHE – European House of Education (Coordinator)**
- **EIBE – Eastern Institute of Business Education Foundation**
- **MSKU – Muğla Sıtkı Koçman University (Dissemination Leader)**
- **RTA – Rezekne Academy of Technologies**
- **SSU – Sumy State University**
- **UKSW – Cardinal Stefan Wyszyński University in Warsaw**

Together, the partners ensured a balanced geographical and disciplinary representation across Europe, linking pedagogy, ethics, technology, and communication. Each partner contributed to the dissemination process through national and international channels, ensuring that project results reached the relevant target groups in their contexts.



V. DISSEMINATION OVERVIEW

The dissemination activities were coordinated by **MSKU**, with all partners actively contributing to implementation at both local and European levels. The consortium adopted a **multi-channel approach** that integrated online visibility with direct engagement activities.

Key dissemination instruments included:

- A. **Project Website:** A multilingual hub for project updates, results, and partner news.
- B. **Social Media Channels (Facebook, LinkedIn):** Used for global outreach and community engagement.
- C. **Digital Leaflets and Newsletters:** Produced in all partner languages to reach educators and stakeholders.
- D. **Scientific and Non-scientific Events:** Presentations, panels, and poster sessions at AI, education, and ethics conferences.
- E. **Project Videos:** Short, accessible materials explaining the project's goals and outputs, produced by each partner.
- F. **Multiplier Events:** National-level dissemination events involving more than 240 participants across partner countries.

Each activity followed a consistent visual identity aligned with the **Erasmus+ Communication and Visibility Guidelines**, including the official logo and EU funding disclaimer.

A. PROJECT WEBSITE

The **DialogEduShift project website** (<https://dialogedushift.eu>) served as the **central communication and visibility hub** for the project. It provided comprehensive information about the consortium, objectives, work packages, and public deliverables, ensuring transparency and accessibility to all stakeholders.

Initially designed to host the project's **corporate identity and key documents**, the website evolved into a **dynamic and interactive platform** that facilitated knowledge sharing and engagement across partner countries. It functioned not only as a repository of static information but also as a crosslinking point for all digital materials and project resources, including:

- The **Handbook on AI in Higher Education** (WP2)
- The **Guidelines for Using AI Chat Tools in Academic Settings** (WP3)
- The **E-Course for Academic Educators** (WP4)
- Dissemination materials such as newsletters, digital leaflets, event summaries, and press releases

The website also integrated direct links to the project's **social media channels** (Facebook and LinkedIn), allowing visitors to follow project updates, video content, and event announcements in real time.

Throughout the project's lifetime, the website became a **gateway to both public engagement and academic dissemination**, reaching educators, students, and policymakers interested in AI integration

in higher education. It ensured open access to project outputs, contributing to the sustainability and reusability of results after the project’s conclusion.

Analytics data collected during the project indicate consistent and growing traffic, particularly following key dissemination milestones such as the **launch of the online course** and the **national multiplier events**. Figures 1 and 2 below (screenshots from the project website) illustrate the layout of the homepage and the resources section, highlighting the accessible design and user-friendly navigation developed in line with Erasmus+ visibility requirements.

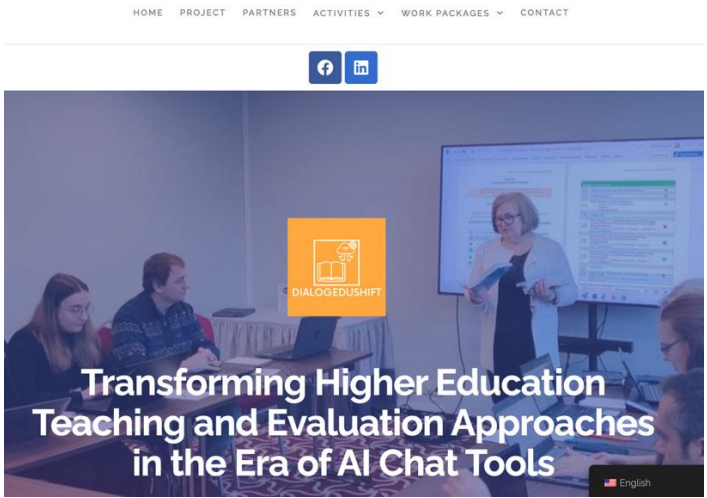


Figure 1: Home Page of DialogEduShiftProject

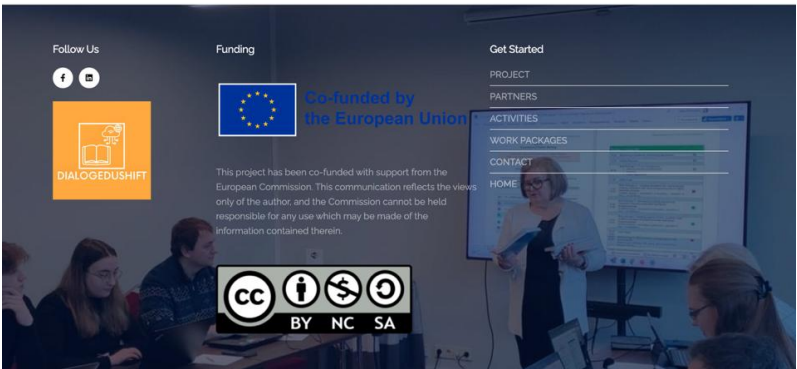


Figure 2: EU Logos And Disclaimer on The Web Page

In terms of Website Impact DialogEduShift web page has got an important improvement in the last period compared to the start of the project. In Figure 3 we show some statistics from Web Page Analytics. Up to November 2025 we had a total number of sessions of XXXXX, a total number of users of XXXX, and a total number of page views of XXXX. Furthermore, the number of news

