



SOCIAL THEORY  
AND METHODOLOGY  
IN EDUCATION RESEARCH

**Education Governance  
and Social Theory**  
Interdisciplinary Approaches to Research

Edited by Andrew Wilkins and Antonio Olmedo

BLOOMSBURY

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## Serie

Education research has a  
While this has always been  
in recent years there has b  
theory in the field of educat  
Bourdieu, Jürgen Habermas  
commonplace in the field,  
who both conduct educatio

As its familiarity incre  
theory in more thoughtful  
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or restricted by narrow de  
assist in efforts to transcen  
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The issue then become  
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with a set of key questions

- How best to apply conc
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- What are the ways in w
- In what ways does soci

These questions require  
series is to help provide s  
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a field of complex interw

## Making Education News in Chile: Understanding the Role of Mediatization in Education Governance through a Bourdieuan Framework

Eduardo Santa Cruz Grau and Cristian Cabalin

### Introduction

They tried to manipulate me and I tried to manipulate them. Right? And it's [a] parasitic relationship. The parasite is useful to . . . the organism. But it's still a parasite. And they know that. (Stack 2010: 112)

Here a former Canadian Minister of Education defines his relationship with education journalists as mutual hypocrisy. This derogatory view expresses a common perception of media and journalists among education policymakers. However, the interaction between education and journalism is a complex issue in the study of education policy. Lingard and Rawolle (2004) propose working with Bourdieu's theory of 'fields' in order to examine the impact of journalism, or the 'journalistic field', on the development of education policies.

The design of education policy is a process in which various public and political actors intervene, either in state or non-state contexts, with the purpose of influencing and directing education reforms. Among these actors, and with an increasing degree of influence, is the media, which participates in shaping and guiding the development of education policy discourse, making them a central actor in the 'context of influence' (Bowe et al. 1992: 19–20). Such a view suggests that the construction of education policy discourse is neither linear nor iterative but rather a dynamic process. These relationships and practices generate new spheres of influence that stand alongside the political process of policymaking (Ball and Junemann 2012). This helps to explain the decentring

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