A Tale of Two Models.

A comparative analysis of the Evidence Based Model of LIS and the SEA-change model of reflection.

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Structure

Introduction

*Context / Inspiration / Scope.*

Models

*Reflection / Evidence Based Models*

Synergy and integration

*Practical Implications*.

Summary

*Areas for further research / Q & A*
Introduction

Aim: This presentation will seek to establish the manner in which the Evidence Based Model of LIS can be integrated with the *SEA-Change* Model of Reflection (Sen and Ford 2009).

Points of commonality and divergence will be analysed in addition to a considerations of the practical implications which this generates.

Through this analysis it will be possible to achieve the following:

- A wider awareness of the degree to which Reflective Practice and Evidence Based Practice are convergent.
- The implications of such convergence for professional practice.
- Potential areas of future research and discussion.
The inspiration for this reflective presentation

“...reflection is a crucial element of the evidence based library and information practice”

“...coming up with concrete strategies for developing reflection within our profession needs to be more widely discussed and articulated.”

“However, reflection and reflective writing have not been fully integrated into the process we espouse, and very little has been done to look more closely at how approaches can be integrated into professional learning.”

(Koufogiannakis 2010)
Context - Increasing Acknowledgement of Interplay

It is possible to perceive a high degree of interplay between Evidence Based Practice and Reflective Practice within contemporary research.

Koufogiannakis (2010:2) offers some thoughts on reflection in practice where she states that research knowledge only takes us so far “and that through reflection, we can gain, a better understanding”.

Grant (2007: 164) published a systematic review which found that published reflections among library and information professionals have shifted from ,reminiscence and retrospective accounts of careers and organizational development “lacking much analytical insight to analytical accounts of reflection both ‘on’ and ‘in’ action”.

Context

**Similar Aims**

Palmer’s belief that **Evidence Based Practice** can offer professionals the chance to “critically evaluate their own practice” (Palmer 1996: 121) is mirrored by Jarvis’ belief that **reflective practice** can offer the chance to “problematised situations .... so they become potential learning” (Jarvis 1992: 180).

**Contrasting Behaviours**

Points of dichotomy can be found, however, through the way in which **reflection** encourages a subjective “thinking about and evaluating” (Boud 1985: 19) of experience which contrasts with the application of “research evidence to solve problems” (Eldridge 2000: 14) through **Evidence Based Practice**.

But how are these behaviours demonstrated within contemporary practice?
Aims

Reflective Practice

Evidence Based Practice

Suggested Behaviours

Reflective Practice

Evidence Based Practice

Practice

Reflective Practice

Evidence Based Practice

Commonality of goals.

Large degrees of divergence.

Increasing incidents of interplay.

(Palmer 1996; Jarvis 1992; Boud 1985; Eldridge 2000; Koufogiannakis 2010; Grant 2007)
Models of Reflection
Reflection Theory

(Schon 1983; Wilson 2009; Ertmer and Newby 1996)

What change is needed? How will the change be achieved? Reflect on the success of any change.

What change is needed?
How will the change be achieved?
Reflect on the success of any change.
Mirrors model

Pre-Contemplation
Beginning stage of ‘Not thinking about it’. Typically involves increasing awareness of problem or issue without knowing how it will be addressed.

Contemplation
Having started to think about problem or issue we start to weigh up risks and benefits of particular courses of action.

Preparation
Proactive stage of acquiring knowledge and finding out how we will go about achieving preferred course of action.

Action
Commitment to course of action through identifiable steps and achievable goals.

Maintenance
Involves extending planned change over a prolonged period of time.
SEA-change Model of Reflection

**SITUATION**
What is the question/problem? (Trigger for reflection)?

**EVIDENCE**
What is the evidence?

**ACTION**
What is the action? What action is needed?

Context, data, information and knowledge
Potential synergy

**SITUATION**

- Pre-contemplation

**EVALUATION**

- Contemplation
- Preparation

**ACTION**

- Action
- Maintenance
Evidence Based Models
Hierarchy of Evidence

- Systematic reviews and meta-analysis
- Randomised controlled trials
- Cohort studies
- Case-control studies
- Cross sectional surveys
- Case reports
- Expert Opinion
- Anecdotal
Definitions of Evidence-based librarianship (EBL)

“A means to improve the profession of librarianship by asking questions, finding, critically appraising and incorporating research evidence from library science (and other disciplines).”

“An approach to information science that promotes the collection, interpretation and integration of valid, important and applicable user-reported, librarian observed, and research-derived evidence, the best available evidence moderated by user needs and preferences, is applied to improve the quality of professional judgments.”