items published on the web site was XXXX and the number of visits of the DialogEduShift Platform was XXXX.



Figure 3: Web Page Analytics and Numbers of visitors to the DialogEduShift website

B. SOCIAL MEDIA CHANNELS (FACEBOOK AND LINKEDIN)

In this section, we report on the **social media dissemination activities** conducted throughout the *DialogEduShift* project. The project's social media presence was primarily developed through its official **Facebook** (<https://www.facebook.com/profile.php?id=61555634668485>) and **LinkedIn** (<https://www.linkedin.com/company/dialogedushift/posts/?feedView=all>) pages, which served as the main digital communication channels for promoting events, sharing project updates, and engaging with educators and stakeholders interested in AI in higher education.

During the early stages of the project, social media efforts focused on establishing a consistent **visual identity and awareness** around the project objectives. In the final implementation phase, the focus shifted toward reinforcing visibility around the project's intellectual outputs, including the **Handbook, Guidelines, and E-Course**, as well as showcasing the **national multiplier events** and final outcomes.

Although the project maintained a selective and strategic approach to social media communication, engagement rates improved significantly during the final project term. This increase can be attributed to the higher visibility of activities such as pilot testing, multiplier events, and the publication of educational videos, which generated renewed interest among target audiences.

By the end of the project, the DialogEduShift consortium had reached a combined total of **more than 1000 viewers** across Facebook and LinkedIn, with approximately **360 content shares** across posts, videos, and event announcements (see Figures 4–5 and Annex I for detailed metrics). While these numbers may appear modest, they represent a **meaningful impact** given the specialized nature of the project and its academic target audience, where engagement is typically more qualitative than quantitative.

Overall, the social media strategy supported both the **visibility and credibility** of the project. It provided an accessible platform for stakeholders to follow project milestones, explore outputs, and connect with a broader European community of educators and researchers interested in responsible AI use in higher education.

