Beyond Publication: A Multimedia Research-to-Practice Framework in Early Childhood Education

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Abstract

The relationship between research and practice in early childhood education is often framed as a gap requiring the transfer of knowledge from researchers to practitioners. This paper challenges that assumption by reconceptualizing research-to-practice as a relational and dialogic process shaped by context, interpretation, and professional meaning-making. Drawing on sociocultural perspectives and knowledge mobilization scholarship, this paper introduces a conceptual framework for knowledge exchange that moves beyond unidirectional models of dissemination.

The framework is illustrated through a series of interconnected multimedia engagement spaces—including podcasts, practitioner-oriented writing, webinars, and interactive professional learning communities—that function as opportunities for interpretation, reflection, and co-construction of knowledge. This framework also highlights the role of digital dissemination and public scholarship in expanding equitable access to research across professional communities. Developed within a university-based early childhood institute, this approach positions practitioners as active participants in engaging with research and theory. The framework also serves as a model for preparing graduate students and emerging scholars to communicate research beyond traditional academic publication. This approach has implications for higher education programs seeking to prepare scholars for public-facing and practice-oriented dissemination.

Rather than presenting empirical findings, this paper offers a reframing of how knowledge moves within early childhood systems. The framework is designed to be adaptable across diverse international contexts and contributes to ongoing international discussions about research dissemination, pedagogy, and professional learning in early childhood education.

Keywords

Early Childhood Education, Knowledge Mobilization, Research-to-Practice, Knowledge Exchange, Professional Learning, Public Scholarship, Multimedia Dissemination, Sociocultural Theory.