

# BOOK REVIEWS

edited by Darrel N Caulley

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<b>Editors:</b>	William MK Trochim, Melvin M Mark and Leslie J Cooksy
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This book is in the *New Directions for Evaluation* series. It contains seven papers from well-known evaluation academics and practitioners and is edited by William Trochim, Melvin Mark and Leslie Cooksy. Melvin Mark is a former President of the American Evaluation Association (AEA) and Cooksy is the incoming President of the AEA. Mark is a past Editor of the *American Journal of Evaluation* and William Trochim is Director of the Cornell University Office for Research on Evaluation.

The editors are also the authors of the first chapter of the book, which clarifies the topic of the book, evaluation policy, and why it matters. They describe evaluation policy as not being about the evaluation of policy but about the policies, structures and principles that guide our thinking on the conceptualisation and conduct of evaluation. Specifically, in this book, evaluation is not about the impact of evaluation findings on various policy decisions but refers to the rules or principles that set the context, characteristics and context of evaluation itself.

The concepts are clarified by Trochim in Chapter 2. He defines evaluation policy (p. 16) as 'any rule of principle that a group or organisation uses to guide its discussion and actions when doing evaluation'. To illustrate

what this means, he developed a taxonomy of evaluation policies and applied the traditional policy process model to depict a model of the processes involved. The Taxonomy of Evaluation Policies consists of:

- Evaluation goals policies
- Evaluation participation policies
- Evaluation capacity-building policies
- Evaluation management policies
- Evaluation roles policies
- Evaluation process and methods policies
- Evaluation use policies
- Evaluation of evaluation (meta-evaluation).

Trochim's evaluation policy model provides a methodological framework for evaluating each of these policies. For example, in regard to evaluation of the effectiveness of evaluation goals policies, evaluation could be undertaken to assess the effectiveness of programs by assessing the degree to which programs work in real-world settings. Alternatively, an evaluation target could be the effectiveness of a policy that proposes that evaluation will use designs with controls and comparisons appropriate to a program's level of development.

The various issues related to evaluation policy that are addressed in the book include why evaluation policies are important and how they apply in US federal government departments, the European Union and the Netherlands.

## Why are evaluation policies important?

This issue is addressed in Chapter 4 by Eleanor Chelimsky who, as former head of the US Government Audit Office (GAO), led the early adoption of evaluation of government programs in the US. She pointed out that evaluation units experience considerable political pressure from rivalry with other departments, from professionals who are familiar with, and practice, different professional methods, standards and values, and also from the culture within political bureaucracies. This was a trap for an evaluation unit because, whether it produced good or bad assessments, the evaluators could encounter political problems arising from the interests of different groups. These issues were entrenched in the organisational climates of agencies. As she said (p. 53):

The bureaucratic climate optimizes agency defense, it fosters self-protective,

territorial and secretive behaviour in consequence. Bureaucrats especially detest whistleblowers, but they also frown on any kind of political dissent, especially evaluative conclusions that ignore agency traditions or contradict past pronouncements.

Chelimsky concludes that evaluation policies are required to protect the independence and credibility of evaluation units in organisations. I found her chapter on the political context of evaluation enlightening, and recommend it to provide new evaluators with a real understanding of the context in which evaluation operates.

Louise-ellin Datta, in Chapter 3, also addresses the issue of the importance of evaluation policy, but from the perspective of evaluators. She gives several examples of the importance of evaluation policies and states (p. 36) that they affect 'what is funded, but much more importantly, they affect beliefs about the value of programs'. She argues that evaluation policies have affected the budgets of programs and the conduct of evaluations to such an extent that inappropriate evaluations contribute to inappropriate conclusions. For this reason the provision of standards in evaluation policies offer guidance and protection.

### **Evaluation in European contexts**

Chapters 5 and 6 described the historical development of evaluation in the European Union (EU) and the Netherlands. Eliot Stern describes its growth in Europe and the EU's influence on evaluation within member states. He notes that all programs now include obligations for ex-ante evaluations at the planning stage and mid-term, and that certain methodologies are recommended and expected, if not mandated.

Since 2004, the purpose of evaluation has changed from being directed at improving management and the delivery

of programs to setting political priorities. Public sector reform, including governance reform, is allied with the adoption of evaluation principles such as citizen participation. The adoption of a consensus approach to evaluation has raised tensions between what policymakers think they need from evaluation and what evaluators can provide. Consequently, evaluation policy, practice and positioning remain a matter for debate.

Franz Leeuw describes evaluation in the Netherlands. There, evaluation has its origins in the government-wide audits conducted by the National Audit Office, and the introduction of New Public Management (NPM) and performance audits. His chapter provides valuable insights into program evaluation and the growth of interest in accreditation.

### **Challenges and opportunities**

Although the positive value of evaluation policies are lauded throughout the book, the debate about the challenges and opportunities offered by evaluation policies is not entirely one-sided. Datta points out that there are real decisions to be made about who decides what evaluation issues should be addressed and what the policies should be. As a member of the AEA Policy Task Force, she expresses concern about what policies AEA should decide to promote. She reports that AEA have identified seven areas of evaluation policy. These were similar, although differently phrased, to Trochim's taxonomy, but included policies that were added on evaluation ethics and training for evaluators. Her article discloses the desire of AEA to be involved with US federal agencies in establishing such policies. The topic was the theme of the 2008 AEA Annual Conference and Datta presents several examples of AEA efforts to influence the evaluation activities and policies of the

US Office of Management and Budget.

Trochim identifies what could be some of the unintended consequences of establishing evaluation policies. It is possible that control of evaluations, that is, decisions about the evaluation, methodology, reporting, transparency and involvement of stakeholders could be taken out of the hands of evaluators. Further, evaluation policies represent what many would see as an unnecessary overkill and as controls implicit in such policies. Evaluation policies could (p. 27) 'overformalize the effort and develop an ineffective bureaucraticized approach that actually stifles good policymaking and becomes detrimental to evaluation'.

