D7.2 Social Media Report

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1. Introduction

1.1 The EnRRICH project

The Enhancing Responsible Research and Innovation through Curricula in Higher Education (EnRRICH) project aims to improve the capacity of students and staff in higher education to develop knowledge, skills and attitudes to support the embedding of Responsible Research and Innovation (RRI) in curricula by responding to the research needs of society as expressed by civil society organisations (CSOs). EnRRICH will focus on the co-creation of research and learning to enable students to acquire the broad range of skills, knowledge and experience needed for a knowledge economy and knowledge society to flourish. The project is funded by the European Commission Horizon 2020 Science with and for Society programme for the time period of July 2015 to December 2017. It is carried out by a consortium of 13 higher education institutions and civil society organisations in Europe, led by the Science Shop of the Vrije Universiteit Brussel.

The EnRRICH project benefits from its experienced and engaged partners with a wide range of competencies and contacts to various European universities and networks. 11 partner institutions are part of and based in universities. All partners are experienced and active in the field of public engagement in research and in working with civil society organisations as well as with different kind of stakeholders. Furthermore, the 10 EnRRICH advisory board members drawn from relevant networks, programmes and projects, in Europe and beyond, will assure different networking and outreach links too.

Partners of the EnRRICH project:

- Vrije Universiteit Brussel (VUB), Science Shop / Science Communication Unit
- Queens University Belfast (QUB), Science Shop
- University of Cork, Community Academic Research Links initiative (CARL)
- University of Sassari (UNISS), FOIST Laboratory
- Science Shop Bonn (WilaBonn)
- Dublin Institute of Technology (DIT), Access and Civic Engagement Office, and Learning, Teaching and Technology Centre
- University of Cambridge (UCAM), Public Engagement
- Corvinus University of Budapest, Faculty of Business Administration
- University of Vechta, Science Shop Vechta / Cloppenburg
- Wageningen University (WU), Education and Competence Studies
- IrsiCaixa, Unit of Public Engagement on Health Research
- University of Lyon (UdL), Science & Society Department
- Vilnius College of Technologies and Design, Strategic Development Department

Advisory Board members of the EnRRICH project:

- Omar Osman, Universiti Sains Malaysia & ASIA PACIFIC Community Engagement Network (Malaysia)
- Ben Roche, Southern Cross University & Engagement Australia (Australia)
- Sophie Duncan, National Co-ordinating Centre for Public Engagement (UK)

- Budd Hall/Rajesh Tandon, UNESCO chair in Community Based Research and Social Responsibility in Higher Education (Canada/India)
- Fransesc Xavier Grau Vidal, Global University Network for Innovation & Universitat Rovira I Virgili (Spain)
- Peter Levesque, Institute for Knowledge Mobilization (Canada)
- Janice McMillan, Centre for Innovation in Learning and Teaching, University of Cape Town (South Africa)
- Henk Mulder, University of Groningen & coordinator PERARES project (The Netherlands)
- Digna Couso, Research center in Science and Mathematics Education & RRI Tools project (Spain)
- Arjen Wals, UNESCO Chair Social Learning and Sustainable Development & Universities of Gothenburg & Wageningen University (Sweden & The Netherlands)

1.2 Project objectives

The overall aim of the project is to enhance and embed the concept of Responsible Research and Innovation through curricula in higher education institutions. To reach this aim, the project will identify, develop, pilot and disseminate good practice and relevant resources to embed the 5 RRI policy agendas 'Public Engagement', 'Science Education', 'Open Access', 'Ethics' and 'Gender' – which might be added by additional policy agendas 'Governance', 'Sustainability' and 'Social Justice' – in academic curricula across Europe. Through sharing learning and initiating discussion and debates at institutional, national and international levels both within the consortium and beyond it, the EnRRICH project will create a better awareness of, and enhance the policy context for, RRI in curricula and thereby produce more responsible and responsive graduates and researchers.

