The SRI Homeroom – Episode 16

From Idea to Impact: Marketing Educational Innovations for Maximum Reach

Keith Heumiller:

Welcome to the SRI Homeroom. Today, what can education researchers, and developers learn from the world of marketing?

Adrienne Woods:

You have to start thinking about this at the beginning. You really have to know your audience. What do your users actually need? What are their daily realities, and how would this make their lives easier? And what would they have to do to learn how to use it? And if you can think about that as you're developing your innovation, it's going to be able to go to market much, much easier.

Keith Heumiller:

Turning a promising idea into a transformative educational innovation today on the SRI Homeroom. Welcome in. Hello, and welcome to the SRI Homeroom. I'm Keith Heumiller, and today I'm thrilled to be joined by two national leaders in the design, development, and scale of educational innovations. First, we have Adrienne Woods, who's a senior education researcher with SRI, and she's a member of the LEARN Network, which is an exciting national initiative, which we're going to talk about a little bit later on. Hi, Adrienne.

Adrienne Woods:

Hi. Thanks for having us.

Keith Heumiller:

We also have Julie Kelleher, founder of the Kelleher Consulting Group, and a nationally executive who helps researchers, and developers bring products to market, and achieve scale. Welcome, Julie.

Julie Kelleher:

Thanks, Keith. Happy to be here.

Keith Heumiller:

I'm happy to have you both here. Today we're going to be doing a lot of talking about scaling evidence-based innovations, products, programs in education. Before we do that, I just wanted to start with a little bit of the why. Why is this important? Maybe Adrienne, we can start with you.

Adrienne Woods:

Sure. So, people have a lot of thoughts about education, and what the most effective way is to teach, and learn for different groups of students, and for all students in general. We know that despite that evidence, there's really well-documented achievement gaps in our country. And this has been true for a really long time, but was really exacerbated during the pandemic, which as we all know, upended education in a pretty dramatic way. We saw the first ever decline recorded in mathematics, and the largest ever decline in reading on the 2022 National Assessment of Education progress. So, it's important to make sure we're doing everything we can to make sure that education is as effective as possible for as many students as possible, and to help students who are behind catch up to their peers. So, how do

we do that? We know that the quality of educational learning programs, and products matter for student outcomes, and researchers in academic settings have been studying this for a really, really long time.

So, I think we have a pretty good understanding of what works, and what doesn't work, and for whom, and in what circumstances, and situations. But although we're investing in these innovations, that doesn't necessarily mean that they're showing up in schools, and in the places where we want them to. And that's what we mean when we talk about scaling. Just because something is research doesn't mean it's going to end up in practice, and there are additional steps that we need to be taking to make sure that it does. I think this is also important because the education system is absolutely flooded with this overwhelming supply of products, as I'm sure Julie can speak to.

So, it can be really hard for schools, and states, and districts, and teachers, and parents even to select the programs, and the products that are going to be most impactful, and most effective for their populations. And not to mention the ones that are most affordable, easiest to use are going to fit into the existing ecosystem. So, in addition to this push just to make sure that all students are optimizing their own learning, there's an issue of resource optimization for educational organizations. How do we know what works, and what should we choose?

Julie Kelleher:

Yeah, and this is really important on the vendor side too. So, in my work with education technology companies, or EdTech for short focused on serving K-12 districts, and schools in particular, evidence of efficacy has been rising in importance, and has been a key decision criteria. And so education leaders, as we know, they need to know that their investments they're going to make are going to lead to better teacher outcomes, or learning outcomes. And EdTech companies who want to serve these districts, and schools really seek third-party validation from external studies to support these claims of efficacy. And even our former CEO of DreamBox learning when I was working there, Jesse Willie Wilson, helped the whole company really understand the importance of efficacy by this kind of internal motto of what matters is what works. And so everybody just kind of had instilled in them, we can't just talk about the product itself, we have to really focus on the impact that it has, and how can we demonstrate that?

