Bridging Research to Practice Online: Content Curation and Communication in a Connected World

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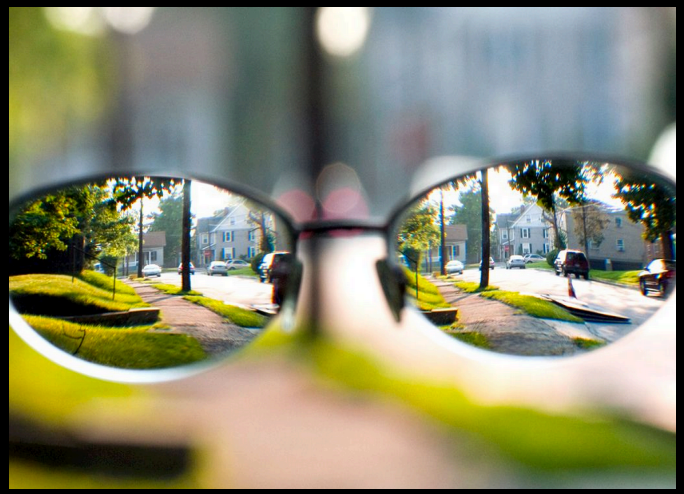
Congreso Mundial sobre Violencia en las Escuelas y Políticas Públicas: De la violencia al bienestar escolar

Lima, Perú // May 22nd, 2015



http://www.travlang.com/blog/sydney-harbor-bridge-exquisite-travel-attraction-in-australia/


RESEARCH





If research can help us view problems and solutions more clearly, (and we spend so much effort, funding, and energy on research activities), how can we improve efforts to bridge research to practice?

There are many basic research findings in prevention and intervention fields that are valuable for dissemination to the general public, media, school officials, and policymakers.

*Anti-violence programs **that work** (Slee, 2015)*

- *have a sound theoretical base*
- *address strong risk factors*
- *involve long-term treatments*
- *provide counseling*
- *improve social skills (SEL)*
- *are developmentally appropriate*
- *have program fidelity*

Anti-violence programs ***that do not work*** *(Slee, 2015)*

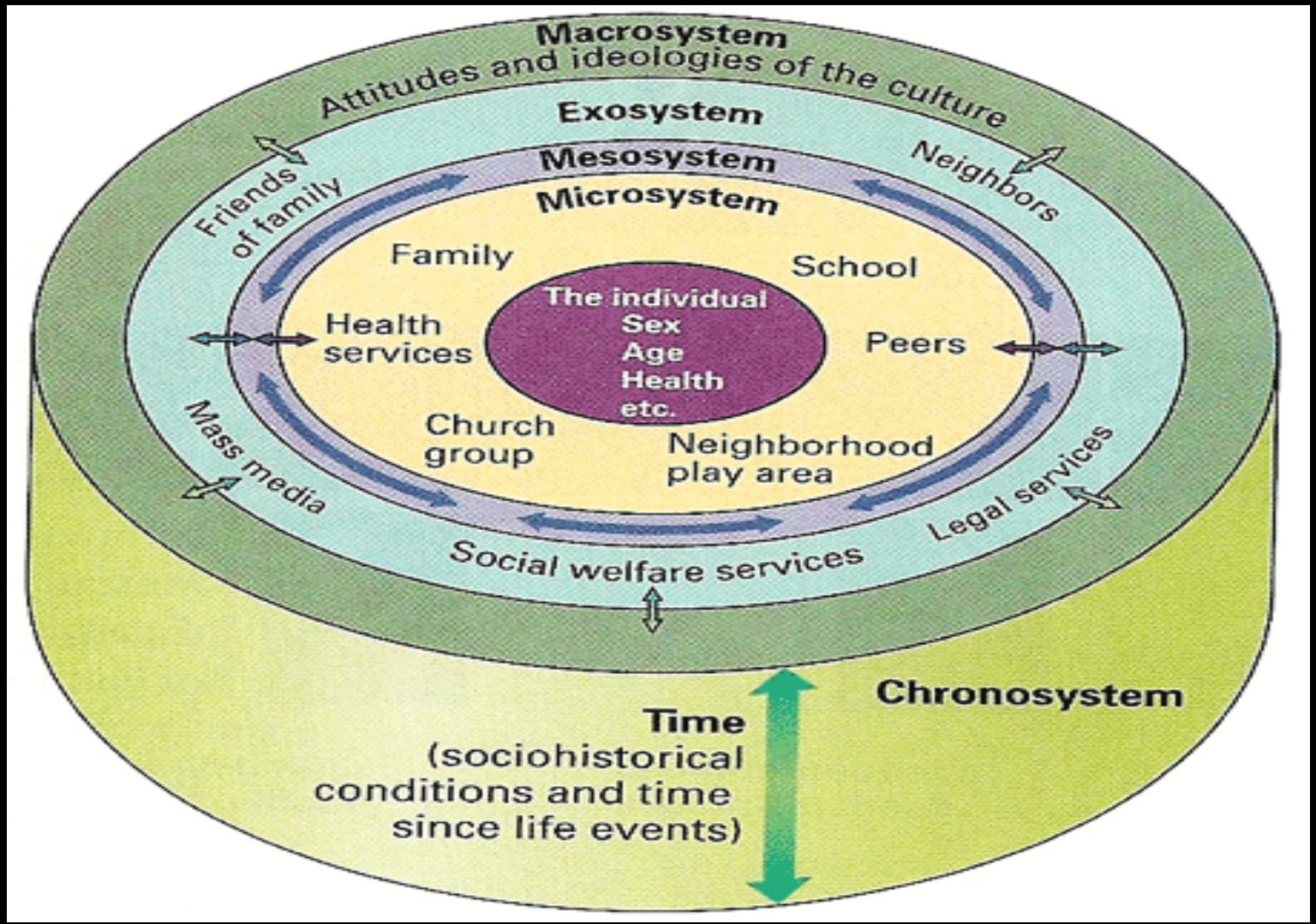
- *fail to address strong risk factors eg + attitudes toward violence*
- *are of limited duration*
- *are developmentally inappropriate*
- *have poor implementation protocols*
- *have poorly trained staff*
- *use scare or punishment tactics*

Recurring Themes for Effective Prevention/Intervention

- *Resources for Sustainability of Initiatives*
- *Restorative approaches*
- *School Climate*
- *School Health and Wellness*
- *Leadership & Teacher Professional Dev't*
- *Whole school buy-in*
- *Family/community engagement*
- *Social & Emotional Learning (#SEL)*
- ***#StudentVoice***

Relationships, Relationships, Relationships!

Bronfenbrenner's Ecological System's Theory (1979)



Integrating Theoretical Orientations from Educational, Psychological, and Communications Research to Support Strategies for Bridging Research to Practice



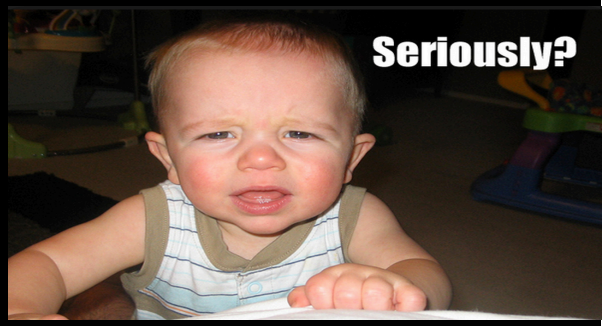
… you mean this is not

a meta-analysis…

empirical study…

involving national or regional databases…

experimental or even quasi-experimental in design?