The main objectives of the EnRRICH project are:

1. To define and build a **shared understanding of RRI in curricula** by debating, collecting and evaluating good practice across the consortium and beyond; **developing and making openly available case studies and guidelines** demonstrating how RRI keys can be embedded and evaluated in a range of academic disciplines and at different levels in higher education

2. To **develop and pilot the use of RRI teaching practices** based on multi stakeholder inputs, to support academic staff to integrate RRI in a range of disciplines in higher education from early stages, and to **produce useable resources** to enhance the uptake of RRI in curricula

3. To **test Science Shops and other community exchange mechanisms** as methods of developing and supporting incorporation of RRI in higher education curricula, starting and mentoring new practices and upgrading already established practices through a **Community of Practice** (CoP)

4. To **stimulate dialogue and help develop and leverage policy at international, national and institutional levels to advance the uptake of RRI in academic curricula**, in particular in relation to professional frameworks that influence curriculum development and encourage recognition and reward of higher education lecturers integrating aspects of RRI keys in the curriculum

5. To **enable mutual learning** among EnRRICH project members, their strategic partners and networks and the wider academic and CSO communities **regarding best practices and bottlenecks in**

enhancing RRI learning in the curriculum, learning about how practices could be improved through internal and stakeholders' evaluation, and relating these to expectations and aspirations of national and European evaluation and quality assurance agencies

6. To **build partnerships and engage stakeholders including CSOs, higher education institutions (HEIs), research bodies, the media, relevant networks, and policy makers with the activities and results of EnRRICH** from the outset, obtaining feedback from them and stimulating transnational exchange on RRI curricula for use by HEIs and other societal actors and **disseminate newly developed educational material and curricula for use by HEIs.**

1.3 Dissemination and target groups

The following social media report is embedded in a broader dissemination plan which aims to structure the dissemination activities that will be conducted.

Dissemination in general will support the achievement of project objectives. Therefore, the main dissemination objectives are:

- to **spread information** about the project, its activities and results
- to **raise awareness** about the concept of RRI in higher education
- to **trigger discussions** about and **engage people** in implementing the concept of RRI in Higher Education
- to reach out to the project's **target groups**
- to ensure a **high visibility** of the project, its activities and achievements also on policy maker level

The project's main aim is to embed the concept of Responsible Research and Innovation through curricula in higher education institutions. Thus, the following target groups were identified:

Main EnRRICH target groups:

- Teachers, public engagement staff, lecturers and researchers (higher education staff)
- Students (mainly Bachelor and Master level, but also PhD level)
- Policy makers at institutional, national, European and international level

Other relevant target groups:

- Civil Society Organisations (CSOs)

Dissemination will take place at different levels – local, national and international. The dissemination plan includes different mechanism such as the project's website, a quarterly newsletter, dissemination activities at events and conferences and a social media strategy. **All partners are requested to continuously communicate and share activities and results within their networks and through their individual channels** to reach out to a substantial number of people. Since the main

target group of the project comprises the academic community, the partner's local contacts and networks are essential for a successful implementation of the project.

In addition, the main results and policy implications of the project will be summarized in target group specific policy briefs and recommendations.

2. Social Media Report

2.1 Analysis

Dissemination via Social Media is nowadays inevitable. In order to find out which channels the EnRRICH consortium members or their institutions use for publishing, sharing, networking and discussing topic related news and information, Bonn Science Shop carried out a survey. The aim of the survey was to find out which channels are successfully used by the partners, what kind of content is disseminated and what have their experiences in the use of social media been so far. The challenge will be to use the appropriate channels / media to reach the project's different target groups. The outcome of the survey will lay the basis for an efficient use of social media within the project. Partners were asked to fill in a questionnaire and a table with their used social media channels (see Annex 1 and 2). The questionnaire was composed of open and closed questions and send out by email to all project partners by Bonn Science Shop in October 2015 (12 questionnaires in total excluding Bonn Science Shop). All partners replied in written form, no one made use of the offer to make an interview instead. The questionnaires were analysed and the following results are worth mentioning.

Results of the survey

Usage of social media and content:

The frequency and intensity of use of social media varies among the project partners. Nevertheless the majority of project partners makes use of different channels for the dissemination of different content.

