Denise Koufogiannakis and Alison Brettle, eds. *Being Evidence Based in Library and Information Practice*. London: Facet, 2016, 208 pp., approx. $100.00 (£59.95).

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*Being Evidence Based in Library and Information Practice* builds on earlier approaches to evidence-based librarianship with an expanded model that values and incorporates local evidence and professional knowledge alongside research evidence. Editors Denise Koufogiannakis and Alison Brettle were involved in the introduction of EBLIP (evidence-based library and information practice) to librarianship and LIS research as well as in the establishment of the journal *Evidence Based Library and Information Practice*, and they bring their experience and reflection on the history of this movement to this new model. The model acknowledges the importance of context and experience to decision-making in libraries:

> This process puts the practitioner . . . in the centre of the process . . . It incorporates the use of best evidence, whatever that may be, depending on the situation. It enables librarians to practice in an informed and thoughtful manner, bringing together the art and science of the profession. (17)

Significant attention is paid to this idea of “best evidence” as the authors propose that additional types of evidence be valued in EBLIP and in library research in general, including not only research evidence but also local evidence and professional knowledge. Local evidence is directly applicable and relevant evidence, such as statistics and assessment results; Koufogiannakis and Brettle point out that local evidence often provides a starting point for research because of the localized nature of many problems and questions that arise in libraries (33). Assessment, a ubiquitous undertaking for librarians, is noted in particular as a “key component of EBLIP” because of its use and its creation of inherently local evidence (35). Professional knowledge includes things like professional expertise and experience, input from colleagues, and non-research literature. It is acknowledged as “perhaps the most controversial [type of evidence], since it includes that which is tacit and not concrete or clearly laid out” (38), but the authors emphasize how vital a role professional knowledge plays in even starting to research an issue, by informing the researcher’s understanding of a problem.

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The authors provide research evidence both from within LIS and from other fields to support the rethinking or expansion of the types of evidence that are valued. The editors and the contributing authors make clear that librarians are already collecting and using professional knowledge and local evidence in a wide variety of ways; the book provides strong arguments for making the use of those types of evidence more intentional and explicit in our research.

This book is structured in two distinct parts. In the first part of the book, “Background and Model,” Koufogiannakis and Brettle provide background to the evidence-based approach and describe the steps involved: articulate, assemble, assess, agree, and adapt. The expansion of the definition of evidence is the main addition in this, compared to earlier approaches to EBLIP, and the steps in the process are updated to address the different types of evidence to be considered. For example, chapter 5, “Assess,” provides alternative frameworks for assessing and balancing local evidence and professional knowledge alongside research evidence.

In the second part of the book, “EBLIP in Action,” contributing authors explore evidence-based practice in specific library settings: academic libraries, public libraries, school libraries, and special libraries. In each chapter, the types of research, professional, and local evidence relevant to the setting are described, and the ways EBLIP can be implemented are examined. Each chapter also includes two or three brief case studies in the given context, which describe projects undertaken in various library settings and how they embody the broader definition of evidence in this updated approach to EBLIP. These case studies demonstrate the flexibility of EBLIP and include a library redesign process undertaken at the Tampere University of Technology in Finland, an economic impact study of the Toronto Public Library, systematic reviews in health libraries, and a research-informed school literacy program in Shanghai.

In the conclusion, Koufogiannakis and Brettle draw out some commonalities and differences among EBLIP approaches in the contexts described in the contributed chapters, demonstrating the flexibility of the EBLIP model. They also reflect on the development of EBLIP since its inception and suggest areas for further work.

The one significant drawback to this book is the single master bibliography for the whole book. This is not problematic for the first part, which is authored entirely by the editors and resembles a single co-authored book. However, for the contributed chapters this approach makes it difficult to locate the relevant sources for any one specific context.

*Being Evidence Based in Library and Information Practice* provides a practical introduction and approach to research writ large, for librarians and information professionals of all types. The first part provides a thorough and practical overview
of the authors’ new approach to the evidence valued in EBLIP, and the second part provides context-specific explorations of the approach; both contain numerous and varied examples and scenarios. Both parts together make this book and its model applicable to many different research questions in a variety of library settings.