Keith Heumiller:

And a common thought might be that if you do have something that's based in research, and it's been proven to work, that it's going to be really easy to bring that to market. But I think we all know that that's not exactly the case. This is a question for both of you. Could you talk a little bit about what are some of the challenges that prevent developers, and researchers from bringing these research-backed products to market?

Adrienne Woods:

Yeah, I think to answer that question, it might be important to define what we mean by products, and by market, and even a little bit more about scaling. I think a lot of times if you're a researcher, and you've been developing some sort of educational intervention, let's say, or a curriculum, or an assessment, or a digital app, a software, a game, you might hear the term product, and think, "That doesn't really match what I've been doing. I'm just trying to make sure that I'm developing something that works, that has evidence behind it, and that it gets into the hands of students, or teachers, or parents so that we can improve outcomes." And I think this is exactly for you. When we talk about a market, we're just talking about a defined group of people, or organizations who might benefit from

whatever you're developing, and your potential customers, or anyone who could engage with that, whether, or not they're paying for it.

And a product could be anything that you are developing that could show up in schools. So, when we talk about scaling a product, we mean getting that into the hands of as many people as possible who are going to benefit from that. This is hard to do, and it's something that I think is especially hard for researchers, or for people in the academic realm who are most likely to be developing these sort of educational products, or innovations. And they have really ambitious expectations about how far it can go, and how much good it can do. I think there's a mentality that it's a bit like the field of dreams metaphor, right? If we build it, they will come. And that's not necessarily true. Just because you've developed something that works really well does not mean that it's going to get into schools. Teachers, and parents, and school administrators, principals, school boards are not necessarily reading journal articles, and looking up what's the most effective evidence-based tool.

They're more likely to be thinking, "How convenient is it for me to adopt something like this in my district? How much does it cost? How much infrastructure is it going to take for us to be able to actually adopt something like this?" In part because they operate in these environments of really scarce resources, they've got very little time, they've got their attention pulled in a number of different directions, most of which should be teaching kids, and working with kids. So, if you've developed some sort of effective evidence-based solution, you're still going to have to make the case that you are the best fit for that district, or to get it out into the hands of people who need it. I love this metaphor of a free beer versus a free puppy, which would you rather have a free beer, or a free puppy? Both were going to bring you happiness.

One is probably going to bring you more long-term sustained happiness, so the puppy, but it's going to require a little bit more investment in it, vet bills, training, taking care of it when it gets sick. And the free beer might also make you happy, but for a much shorter amount of time, and probably isn't going to require the same type of investment. So, when you develop products, or programs, or innovations, just because you're developing it to be free financially doesn't mean that it's going to be free logistically, or otherwise. And I think researchers oftentimes forget this, or to be frank, are not explicitly taught to think about it this way. And so, yeah, there's a number of things that I could say on this topic, but Julie, what are your thoughts?

Julie Kelleher:

Yeah. Well, first I'm so glad. One, I love the field of dreams analogy, because it, I mean, perfectly every innovator, especially if they've invented something that they know is going to have a significant impact to society, who doesn't want to believe that it's going to just fly off the shelves, and people are going to love it, whether it's for free, or for a fee. And so, one of the things that I try to teach whenever I'm working with anyone who is seeking kind of advisory services, or consulting, I always start with this concept of we need to think about how we're going bring what we have to market with a market first mindset. And so I teach this concept of go to market, GTM is the acronym, and Adrienne kind of alluded to this before too, right? Adrienne, you were saying, well, a product could really be services, programs, something for free.

And a market is not necessarily something you have to sell to. It doesn't have to be somebody buying something. And so I try to simplify it, and say, if you have a good, or a service that you want other people to use for free, or for a fee, then you need to go to market strategy, and the cost of it, how you distribute it, that all can kind of come into the strategic planning part of it. But there's really a playbook with sequential steps, and key considerations to then really figure out where do we have product

market fit? If we have something that really is only for 25% of the K-12 population, let's make sure that we're devoting all of our internal efforts to reaching that 25%.

