

In This Issue

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This issue of JMDE begins with associate editor Margaret Richardson's review of JMDE's first five years of publication in her paper titled "JMDE—Five Years in Review." In this paper, Richardson summarizes some of the key themes and content published in JMDE for the past five years and attempts to set the tone for the next five years.

In the second paper, Enrique Reboloso, Baltasar Fernández-Ramírez, and Pilar Cantón discuss "Responsibility of Educational Institutions for Strategic Change." Here, the authors discuss evaluation's role as a decisionmaking instrument for institutional innovation and improvement. They also present results from a metaevaluation of the institutional evaluation system employed in Spanish Andalusian universities.

In the third paper Nancy Van Kannel-Ray, Warren Lacefield, and Pamela Zeller examine the role of academic case managers in supporting the educational life of urban middle school students of poverty. As part of the Midwest Educational Research Consortium (MERC), located at Western Michigan University (WMU), the case manager program is part of a larger intervention through a U.S. Department of Education program entitled Gaining Early Awareness and Undergraduate Programs (GEAR UP). GEAR UP is a school/university partnership using a cohort model with the goal of increasing the number of students of poverty who graduate from high school and go on to post secondary education. In their paper, the authors describe and present the results of an evaluation of the process and

impact of placing academic case managers in middle schools for students of poverty who are not passing core courses.

In the fourth paper, Gema Polo and Gustavo De las Heras investigate merit pay, scientific production, and the Comisión Nacional Evaluadora de la Actividad Investigadora del Profesorado Universitario. In this paper, the authors assert that increases in scientific production in Spain are not linked either with evaluation or with the merit pay system. Moreover, the authors stress that such systems run the risk of creating a number of undesirable effects.

In the fifth paper, "Hope for High Impact Aid: Real Challenges, Real Opportunities, and Real Solutions," by Ronald Visscher, the author describes the role of evaluation in improving aid and development. He also stresses that by improving measurement and recognition of performance, particularly in the case of extraordinary successes and failures, and by encouraging the use of this information as early in the lifecycle of development efforts as possible, evaluation can help programs learn from these experiences and improve as a result.

Three "Ideas to Consider" appear in this issue. In "The Concept of a Transdiscipline: And of Evaluation as a Transdiscipline," Michael Scriven expands on his earlier work related to the notion of 'transdiscipline.' Here, he specifically emphasizes the logical distinctions between 'multidisciplinary,' 'interdisciplinary,' and 'transdisciplinary.' In "Evaluation Lessons from A Theatre Company," Tamara Walser, Keith Bridges, and

Kate Mattingly discuss how evaluation has been infused in a theatre company as a means for assuring and improving quality. In “An Eastern Paradigm of Evaluation,” Craig Russon compares and contrasts an Eastern paradigm of evaluation to the rationalistic and naturalistic paradigms using five basic axioms developed by Egon Guba and Yvonna Lincoln in the early 1980s. Russon also offers some suggestions for methodological practices that one who subscribes to such a paradigm might follow.

In our global review section, Oded Löwenbein writes on his study of “The Evaluation Market in Germany.” In this paper, he notes that (hopefully) this research will initiate a fruitful discussion on size and structure of the evaluation market in Germany.

In response to Scriven’s “The Economist’s Fallacy,” published in the 9th issue of JMDE, Brad Watts’ commentary, titled “Understanding Opportunity Costs and the Economist’s View,” attempts to correct and clarify why opportunity costs are a useful and important concept for evaluators.

Rounding out this issue is Thomas Schwandt’s review of the recently published *Handbook of Constructivist Research*, edited by James Holstein and Jaber Gubrium.