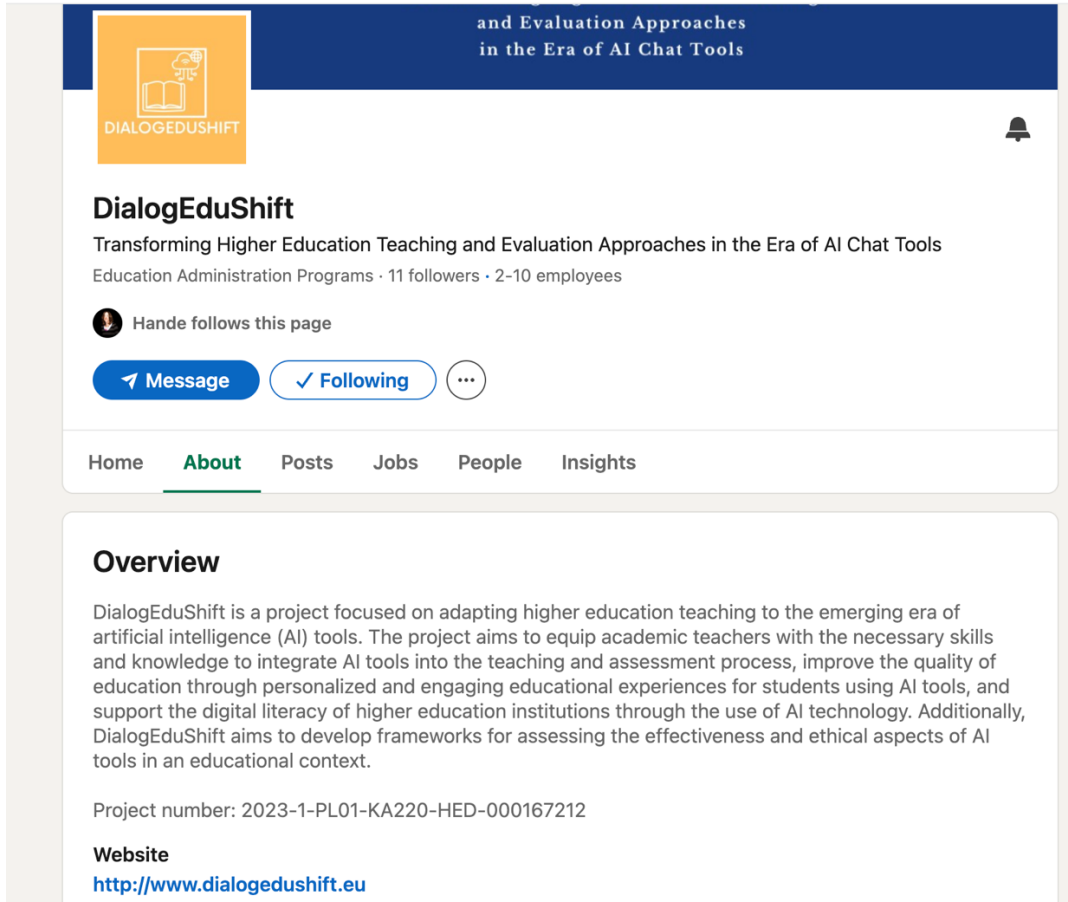


Figure 4: DialogEduShift LinkedIn Page



Figure 5: DialogEduShift Facebook Page

C. DIGITAL LEAFLETS AND NEWSLETTERS

Within the **DialogEduShift** project, **digital leaflets and newsletters** played a central role in disseminating key information, project updates, and results to a broad audience of educators, HEI managers, policymakers, and EdTech stakeholders.

Digital Leaflets

At the start of the project, the consortium developed a **digital leaflet** available in **English and all partner languages**, designed to introduce the project's aims, partnership, and expected outcomes. The leaflet included essential visual elements such as the project logo, Erasmus+ disclaimer, website, and social media links, ensuring compliance with EU visibility standards. Printed versions were also distributed during multiplier events and academic conferences to support local outreach and visibility at institutional level. The leaflet effectively served as an **introductory communication tool** for stakeholders encountering DialogEduShift for the first time.



Figure 6: Digital Leaflets

Newsletters

Throughout the project, **four digital newsletters** were published — strategically aligned with the project's implementation timeline (Months 5, 11, 17, and 23). Each newsletter focused on a specific milestone, [please see them here](#):

- **Newsletter 1:** Project launch and partner introductions
- **Newsletter 2:** Development of the *Handbook on AI in Higher Education (WP2)*
- **Newsletter 3:** Release of the *Guidelines for AI Chat Tools (WP3)* and pilot testing announcements
- **Newsletter 4:** Summary of project achievements, multiplier events, and e-course launch

All newsletters were prepared under the coordination of **MSKU (Dissemination Leader)** and disseminated through partners' institutional mailing lists, project networks, and social media platforms. They highlighted major events, shared partner experiences, and provided links to project outputs hosted on the DialogEduShift website.

These materials collectively contributed to maintaining **continuous communication** with target audiences, ensuring visibility at each phase of the project's lifecycle. They also helped establish a sense of community among participants and followers by showcasing project progress and tangible outcomes. In total, the newsletter and leaflet campaigns reached several hundred readers across Europe, strengthening the project's visibility and enhancing engagement among higher education stakeholders interested in responsible and innovative AI integration.

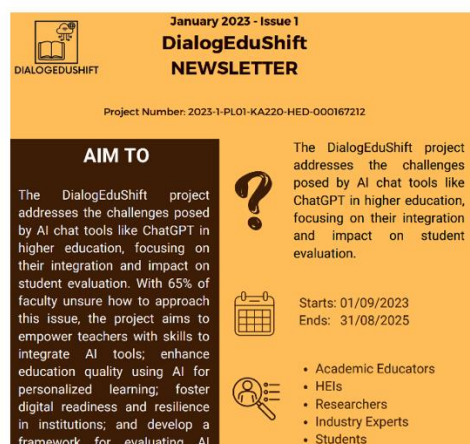


Figure 7: Samples from Newsletter 1 and 2

D. SCIENTIFIC AND NON-SCIENTIFIC EVENTS

The **DialogEduShift** consortium actively participated in both **scientific and non-scientific dissemination events** throughout the project's implementation period to promote its outcomes, share knowledge, and strengthen academic collaboration around the integration of AI in higher education. These activities contributed substantially to the project's visibility and academic credibility within the European education and research community.

Scientific Dissemination Activities

To ensure that project results reached a scholarly audience, several **academic dissemination actions** were undertaken:

- A **book publication** titled “**AI-Enhanced Teaching and Evaluation: A Handbook for Higher Education**” was published by **Gazi Kitabevi**, (see Figure 8) incorporating theoretical and practical insights gained through DialogEduShift. The book presents selected research contributions and reflections from the consortium's academic experts, focusing on the ethical, pedagogical, and technological aspects of AI integration in higher education.