What this theoretical integration will include

1) *Evidence of a **"Communication Gap"** in U.S. media coverage of academic research in education*

2) *Examples of current **social media practices from crowd-sourced bullying prevention initiatives with wide public reach*** **#nobullnation #standkind***

3) *Examples of a **Social Media Content Curation tool** to support researchers' efforts to disseminate Research-based approaches to School Violence Prevention more widely than one-time social media sharing.*

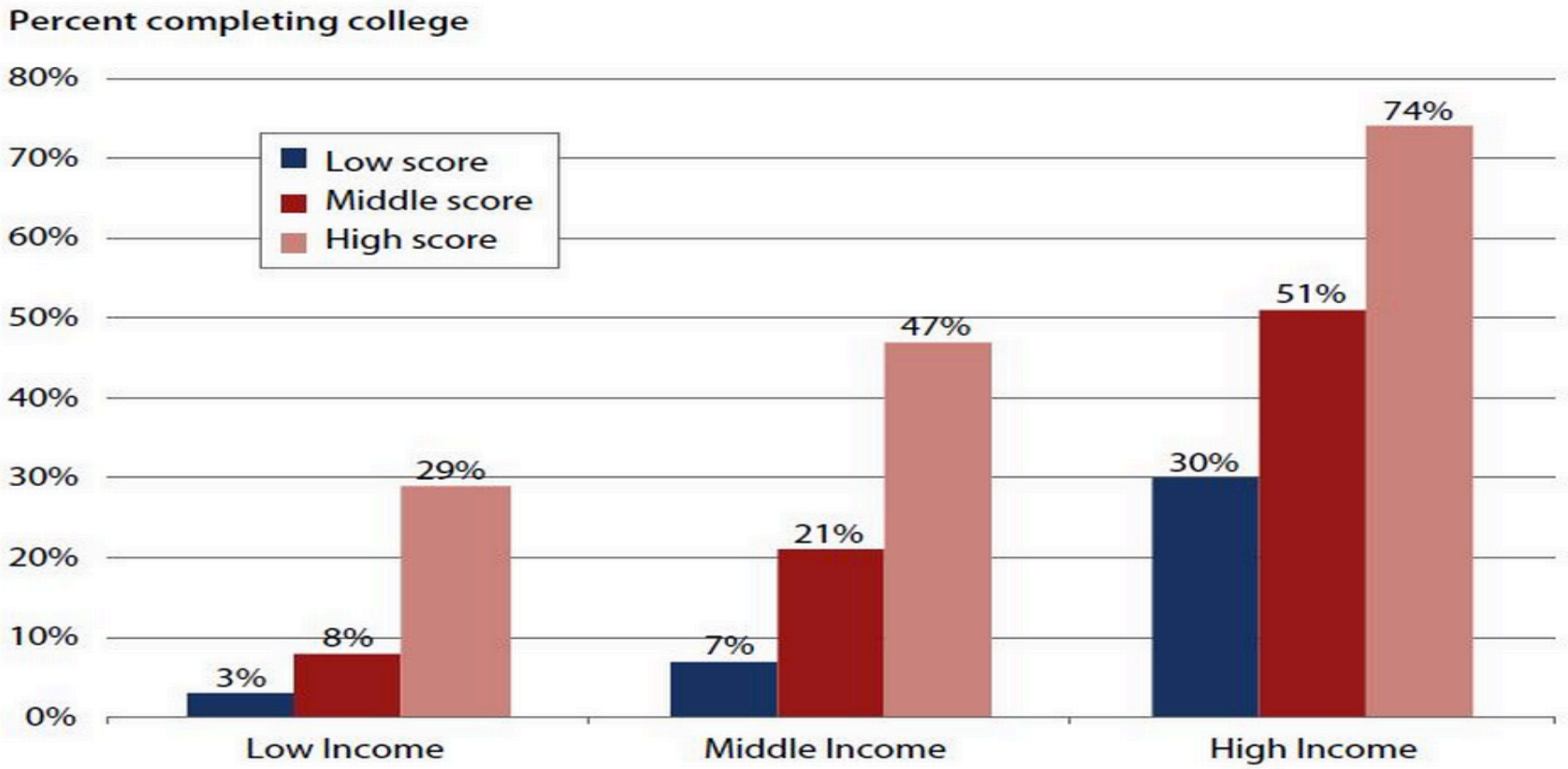
Let's explore
"Gaps" in Education

“Achievement Gaps”…

FIGURE 2

College completion by income status and 8th grade test scores

A top-scoring, low-income student has about the same chance of completing college as a low-scoring, high-income student



Note: Low income is defined as the bottom 25%, middle income middle 50%, and high income is top 25%.
Source: Elise Gould, "High-scoring, low-income students no more likely to complete college than low-scoring, rich students," The Economic Policy Institute Blog, March 9, 2012, available at http://www.epi.org/blog/college-graduation-scores-income-levels/. See also Mary Ann Fox, Brooke A. Connolly, and Thomas D. Snyder, "Youth Indicators 2005: Trends in the Well-Being of American Youth," (Washington, DC: U.S. Department of Education, 2005).

http://thinkprogress.org/economy/2012/05/17/486244/chart-income-inequality-education/

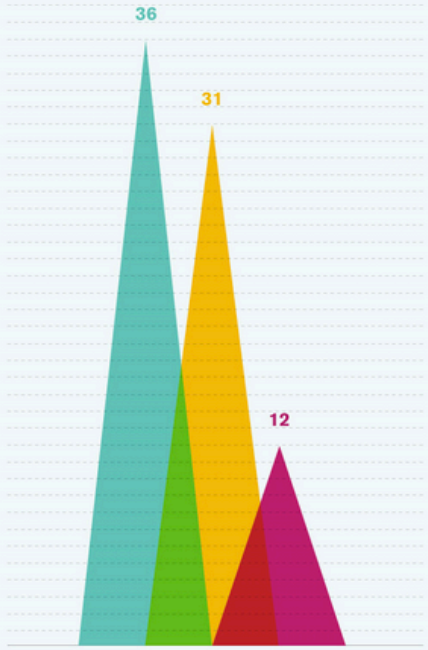
are now recognized to be…

Opportunity Gaps

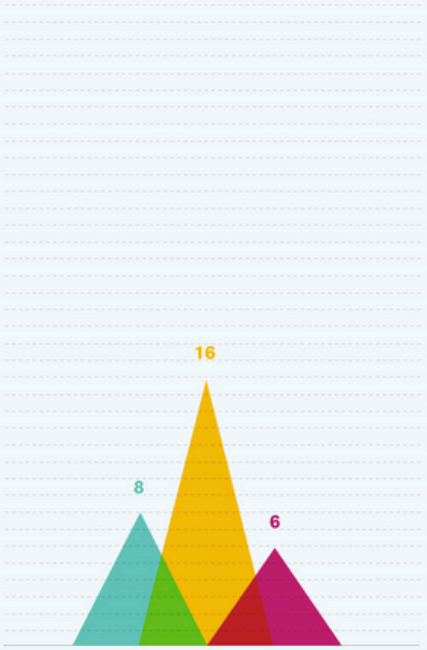
The Opportunity Gap

The opportunity gap disproportionately impacts students of color who come from low-income backgrounds. The demographic inequalities Black and Hispanic students in the United States face in comparison to their White peers put them at a disadvantage before they even enter school. When combined with the educational disparities known as the achievement gap, students of color often have to overcome more challenges to have an equal chance at life's opportunities.

A collaboration between GOOD and Hyperakt, in partnership with University of Phoenix.



Percentage of children younger than 18 years old living in poor households, 2009.



Percentage of children younger than 18 years old who don't have health insurance, 2009.



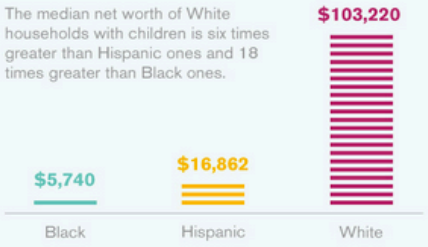
Percentage of adults over 25 years old who have attained a four year college degree, 2009.

