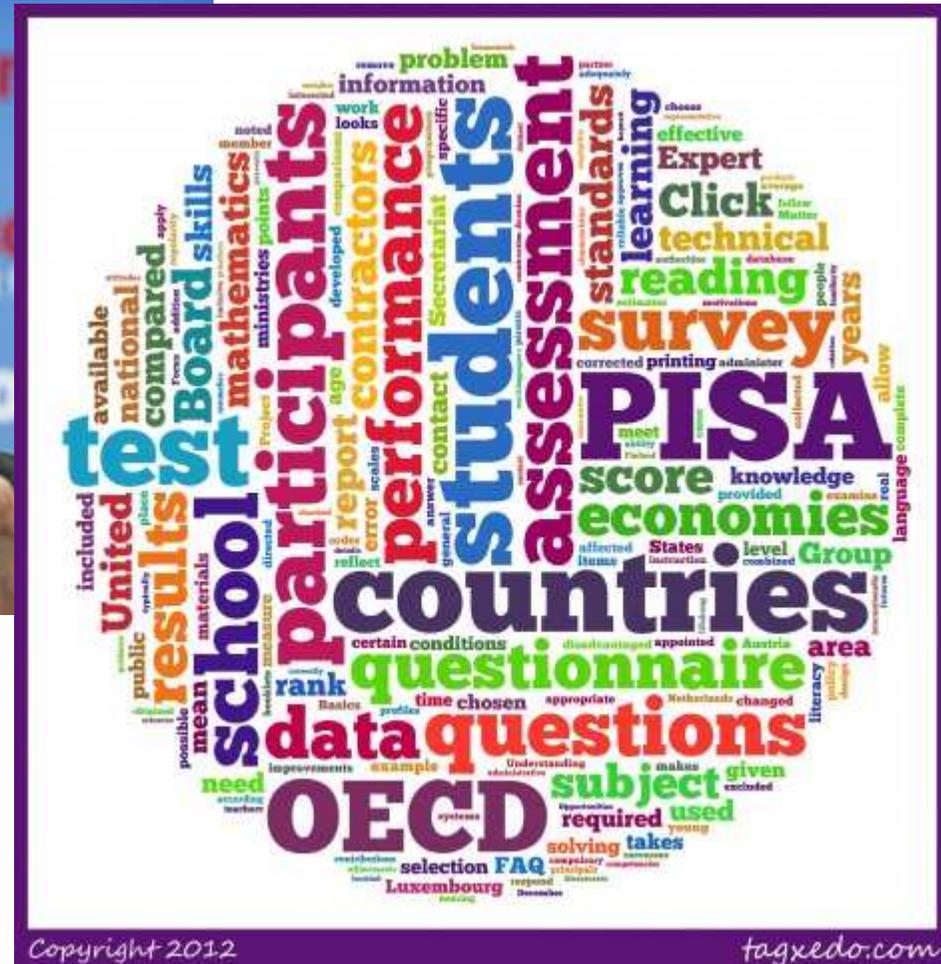


The media and evidence – informing the public debate



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Medialogic



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Content



- Media play an influential role in education policy and public opinion
- Academic research underused in media coverage of education
- A gap between research and the media: divergent time frames, different languages, different values
- ‘Medialogic’: hypes, frames, focus on incidents and league tables
- The role of the media in achieving more evidence informed policy and practice

Presentations



- The Scandinavian reception of a Campbell systematic review on bullying and the challenge of communicating research findings in the media
 - Eamonn Noonan, The Campbell Collaboration, International
- Problems in knowledge mobilisation: how knowledge changes when it moves between contexts
 - James Thomas, EPPI-Centre, Institute of Education, University of London, UK
- The Education Media Centre
 - Jonathan Sharples, Institute for Effective Education, UK

The media and research: some issues



- It is hard to control the way the media use research
- Cherry picking takes place: only some findings are highlighted
- When research outcomes are leaving the research domain they become part of a public debate
- What is solid evidence? Who is determining that?
- Can systematic reviews play a role in polarized debates?
- Are researchers responsible for the use of their results in the media?
- Do they need to take part in the public debate?
- If so, strategies are needed!

Future directions in policy



- **System level**
 - Independent institute to report systematically on the state of art of evidence and on degrees of solidness
 - A dedicated media centre: matchmaking and brokering between reseach and science
 - A European network of dedicated media centres
- **Level of organisations**
 - A media strategy
 - Infrastructure: dedicated unit or official
 - Capacity building
 - A round table (consisting of various professions) at the point where evidence leaves the academic domain

Future directions in practice



- User friendly summaries
- Engaging in the media arena, becoming media savvy
- Guidance for researchers
 - Media training for researchers – research training for journalists
 - Support for researchers
 - Recognition: rewards for media impact
- Rationalize the conversation with both policymakers and journalists on the nature of evidence
 - Systematic reviews might help

Future directions in research



- Research on research use by the media
 - Differentiated to various media audiences
- Inventory of good practices of connecting research and the media
- Analysis of ‘medialogic’ in the field of education policy and practice
- Two-sided interaction: media as a source of information for researchers
- The opportunities and threats of social media