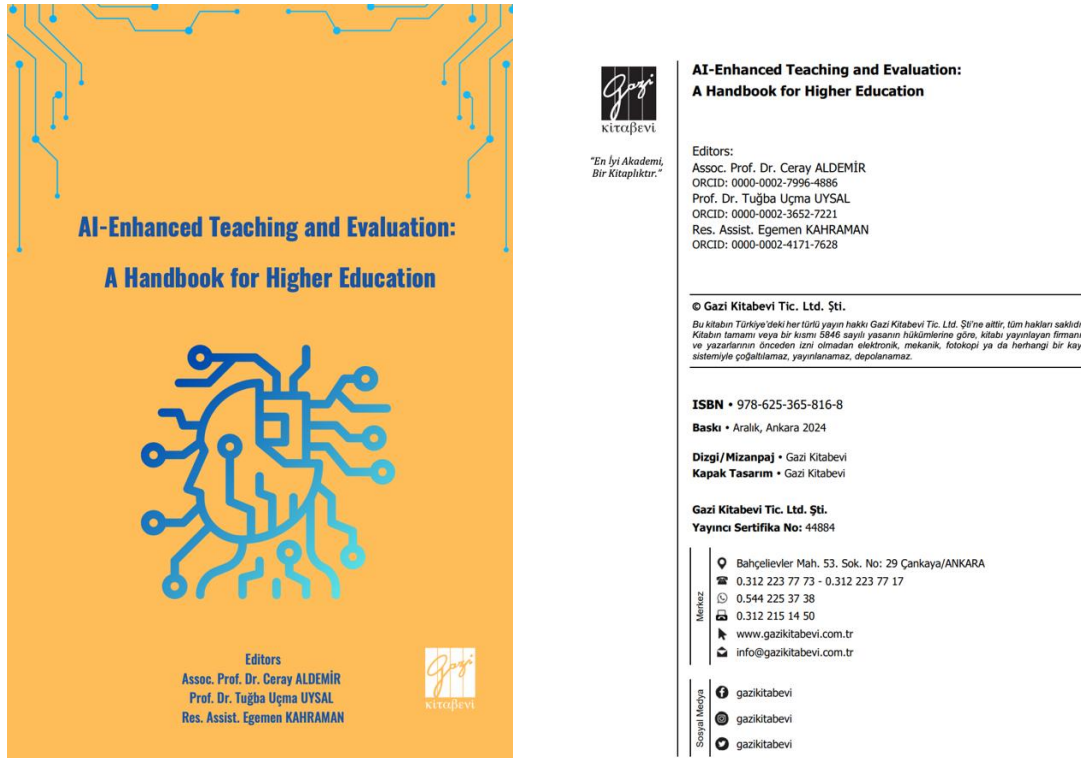


Figure 8: Gazi Kitabevi published book

- Consortium members also **authored and submitted several scientific articles** (See Figure 9, The article can be found here: <https://journals.rta.lv/index.php/ETR/article/view/8014>) to peer-reviewed journals, exploring themes such as AI ethics in academic assessment, digital pedagogy, and teacher readiness for AI-enhanced learning environments. These articles aim to extend the impact of the project beyond its immediate duration, contributing to ongoing academic discourse and policy-oriented research on digital transformation in education.

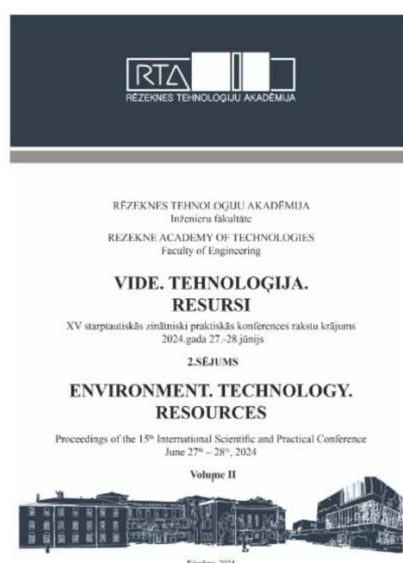


Figure 9: One of the Academic Articles of DialogEduShift

- Project representatives participated in **international academic conferences**, presenting papers and sessions that highlighted the methodology, results, and best practices developed through DialogEduShift. These presentations strengthened the project's academic profile, generated feedback from experts in the field, and supported new networking opportunities for future collaboration.

Non-Scientific Dissemination Activities

In addition to academic venues, DialogEduShift placed significant emphasis on **non-scientific dissemination** to ensure the project's outcomes were accessible to educators, institutional leaders, and policymakers:

- The consortium presented the project in **public education forums, teacher training events, and stakeholder roundtables**, demonstrating the use of AI chat tools in teaching and evaluation.
- Project team members from **MSKU, RTA, and UKSW** shared experiences from the national piloting and multiplier events with broader audiences, emphasizing the practical applications of AI in teaching and assessment.

- Several **institutional seminars and public lectures** were organized to introduce the project's guidelines and e-course to local and regional academic communities.

These combined activities successfully bridged academic research and practical implementation, helping DialogEduShift establish a **reputation as both a scientific and educational innovation initiative**.

E. PROJECT VIDEOS

The **DialogEduShift** project placed particular emphasis on visual and digital storytelling to increase the accessibility and visibility of its results. In this context, a series of **short educational videos** (See Figure 10) were produced and disseminated through the project's **Facebook** and **LinkedIn** channels, as well as via institutional **email lists** managed by the consortium partners.