Stages of EBP (Sackett, 1997)

Stage One: Identification of a problem or question.

Stage Two: Finding as efficiently as possible, the best evidence to answer the problem or question.

Stage Three: Appraising the evidence for validity and usefulness.

Stage Four: Applying the results to a specific population.

Stage Five: Evaluating the outcome of the intervention.
Stage One: Identification of a problem or question.

Stage Two: Finding the best evidence to answer the problem or question.

Stage Three: Appraising the evidence for validity and usefulness.

Stage Four: Applying the results to a specific population.

Stage Five: Evaluating the outcome of the intervention.

Reflect on the initial problem

Reflect on how to gather the evidence

Critical appraisal involves reflection

Reflect on the appropriateness

Reflect on the outcome and its application
In the SEA-change Model of Reflection, evidence is at the heart of the model. The model comprises three main stages: SITUATION, EVIDENCE, and ACTION.

**SITUATION**
- What is the question/problem? (Trigger for reflection)

**EVIDENCE**
- What is the evidence?

**ACTION**
- What is the action? What action is needed?

The flow of the model is guided by context, data, information, and knowledge, ensuring a comprehensive approach to reflection.
Synergy between EBLIP and Reflective Practice
Practical Implications

Harnessing of Reciprocal Potential

- Evidence Based Practice is frequently concerned with “producing knowledge in one place and then installing it in another” (Hakkarainen 2004: 73)

- This is further because reflective practice can define and quantify micro levels of human interaction (Ghave and Lillyman 2000).

- Therefore such a model allows the “shared frames” (Hakkarainen 2004: 73) which are sought by Evidence Based Practice to be interrogated.

Applicability

- Reflection is, in many instances, unable to produce clear and readily applicable conclusions for practitioners (Smith 2008).

- Evidence Based Practice seeks to move beyond these notions through seeking conclusions through its concern with decision making (Brice and Carlson 2004).

- Therefore it can be suggested that such a model allows practitioners to critically evaluate the individualistic experiences of their reflection in a more robust way and places the focus firmly on applicability.
Putting this simply?
Translation of inspiration to practice

“...reflection is a crucial element of the evidence based library and information practice”

“...coming up with concrete strategies for developing reflection within our profession needs to be more widely discussed and articulated.”

“However, reflection and reflective writing have not been fully integrated into the process we espouse, and very little has been done to look more closely at how approaches can be integrated into professional learning.”

(Koufogiannakis 2010)
**SEA-change model of reflection – evidence at the heart**

<table>
<thead>
<tr>
<th>SEA-change model of reflection</th>
<th>Deep reflection process</th>
<th>Low level reflection some elements of the process will be missing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>S-SITUATION</strong></td>
<td>Catalyst</td>
<td>Catalyst</td>
</tr>
<tr>
<td>Context - Contextual consideration</td>
<td>Context – not always fully considered</td>
<td></td>
</tr>
<tr>
<td>Critical reflection of multiple perspectives</td>
<td>Often focus only on self – not multiple perspectives</td>
<td></td>
</tr>
<tr>
<td><strong>E-EVIDENCE</strong></td>
<td>Assimilation of the evidence</td>
<td>Not fully assimilated</td>
</tr>
<tr>
<td>Learning process based on evidence, new knowledge acquired</td>
<td>Learning at a basic level Reflective process often stops here</td>
<td></td>
</tr>
<tr>
<td><strong>A-ACTION</strong></td>
<td>Need for action identified based on above</td>
<td>Often overlooked OR Reflective process stops here</td>
</tr>
<tr>
<td>What action or change is needed?</td>
<td>Often overlooked OR Reflective process stops here</td>
<td></td>
</tr>
<tr>
<td>Action or Behaviour change</td>
<td>Often overlooked OR reflective process stops here</td>
<td></td>
</tr>
</tbody>
</table>

**CHANGE (behaviour, needs, learning, situation)**
Summary

- For many Evidence Based Practice is embedded in professional practice.
- In many instances reflective practice is a natural part of the way they work.
- The SEA-change model developed from evidence with evidence at the heart suggests there is greater potential for integrating the two models as a means of more authentically representing and supporting contemporary professional practice.
- It provides a structured framework useful in continuing education, professional development and working practice.
- It is presented here for criticism and comment.
Areas for further research

• Is contemporary professional practice best represented through approaches which seek to reconcile Evidence Based Practice and Reflective Practice? Is this SEA-change model useful in practice?

• To what degree is an interplay of approaches occurring within professional practice? Is this a natural outcome for experienced practitioners or the result of specific professional and educational contexts?
Q & A.

On reflection - do you have any questions?
References


References