Poverty

Black & **Hispanic** children are three times more likely to live in poverty than **Whites**.

Household Net Worth

The median net worth of White households with children is six times greater than Hispanic ones and 18 times greater than Black ones.

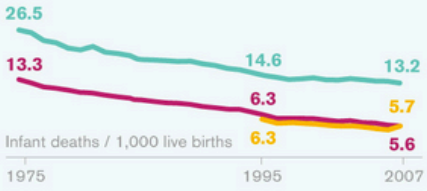


Health

Hispanic children are twice as likely as **Blacks** & **Whites** to have no health insurance.

Infant Mortality

Black infants are twice as likely to die before reaching a year of age as White and Hispanic infants.



Education

White children are twice as likely to graduate college as **Blacks** & **Hispanics**.

College Barriers

84% of Black students cannot read or do math at grade level.

74% of Hispanic youths need to help support their family.

83% of non-college going White students cite lack of scholarships as the reason.

Sources

Poverty, Health Insurance & College Graduation
Pew Hispanic Center tabulations of 2009 American Community Survey.

Household Income
Children's Defense Fund Report. "Portrait of Inequality 2011: Black Children In America." 2011.

Infant Mortality
Centers for Disease Control and Prevention, National Center for Health Statistics, National Vital Statistics System, National Linked Birth/Infant Death Data Sets.

College Barriers
Institute for Higher Education Policy. "Promise lost: College-qualified students who don't enroll in college." 2008. P. 14.

Pew Hispanic Center. "Latinos and Education: Explaining the Attainment Gap." 2009. P .7.

Children's Defense Fund Report. "Portrait of Inequality 2011: Black Children In America." 2011.

GOOD + University of Phoenix

http://awesome.good.is/transparency/web/1105/opportunitygap/transparency.jpg

“School Climate Gaps”?

What if…
“*Research-to-Practice Gaps*”
may be related to…

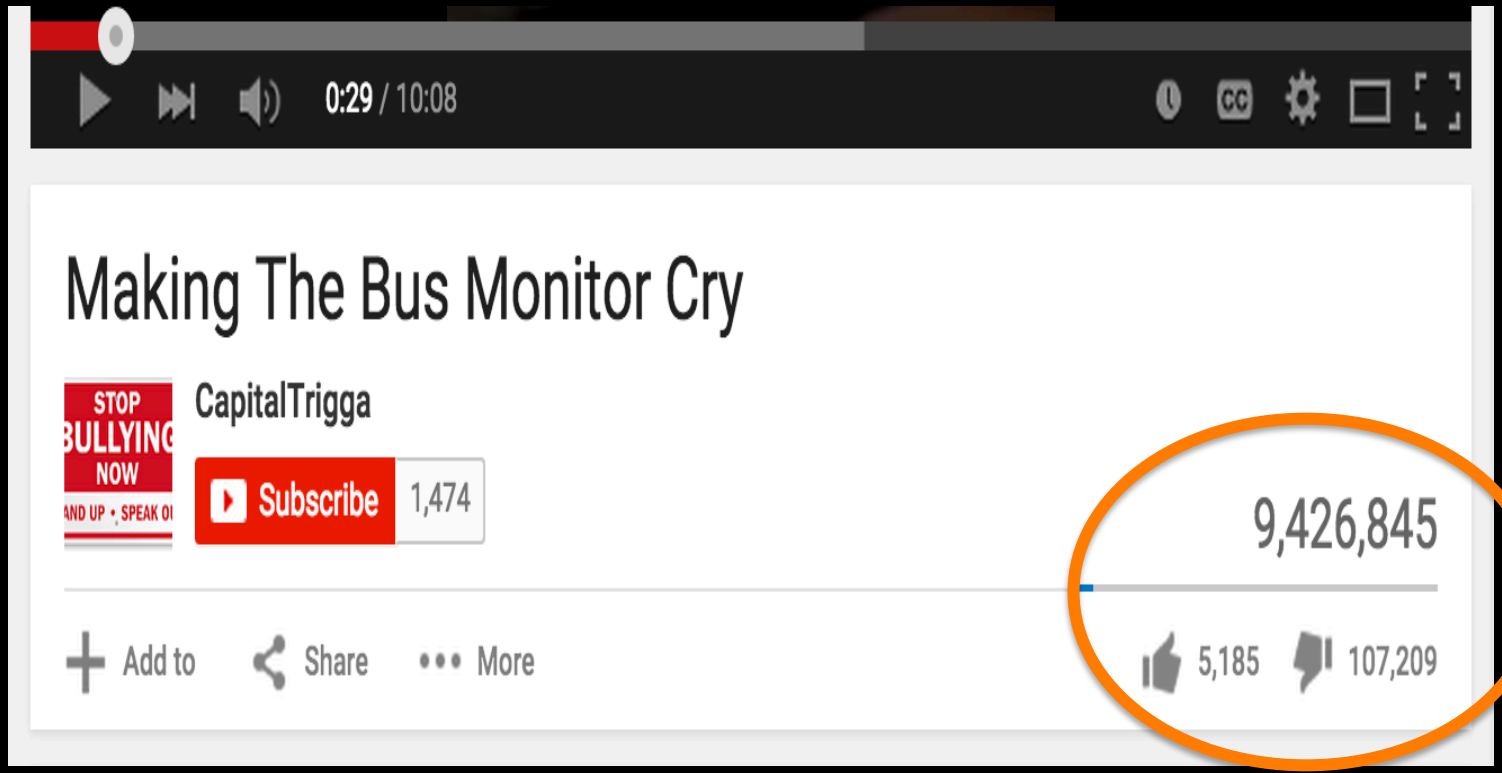
“Communication Gaps”

“A failure of understanding, usually because of a lack of information, especially between different age groups, economic classes, political factions, or the like.”

http://www.whatdoesthatmean.com/dictionary/C/communications-gap.html#ixzz3aRmnLiRP

Example:
Media Communications Gap Related to High Profile Bullying Incidents

June 2012 // "Bus Bullying Incident" of Karen Klein with High Profile Media coverage



High-Profile national attention to the issue yet media coverage lacked evidence-based approaches or research-supported practices for prevention or intervention.