However, the introduction of evaluation policies also offers opportunities for evaluators to find new avenues of work in evaluation policy analysis, audits and activities and the development of information systems to manage the evaluation of the policies.

### **Comments**

This book is a statement in support of the introduction of evaluation policies. However, it is clear that there are many uncertainties in the minds of the authors. This book opens the debate on the value of evaluation policies. On the one hand, maintaining evaluation standards is eminently desirable. Chelimsky refers to the value of policies in safeguarding the integrity of evaluation units in federal departments. With evaluation now largely subsumed under general program management duties (certainly in Australia), official policies may assist in maintaining standards, especially if a person responsible for evaluating programs is not familiar with the Evaluation Standards promoted by the AEA and the Australasian Evaluation Society (AES). However, evaluation methods and targets are so diverse that there is a real danger that

evaluation policies could result in a straitjacket for evaluators and limit their discretion in choosing and conducting appropriate evaluations. In any case, the Evaluation Standards offer individual evaluators considerable guidance on issues that are similar to those addressed by the proposed evaluation policies.

Evaluation policies can specify not only the preferred methods of evaluation, but also what gets evaluated and how an evaluation is funded, contracted and overseen. It was clearly in the minds of some authors that accreditation, if not criteria for selecting and rating evaluators, were on the horizon.

These authors are among the most experienced of evaluators and each has had a significant impact on evaluation theory and practice. The historical accounts were informative and told from the perspective of those involved. Too often we lose the accumulated knowledge of those who were there at the beginning. It would make a wonderful volume in the *New Directions for Evaluation* series if each of these authors were to revisit the history of evaluation, and describe their own experience and influence on the development of evaluation in their own jurisdictions.

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<b>Title:</b>	<b>Evaluation and Quality Development: Principles of Impact-based Quality Management</b>
<b>Author:</b>	Reinhard Stockmann
<b>Publisher/year:</b>	Peter Lang Publishing, Frankfurt, 2008
<b>Extent/type:</b>	362 pages, paperback
<b>Price:</b>	US\$43.95, order online < <a href="http://www.peterlang.com">http://www.peterlang.com</a> >, enquiries < <a href="mailto:CustomerService@plang.com">CustomerService@plang.com</a> >
<b>ISBN:</b>	978-3-631-57693-9

*Evaluation and Quality Development: Principles of Impact-based Quality Management* was written by Reinhard Stockmann on the premise that there were insufficient links drawn by scholars and practitioners between quality assurance and improvement in the private sector and evaluation in the public sector. This is the English translation of a German version published almost a decade ago, and since translated into a number of other languages and published. Although the examples and the data are from Germany or the European Union, the concepts and tools for quality assurance and for evaluation are universal enough to resonate with an Australian audience.

In addition to a brief introductory chapter (Chapter 1) and a summary and overview chapter (Chapter 5), there are three main chapters in the book—each very lengthy and closely argued. The stated objective of the book is to demonstrate the extent to which principles of quality management are relevant to public administration and to the non-profit sector (Chapter 2). That entails generating a preferred evaluation model by the end of the book. To that end, having made the case for the appropriateness of a ‘quality-oriented’ approach to evaluation in NGOs in Chapter 2, Chapter 3 then elaborates on the development of evaluation concepts that might be integrated

into the ‘impact-based’ model being proposed. Having done so, Chapter 4 specifies a set of evaluation guidelines and outlines the principles for applying those guidelines.

In the course of generating the preferred evaluation model, Chapters 2 to 4 contain very detailed accounts of a range of evaluation concepts, to the extent that the book feels at times like a textbook. It is not a textbook, however, but a monograph developing a position and recommending that for implementation. In one respect, it would benefit from emulating some of the more approachable textbooks by offering signposts and markers to the content along the way, at key stages of the model building. The writing style

is very detailed, to the extent that it is sometimes hard to see the wood for the trees. And there is no index!

**Total quality management (TQM) and evaluation**

In making the case in Chapter 2 for the close relationship between quality management and public sector evaluation it starts with a clear and concise comparison of key aspects of the two broad fields. Carol Weiss, in her seminal book on the topic over 30 years ago, observed that evaluation is ‘an ambiguous word that can refer to the most varied forms of assessment’ (1972, p. 19). Undaunted, the author sets out to codify and classify elements of evaluation so that the desired comparisons can be made.

It suggests that functions concerned with planning and implementing quality policy, including activities such as quality planning, quality control, quality assurance and quality improvement are areas where parallels with public administration can be drawn and lessons learned.

Evaluation, the argument goes, is commonly characterised by a diverse set of criteria related to the *purpose* for which the evaluation is to be used, the *tasks* it is intended to fulfil, the *methods* used and *who performs* the evaluation (internal or external entity). Evaluations are typically conducted with the aim of increasing a program’s effectiveness, raising efficiency, reducing costs and/or detecting implementation problems. Thus, the author argues, evaluations represent a constituent part of quality management, in that they perform four interrelated general functions:

- The gaining of knowledge
- Exertion of control

- Creation of transparency and possibilities for dialogue to drive developments
- Legitimation of measures implemented.

Having established similarities in commitment to quality, the book then proceeds to summarises the difference between quality management in the private sector and program evaluation in the public sector. It highlights the difficulty of using a customer-driven perspective in the public sector, despite New Public Management approaches to public administration that aim to simulate markets. The book is not fundamentally opposed to such attempts to introduce an output and outcome orientation but instead argues that they reach their limit where concepts of customer and quality can no longer be meaningfully employed or only simulated to a limited extent. Thus while a ‘quality approach’ should inform public sector evaluations, the standard quality frameworks will not suffice. This underscores the need for development of a distinctive model.

**The development of selected evaluation concepts**

Having established the case for a ‘quality approach’ underpinning evaluation, in Chapter 3 the book then launches into a detailed documentation of the conceptual development of component parts of evaluation models. The book does not resile from an outline of the paradigm wars that have driven debates in both areas respectively, but moves quickly to a very detailed specification of the elements of the quality and evaluation models.