Content posted by partners via social media channels comprises:

- event information / promotion of events
- tweets from conferences
- reports / photos / videos of events
- content relating to HE and public engagement
- developments in higher education particularly surrounding gender equality, sustainability, ethics, open access, responsible research and innovation etc.
- retweets of relevant posts by other people / organisations that relate to their work supporting community engagement in the curriculum
- major achievements in their work

- new publications
- articles related to their work
- papers
- quiz
- science news bulletins
- news on latest findings and published papers of their institution

Monitoring of success:

Not all partners collect usage statistics (views, likes, followers, shares, reach etc.) of their social media accounts. Some collect statistics mainly for Facebook, Twitter or their websites, some only keep an eye on the visitors and some do not analyse their accounts at all.

Partners were asked which channels have proven to be successful in the past and which were rather ineffective. The given answers show a variety also depending on the national context. Most partners stated Facebook as the most successful channel for their purposes to reach the target group of students followed by Twitter. LinkedIn and Academia.edu were also mentioned especially for reaching academic staff. The following advantages of the different channels were listed:

Facebook:

- "barrier-free"
- popular
- almost everyone has an account
- stable and the "overview of information" is quite good
- number of characters is not limited
- good for interaction
- possibility to combine text (= deliver a message to target group) and picture/video (= get attention faster if to use right visual object)
- strong event module and easy messaging system
- preview of embedded links
- big response to posted photos of students and community partners
- useful to address target group of secondary teachers
- possibility to post eye-catching content

Twitter:

- more heavily used than other channels for professional purposes
- easy to engage big audiences
- opportunity to tune in to conversations on topics of interest and to be seen as a valuable contributor
- opportunity to be a fly on the wall for developments in which you are interested in but not necessarily involved with yet
- useful for networking activities, especially internationally
- opportunity to tweet to key people (professors, 'famous' people) who hopefully retweet/follow and thus boost outreach numbers

- successful for covering events and targeting specific audiences, i.e interact with key actors of public engagement

LinkedIn:

- good platform for sharing project's updates
- good platform for pushing a particular agenda
- keep updated about news and developments

Academia.edu:

- gets quite a good number of accesses per week

The feedback concerning rather ineffective channels was also quite differing according to the different countries. The following comments were given:

Facebook:

- too crowded and overused
- not the right target audience
- audience is flippant
- not applicable for institutional communication

Twitter:

- still not common and widespread in our country

LinkedIn:

- did not work to build a community for secondary school teachers

As regards the content of the posts, partners made the experience that images / photos and videos are generally more successful than just texts. The following recommendations for successful posts were indicated:

- pictures / videos / images / infographics
- links to brief information
- content that can easily be read on mobile devices
- provocative / inspirational posts
- attractive title / headline timing of the posts (posts at night may easily run down the timeline)
- advertising actual events that people can come to
- Livetweet during events
- hashtags
- papers
- comics
- links to training opportunities

Reaching the different target groups:

The survey tried to find out, how partners approach their target groups. In the case of the EnRRICH project, different target groups were identified. The main target groups are defined as academic staff and students, but also policy makers. From the mentioned groups, students are the ones using social media the most and can therefore be reached through the different channels. Strategies are diverse but also show that sometimes personal and "old fashioned" email contact are the best method to reach people, in particular academic staff. All partners will be responsible for using the most effective channels on their local levels. As an example, the following strategies were mentioned:

- "old fashioned" email list is still the best way to inform and find out by searching for relevant players/actors, personal invitations
- target group of students is so specific (final year with willing supervisors and a dissertation or research topic to do) that sending a general message is pointless; most academics don't have time to use twitter and it's better to get in touch directly
- using hash tags and including key twitter handles in tweets
- responding to, liking and sharing the posts of influencers and people you want to notice you
- in reaching lecturers, there would need to be research on which publications they read, how emails can be sent to them and so on, and not too much reliance on social media
- in order to reach target group of EnRRICH on our Facebook wall we would start with "warming up" posts and some quiz
- set link in email signatures
- when organizing events that people have to subscribe for, we gather email addresses with a tick box asking if they would like to stay updated about similar activities by our science communication department
- ask stakeholders to spread the message in their networks
- compiling a spread sheet of all contact points (social and traditional) of all communication people in all faculties and departments, by mailing them, embedding their name in facebookposts (@...) and tweeting to them, they might pick up on it and disseminate even further

The answers showed that partners are using social media differently, some use it really intensively and some rather rely on "classic" communication via email or newsletter and personal contacts. Some partners stated that academic staff prefers to be contacted or updated by email.

