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Knowledge into Action: Research and Evaluation in Library and Information Science Danny P. Wallace and Connie Van Fleet. Santa Barbara: Libraries Unlimited, 2012. 388 pp. ISBN 1598849751.

Wallace and Van Fleet (co-editors of _____, 2000 to 2006, and _____, 1991 to 1997) have united their talents to create _____, a guide for conducting research and evaluation in library and information science. Where their previous book, _____ (Libraries Unlimited, 2001), focused on nuts and bolts of evaluation, this new book ties research and evaluation together in a cycle, underscoring the interplay between them. The authors state four goals for this work: to provide a text for both formal classes and self-education, to guide practitioners with identified research and evaluation needs, to help practitioners critically analyze and use research and evaluation literature, and “to inspire professionals who might otherwise not have attempted broad-based research to...venture into the arena of benefiting the profession as a whole” (p.1). Wallace and Van Fleet have achieved these goals by describing the research/evaluation cycle, using broad examples from other fields and specific examples from library and information science.

_____ is comprised of 15 chapters, each following a basic format of topic overview, broad examples from multiple disciplines, specific historical context from library and information science, and practice. The chapter topics move from setting the stage with a description of the research cycle (“Knowing, Research, and Evaluation”), through descriptions of processes, considerations, and plans, to methods, data gathering and analysis, and funding. The authors introduce each chapter with thought-provoking quotes and a list of subtopics to be covered. Each chapter ends with exercises that allow the reader to reinforce the information by asking her/him to personalize the concepts (“Think About It!”) and to apply these concepts to real-life scenarios (“Do It!”). The authors provide citations in chapter notes, and “Suggested Readings” lists highlight key library and information resources related to each chapter topic. The well-constructed glossary, bibliography, and index are useful tools for novices and more experienced practitioners.

Wallace and Van Fleet complete their description of the research/evaluation cycle with “Research, Evaluation, and Change.” In this final chapter, the authors link research and evaluation to the concept of life-long learning: “...research and evaluation activities are an integral part of the reflective practitioner’s professional life, not a sporadic series of isolated, one-time events” (p. 343). The authors emphasize that research and evaluation activities should be viewed as key components of evidence-based practice in a variety of libraries. Whether student or practitioner, information professionals in all types of libraries can benefit from incorporating research and evaluation into their regular planning activities.