Each partner was responsible for preparing at least two short videos that reflected their national experience, project role, or specific intellectual output. The video campaign aimed to **simplify complex project messages** about the ethical and pedagogical integration of AI chat tools into higher education, making them understandable and engaging for a broader audience. The videos ([watch them here](#)) covered a range of key themes, including:

- **“AI Tools for Educators”** – introducing the benefits of generative AI applications for teaching and learning;
- **“Friend or Foe? Integrating AI Chatbots into Education”** – addressing common concerns about the role of AI in academic environments;
- **“A New Educational Video with Digital Avatar”** – exploring the use of avatars in teaching and highlighting AI's potential to personalize education;
- **“Artificial Intelligence as a Tool in Higher Education”** – presenting project findings and ethical reflections on AI-assisted learning.

The videos were published periodically to maintain audience engagement throughout the project. They were shared across **Facebook**, **LinkedIn**, and through targeted **email lists** distributed to academic educators, HEI managers, and stakeholder networks. Each video achieved solid engagement metrics, reflecting the growing community interest in the topic of AI in education:

- Average video reach: **400–900 views per post**
- Engagements (likes, shares, and comments): steadily increasing during the project's final term
- Total number of project-related video posts: **6 major releases**

The visual format proved especially effective in communicating project messages to educators who preferred short, visually rich content over written materials. The use of **digital avatars**, **multilingual captions**, and **visual branding consistent with the project's identity** significantly increased accessibility and recognizability.

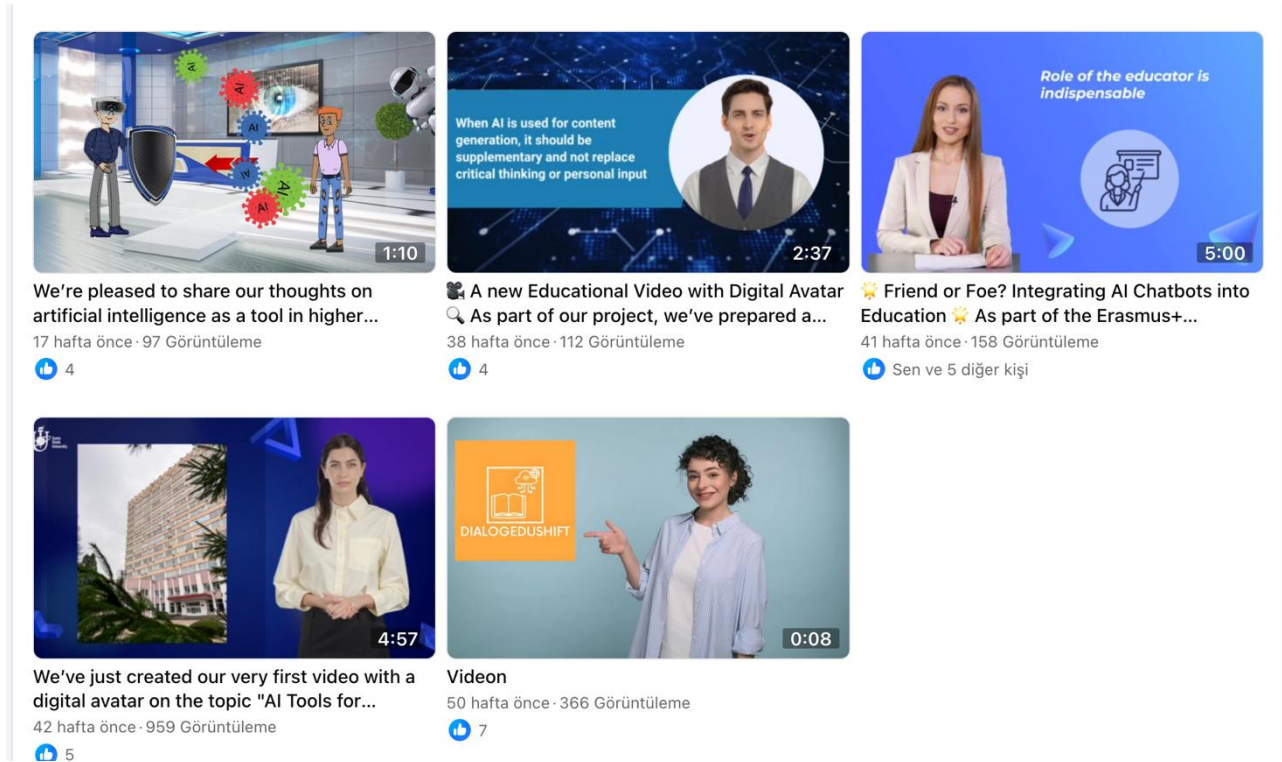


Figure 10: Videos of DialogEduShift Project

F. MULTIPLIER EVENTS

The **DialogEduShift** project successfully organized a series of **Multiplier Events** across partner countries to promote project outcomes, engage educators and policymakers, and ensure the sustainability of results (See Figure 11). These events represented the culmination of national-level dissemination efforts, allowing partners to present the project's intellectual outputs, discuss lessons learned, and encourage the integration of AI tools into higher education teaching and evaluation systems.