Adrienne Woods:

Yeah, there's a term used in research called fidelity of implementation, meaning how closely are people actually adhering to the instructions of whatever good, or service you've developed? And I think that's something that we have to think about, and people do think about when they develop these tools, and goods, and services, but it also makes sense to think about that when you consider scaling, right? If it is really hard to follow an intervention to Fidelity, no matter how effective that intervention is, you're not going to scale it. You're not going to sustain it within the sites that you have developed that intervention, and it's certainly not going to spread to other locations. So, I think making sure that people are approaching this kind of work in making their goods, and services as approachable, and easy to implement as possible so people can buy in, and so they want to do them the right way.

They want to follow the instructions, and they can follow the instructions. That's really important, and that's something that I think feeds right into that market first mindset, Julie, where when you start inventing something, when you're working on developing whatever your tool, or good, or service, or product is, you're thinking about how this is going to ultimately fit in, and how people are going to be able to use it.

Julie Kelleher:

Yeah, that's a really good point. When you talked about fidelity of implementation, I immediately went to your comment of free beer versus a free puppy, too, because the free puppy gets expensive even if it's not expensive for the end users, the people that are going to benefit from it. If you're going to scale it, which is your ultimate goal, you want to reach as many people, and impact as many students, teachers, educators as possible, then you're going to have to scale internally. And where are those funding sources going to come from? And asking those questions really early on are really important, because if the ethos of an entity, an organization that has invented something is we'd never want our end users to pay, then that's going to have implications on, "Okay, then what are we going to use to fund our scaling?"

Adrienne Woods:

Yeah. And I think this is something that academia is not necessarily set up to scale, and doesn't necessarily have the sort of that you're talking about that I think there's some internal scaling that needs to happen first. And that's where it gets really tricky. I think a lot of us, I came from academia, we're not trained to think business people. And I alluded to this when I was defining scale, because I think a lot of times we think, "Well, that's just not our job." Our job is to develop these interventions, and make sure they work. But if we don't make sure that we're actually sharing those innovations with the right people who can help us scale them when we're developing our own capacity, and infrastructure to make sure that that happens, what's the point of developing these innovations, and interventions?

There's additional steps that we need to take to make sure that we're getting that into the hands of the people that need it, like you said. And oftentimes I think grant funding is the lifeblood of researchers, and folks who are oftentimes developing these interventions, but that's not enough to sustain, or just scale the intervention.

Julie Kelleher:

Absolutely. And also really understanding what's on the plates of everybody else whose attention they're trying to get. So, the most well-intentioned, and most evidence-based program, or product may not reach the target audience, because I mean, I used to be a teacher. I have kids in elementary school days are busy, and people are not at their computers as often as somebody like me. And to get their attention, and to help them see how whatever the innovation is, or intervention is that could really help their students is really challenging. And also, they may have already made investments, and they have to kind of honor those contracts for a certain amount of time. And even if it's something that is no cost, if it's something that has no fee associated with it, there still may be implementation resources.

So, going back to your fidelity of implementation comment earlier, Adrienne, it still takes somebody internally to help implement it. It may take teacher training, it may take somebody overseeing students if something is student-facing. And so there's so many factors to take in. And one thing that I've been partnering with SRI on is we don't want to make people think the hill is too steep to climb. We want to help give them a pathway to get there.

Keith Heumiller:

I'm glad you just mentioned that, Julie, because I'm trying to put myself in the mind of a researcher, or a developer listening to all of the challenges that you just mentioned, and considering, well, this is just impossible. I'm going to give up, and do something else. But I'm glad that you mentioned that there is actually a lot of work being done in this space, and there are supports out there, and new supports coming online to try, and help navigate some of these hurdles. So, Adrienne, I mentioned earlier that you're a member of the LEARN Network, which some of our listeners may not know much about. Can you talk a little bit about what that is, and what kind of work the LEARN Network is up to?