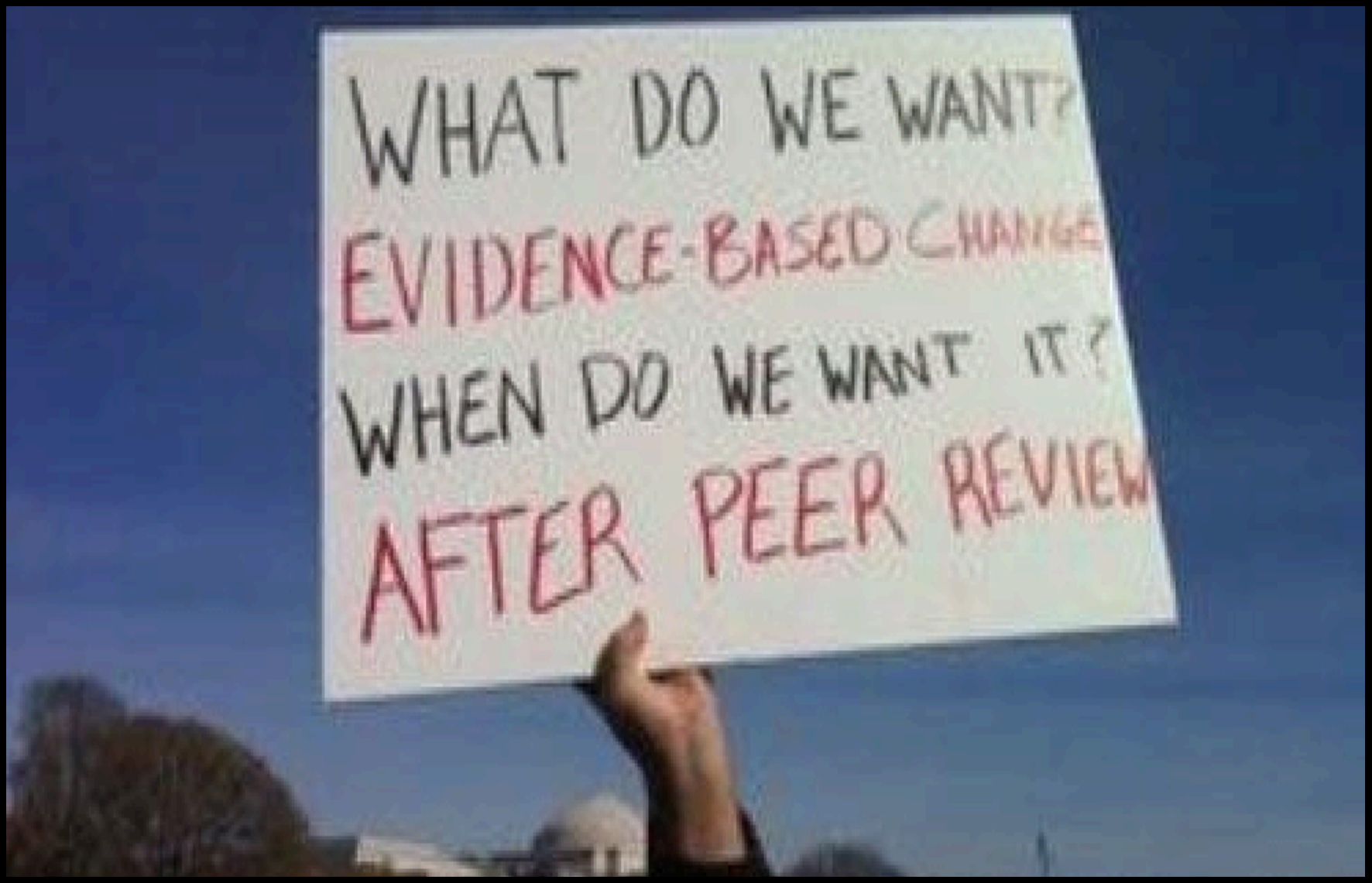
Public Narratives and responses to high profile events are often uninformed by research. Evidence/research-based approaches seem hidden from public awareness

"Punish!!" "Zero-Tolerance" "Punish!!!"





Meanwhile in Academia…


WHAT DO WE WANT?
EVIDENCE-BASED CHANGE
WHEN DO WE WANT IT?
AFTER PEER REVIEW

EDUCATIONAL RESEARCHER

Home | All Issues | Subscribe | RSS | Email Alerts

Impact Factor: 2.963 | **Ranking:** Education & Educational Research 7 out of 219

One Small Droplet

News Media Coverage of Peer-Reviewed and University-Based Education Research and Academic Expertise

Holly Yettick[1]

[1]Education Week Research Center, Editorial Projects in Education, Bethesda, MD

Abstract

Most members of the American public will never read this article. Instead, they will obtain much of their information about education from the news media. Yet little academic research has examined the type or quality of education research and expertise they will find there. Through the lens of gatekeeping theory, this mixed-methods study aims to address that gap by examining the prevalence of news media citations of evidence that has undergone the quality-control measure of peer review and expertise associated with academics generally required to have expertise in their fields. Results suggest that, unlike science or medical journalists, education writers virtually never cite peer-reviewed research. Nor do they use the American Educational Research Association as a resource. Academic experts are also underrepresented in news media coverage, especially when compared to government officials. Barriers between the news media and academia include structural differences between research on education and the medical or life sciences as well as journalists' lack of knowledge of the definition and value of peer review and tendency to apply and misapply news values to social science research and expertise.

“If the output of science articles were the volume of a swimming pool, the total papers that made it to a mainstream audience through the news media would fill only a quart, and the non-health/medicine papers would be just two tablespoons.” *(Suleski & Ibaraki, 2010, p. 120 as cited in Yettick, 2015).*





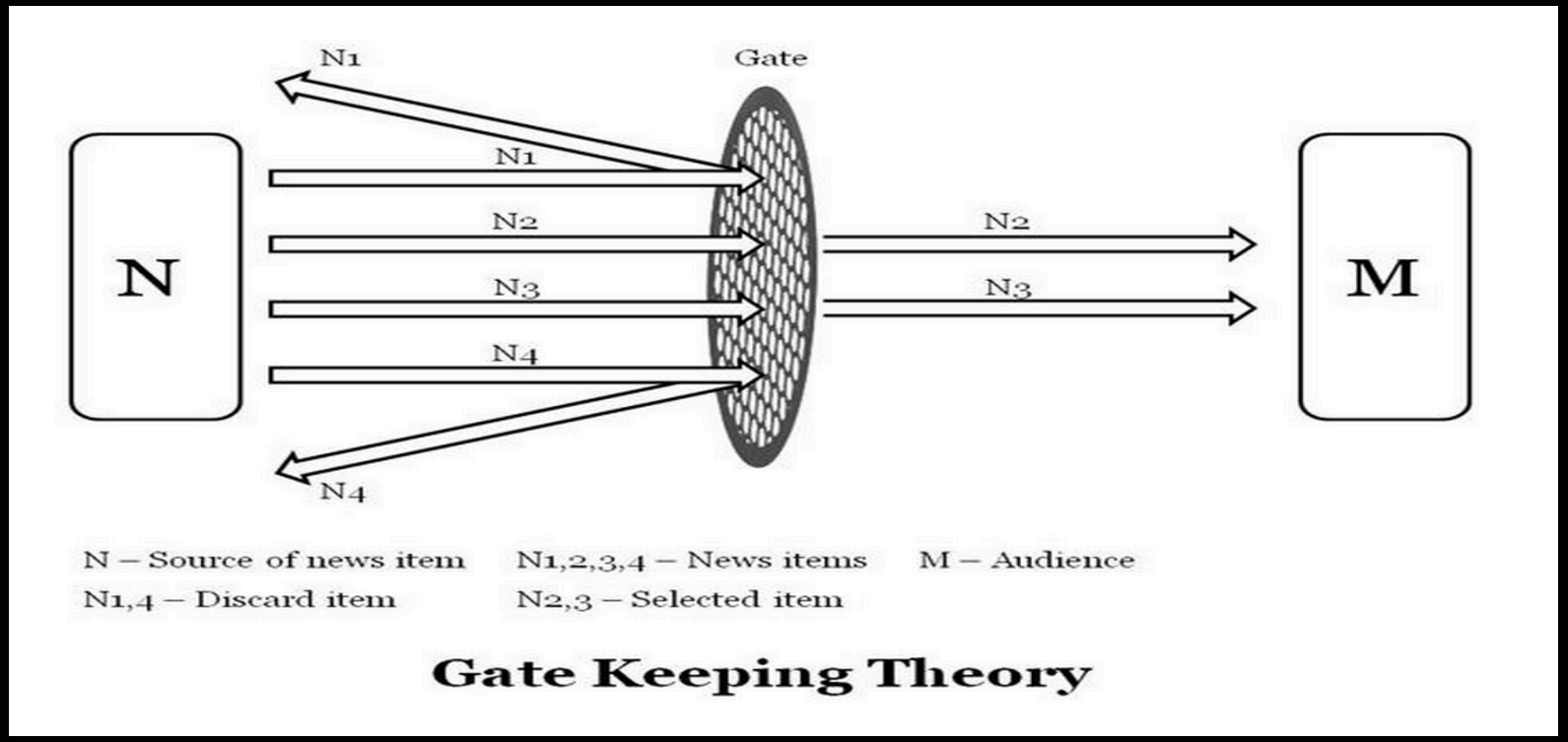


*"The results of this study suggest that **in the education field,** the medicine dropper might be a more appropriate instrument of measurement." (Yettick, 2015, p. 2)*