2.2 Strategy

Based on the survey and the analysis, recommendations for the use of social media within the project are given in the following chapter. A dissemination strategy through social media channels at two levels is suggested.

Since the project activities mainly take place at local level within the universities and higher education institutions of the partners, it is important to reach the target groups at local level. Therefore, the partners are asked to make use of their social media channels for EnRRICH

dissemination as much as possible and whenever appropriate to inform the local community about the progress of the project and about upcoming or past events related to the project. To successfully engage and involve the target groups, it is inevitable to use the local and personal networks and personal contacts. Especially the target group of academic staff including teachers, lecturers and researchers is easier to reach through personal networks and contacts. As some partners indicated, academic staff prefers email communication. Hence, personal and selective communication will be inevitable for all the partners. Students are easier to reach through social media but when it comes to concrete and individual projects, personal contact is needed. As there is no "one-fits-all" approach for the use of social media, all partners should use their channels which have proven to be successful in the past. This use of various channels also allows for variation in the use of social media in different countries.

In addition to the local dissemination carried out by the partners, there will be an overall dissemination of project related information, activities, outcomes and results. In addition to the EnRRICH website and the newsletter, that will inform as well as offer a platform to download publications, other channels will serve the purpose of widespread dissemination. This overall dissemination will be managed by Bonn Science Shop with the contribution of all partners. In concrete terms this means all partners are asked to send updates about local activities or the like as well as relevant information for the newsletter, the website and social media to Bonn Science Shop.
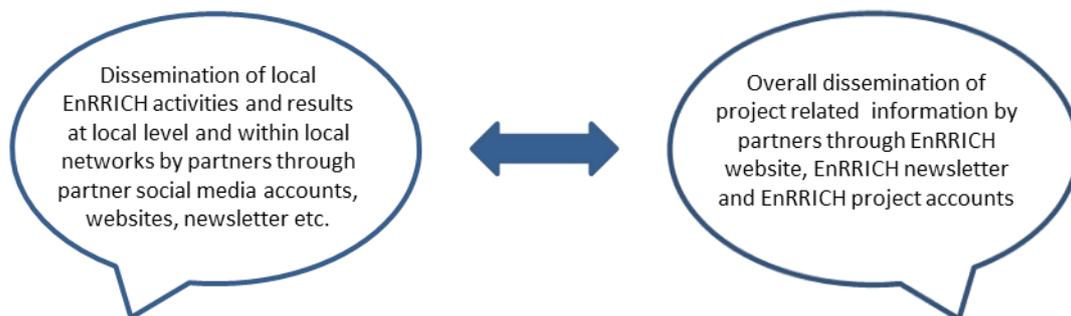

Fig. 1: Two-level dissemination strategy

Moreover, the dissemination strategy also includes an internal exchange of all partners. The implementation of RRI pilot courses at the partner's higher education institutions is one of the main project's activities and partners will exchange results and experiences to learn from each other and to take up the other's fruitful advices. Experiences and results from partners will also be disseminated and discussed through the members of the Community of Practice. The uptake of overall information and news about e.g. other projects or RRI in general in the Community of Practice and the project itself will ensure the project's responsiveness.

Social Media Channels

The following channels (among other channels used by partners individually) are recommended for dissemination of EnRRICH content:

Facebook

Since most partners indicated Facebook as a good means to disseminate project related information and events, partners will use their respective Facebook accounts to reach out to as many people as possible. In particular students can be reached through Facebook. The possibility to combine text and picture (and preview links) can be used to create catchy posts.