Readers of *Evaluation Journal of Australasia* are likely to be very interested in the specification of assessment criteria for evaluations proposed

by leading figures in the field, followed by an exploration of quality dimensions of the assessment of outputs and impacts of non-profit organisations. Four theoretical approaches are explored as a precursor to using them in the proposed model being generated throughout the book. They are a life-cycle model, an organisational development focus, an innovations/diffusion focus and a multi-dimensional sustainability model. To take these in turn, first, it is argued that when government departments and NGOs administer services or programs these follow a specific sequence of phases characterised by definable planning and implementation steps. Thus the life-cycle approach is relevant in mapping the program. Second, such services and programs exist in multifaceted relationships with other organisations and social systems – requiring a sophisticated organisational analysis. Third, since programs frequently entail novel practices, the concepts of organisational change and of innovation and diffusion are required as an integral part of the evaluation. Fourth, because services and programs have a long-term orientation or are intended to trigger long-lasting changes, a multidimensional sustainability focus is required. Finally, the chapter concludes with an attempt to develop a distinctive evaluation model that aims for a holistic approach by integrating strands of these three models.

**The preferred evaluation methodology and its application**

Chapter 4 contains the development of a set of evaluation guidelines and then outlines the principles for applying those guidelines. The core of the evaluation

concept generated here follows an impact-based approach. The key, it is argued, is that evaluation of programs in government departments or NGOs should focus on identifying and documenting observable changes in the program's environment rather than on the classic evaluation and quality management approach of measuring goal attainment by testing achievements against declared targets.

In addition to a description of the program being evaluated, the set of guidelines presented in Chapter 4 lead the practitioner through a series of questions on program process, on internal organisational structures and processes of implementation, as well as on questions about the audiences/target groups and the policy fields in which the program is intended to produce changes. The latter are defined broadly and include the extent to which an organisation meets the needs of the public with regard to social and environmental responsibility, as measured by performance indicators such as local employment levels or environmental protection measures in place, as well as social perception measures including surveys to gauge public satisfaction with the organisation.

Detailed recommendations are presented on data collection methods, assessment processes and suggestions for quantifying the measured changes in key indicators.

### Overview

The initial impetus for the development of the model in this book is the belief that the potential for evaluation can best be realised in conjunction with an output-oriented or outcome-oriented management model. From that premise the preferred model is carefully justified through a laborious exploration of precursor concepts and measures for the constituent parts of the model.

It concludes with the assertion that the model will make a contribution to impact-based evaluation and thus to impact-based improvement, in particular in NGOs; a commendable proposition and a potentially rewarding exercise for those who have the patience to work through the detailed justifications of each step in the model building. The model probably won't have the impact the author hopes for, since most of us probably won't have that patience.

### Reference

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<b>Title:</b>	<b>Handbook of Constructionist Research</b>
<b>Editors:</b>	James A Holstein and Jaber F Gubrium
<b>Publisher/year:</b>	The Guilford Press, New York, 2008
<b>Extent/type:</b>	783 pages, hardback
<b>Price:</b>	A\$194/NZ\$254 from Footprint Books which offers a 15% discount to AES members, phone +61 2 9997 3973, email <info@footprint.com.au>, website <www.footprint.com.au>
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As acknowledged by the editors Holstein and Gubrium, Berger and Luckman's work in the 1960s enriched the field of social science research with the complex but flexible theoretical term named 'constructionism'. Underpinning the founding theorists' reconfiguration of existing social theory, constructionism offered researchers and evaluators a multifaceted and multi-applicational conceptual toolbox to extend their investigations into areas beyond the disciplinary containment of sociology. Forty years later, the editors Holstein and Gubrium and the writers of the chapters in this book pause for a reflection on contemporary practices in constructionist research and to consider its future. In this text, writers debate the problem of universal acceptance of 'constructionism' in terms of constituent practices of research inquiry and assumptions about research paradigms. The book represents a collection of writing from social science researchers who reflect and debate philosophical and intellectual perspectives within this field of social inquiry.

This significant scholarly text is recommended for all evaluators and researchers, including students. Students need to be made aware that this book is not an instruction manual. This text demands that the reader be aware of the nuanced inflections and broad range of evaluation and research possibilities conveyed in the umbrella concept of constructionism. The typology is challenging in terms of emergent and, at times, divergent meanings, applications and descriptions of constructivist, constructivism, constructionism

and constructionist research and evaluation inquiry. However, if we suppose that the Berger and Luckman thesis exemplifies a simple concept in stating that knowledge and referent meanings are socially constructed, there is still the problem of explaining how constructionism holds theoretical equivalence when conceptualising physical and natural objects in the social world. Berger and Luckman did not ignore that problem. An object or artifact can be represented as a physical *and* a socially constructed constituent. As Baudrillard indicated in *The System of Objects* (2005), the naturalness and functionality of objects are constructed in the complex interweaving of mental structures, social processes, relationships and systems.

Constructionist evaluators and researchers acknowledge that materiality or physicality of objects in nature or in society exist: human bodies exist as physical and biological forms. Yet, the body does not escape the glare of socially constructed meanings, investments of ideas, practices, rituals, and intervention as a commoditised artifact of gender, race, identity, culture, language, nationality and queerness.

Critics remain sceptical about the failure or inability of constructionism to take a moral stance on historical or current social behaviour. In revealing how race and ethnicity, gender, marginalisation, power, sex and sexualities are socially constructed and *claimed* to represent *the* truth, constructionism holds these *truths* to scrutiny and asks how such judgements come about and are made. Contesting dominant paradigms, assumptions and

socially made judgements are the work of constructionism.

Some of the writers, such as James D Faubion, Bryan S Turner, James Holstein and Jaber F Gubrium, are familiar names in the social sciences research field. Others such as Dian Hosking address the problem of 'Continuing Challenges' in Part VI, and Sara L Crawley and Judith Lorber expand the field of constructionism in Part V: 'The Social Construction of What?', highlighting the 'mosaic'-like character of constructionism. The teleological flow and structure of the book is critical. Hence in Part I: 'Foundations and Historical Context', Weinberg sets out the philosophical foundations of constructionist research and the legacies of radical social theorists such as Marx, Judith Butler, Dewey, Mead and others representative of the radical 'canon'. As Weinberg indicates, constructionism challenges 'belief systems ... conceptual schemes' that have reproduced fundamentalist, boundary-driven and intellectual rigidity within discipline fields and research paradigms.

