Abstract

This paper aims to delineate and discuss the rationale and components of Evidence Based Practice (EBP) focused on social work practice in relation to education practice and decision making in order to disseminate a well-conceived and well-built scientific manner in education studies in Japan.

First of all, ‘critical thinking’ which seems to be a foundation of EBP philosophy is exposed and described. It tells us that our conventional way of thinking has an absence of objectivity, certainty and accuracy. Comparatively and reflectively looking at general traits in our uncritical thinking, it is discussed what is scientific reasoning and how to make the invisible visible with accordance with critical thinking, which is main theme of studies and decision making.

With this discussion, the outline of EBP substance and where evidence comes from, together with randomised controlled trials and systematic review are described.

Based upon EBP concept, social work that deal with human beings as well as education, their similarity and commonality are explained and the issue and problem of measuring and evaluating outcomes within the population served through diverse practices and decision makings in the both field are pointed out. Further, both social work and education confront to globalizations. It is discussed that implicit problems within international standardization in both social work and education excepting international cooperation.

In post-modern, a dominant thought of today, this paper try to exhibit that there seems to be a swing of research and study methods between modern and post-modern thought. It is explained why EBP is going to move to EIP (Evidence-Informed Practice) where they make a point of humanity and ethical obligations to the population served which is almost like EBS (Evidence-Based Social Work) is carefully working for. In this process, it is explained that social work pays much attention to human nature, backdrops of each problem and its environments not only focused on its effectiveness, positive outcomes nor evidence-centred practice. Likewise education practice is necessitated to acquire evidence information in order to provide useful and beneficial education to their population and strengthen education methods and produce better outcomes of education activities which will enhance the educator’s and decision maker’s understanding of potential improvement of education outcomes. This is the commonality of education and social work where they deal with human beings.
as an integrated whole of various factors and elements.

As a conclusion, despite the fact that there exist some preconception and prejudice against EBP, such as it is inhumane for measuring human nature with numbers or it is measuring tool for cost-effectiveness analysis, which are departed from the truth. If there are such prejudices far from real component, EBP and EIP will never be accepted in this country. As it is explained, better outcomes of evidence certainly contribute to better decision making, practice and policy implementation. That's why huge number of people's collaborations in the world is working for producing and searching beneficial, effective and useful evidence for our life and activities. If we could not accept this world wide movement for searching evidence, our study and social science will be idiosyncratic and in a maze.