Institution	Facebook page (name)
Vrije Universiteit Brussel (VUB)	Wtnschp Science Bar Brussel Vrije Universiteit Brussel
Queens University Belfast (QUB)	Queen's University Belfast
University of Cork	University College Cork
Università degli Studi di Sassari (UNISS)	Università di Sassari
Bonn Science Shop	Living Knowledge - International Science Shop Network
Dublin Institute of Technology (DIT)	Slwc Dit (Students Learning with Communities) Living Knowledge Conference 2016 Dublin Institute of Technology (DIT)
University of Cambridge (UCAM)	Cambridge Science Festival University of Cambridge
Corvinus University of Budapest	BCE GTK Budapesti Corvinus Egyetem - Gazdálkodástudományi K. (Business School) KöZGÁZ! - Budapesti Corvinus Egyetem
University of Vechta	Universität Vechta
Wageningen University (WU)	Wetenschapswinkel Wageningen UR Wageningen UR (University & Research centre) Wageningen University
IrsiCaixa	Xplore Health
University of Lyon (UdL)	Université de Lyon - Sciences et Société
Vilnius College of Technologies and Design	Vilniaus technolgijų ir dizaino kolegija - VTDK

Tab. 1: List of Facebook accounts from all project partners

We encourage all partners to contact the responsible persons / editors of the accounts and to ask them to post EnRRICH related information when applicable, e.g. when a local event is planned, a major objective within the project is reached or a final report is published.

Twitter

Twitter is seen as a means of easy communication for professional purposes. It is easier to interact with key persons by addressing posts to them or retweeting their posts. By using hashtags big audiences can be involved and a community can be built around a specific topic. It is essential to write short and catchy sentences and to insert links.

Institution	Twitter account
Vrije Universiteit Brussel (VUB)	@WtnschpBXL

	@VUBrussel
	@EnRRICH_EU
Queens University Belfast (QUB)	@EnRRICH_EU
	@QueensUBelfast
University of Cork	@UCC
	@UccAppSoc
	@EnRRICH_EU
Università degli Studi di Sassari (UNISS)	@unissTwit
Bonn Science Shop	@ScienceShops
	@WILABonn
Dublin Institute of Technology (DIT)	@slwcdit
	@lk7dub
	@ditofficial
University of Cambridge (UCAM)	@NickyBtenten
	@Cambridge_Uni
University of Vechta	@wissnet
Wageningen University (WU)	@WageningenINT
	@UniWageningen
IrsiCaixa	@IrsiCaixa
	@XploreHealth_ca
	@XploreHealth_es
	@XploreHealth_en
University of Lyon (UdL)	@science_societe

Tab. 2: List of Twitter accounts from all project partners

We encourage all partners to contact the responsible persons / editors of the accounts and to ask them to post EnRRICH related information from time to time, e.g. when a local event is planned, using hashtags (e.g. #EnRRICH, @EnRRICH_EU).

An EnRRICH Twitter account (@EnRRICH_EU) and a Conference Twitter account (@lk7dub) were set up. The Living Knowledge Twitter account (@ScienceShops) will also be used for EnRRICH dissemination (overall information) and managed by Bonn Science Shop.

LinkedIn

LinkedIn is an international professional network that allows easy communication and connecting with people. A description of EnRRICH has already been added to the profile of key partners. Since most project partners have LinkedIn accounts, an EnRRICH group will be set up and regularly updated. The responsibility of the group's administration will be defined at the work package leader meeting in Bonn in January 2016. All partners with LinkedIn accounts are asked to contribute to this group.

SlideShare

SlideShare is a platform for professionals to learn about any topic from subject matter experts. The goal is to share knowledge easily. Since 2012 the platform belongs to LinkedIn. In addition to the EnRRICH website, sharing presentations on SlideShare could potentially increase the visibility of the

project and Science Shops in general. If presentations want to be shared via SlideShare, Bonn Science Shop will take care of the upload.

Wikipedia

According to a social media survey[1] carried out with researchers by Goportis, the strategic network of central specialist libraries in Germany, Wikipedia is used the most by researchers. 84,7 % of 1.354 respondents use Wikipedia, mostly to read articles and to look something up, but sometimes also to actively write articles. Therefore, a Wikipedia entry about the EnRRICH and PERARES project will be added to the existing article about Science Shops by Bonn Science Shop.