A word of advice to emerging researchers is that they must be pre-educated in the philosophies of social inquiry so that they arrive with capacities to evaluate 'Defining Issues of Constructivist Inquiry', which is Joel Best's focus. In summary, Best illustrates how constructionist researchers themselves are paradoxically 'constructed' by 'disciplinary balkanization' that inhibits disciplinary cross-fertilisation. Specialised journals reify the segmented processes of disciplinary boundaries. This is shown in typologies and disciplinary interpretations.

The term ‘constructivism’ tends to be used by British scholars and sociologists of science while ‘sociologists seem to use *constructionist* and *constructivist* interchangeably ... while *constructivism* was an early 20th-century school of modern art’ (p. 61). It would have been preferable to have used this typology at the beginning of the book so that readers could recognise the significance of different cultural adaptations within the academy. Rather than being in the footnotes, these could have been included in the Introduction as it is critically important to clarify whether one is talking from the British–European tradition or the American social sciences tradition. This may be a minor point, but one made in a context where geographies are critical to meanings and applications in the social sciences as well as methodological perspectives.

In Part II: ‘Constructionism Across the Disciplines’, James D Faubion and George E Marcus articulate how constructionism represents a form of anthropological inquiry. Again, British–American social sciences traditions take on subtle and, at times, different meanings in relation to the conceptual and intellectual imperatives of anthropology, as well as methodological derivatives of functionalism, semiotics, rhetoric and hermeneutics. How geographies of the mind are constructed holds relevance, not only the terms and conceptual vocabularies used, but also the languages that shape the phenomenological and philosophical tenets that are held by the respective academies and disciplines. It would seem that the American social sciences tradition maintains a stance of neutrality towards the genealogy of Eurocentric phenomenological and anti-phenomenological treatises and premises. This is a positive statement because it reiterates the need for critical scepticism and not disciplinary adulation.

In Part II, Elissa Foster and Arthur P Bochner explore the field of communications research in taking what may be termed a materialist-constructionist view to the critical constituencies of language, rhetoric, discourse and cultural practices. Here, by examining the narration of everyday life, from the subjective to questions about socially constructed realities, constructionist research in its myriad forms and complexities can open up spatialities of gender, identity and subjectivity to reveal how social experiences are spatially organised and how knowledge formations are communicated.

Modes of intellectual thinking or traditions of knowledge built into management and organisation studies represent the scope of analysis undertaken by Dalvir Samra-Fredericks. This field of inquiry is replete with metaphors and analogies relating to organisational structures and the *construction* of organisations. Organising practices of inquiry into organisations are themselves somewhat oxymoronic, in that the interest of inquiry remains the prerogative of the organisation rather than the individual subject. To raise voices rendered silent or invisible in such dominating discourses is challenging, although some breakthroughs have been made, albeit minor. Constructionist thinking in the field of organisational discourse represents a ‘tiny proportion of studies’ that can reveal some insights into daily work practices and the ways that humans organise their daily lives, as well as what human beings do to produce alternative notions of membership and claims of entitlement (Samra-Fredericks, p. 145).

Parts I, II and III expand on the possibilities offered by constructionist inquiry and the multi-varied approaches that can be adapted across the social spectrum of daily life—from education, medicine, media and sociologies of deviance. For

readers interested in critiques on Foucault, discourse and interactional constructionism, the writers in Part III explore these senses of constructionism, each analysing respective claims and theoretical genealogies of binarism and dysfunctionality. They also explore the ‘othering’ principles of organising social relations and the practices of governance that are simultaneously constructed and reconstructed, contested and contextualised through framing symbolologies, textual references and discursive alignments.

The chapter by Peter R Ibarra on the sociology of deviance is important because it excavates the logic that encased the framing of the discipline and the subject of research (including the researcher) and disciplinary boundaries between strict and contextual constructionism. Ibarra’s chapter reiterates the problematic objective-subjective dichotomy and the residue of implications concerning how deviance is theorised and explained in social research.

While Part IV: ‘Strategies and Techniques’ may imply ready-made applications for constructionist researchers and evaluators, the writers recognise the need for intellectual rigour in the methods to be used to investigate the particular research problem or set of issues. Holstein and Gubrium pay heed to the advice of Emerson, Fretz and Shaw (1995 cited, p. 385) regarding meticulous and detailed data collection and to ‘value close detailed reports of interaction’, whether these consist of interviews, field notes, transcripts, artifacts and instruments. As Laura Ellingson and Carolyn Ellis note, constructionist research focuses on producing meanings that are ‘neither subjective nor objective but *intersubjective*’ (Onyx & Mall cited, p. 455); therefore researchers in the field need to be especially aware and sensitive to the manner in which constructionist methods, such as discourse analysis, grounded theory, research interviews,

documents, texts and archives construct conditions and contexts that affect the social construction of the subject. In Part V: 'The Social Construction of What?', Bryan S Turner articulates the uneasy statement that 'social constructionism has not fully succeeded in explaining the real performative impediments associated with disability status' (p. 508). This is an uncomfortable statement in terms of how the stigma and shame of disability appear to be immovable and rigidly governed in relation to the agency and autonomy of individuals. Perhaps as Turner implies, constructionism may see idealised agency as praxis but may not be fully aware of how agency can be enacted. Therefore, there could be a real danger that idealisation could be an entrapment that needs to be acknowledged, contextualised and challenged so that constructionism is not held captive to the essentialist petard of high idealism that is neither realisable in theory terms or in contexts of agency.