Each event aimed to reach a wide audience of stakeholders — including **university educators, academic managers, policymakers, students, and EdTech professionals** — and to foster dialogue on the ethical, pedagogical, and institutional dimensions of AI adoption in education. The events also provided opportunities to showcase the *Handbook on AI in Higher Education (WP2)*, *Guidelines for AI Chat Tools in Academic Practice (WP3)*, and the *E-Course for Academic Educators (WP4)*.

- **Turkey – Muğla Sıtkı Koçman University (MSKU) :** The Turkish Multiplier Event was coordinated by Muğla Sıtkı Koçman University and hosted at Marmara University (Istanbul) in collaboration with Adnan Menderes University (Aydın). The event brought together over 40 participants, including university lecturers, administrators, and experts in educational technology and ethics. The sessions introduced project outputs, including the online e-course and guidelines for responsible AI use in higher education. Participants shared institutional practices and discussed the importance

of digital readiness in universities. The event received highly positive feedback for combining theoretical insight with hands-on demonstrations of AI tools in teaching.

- **Latvia – Rezekne Academy of Technologies (RTA):** Rezekne Academy of Technologies hosted its national event at the university's conference center. Participants included faculty members, digital learning specialists, and postgraduate students. The event featured a keynote presentation on the *ethical dimensions of AI in education* and interactive workshops demonstrating how educators can integrate AI chat tools into their course design. Participants expressed interest in continuing to collaborate through the project's online platform to share experiences and resources.
- **Ukraine – Sumy State University (SSU):** Sumy State University organized its national multiplier event in a **hybrid format**, enabling broad participation despite regional challenges. Educators and digital pedagogy experts from across Ukraine joined the event to explore the project's resources and participate in discussions on the role of AI in improving academic integrity and student engagement. The online component allowed wider dissemination beyond the host institution, supporting the project's sustainability goals.
- **Poland – European Institute for Behavioural Education (EIBE):** The multiplier event organized by EIBE was hosted in collaboration with the Academy of Applied Sciences in Kielce. The event attracted educators, AI researchers, and policymakers interested in the future of digital pedagogy. It featured presentations on the *Handbook on AI in Higher Education* and *Guidelines for AI Chat Tools*, complemented by discussions on the ethical and practical implications of using generative AI in the classroom. Participants emphasized the need for professional development and institutional policy alignment to support educators in adopting AI responsibly.
- **Cardinal Stefan Wyszyński University in Warsaw (UKSW)**
- **European House of Education (EHE) did not submit formal multiplier event reports.**



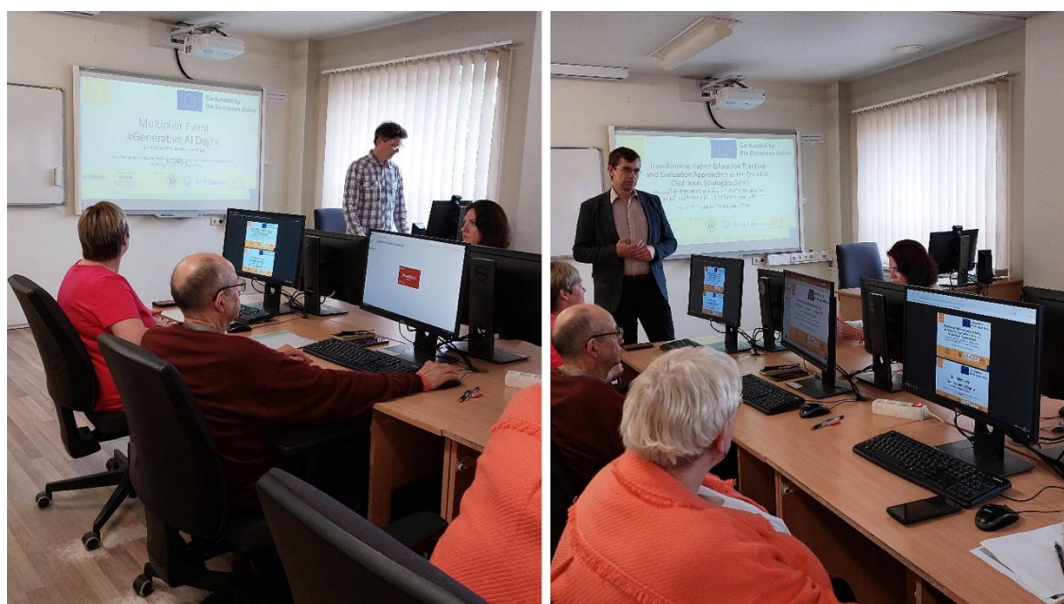
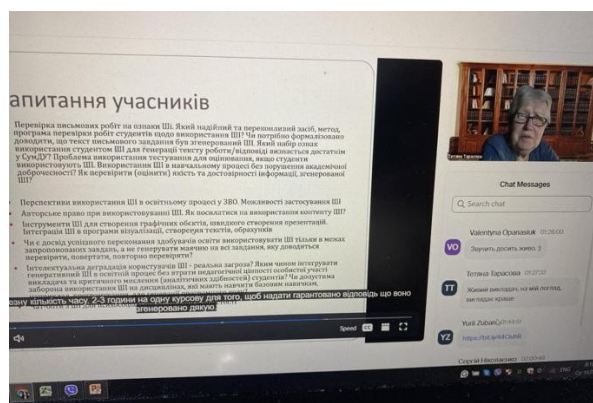