Adrienne Woods:

Sure. The LEARN Network is a center that's funded by the Institute for Ed Sciences with the goal to accelerate learning growth among students who were most likely to be falling behind during the pandemic. But as we started working on this, we learned a lot of lessons from the pandemic that we think can carry forward into post-pandemic times. So, there's always going to be students who we want to catch up to their peers, right? SRI is a nonprofit that has a really rich history of developing new innovative tools, and products, and services, and then bringing them to market. We even have a whole ventures group at SRI whose job is to help us take the kind of work, and the research that we've developed internally, and see how we can translate that to market, which is not something that everyone has, right? Especially not at universities oftentimes.

So, the LEARN Network was funded with the goal of helping folks who are developing those educational innovations, and products, and tools, and services, get those into the hands of the people who actually need them, and could benefit from them. So, to do this, we've been developing a toolkit. We'd have a host of case studies, and guides that we've created, and worksheets, and plans with the goal to teach researchers how to do this, to support their capacity to take an evidence-based product that they're building, to adapt it, and then to scale it successfully however scale looks like to them. And scale could look like a number of different things depending on what you're doing. It could be who you want to use your product, do you want to charge for your product? Do you want it to be free? What does success look like to you, and what does scale look like to you?

So, as we were creating these guides, we were also working with four different product teams that had developed some sort of education intervention, or innovation in literacy, or math that was evidence-based that had been demonstrated repeatedly to work. And we were helping them with one-on-one sessions to adapt, and position their evidence-based products to scale successfully according to their

goals. And in that process, it was a learning experience as much for them as it was for us because I think this is a new initiative that hasn't really been undertaken in education in the way that it has been in other fields. Like I mentioned before, I think a lot of us in education research specifically, we're not really trained to think business people. And sometimes when we think about creating a quote-unquote product, or selling something to market, it feels a little icky to us. I've had conversations with people who have developed these interventions, and they want to get them into schools, and I say, "You got to sell it."

And they're like, "Ooh, sell. I don't like that." And we're literally saying, you're not maybe selling it for money. You're not trying to make a profit. We don't get into education to make money. We're trying to develop something that works. And so coming up with not only just sort of a game plan for how to do this, but just how do we talk about this with people, I think has been one of the main learning curves. And that's when we brought in Julie, who has been working in this field for a very long time, and has helped us to refine this language, and toolkit as we've been working with these teams.

Julie Kelleher:

Yeah, I had the great benefit of being introduced to the SRI education team May of last year, and was really brought in to kind of bring a practitioner's perspective to how do you bring these innovations, and scale these innovations in US K-12 markets in particular, and I had mentioned previously, there's a proven playbook for bringing a product, or service, or good to market, and there is a sequential order of steps. And as Adrienne mentioned, I learned through talking to product teams about this, that words that I'm so used to that are much more corporate speak, and business speak are words that really do, it crosses like a cultural line, and not in a positive way. So, some groups were maybe more receptive to trying things, but there was definitely an apprehension around like, "Well, we're not really marketing. We're not trying to push what we offer. We definitely are not. We don't want to be perceived as salesy."

And it was a great challenge for me to really figure out how to make these go best practices that I've used over, and over again for 18 years to make them accessible for anyone that wants to either do it themselves. You can kind of take a DIY approach with a playbook, or have me help advise, and coach through it. And I will say there's one of the product teams that they were open, I would say they became open to testing out new tactics in the first quarter of 2025 tactics that they hadn't done before that I had recommended. And they're seeing great results, and they didn't change their business model. I mean, it's not like they're outselling actively, or anything but their brand awareness tactics because that's really a big part of going to market. You want to help your target audience learn about who you are, and why what you offer is unique to what they need. And then there's this process of just building a relationship, building trust, and then it evolves from there.

Adrienne Woods:

I mean, it makes sense why there's that cultural divide. I mean, first of all, as you can probably speak to, the market is just absolutely saturated with all of these products. And as I think we all know, or at least suspect, they're not all developed by researchers, and they're not all developed in a way that we would like them to be. In other words, they're not all evidence-based, and they don't all work. Sometimes they're developed with really well-meaning intentions, but the evidence behind them is just not there. No one's developing these in a malicious way, but just the evidence for how well they work isn't there. But they have a really good marketing team, and their goal is to make money.