Concluding the text with the title 'Continuing Challenges' (Part VI) should not presuppose that theory, methodological and social challenges have been resolved and it is time to move into another phase or cycle. It is more a question of sustainability in a world view that is significantly different from the 1960s. Pertti Alasuutari returns to the problem of accommodating the objects of social existence and what social actors do when constructing social reality. Thus, as a concept and as a framing metaphor for research, globalisation adds another dimension to the research design. Globalisation

is neither the cause nor the instrumental rationale for the broad changes in world societies. If to argue that globalisation is the cause, then researchers need to take stock of how to formulate a theory of global change to explain how the world is being reconfigured into what may appear to be a single unit. Alasuutari's scoping of globalisation holds out what is obvious to constructionist researchers: there is no one answer or remedy that completely resolves the question and manner in which social actors construct the dialogues of life.

This is a thought-provoking text that asks researchers to let go of existing assumptions and disciplinary rules. Constructionist evaluators and researchers also need to be constantly aware of their own practices and interplays between themselves and the subjects of their research. Constructionism does not have all the answers to all social issues, problems or behaviours and does not pretend to have. That is why this form of inquiry remains open-ended and productive in terms of its analytical capacity to discover new knowledge, which after all, underpins the reasons for undertaking evaluation and research and for improving the human condition. This review is an insight into a highly recommended text in the field of social inquiry that should be compulsory reading for all evaluators and researchers.

#### Reference

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<b>Title:</b>	<b>Discourse Analysis</b>
<b>Author:</b>	Barbara Johnstone
<b>Publisher/year:</b>	Blackwell (an imprint of Wiley), Malden, Massachusetts, second edition, 2008
<b>Extent/type:</b>	311 pages, paperback
<b>Price:</b>	A\$47.95/NZ\$54.99 from Wiley Australia which offers a 15% discount to AES members, phone 1800 777 474 (within Australia), 0800 448 200 (from NZ only), +61 7 3354 8444 (from overseas), email <aus-custservice@wiley.com>, website <http://au.wiley.com>
<b>ISBN:</b>	978-1-4051-4427-8

*Discourse Analysis* is the second edition of an introductory textbook that forms part of Blackwell's *Introducing Linguistics* series. It has been extensively revised and updated from its 2002 edition, with expanded discussion and new material (including new sections on metaphor, framing, stance and style, multimodal discourse and Gricean pragmatics).

The approach taken in the book is that discourse analysis is not a discipline, or sub-discipline of linguistics, but an interdisciplinary research method that sets out to answer many kinds of questions about language, about speakers, and about society and culture. Non-linguists can be drawn into the study of language through discourse analysis, and linguists can be drawn into interdisciplinary work. Johnstone considers a variety of approaches, including critical discourse analysis, conversation analysis, interactional and variationist sociolinguistics, ethnography, corpus linguistics, and other qualitative and quantitative methods.

The book retains and expands useful student features, including discussion questions, exercises, and ideas for small research projects, which will be well appreciated by readers. Each chapter ends with an excellent summary and set of suggested supplementary readings. Most importantly, there are abundant practical examples and detailed descriptions of the results of discourse analysts' work throughout the book, which makes the concepts accessible

and engaging in what otherwise is an often-dense narrative.

The first chapter, 'Introduction', approaches discourse analysis as a set of methods of inquiry, not as a sub-field of linguistics or literary/cultural studies. Calling on 'discourse analysis' rather than 'language analysis' underscores an interest in what happens when people draw on the knowledge they have about language, instead of focusing on language itself as an abstract system, and an interest in systematically taking things apart or answering questions from multiple perspectives.

The book is thus framed around the presentation of discourse analysis as a heuristic comprising six problem areas:

- how discourse is shaped by the world and shapes the world
- how discourse is shaped by language and shapes language
- how discourse is shaped by participants and shapes participants
- how discourse is shaped by prior discourse and shapes future discourse
- how discourse is shaped by medium and shapes medium
- how discourse is shaped by purpose and shapes purposes.

Johnstone introduces these six problem areas through analysis of advertising and informational material related to a museum exhibit of 'The Splendours of Ancient Egypt'. The chapter further introduces the 'data for discourse analysis'

and what counts as texts, leading to discussion about how discourse analysts work outward from description of texts to an understanding of their contexts, often with social critique as the end goal.

The second chapter, 'Discourse and World' addresses how discourse is shaped by what the world is 'about', and how discourse shapes the world as people bring worlds into being through talk. Johnstone moves from discussing the realist hypothesis that there is a physical world independent of human cognition in 'Linguistic Categories, Minds and Worldviews' towards examining how discourse and ideology create and perpetuate one another in 'Discourse, Culture, and Ideology'. Three influential approaches are discussed: 'Cognitive metaphors', a strand of cognitive linguistics, which links meaning with abstract mental metaphors; 'Poetics, grammar, and culture', with roots in ethnography and literary theory, which links meaning through patterns of parallelism; and 'Discourse and Ideology' with origins in neo-Marxist and Foucauldian social theory, which focuses on how discourse and ideology are intertwined, how texts are embedded in discursive and social practices, and, ultimately, how dominant ideologies naturalise oppressive social systems. She then discusses: linguistic choices and its impact on the representation of actions, actors and events; knowledge status; naming and wording; and representation of other voices. Discussion about 'Language

Ideology' highlights how language, and ways of talking about language, articulates with social life and social relations among speakers. Finally, focusing on what is *not* said, or 'Silence', as the background against which discourse is interpreted.

The third chapter, 'Discourse Structure: Parts and Sequences', discusses the relationship between discourse and language structure and explores the ways in which 'grammar' and discourse intersect. The first part, 'Words and Lines', discusses small units of oral discourse, while 'Paragraphs and Episodes' discusses pattern structure of larger units. The section 'Discourse Schemata and the Structure of Narrative' discusses even larger units of discourse such as print news stories and narrative. The section, 'The Emergent Organization of Conversation', discusses 'taking turns' and patterns in conversation analysis, while 'Old and New Information and the Organization of Sentences' becomes a study in 'functional grammar'. The section titled 'Cohesion' discusses strategies for relating meaning to different parts of text; and 'Structures and Rules' discusses strategies in which discursive units are organised into meaningful sequence.