Figure 11: Photos from Multiplier Events

All partner institutions have **submitted their national event reports**, including **participant certificates, photo documentation, and signed attendance lists**. These materials provide clear evidence of participation, engagement, and dissemination effectiveness at the national level. All supporting documents have been **uploaded to the project's online repository platform** (ADMIN PROJECT <https://ap.adminproject.eu/files/index/index/3252#folder=113888>), where they are archived and accessible for verification and reporting purposes.

VI. IMPLEMENTATION by ALL PARTNERS

The dissemination strategy of the **DialogEduShift** project was implemented collaboratively by all consortium partners, under the coordination of **Muğla Sıtkı Koçman University (MSKU)** as the **Dissemination Leader**. The process followed a structured and transparent approach to ensure that

dissemination activities were consistent, traceable, and aligned with the overall communication objectives of the project.

From the outset, all partners contributed to the development of the **Dissemination Plan**, providing inputs on communication tools, national-level opportunities, and stakeholder engagement strategies. Each partner submitted a detailed list of planned dissemination activities, which was regularly updated throughout the project's lifetime. The partners were responsible for preparing content for publications, newsletters, social media posts, and events, while also translating materials into national languages to enhance accessibility and outreach.

As the dissemination leader, **MSKU** coordinated all consortium-wide dissemination actions, identified visibility opportunities, and prepared templates (press releases, newsletters, event invitations, and reporting forms) to ensure coherence and compliance with Erasmus+ visibility requirements. MSKU also collected and consolidated partners' individual dissemination reports into the project-wide **Dissemination Database**, ensuring that all records, proofs, and deliverables were uploaded to the **ADMIN PROJECT** platform.

Each partner diligently documented their national dissemination activities using the provided form, uploading related materials such as **presentations, photos, participant lists, signed certificates, press releases, and meeting minutes** to the shared repository. This systematic approach facilitated transparency and continuous monitoring of outreach performance across the consortium.

Quantitative Implementation Summary

The overall dissemination implementation demonstrates a strong level of engagement across all six partner institutions:

Partner	Number of Actions	Number of Participants
EHE	15	15
FEIBE	56	233
MSKU	43	6,032
RTA	14	656
SSU	42	5,095
UKSW	10	466
Total	180	12,497

These figures confirm a strong overall implementation, with **12,497 participants** engaged through 180 reported dissemination actions at local, national, and international levels.

All partner institutions' dissemination activities are documented in detail within the consolidated dissemination record titled "**Annex I. DialogEduShift_Dissemination_Combined.xlsx**." This file compiles all individual partner reports — **EHE, FEIBE, MSKU, RTA, SSU, and UKSW** — and provides a full overview of each dissemination action carried out during the project's lifetime. The Excel document lists every activity, including the date, type of event, audience reached, dissemination channel used, and number of participants involved. It serves as verifiable evidence of

the consortium's collective efforts and is stored on the **ADMIN PROJECT repository**, ensuring transparency, accessibility, and compliance with Erasmus+ reporting standards.

Each partner played a key role in reinforcing the project's visibility through their networks:

- **MSKU (Turkey)** coordinated dissemination activities, hosted national events, produced digital content, and maintained reporting consistency.
- **FEIBE (Poland)** led extensive social media outreach and organized dissemination seminars focusing on ethical AI use.
- **SSU (Ukraine)** achieved one of the highest engagement numbers through hybrid events, webinars, and online dissemination due to its broad digital outreach capacity.
- **RTA (Latvia)** focused on regional academic events, integrating project discussions into its institutional research networks.
- **EHE (Spain)** conducted focused outreach actions and informal training workshops, aligning with local education networks.
- **UKSW (Poland)** promoted the project through academic seminars and teacher development sessions.

The collaborative use of **online and offline channels** ensured wide coverage and impact. Activities ranged from social media dissemination and conference participation to publication of articles, newsletters, and public awareness events.

All dissemination evidence, including partner reports, certificates, and photo documentation, has been systematically uploaded to the **ADMIN PROJECT online repository**, ensuring full traceability and compliance with Erasmus+ quality and visibility standards.

This coordinated dissemination process not only guaranteed a high level of engagement and visibility during project implementation but also laid a strong foundation for the **sustainability and exploitation** of DialogEduShift results beyond its lifetime.

VII. IMPACT OF DISSEMINATION ACTIVITIES

The dissemination activities carried out under the **DialogEduShift** project have generated a significant and multifaceted impact across partner countries and at the European level. Collectively, these actions enhanced visibility, engagement, and sustainability of the project's intellectual outputs, ensuring that its results reached educators, policymakers, and institutional leaders while fostering a shared understanding of responsible and ethical AI integration in higher education.