So, they are selling these to schools, they're getting them in the market, and schools are buying in, and adopting them, and it's not necessarily what works. So, I think it makes sense to me why when we use these words like market, and scale, and selling, and products, it sometimes feels antithetical to what

researchers want to do because they feel like they've seen this backfire, and they don't want to be seen as someone who's sort of pushing their way into that space.

Julie Kelleher:

100%. And I mean, there's a term called vaporware, in any market, and in education that is, if somebody's out there pitching something on their website, or somebody out trying to sell something, and they're describing it as something that actually doesn't exist, that's not what it does. That's not how it works. That's vaporware. And I'm kind of a product marketer at heart. I started in product marketing, and then kind of evolved into roles in sales, and market development, and strategy. But I always tell everybody, my job is to tell the truth. My job is to deeply understand the products, and the services that we offer. And I often try to start with the market, deeply understand the market, who is our target audience, are there decision makers, implementers, end users, et cetera, and then make sure that how we're describing what we do, and how we can help them is factual, and true.

Keith Heumiller:

That's really interesting. You both mentioned sort of this divide between the academic realm, and the sort of marketing business sales realm. Do you have any advice for researchers, or developers who maybe want to bridge that gap a little bit, and maybe get a little bit better at those other things to try, and position themselves better for scale?

Julie Kelleher:

Yeah. So, I've got this kind of seven-step playbook, and step one is know your audience. And step two is know your competition. Because they likely know their audience really well, especially because of research that has been done to really support the evidence-based nature of their innovations. But knowing the competition is also helpful. And if they say they don't have a competitor, then I would challenge them to maybe go look again. Maybe look, and see based on your target audience who's telling your target audience the same thing? Maybe they're telling your target audience, they're going to derive the same outcomes from their offering that your offering will also help them do. It might be packaged differently, it might be software versus services, but I'd say first, look at your competition. Don't get scared by them. Assume that they have marketing people, salespeople, assume that they're set up differently, but I always like to look at the competition both from what they offer level, kind of like feature level comparison, or services level comparison, and also how they go to market.

So, imagine you're a buyer of their product, or service. Go to their website, and go through your own buyer's journey. Imagine you're hired to be an evaluator to help a district that you work with to decide if this is a good choice for them. This would be an accessible way that helps them get more familiar with how others go to market, how they talk about it, and really figure out who they want to be, and who they don't want to be. And they probably could sniff out pretty quickly, vaporware. And it helps them see, okay, how do they talk about themselves on the website? Who do they talk to? Who are their marquee users? Who are their advocates in their community? Do they go to events? Do they have their pricing listed? Do they even charge for something? So, I always encourage people to go through their own buyer's journey, walk the shoes of somebody looking at an alternative solution, and it can help them get a sense of how they want to approach it.

And then there are resources that can kind of give them a guide. So, Adrienne mentioned the LEARN Toolkit. So, the LEARN Toolkit has a number of resources on there, including templates, like a scaling plan, and a go-to-market playbook with really step-by-step templates to help people go through this process. And then I'd be remiss if I didn't say that if there's an openness to partner with AI, especially on

the research front, that has been a total game changer, because you can find out information about your target audience, about potential competition, and even down to what events do they go to, and what publications do they read, which can scale a really lean team's ability to gather this information to then apply to their own go-to-market efforts.

Adrienne Woods:

I'll also say I think the tactics that researchers often use to recruit for research studies could be very similar to what Julie's talking about here, especially since the pandemic. Research has gotten really hard. Education research has gotten really hard. Schools were really overwhelmed, and in part overwhelmed by research, because everyone recognized that we need to study this, we need to understand what the impacts are. And I think many of us are experiencing a difficulty in recruiting folks for research post-pandemic in a way that we hadn't really seen before. So, we're starting to get really creative with how we package what we're doing, and why it's important, and what the benefits are, and how we reach people who want to be involved, and participate. And I think we've been trained to think like that, and it's just a little bit of a mindset shift to think more like a business, and getting something out to folks.