Gatekeeping Theory

- Inequality in mass social decisions (foods or news consumed by general public
- “Gatekeepers” determine whether gates swing open or close shut (Lewin)
- Mass communications research has examined gatekeeping influences



http://communicationtheory.org/gatekeeping-theory/

"Gate-watching"

- Internet era→ Gatekeeping hasn't disappeared **but has evolved to include more audience perspectives.**
- **Bruns (2009) proposed *"gatewatching"***

Table 2 – *Comparison of the gatekeeping and gatewatching process according to Bruns (2003)*

Stages	Gatewatching	Input	Output	Response
Gatekeeping (Bruns, 2005, p. 12)	-	Newsgathering only by staff journalists	Closed editorial hierarchy	Editorial selection of letters/calls to be made public
Citizen Journalism (Bruns, 2008a, p. 79)	Gatewatching of news sources open to all users	Submission of gatewatched stories to all users	Instant publishing or collaborative editing of stories	Discussion and commentary open to all users.

Yettick, 2015

"Peer-reviewed academic journals are barely a footnote to news media coverage of education: Of the 227,095 items that ran in the sampled outlets during the sampled days, 1,558 **(0.69%)** mentioned education research. Of these 1,558, 45 **(3%)** mentioned peer-reviewed journal research (see Figure 1). By contrast, 695 (45%) mentioned government research." *(Yettick, 2015, p.4)*

So, only 3% of the LESS THAN 1% of news items that mentioned education research referred to peer-reviewed journal research in education.

“No American Educational Research Association (AERA) journals were mentioned by the print news media during the sample period. Further, only 3 of the 33 interviewees said they used AERA or its annual conference as a resource. “Why I didn’t use them before—I just didn’t know about them,” said 1 of the 3. A veteran education reporter for a major metro daily newspaper, she had only just learned of the organization’s existence.”

(Yettick, 2015, p. 4)

As a community of educational researchers, how can we make more of an impact in public awareness about effective approaches to prevention and intervention?



“One of the easiest ways to increase the amount of peer-reviewed education research that is publicly available would be for university-based bloggers to mention it more often.” …

– (Yettick, 2015, p. 11)

Content Curation: a new form of gatewatching for social media?

Katarina Stanoevska-Slabeva[1, 2], Vittoria Sacco[1], Marco Giardina[1, 3]
[1]Academy of Journalism and Media, Faculty of Economic Sciences, University of Neuchâtel, Neuchâtel, Switzerland,
[2]University of St. Gallen, Switzerland
[3]Sensiel Research, Bern, Switzerland
{katarina.stanoevska, vittoria.sacco, marco.giardina}@unine.ch

Content Curation *can occur at numerous levels*

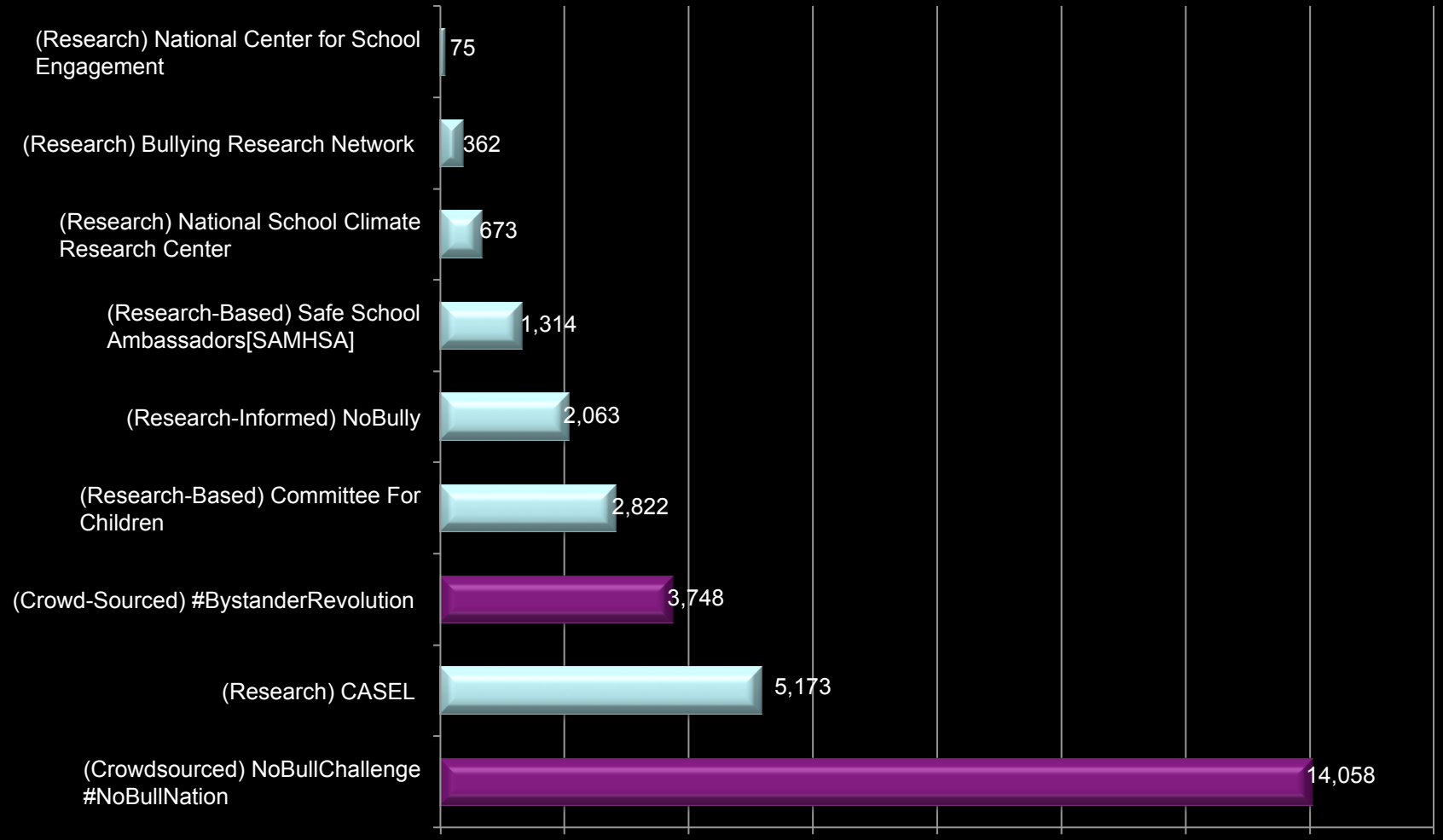
I. Wide-reaching initiatives capitalize on student voice and curate messages to disseminate through social media

II. Content Curation tools/apps can provide individuals with capacity to "publish" steady stream of organized, current, highly relevant updates in a given area of interest aimed to interested audiences.