YouTube

Posting videos instead of texts attracts more people and increases the traffic on social media accounts. Some partners also operate YouTube channels e.g. QUB. The channel of the Living Knowledge network can be used to disseminate videos. So far, the partners have not made concrete plans to take videos yet. This will be decided in the course of the project. A possible location or opportunity could be the 7th Living Knowledge Conference in Dublin. Furthermore, partners are more than welcome to record videos from local events related to the project or the topic of RRI in general. If possible, students could be interviewed and asked about their impression and experiences after the trial courses at the higher education institutions.

Academia.edu and ResearchGate

Academia.edu and ResearchGate are social networking sites for academics, scientists and researchers. The platforms are used to share papers and to monitor theirs impacts but also for networking activities and for following specific research topics. Articles about the project and its results that will be written by the partners will be shared on these platforms.

Blogs

Three partners – VUB, UCC, IrsiCaixa – operate a blog and are willing to post blog entries about the project, its progress and results. These partners will coordinate writing blog entries according to delivery dates of milestones and deliverables.

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[1] http://www.goportis.de/fileadmin/user_upload/Bericht_Goportis_Nutzung_von_Social-Media-Diensten_in_der_Wissenschaft_Daten_und_Ergebnisse_2015.pdf
Goportis – Leibniz Bibliotheksverbund Forschungsinformation (2015): Die Nutzung von Social Media Diensten in der Wissenschaft - Merkmale und Typologie. Online-survey, 231 p.

Tenor of the posts / texts:

Texts or information posted through social media are different to texts published in a newsletter for instance. Texts should be short and catchy; the tenor is of course depending on the target group intended to reach. The following general recommendations are made:

- activating and clear information
- snappy, succinct sound bites of information
- emphasis on sharing information and building a more informative, global picture
- always brief
- with links
- enthusiastic (but not fake over-enthusiasm) and respectful
- positive
- pictures / videos
- highlight innovative aspects of the activities
- quite informal but rigorous and straight to the point
- pose questions that rise curiosity to click on the link
- post regularly

To ensure the reference to the EnRRICH project, posts should include hashtags (e.g. #EnRRICH, #RRI) and references (@EnRRICH_EU). Links to the EnRRICH website, the newsletter and other social media channels as well as photos and videos will increase the traffic and the number of followers.

3. Social Media Dissemination Action Plan

Dissemination is the key to the visibility of the project, its activities and results. All partners are asked to contribute to the project's dissemination and thus contribute to the success of the project. The following steps should be undertaken by all partners concerning social media.

Social media action plan for 2016 / 2017

- ➢ If you operate a blog, write blog articles about EnRRICH and your local activities
- ➢ Invite others to subscribe to the Living Knowledge / EnRRICH newsletter (in your posts) http://bit.ly/1QaWXiR
- ➢ Like the Living Knowledge Facebook page (https://www.facebook.com/livingknowledge/) and follow our Twitter accounts (@ScienceShops - https://twitter.com/ScienceShops and @EnRRICH_EU https://twitter.com/enrrich_eu)
- ➢ Invite people to follow our Twitter accounts and like our Facebook page (Living Knowledge and EnRRICH and LK7)
- ➢ Promote your activities (e.g. RRI trials) and events locally, regionally and nationally
- ➢ Use social media where applicable (see social media strategy)

- Follow each other's accounts to stay up to date and to share and retweet posts of the project partners
- Retweet and share EnRRICH and RRI related posts
- Set Links within your texts to the EnRRICH website and social media channels
- Share publications (articles, results and reports)
- Activate your personal (professional) networks and contacts to spread the EnRRICH word
- Promote LK7 Conference and encourage other networks as well as your networks to attend

To ensure a successful and fruitful project, the support of all partners is much appreciated. Go ahead and spread the message of EnRRICH!