And the other thing I want to say is I've mentioned a couple times that I think there's this barrier to folks who might say, "This podcast, this topic, it really isn't for me, even though I'm developing something that I think could really help." Scaling for you might not be actually trying to bring this to market yourself. It could be getting this to a point where it works, and it is well packaged, and you sell the IP to a company that can do this. And we have a lot of different case studies on our LEARN website, LEARNtoscale.org, where we highlight other educational innovations, and companies that have actually gone on to scale successfully. And for some of them, it really did look like finding a way to take what they had done in a research context, and then sell it to the right company who had then take it to scale for them.

But even if that's your goal, like Julie said, you have to start thinking about this at the beginning. You really have to know your audience when you're developing something. What do your users actually need? If whoever's going to use this innovation, or product, what are their daily realities, and how would this make their lives easier? And what would they have to do to learn how to use it? And if you can think about that as you're developing your innovation, it's going to be able to go to market much, much easier.

Julie Kelleher:

Yeah, I'm so glad you brought up that point too, where there's almost three paths. One can be if somebody wants to commercialize their innovation. So, that's a pretty clear path. You still need to go to market strategy. You want to build brand awareness, you'd invest in marketing, and business development. And then there's, if you want to take the open educational resources path that you always want it to be free, then there will need to be funding sources from somewhere. And diversified funding sources may be a good thing to consider early on. And then the last one could be selling the IP to somebody else who can scale the innovation for you.

Adrienne Woods:

And that might be a good solution for folks who are in academic institutions, or places that don't have the kind of resources that we talked about have a team. They have a harder time scaling internally. They can't go to their ventures group down the hall, and say, "I've developed this thing, and can you help me do a market analysis, and figure out if it's something that we should sell, or sell to somebody else, or bring to the market?" Otherwise, that's a good potential solution for those folks, is to develop

something that they know works, and then find a partner who they think can take over from there. Sometimes that can be tricky, because it could require giving up some ownership of what you've developed, but there are ways to do it, and what that looks like, what scale looks like is different for everybody.

Keith Heumiller:

Well, obviously there's so many different facets that I think we could end up talking for another couple hours, I'm sure. But here at the end, you both had mentioned some of the resources that are available through the LEARN Network, and at LEARNtoscale.org, and the toolkit, the Scaling Clan. I know that there's a really good blog series there with insights from experts, and thought leaders in this space. Are there any other resources, or tools that you think listeners might want to check out after listening to this conversation today?

Adrienne Woods:

Yeah, definitely. So, I want to point out two research briefs that our team recently published on our website. The first one is about how educators actually select programs, and products. So, if you're a product developer, and an intervention developer, or a researcher pulling together some brand new idea that's going to change the world, you probably want to know how you move from developing something to actually getting it into schools, and districts. And I think this is something that gives you a little bit of insight into how folks make those decisions on the ground. And then there's also a companion version of that specifically for rural communities, which is another underserved area. I also want to mention that one of the things that the LEARN Network has done is to translate our framework called the Invent-Apply Transition Framework, or I-A-T Framework to a more accessible space for educators.

Meaning sometimes we've talked a lot about how the terminology can be tricky. So, we've spent a lot of time in energy trying to develop this into a very digestible sort of series of articles. We've got resources, some of which Julie's helped develop, or vet, so we know they're good, and they work. And the whole idea is that it walks you through the entire process of creating some sort of education intervention starts at the invent stage, right? And like I talked about, as you start developing this, making sure you're understanding what it could potentially look like in schools, or in the hands of teachers, or students, or parents, or whoever it's for moves to apply, which is now you've developed it, and you're kind of testing it out in schools, but you're doing all these things like evaluating your market, like Julie said, thinking about the go-to-market market-first mindset, and thinking about what do you need to do?