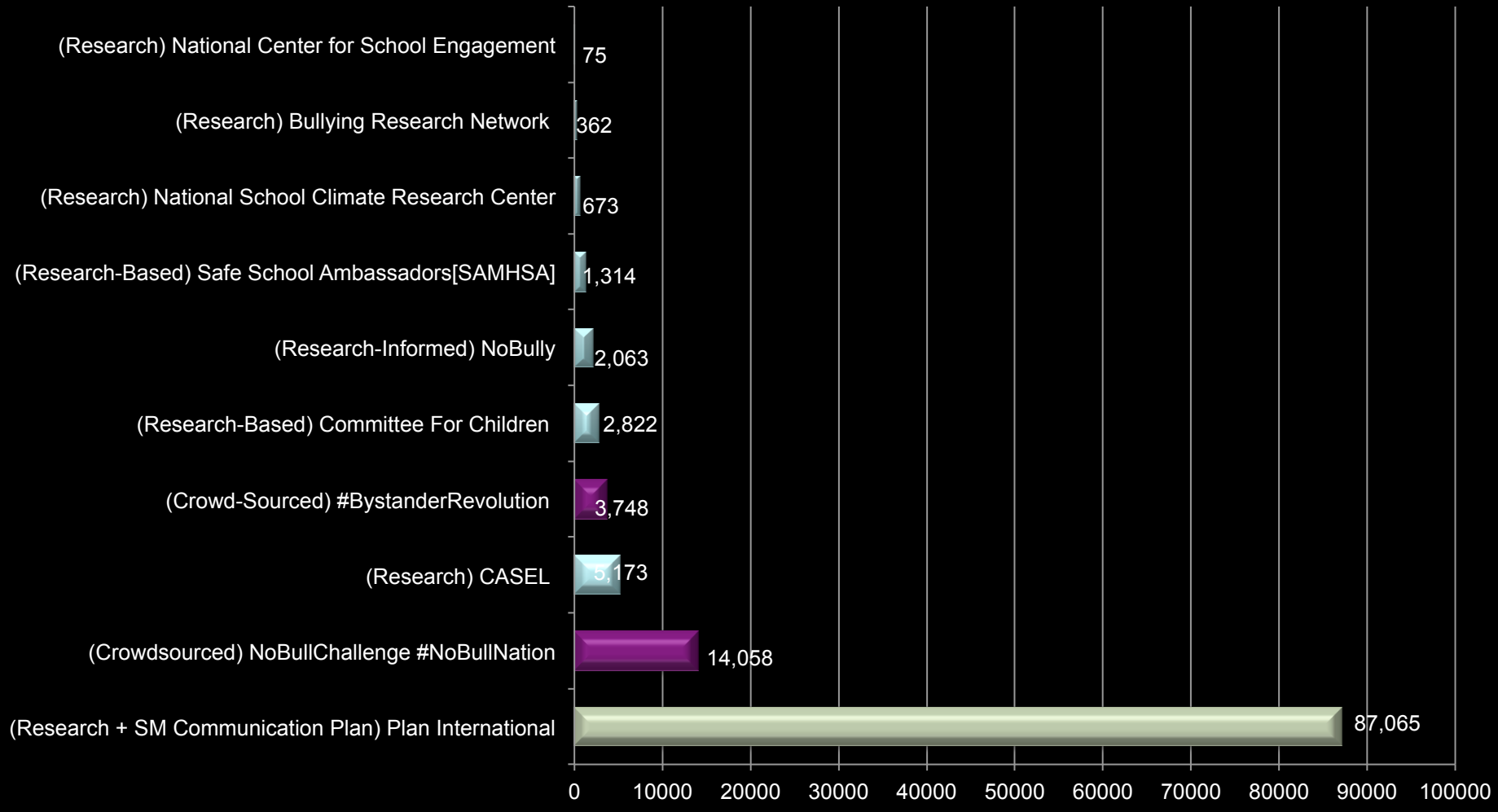


Student Voice + Creative Expression + Videos + Social Media Platforms

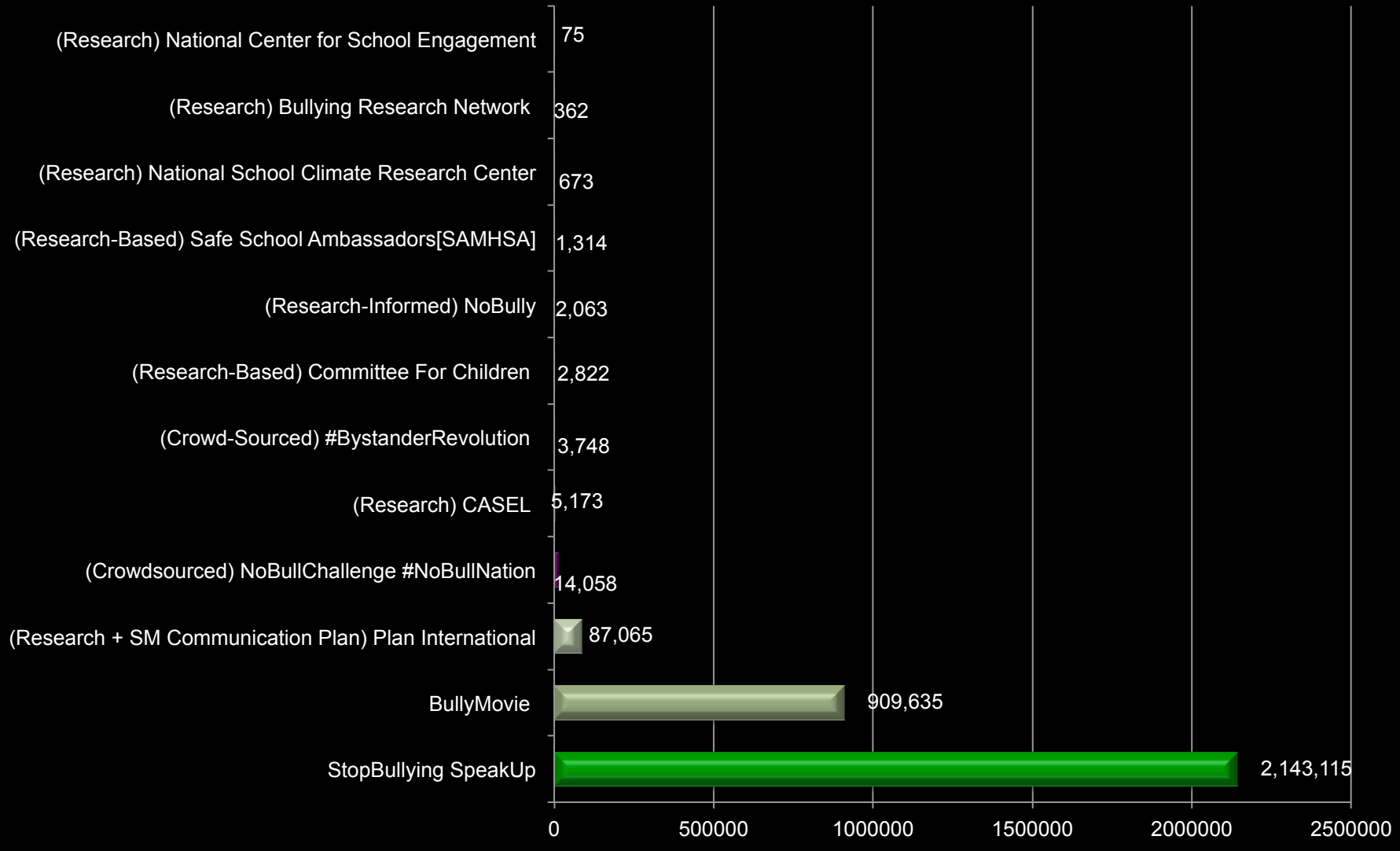
Frequency of FaceBook Likes (as proxy for exposure/reach)



Frequency of FaceBook Likes (as proxy for exposure/reach)



Frequency of FaceBook Likes (as proxy for exposure/reach)



Bullying Prevention Social Movements Tap into CrowdSourced Content

Bitstrips

STOP BULLYING SPEAK UP

CN CARTOON NETWORK

COMIC CHALLENGE

TEACHERS

Enter the challenge with your class!