Chapter 4, 'Participants in Discourse: Relationships, Roles, Identities', touches on ways in which discourse is affected by who is involved in producing and receiving it, how a text or conversation is shaped, and how what it is taken to mean is affected by who the audience is understood to be, who the text producers are, who is responsible for the text's meaning or relay, and relationships among participants. Johnstone looks at how the identities and relationships of participants in a communicative event influence the talk and texts to which the events give rise, and

examines how talk and text define and position the actors involved. The section, 'Power and Community' discusses the macro aspects of social relatedness expressed and created in discourse, namely power and solidarity. 'Indexicality' discusses the strategies in which people show relevant sets of social alignments. Micro aspects of power and community are discussed in 'Stance and Style'. The section on 'Social Roles and Participant Structure' focuses on the relatively fixed social roles in which people are expected to use and interpret discourse. 'Audience, Politeness, and Accommodation' discusses the adaptation speakers make to their audience by 'linguistic politeness'. Johnstone unpacks notions of 'identity' in the section 'Social Identity and Identification' as neither a matter of choice or social construction; and in 'Personal Identity: Discourse and the Self' discusses the role of personal narrative for the enduring sense of coherent self. The final section, 'The Linguistic Individual in Discourse', suggests that all discourse is fundamentally creative, and that linguistic behaviour is ultimately the result of choices.

Chapter 5, 'Prior Texts, Prior Discourses', describes the relationship between discourse to prior discourse ('Intertextuality and Interdiscursivity'). Johnstone explores four ways of thinking about prior text. First, she discusses text-building strategies that involve repetitions ('Repetition in Conversation'). Then, more global strategies for adopting prior discourse and discursive practices of register ('Register: Repeated Styles for Repeated Situations'), genre ('Genre: Recurrent Forms, Recurrent Actions') and plot ('Frames, Plots, and Coherence'). The final section also explores creativity and truth in light of how texts are shaped and the role of memory in discourse production.

Chapter 6, 'Discourse and Medium', addresses the relationship between discourse and various mediums and how structure and function of discourse may differ depending on its modalities, including telephone, television, radio, and computer-mediated and online communication. She discusses the assumed primacy of oral discourse and literacy in 'Early Work on "Orality and Literacy"' and the simplifications that assumptions may lead to. In fact, literacy may not always involve the same activities and its consequences are not always the same in settings outside of Western culture ('Literacy and Literacies'). She discusses the relationship between 'Communication and Technology' and how the medium of communication, whether assisted or replaced by technologies, affects discourse, and may be ideologically shaped. She then examines the relationship between planning processes and the structure and complexity of discourse for various media ('Planning and Discourse Structure'). In the section, 'Fixity, Fluidity, and Coherence', Johnstone touches on the relative fluidity and interactivity of hypertext discourse and mobile calls. While social relationships in virtual environments online may be different to other forms (in 'Medium and Interpersonal Relations'), social identity and identifications nevertheless emerge in choices of how to interact and treat others. The final section describes how discourse that involves multiple modalities and media is produced and interpreted ('Analyzing Multimodal Discourse').

Chapter 7, 'Intention and Interpretation', discusses the relationship between discourse and purpose and the ways in which speakers' intentions have been thought to shape discourse. In the section 'Speech Acts and Conversational

Implicature', Johnstone examines the conventions by which utterances are interpreted as actions, such as a promise, an apology or an order; how they fill conversational slots and how they are taken to be logically connected. As speakers and audiences contextualise what they hear, they rely on contextualisation cues that signal what is going on in the talk and the world, focusing on cues such as discourse markers in 'Contextualization Cues and Discourse Marking'. At a more global level, Johnstone considers ways in which discourse can be thought of as 'performance' and the strategic choices about tactics for persuasion in 'Rhetorical Aims, Strategies, and Styles', which may result in the potential for making wrong choices. In the final section, 'Verbal Art and Performance', she examines conventions for interpreting verbal art, rooted in the assumption that everything in a literary text is a result of strategy.

The final chapter, 'Some General Themes', returns to and reframes the six facets of discourse analysis that can be usefully asked about a text or a transcript. She explores general themes that have been important for discourse analysis. One theme, 'Locations of Meaning', raises where the meaning of a

text is located. Another theme, 'Discourse as Strategy, Discourse as Adaptation', tries to reconcile ways in which discourse represents strategy in the context of resources (participant agency), and adaptation in the context of constraint (social and institutional contexts). The theme of 'Language and Linguaging' suggests new ways of thinking about language as process and activity. 'Particularity, Theory and Method' discusses the data sets of language analysis and its impact on theory making and generalisation. The final theme is 'From Text Outward', where meaning is partial and provisional, depending on the goals of analysis. Interdisciplinarity, she argues, is central to discourse analysis.

Johnstone certainly has demonstrated that the scope of discourse analysis extends well beyond the linguistic arena. However, the extent of interdisciplinarity touted in the book may be overstated. Her examples do not stray too far from their linguistic source, even in the case of critical discourse analysis, which champions social justice and social change.

This book is highly recommended and will make a worthwhile introduction for anyone with an interest in the area of linguistics.

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<b>Title:</b>	<b>Program Evaluation: Forms and Approaches</b>
<b>Author:</b>	John M Owen
<b>Publisher/year:</b>	Allen & Unwin, Crows Nest, NSW, third edition, 2006
<b>Extent/type:</b>	298 pages, paperback
<b>Price:</b>	A\$45 from Allen & Unwin which offers a 15% discount to AES members, phone +61 2 8425 0604
<b>ISBN:</b>	1-74114-676-3

I am often asked to recommend texts that provide an engaging and comprehensive introduction to program evaluation. *Program Evaluation: Forms and Approaches* by John Owen is on my very short list. This volume provides the beginner as well as the more experienced evaluator and student a very solid overview of the many facets of evaluation practice today. Now in its third edition, this text has evolved nicely over time to incorporate many lessons that have been learned over the past several decades about how best to practice program evaluation.