The **project website** functioned as the central communication hub, providing a multilingual platform where visitors could access the ***Handbook on AI in Higher Education***, ***Guidelines for AI Chat Tools***, and the ***E-Course for Academic Educators***. It offered transparency, visibility, and open access to project materials, facilitating long-term use and replication. The website consistently attracted visitors from diverse backgrounds and regions, with a noticeable increase in traffic during the final project phase, coinciding with the launch of the online course and the multiplier events. This

confirmed its role as a sustainable gateway to the project's outputs and as a lasting digital footprint for DialogEduShift's achievements.

The project's **social media presence** on Facebook and LinkedIn created an interactive environment where updates, videos, and event highlights reached a wide international audience. These channels fostered an active online community and encouraged dialogue on AI in education. By the end of the project, the pages had gained sufficient followers (**some videos and posts viewed more than 900 people**) and achieved more than 360 shares, demonstrating growing interest and engagement. Social media dissemination ensured continuous visibility between major deliverables and enhanced the project's global reach, promoting knowledge exchange among educators, digital learning experts, and institutional stakeholders.

Complementing these efforts, the **digital leaflets and newsletters** provided a structured communication rhythm throughout the project's lifetime. The digital leaflet introduced the project's mission and partners in a concise, accessible way, while four newsletters—produced in multiple languages—reported on milestones such as the development of the Handbook, Guidelines, and E-Course, and the outcomes of pilot testing and multiplier events. Distributed through partners' networks and institutional mailing lists, these materials reached several hundred stakeholders and ensured constant awareness of project progress. They contributed to building credibility, reinforcing partner collaboration, and engaging educators and policymakers in the broader conversation about AI integration in academia.

The consortium's active participation in **scientific and non-scientific events** strengthened both the academic visibility and practical applicability of the project. Presentations at international conferences, seminars, and workshops allowed the partners to share their findings with a scholarly audience, while non-scientific events made these results accessible to teachers, administrators, and the general public. The publication of a book with **Gazi Kitabevi** and several journal submissions further expanded the project's contribution to academic literature on AI ethics and digital pedagogy. Simultaneously, participation in local and regional education forums helped translate academic knowledge into practical approaches that educators could adopt in their institutions.

The series of **project videos** proved to be one of the most effective and engaging dissemination tools. Produced by each partner and shared via social media and institutional mailing lists, the videos simplified complex messages, visually presenting the project's main outcomes and ethical reflections. Viewed by hundreds of educators across Europe, the videos combined digital storytelling with strong visual branding, including multilingual subtitles and digital avatars, which made them both accessible and memorable. They helped humanize the project, transforming academic discourse into relatable narratives that reached audiences beyond traditional educational circles.

The **Multiplier Events**, organized by MSKU, RTA, SSU, and EIBE, marked the culmination of the project's dissemination and exploitation efforts. Bringing together more than 250 participants, including educators, students, policymakers, and EdTech professionals, these national events provided a forum for presenting final outputs, conducting live demonstrations, and collecting feedback. Participants expressed high satisfaction with the relevance and usability of the project's tools, particularly the E-Course and Guidelines, and discussed opportunities for institutional adoption. All supporting documentation—reports, attendance lists, certificates, and photo evidence—was submitted to the consortium's **ADMIN PROJECT platform**, ensuring transparency and traceability.

Taken together, these activities created an integrated and consistent dissemination strategy that ensured broad outreach, stakeholder engagement, and continuity of impact. The combined use of digital communication, academic dissemination, and face-to-face engagement resulted in lasting awareness about the responsible use of AI in higher education. The DialogEduShift project not only achieved its dissemination objectives but also established a European community of educators and institutions committed to innovation, ethics, and digital transformation. Its materials, platforms, and networks will continue to support ongoing collaboration and capacity building beyond the project's official lifetime, embodying the project's core mission: to promote a human-centered, ethical, and future-ready approach to AI in education.

CONCLUSION

The dissemination activities of the DialogEduShift project have been highly effective in meeting the objectives of visibility, awareness-raising, and long-term impact. Through a combination of digital communication, academic engagement, and policy dialogue, the project successfully promoted a shared understanding of how AI can enhance — rather than replace — human-led education.

The project not only shared intellectual outputs but also cultivated a European community of educators dedicated to responsible and ethical AI integration.

In summary, DialogEduShift's dissemination efforts:

- Ensured strong visibility of project outcomes across multiple levels;
- Strengthened collaboration among European HEIs on digital and AI-driven transformation;
- Fostered sustainable exploitation of results through the online course, handbook, and guidelines;
- Contributed to the broader European debate on AI ethics, digital pedagogy, and innovation in higher education.

The DialogEduShift experience demonstrates that effective dissemination is not merely about sharing results, but about creating a movement — one that connects educators, students, and institutions in shaping the future of higher education in the age of artificial intelligence.

[Annex I. DialogEduShift Dissemination Combined.xlsx](#)



DIALOGEDUSHIFT

DialogEduShift:

Transforming Higher Education Teaching and Evaluation Approaches in the Era of AI ChatTools

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UKSW

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