View Comic Gallery

DOWNLOAD THE STOP BULLYING: SPEAK UP COMIC BOOK!

Attention teachers and librarians - Volume 1 of the Stop Bullying: Speak Up Comic Anthology is here! Created by kids from across the country, this free printable guide is filled with inspiring, funny and creative comics all about putting a stop to bullying around us.

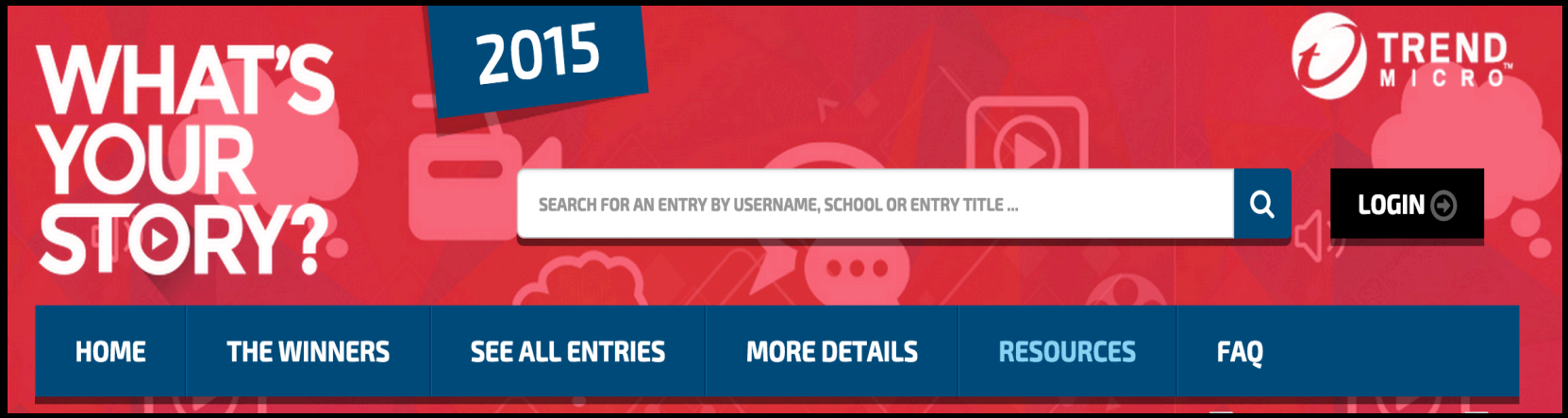


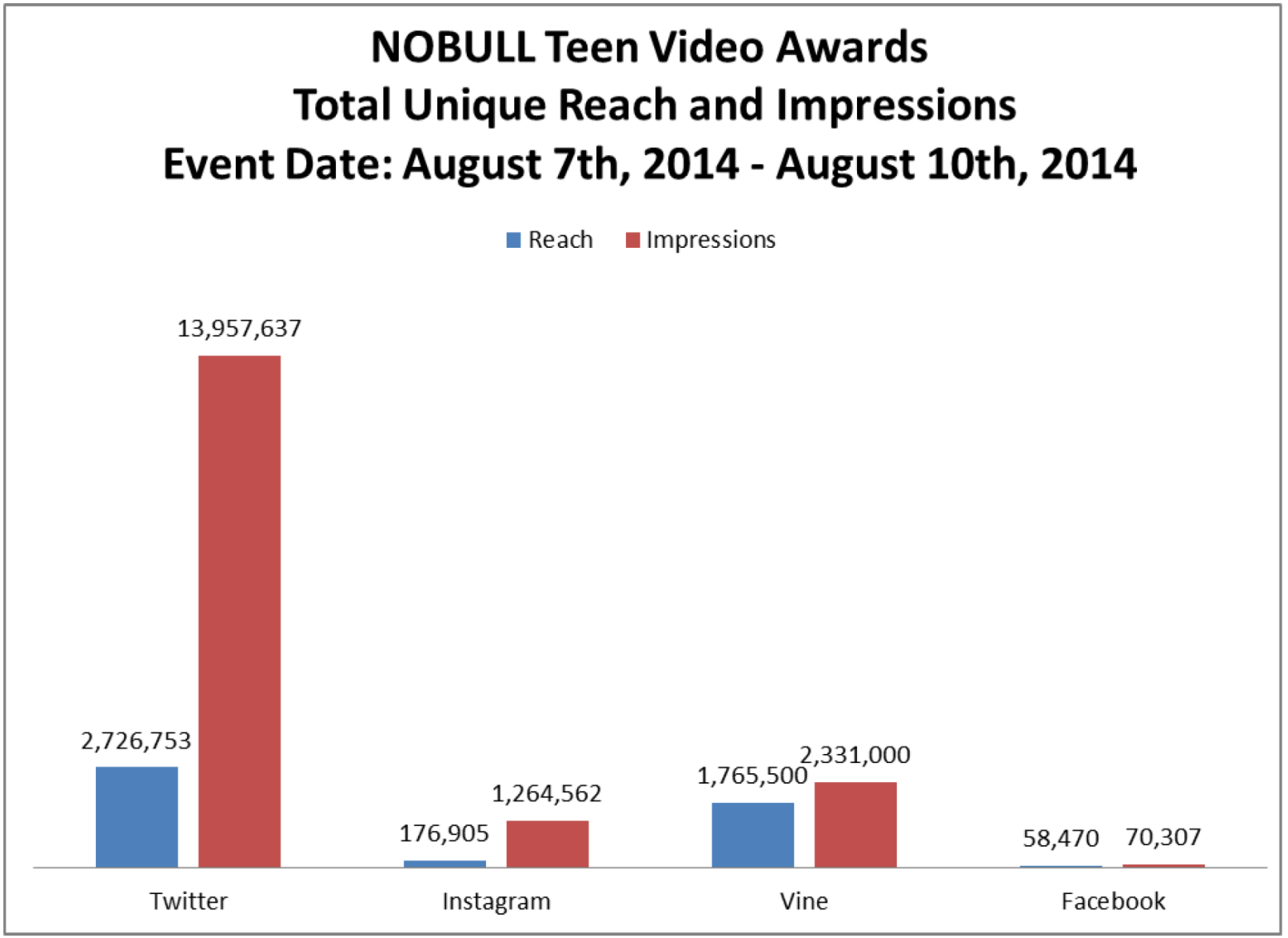
DOWNLOAD!

Bullying Prevention Social Movements Tap into CrowdSourced Content and Social Media Sharing








NOBULL Teen Video Awards
Total Unique Reach and Impressions
Event Date: August 7th, 2014 - August 10th, 2014
Reach
Impressions
13,957,637
2,726,753
1,264,562
176,905
2,331,000
1,765,500
70,307
58,470
Twitter
Instagram
Vine
Facebook

From "NoBull" video reel (nobullchallenge.org)



From "NoBull" video reel (nobullchallenge.org)



Issues for consideration related to Crowd-Sourced Video Content (Preliminary Observations from NB Samples)

- Allows for creative expression
- The power of personal “stories”
- Socially connected and high potential for message dissemination, especially to youth generations in schools
- Potential power to reach massive networks
- Students see many others w/ similar struggles
- May reduce feelings of isolation/ disconnection, increase sense of empowerment by participating in movement
- Informed primarily by personal experiences (for better or worse)
- Possibility of perpetuating media myths and/or misinformation
- “Mirroring” of potentially harmful behaviors or linking of experiences to maladaptive coping strategies
- Absence of research-informed approaches to prevention


NEWS
NEWS

How can researchers and academics use Content Curation tools to support bridging of Research to Practice?