What do you need to tweak, or change to make sure that it can scale in a successful way? And then we have the transition phase at the end, which is now you're actually transitioning to market, and coming up with that sort of long-term plan, and figuring out what that pathway to scale looks like for you. In addition to that, we have blog posts, and we also have an upcoming webinar series that's actually kicking off Thursday, May 1st at three P.m Eastern, where we're going to do a bit of an intro to the LEARN Network, and some of the things that we've talked about today more in depth. And then the idea is we will hopefully set up a series of workshops based on participant interest, and need, and things like that that will continue through the summer. Julie, do you want to talk about the scaling plan resources that you've developed?

Julie Kelleher:

Sure, sure. Yeah. So, I think in addition to the LEARN Toolkit, and it is, I mean, I can just attest coming in from the outside, much of the LEARN Toolkit had already been built, especially on the invent, and the

apply tabs. And then really I was partnering with the transition on the transition front, and then also weaving in go-to-market considerations in really kind of the apply phase. But there are downloadable PDFs that are something that you can kind of start to do, and go through the process on your own. And there's this scaling plan, which really it's such a great guide because it asks a lot of questions that will really get people thinking early in the process to figure out, okay, what is our path to scale? What do we need to do if we want to achieve that path to scale? And then the go-to-market playbook is something that actually dovetails nicely.

So, once you go from invent to apply to, then you're ready to transition, then you're ready to go to market, and you're ready to identify your target audience, know your competition, figure out how you're going to package it. And packaging could be, we're going to make it available to groups of a hundred students at a time, and it's going to be no cost. Or it could be that we sell it to districts at a certain price point. So, packaging is important, and then figuring out how you're going to talk about it, and where you're going to talk about it. And that's all part of the go-to-market playbook. And that's where also, if there's an appetite, or openness to experiment with AI, it can be a tremendous way to augment internal capacity, and just do things faster, and more effectively. And of course, if you're the subject matter expert, you know your audience best, you know your product best, but I have found it to be really effective, and from experience shaving hours off of processes, and workflows that I couldn't do two years ago.

Keith Heumiller:

Thank you both for sharing those. I can agree. I don't think I can oversell the value of some of those resources that are on the LEARN Network website. I particularly like some of the stories of scaling that you mentioned earlier, where you have these little mini case studies about developers, and researchers who found success, and all the hurdles that they had to overcome along the way. I do recommend, if you want to learn more, there's just so many free goodies available right there at LEARNToscale.org. We are coming to the end, unfortunately. So, where can people find you? If people wanted to get in touch with you, learn more. Julie, how could people contact you?

Julie Kelleher:

So, you can go to my website, so Kelleherconsultinggroup.com, so just my last name, consulting group, and you can learn more about my services, how I work with organizations like SRI, and other organizations. And you can also contact me through that site.

Adrienne Woods:

I would say if you're interested in any of the things that we talked about, or you want to learn more, pun intended, you should go to LEARNToscale.org, and you should sign up for our newsletter. In addition to all of the resources that we've got there, there's a very nice button right up front that'll allow you to put in your information, and get periodic updates, and information about what's going on, and you can reach me at Adrienne.woods@SRI.com.

Keith Heumiller:

Awesome. Well, I just want to tell you how much I appreciate you coming on to share your time, and your knowledge, and your expertise with us today. It's been such a pleasure. Adrienne Woods, and Julie Kelleher, thanks so much for joining us on the SRI Homeroom.

Adrienne Woods:

Thanks, Keith.

Julie Kelleher:

Thank you.

Keith Heumiller:

Bye. Thanks for joining us on the SRI Homeroom, produced by SRI Education, a division of SRI. Our guests today were Adrienne Woods senior education researcher for SRI, and Julie Kelleher, founder of the Kelleher Consulting Group. LEARN more about them, and their work in today's show notes. You can find a transcript of today's show, or browse our entire archive of episodes by visiting SRI.com/Homeroom. You can also connect with us on social media with the links in today's show notes. The views expressed in today's podcast belong solely to the participants, and do not represent the views of SRI, or any organizational funder, or partner.