Annex 1: Questionnaire Social Media Survey

Social Media Survey

- Basis for the social media report and dissemination plan as part of WP7 -

To lay the basis for the social media report and dissemination plan due in December, we would like to carry out this survey to find out which **channels** you / your institution use for **publishing, sharing, networking and discussing** topic related news and information. We kindly ask you to fill in the questionnaire below and the attached excel sheet. Please list **all** accounts **used** of one social media channel by adding more rows to the Excel sheet (e.g. the one from the university and the one from the Community Engagement unit if you have access to both). The social media channels listed are the ones we thought are most commonly used, please feel free to extend the list with new ones. We also ask you about your private use of social media, but only to get an overview of people's social media use and not for proposing to use your private accounts for dissemination. We will analyse the results of the survey, prepare a report and strategy including a dissemination plan by the end of the year.

Please fill in the excel sheet and word questionnaire by **October 25th** and send the completed documents to constanze.clemens@wilabonn.de.

www.customcreative.com/

Survey

1. Which (social) media channels or tools do you use professionally and privately?
    Please use the attached excel sheet. If you have any comments, you can also indicate
    them here.

2. Why did you choose a specific social media channel? (Click all applicable)

    Media: Facebook
    ☐   dissemination of information
    ☐   communication
    ☐   media sharing
    ☐   quickly share information
    ☐   drive website traffic
    ☐   get instant feedback
    ☐   build relationships
    ☐   setting up and joining groups
    ☐   get referrals
    ☐   increase own credibility
    ☐   possibility to create a business page
    ☐   to support my events
    ☐   number of users
    ☐   my clients/target audience mainly uses this channel
    ☐   easy to work with
    ☐   app available / I can use it on my smart phone
    ☐   available tools in channel (e.g. Chat, comment, like/dislike …)
    ☐   best serve for the media I disseminate (text, video, photo …)
    ☐   provided by my organization / my organization uses it
    ☐   skills and capacities
    Other (please specify): _____

    Media: Used Media please paste and copy (from above) for more

3. Do you use different channels for different content?
    ☐ Yes   ☐ no

4. What kind of content do you usually post?

5. How can you measure the success of the used media? (E.g. rise in users/followers/likes,
    amount of comments, rise in shares or retweets etc.)

6. Do you collect usage statistics for specific channels? If yes, for which ones?
    ☐ Yes   ☐ no

7. Which channels have proven to be successful (also thinking of other projects you have
    been part of)? Why do you think this is/was the case?

8. Which channels turned out to be rather ineffective and why?

9. What kind of content (topics, links, videos etc.) is more successful than other?

10. How do you find and approach your target group? (E.g. personal invitation to like your page etc.). How would you reach out to the target group (EnRRICH case: lecturers, academics, students etc.)?

11. What kind of tenor should texts / posts have to be successfully taken up by your EnRRICH target groups?

12. Does your institution operate a blog (name?)?
    ☐ Yes   ☐ no

13. If yes, would you be willing to post blog entries about EnRRICH?
    ☐ Yes   ☐ no

14. Does your institution publish a newsletter?
    ☐ Yes   ☐ no

15. Would it be possible to include texts about the project and its results?
    ☐ Yes   ☐ no

16. Are there any conferences, events or lectures that you can use for EnRRICH dissemination? (Please also update the overview in the dropbox folder *EnRRICH dissemination/Interesting conferences*)

17. Concerning all dissemination channels – would you be willing to post texts not produced by yourself?
    ☐ Yes   ☐ no

18. Comments / Remarks / Other dissemination channels that have not been mentioned before?

Annex 2: Table Social Media Channels (Survey)

Social Media Channel	Name of account	Link	Access (direct or via intermediary)	Likes / Followers	Use (private / professional)	Language	Regularity of use	Mobile app	Remarks / Comments
Facebook									
Twitter	to *enter a Twitter handle type '@ScienceShops not @ScienceShops*								
LinkedIn									
Google Plus									
Myspace									
SlideShare									
ResearchGate									
Academia.edu									
Instagram									
Pinterest									
Flickr									
YouTube									
Vimeo									
Google Plus Hangouts									
Wikipedia									
…									
…									