ScoopIt.com

Learnist.com

Storify.com

Content Curation Example: http://bit.ly/safe_schools_resources



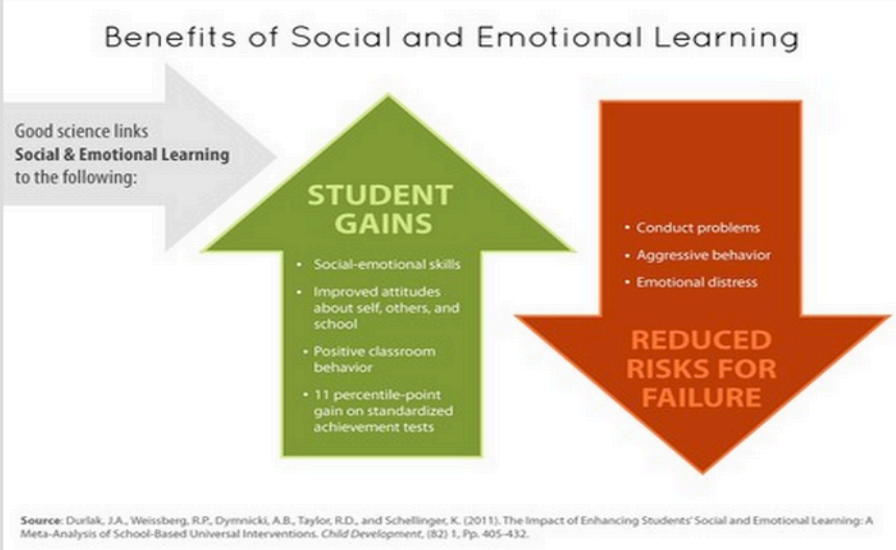
Safe Schools & Communities Resources

This collection includes resources for preventing school violence and creating safe schools and communities. For other education collections, please visit http://bit.ly/edpsychtech, http://bit.ly/SEL_Resources, http://bit.ly/new_standards, and http://bit.ly/testing_testing. For events and resources specific to Santa Clara County, please visit: http://www.scoop.it/t/santa-clara-county-resources

Curated by Roxana Marachi, PhD

Scooped by Roxana Marachi, PhD

Collaborative for Academic, Social, and Emotional Learning // casel.org



From www.casel.org - August 21, 2014 10:32 PM

"Collaborative for Academic, Social, and Emotional Learning (CASEL) is the nation's leading organization advancing the development of

Scooped by Roxana Marachi, PhD

A Radical Approach to Discipline That Starts With Listening to Students



From www.pbs.org - May 3, 7:53 PM

BY Meredith Kolodner, Hechinger Report

"NEW HAVEN, Conn. — Having racked up multiple up absences and missed assignments, a high school sophomore showed up in his English class last year, hopeful for another chance.

"Where have you been?" his teacher asked. "You can't pass this class if you don't show up." Without warning, the young man exploded.

"Shut the f— up," the 16-year-old shouted. "You think you're better than me? Who the f— do you think you are?" He stormed out of the room.

As the screaming and the swearing escalated in the hall, the Metropolitan Business Academy principal, Judith Puglisi, was called. She approached the student. "What do you need?" she asked in an almost-whisper. He kept yelling and pacing, and Puglisi walked with him, she recalled.

After she quietly repeated her question close to a dozen times, he turned to her and said, "I need to come to your office." There, Puglisi

Safe Schools & Communities Resources

This collection includes resources for preventing school violence and creating safe schools and communities. For other education collect… please visit http://bit.ly/edpsychtech, http://bit.ly/SEL_Resources, http://bit.ly/new_standards, and http://bit.ly/testin… Visit: http://www.scoop.it/t/santa-clara-county-reso…

Education

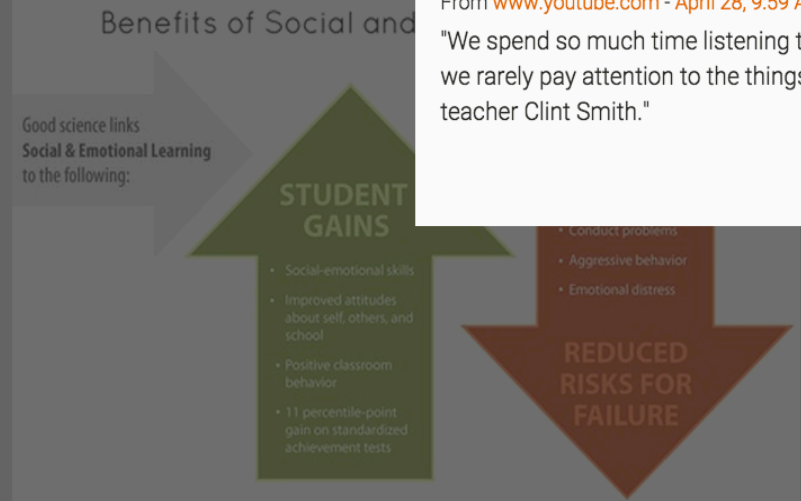
Curated by Roxar…

Paste a link to create a new scoop

Scoop without link | Upload your own…

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Collaborative for Acade… Social, and Emotional L… casel.org



Scooped by Roxana Marachi, PhD
onto Safe Schools & Communities Resources

Clint Smith: The Danger of Silence

Scoop.it!



From www.youtube.com - April 28, 9:59 AM

"We spend so much time listening to the things people are saying that we rarely pay attention to the things they don't," says slam poet and teacher Clint Smith."

Discipline … ing to



…r asked. "You can't pass this class if …g, the young man exploded.

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After she quietly repeated her question close to a dozen times, he turned to her and said, "I need to come to your office." There, Puglisi

Standing Up, Not Standing By: Cyberbullying Toolkit // Common Sense Media



From www.commonsensemedia.org - October 14, 2013 1:45 PM

"Every day, you see how cyberbullying hurts students, disrupts classrooms, and impacts your school's culture. So how should you handle it? What are the right things to do and say?
What can you do today that will help your students avoid this pitfall of our digital world?
We created this free toolkit to help you take on those questions and take an effective stand against cyberbullying. So start here. Use it now. Rely on it to start your year off right." Common Sense Media

http://www.commonsensemedia.org/educators/cyberbullying-toolkit

Rescooped by Roxana Marachi, PhD from Resources for Social & Emotional Learning

Bullying Prevention Hub // Facebook



From www.facebook.com - May 16, 5:25 PM

" Tools, tips and programs that help people stand up for each other."

https://www.facebook.com/safety/bullying

problem).

We emphasize healing outcomes over and above formulaic procedures, favor collaborative solutions over authoritarian outcomes, and believe that relationships rather than rules are the key to lasting, positive changes in school climate. In sum, our training philosophy is solutions oriented."...

For more on the Restorative Schools Vision Project, please visit http://restorativeschoolsproject.org/ and http://restorativeschoolsproject.org/about-us/

Scooped by Roxana Marachi, PhD

Clint Smith: The Danger of Silence



From www.youtube.com - April 28, 9:59 AM

"We spend so much time listening to the things people are saying that we rarely pay attention to the things they don't," says slam poet and teacher Clint Smith."

Scooped by Roxana Marachi, PhD

Restoring Justice // Chicago's School to Prison Pipeline



“From Bibilometrics to Altmetrics”

Altmetric

We make article level metrics easy.



Scientists talk. Let's listen.

Every day, thousands of scholarly papers are being discovered, discussed and shared.

Altmetric tracks what people are saying about papers online on behalf of publishers, authors, libraries and institutions.

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Measuring research impact.

Questions? Comments? Connect!

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San José State University
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Content Curation Sites Related to Safe Schools, School Climate, and Social/Emotional Learning

http://bit.ly/Safe_Schools_Resources

http://bit.ly/SEL_Resources