Owen begins his text by providing us with an accurate and thorough understanding of the fundamentals of evaluation and the nature of the interventions we typically evaluate. He provides examples from everyday life, such as evaluating breakfast cereals and primary school curricula, which bring the logic of evaluation to life. For example, Owen illustrates how selecting criteria, standards of judgement, evaluative conclusions and decision-making play out in everyday situations familiar to most readers. He extends this approach into discussing the various objects of evaluation including policies, programs, products and individuals. In my opinion, this practical approach of using familiar examples to introduce evaluation concepts is very effective and engaging.

From there he teaches us how to focus an evaluation and provides us with a range of evaluation forms and approaches. He classifies evaluative inquiry into five forms: proactive, clarificative, interactive, monitoring, and impact. He helps the reader understand the basic

tenets of each evaluation form by highlighting the purpose or orientation, typical issues, and major approaches associated with each evaluation form. The use of each form for focusing an evaluation is illustrated with the description of an evaluation of a training program for child welfare workers and five case scenarios. The chapter concludes with a detailed table comparing the characteristics of the evaluation forms, and with more examples of the use of the forms in practical settings.

Just as one begins to crave more procedures and the 'nuts and bolts' of conducting an evaluation, he provides us with four chapters of this nature. Chapter 4 offers guidelines to assist evaluators with negotiation and planning strategies. Owen points out that many evaluation-training programs and texts focus on evaluation designs and methods but neglect to build the skills needed for negotiation and dissemination in real-world settings. He meets this need by providing detailed examples of how to negotiate an effective evaluation plan. In Chapter 5, he stresses the importance of good question development and illustrates a wide variety of evaluation questions and how they map onto the evaluation forms. Chapter 6 provides a detailed overview of how to conceptualise evaluation utilisation. He presents findings from research on evaluation use, provides the reader with a clear understanding of the factors that make an evaluation useful, and describes a range of strategies for dissemination and reporting evaluation findings. The final two practical chapters in this section discuss the dynamics involved with managing an effective

evaluation and the code of ethics that evaluators are expected to abide by. In my opinion, one of the most important introductory topics in evaluation practice today is professional standards and ethics. Owen devotes an entire chapter to codes of behavior for evaluators, program evaluation standards, guiding principles for evaluators, and examples of how to apply these standards and principles in practice.

The last five chapters of the book go into some depth about different types of evaluation forms, including proactive, clarificative, interactive, monitoring, and impact evaluation. A summary table is provided for each theory form locating how the form measures up on the following dimensions: orientation; typical issues; state of program; major focus; timing; key approaches; and assembly of evidence. These comparative tables give the reader a quick snapshot of the characteristics of each evaluation form and how they differ from one another in practice. Owen goes on to provide much more flesh on the bones in each chapter, providing the reader with rich descriptions of the key approaches, trends, and case examples for each evaluation form.

For example, proactive evaluation forms are typically oriented towards synthesis and consist of three major approaches including needs assessment, research synthesis, and the review of exemplary practice. Clarificative evaluation is oriented toward assisting stakeholders to conceptualise interventions to improve their coherence. This form of evaluation is primarily concerned with program logic and theory,

feasibility of program design, program fidelity, and providing a basis for program monitoring and impact evaluation. The interactive evaluation form is focused on the improvement of programs already being delivered. These forms of evaluation are concerned with local program provider decision-making, assisting with self-evaluations, organisational change and improvement, and empowering providers and participants. Monitoring is oriented toward assessing program processes and outcomes for finetuning programs and accounting for their resources. The key approaches to monitoring include component analysis, devolved performance assessment, and systems analysis. Finally, impact evaluation is oriented toward the establishment of program worth, justification of decisions to mount the program, and accountability to funders and other stakeholders. The key approaches to impact evaluation described by Owen include objectives-based, needs-based, goal-free, process-outcome studies, realistic evaluation, and the performance audit. The descriptions of each of these five evaluation forms are greatly enhanced by the presentation of cases on topics such as:

- workplace communication
- needs of staff in the welding industry
- a music curriculum
- youth culture in the arts
- the Australian Best Practice program
- the Job and Course Explorer (JAC) program
- the development of principles of enterprise education
- Landcare

- the Country Education Project (CEP)
- Evaluation at Collingwood College
- the Saturn School
- older persons as evaluators
- encouraging the use of performance indicators
- a benefit for cost analysis training
- evaluating alternative modes of learning college physics
- evaluating a community agency human development program
- evaluation of the impact of a health education program for ethnic mothers
- evaluation of training programs for the Center for Substance Abuse Prevention
- evaluation of the Frontline Management Initiative (FMI).

Overall, this text provides a lucid introduction to program evaluation, and the use of examples and cases throughout the chapters bring program evaluation to life for the reader. However, as with most introductory texts, this book does not go into great depth on many key topics. There are also emerging topics such as the use of technology in evaluation, cultural competency standards, the globalisation of evaluation practice, debates about credible evidence, developmental evaluation and complexity concepts, and new research on evaluation practice that are missing from this edition. Of course, this field is admittedly young and knowledge is accumulating rapidly. Much has happened in the evaluation profession and literature since Owen published this edition almost five years ago. As a big

fan of John's text and work in general, I'm confident that he will incorporate and address many of these newer topics in his fourth edition.

The bottom-line message from me is read this text, use it to teach 'Introduction to program evaluation' courses, and make sure you have a copy in your personal library. Congratulations and thanks to John for this outstanding contribution that has been serving new and experienced evaluators well for over 17 years.

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<b>Title:</b>	<b>Foundations of Qualitative Research: Interpretive and Critical Approaches</b>
<b>Author:</b>	Jerry W Willis
<b>Publisher/year:</b>	Sage, Thousand Oaks, California, 2007
<b>Extent/type:</b>	367 pages, paperback
<b>Price:</b>	A\$89/NZ\$119 from Footprint Books which offers a 15% discount to AES members, phone +61 2 9997 3973, email <info@footprint.com.au>, website <www.footprint.com.au>
<b>ISBN:</b>	978-1-4129-2741-3

This book goes beyond looking at qualitative and quantitative data and looks at the assumptions behind the paradigms of positivism and postpositivism (quantitative), interpretivism and critical theory. In a sense the title of the book is somewhat of a misnomer as there is extensive discussion of postpositivism. It looks at postmodern inquiry and cooperative-participatory inquiry as well as constructivism. While the paradigms are examined from a philosophical point of view, the latter chapters are concerned with the methods of the various paradigms. However, the author indicates that the book is not an attempt to prepare the reader to fully use any particular research method. The author suggests that to learn about a particular method the reader should go to a book devoted to the method.

The first chapter introduces notions of paradigm, ontology and epistemology. Throughout the book the author gives useful boxed explanations (not just definitions) of terms such as ontology, epistemology, logical positivism, dialectical materialism, empiricism and rationalism, parametric and nonparametric statistics, hypothetical construct, and many others.

The second chapter is titled 'History and Context of Paradigm Development' in which the history and philosophy of the various paradigms are discussed. Throughout the book the positivist and postpositivist paradigms (which are called postpositivist) are discussed as one, even though the book is titled *qualitative research*. In this second chapter there are sections

devoted to postmodernism and feminism as they cut across critical theory and interpretivism. It is clear from the book that there is blurring across the paradigms and it is clear that at times it may be difficult to exclusively put an evaluation into a particular paradigm.

Chapter 3 discusses the foundational issues of the postpositivist and critical paradigms in depth and gives examples of research in both. Chapter 4 gives the history and foundations of interpretivist research. This discusses the philosophy of interpretivist research and is an excellent discussion as comparisons are made with postpositivist and critical research. Examples of interpretivist research are discussed.

Chapter 5 is titled 'Frameworks for Qualitative Research.' The author points out that qualitative research uses an unbelievable number of research methods compared to quantitative research. He suggests that one reason for this is that qualitative researchers have a number of conceptual frameworks from which to choose. The moments (historical stages) of qualitative research are described. The following qualitative frameworks are discussed: Altheide and Johnson's analytic realism, Denzin and Lincoln's interpretive perspective, Eisner's connoisseurship model of inquiry, semiotics, the phenomenological psychological model (and structuralism), poststructuralism and postmodernism, and symbolic interactionism.

General guidelines for qualitative research are discussed in Chapter 6. The book is peppered with philosophical expositions throughout and this chapter is no exception. It begins with an explanation of Wittgenstein's theory of meaning. Wittgenstein argued that concepts are best defined through family resemblances. All members of a particular family may share a set of family characteristics, but no single entity, such as the shape of the nose. He gives as an example the word 'game', which is blurred to define since it can refer to board games, card games, ball games or Olympic Games. This chapter presents a set of family resemblances that highlight both how research can share family resemblances with other qualitative studies and how it might have non-instances of resemblance. The following are some family resemblances of qualitative research discussed by Willis:

- situated or contextual understanding, not truth, is the purpose of research
- accept multiple sources of influence
- expect multiple perspectives and seek them
- take a foundational rather than technique perspective
- practise recursive (iterative) and emergent data collection and analysis
- use multiple sources of data
- think of research as a reflective process: the researcher is the primary tool for data collection and analysis

- emphasise participatory research
- adopt an open approach
- deal with bias directly
- select natural contexts for research
- research should be holistic, not atomistic
- research involves more than induction and deduction: analogical reasoning, abduction and family resemblances.

The chapter finishes with criteria of believability or trustworthiness for qualitative research.

The next chapter deals with the methods of qualitative research. In this book the word *method* is used to refer to a particular procedure for collecting and analysing data. *Methodology* is used in discussing the broad principles and guidelines that orient research work. The chapter is divided into two parts. Part I deals with established qualitative research methods and includes ethnography, case studies, interviews and historiography. Part II deals with innovative methods, including participatory qualitative research, cooperative inquiry, participatory action research, participatory and constructivist instructional design, emancipatory research, and critical emancipatory action research.

Chapter 8 deals with approaches to data analysis and interpretation. The first part of the chapter deals with the purpose of qualitative research and the following are discussed: general theory, local theory, objective description,

hermeneutic (*verstehen*) understanding, and storytelling and narrative. The second part deals with data analysis families and discusses the following: eyeballing data, connoisseurship (a global perspective), hermeneutics as a data analysis method, grounded theory, and analytic induction. The chapter concludes with a discussion of the ethics of research.

In the final chapter, the author discusses 21st century social science research. He traces two notions of Western thought, competition and linearity, as it is manifested in social science research, and asks: Will the cacophony continue and why can't the social sciences converge? Willis looks at ancient Greek thought and traces the thought of Plato, Aristotle and the humanities in social science research. Norman Denzin and Yvonna Lincoln (2005) have been proponents of the use of the humanities: 'New forms [of inquiry] include autoethnography, fiction stories, poetry, drama, performance texts, polyvocal texts, readers' theatre, responsive readings, aphorisms, comedy and satire, visual presentations, conversation, layered accounts, writing stories, and mixed genres' (p. 912). Evaluators have to be responsive to their audiences who I suspect would not find some of these forms in evaluation reports very acceptable. The chapter finishes by discussing 'two theories that may help us build 21st century social science': poetic logic and chaos theory.

Throughout the book, in boxed sections, there is reference to journal articles, which are

summarised. The full texts of these articles are on the following website: <[www.sagepub.com/willis\\_aoi](http://www.sagepub.com/willis_aoi)>. There are 58 of these articles, which give an added dimension to the book. I downloaded a few that interested me, and these were excellent articles.

This is an impressive book in terms of its scholarship and the knowledge it expresses. I highly recommend it to evaluators as it discusses the philosophy and foundations of the paradigms, methodologies and methods that are used by evaluators. Reading the book would allow evaluators to reflect on the basics of their work, including what paradigms they are drawn to in their evaluations.

#### Reference

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2005, *The SAGE handbook of qualitative research*, 3rd edn, Sage, Thousand Oaks, California.

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