

EDITOR'S REMARKS

CJPE is now approaching 30 years of publishing research on evaluation for the Canadian and international evaluation communities. This first issue of Volume 28 continues the longstanding approach of this journal to publishing high-quality articles that address topical issues in the study and practice of evaluation.

The lead article by Rey, Brousselle, Dedobbeleer, and Tremblay is a critical study of the use of developmental evaluation in a health promotion project. This article adds to the as yet sparse research about the use of this new and highly popular approach to evaluation. Renger, Bartel, and Foltysova follow with a helpful study of a long-standing area of interest: theory-driven evaluation. They bring a new twist to this line of research by exploring how program theory and implementation theory can be used to inform programmatic decision-making.

Economic evaluation is perhaps one of the most talked-about needs in the current Canadian environment. However, full-fledged economic evaluation is challenging and can require substantial time and human resources. Tchouaket and Brousselle explore the potential for using the results of economic evaluations of public health interventions in other contexts than those in which the studies were done.

Did you ever wonder about how best to measure the uptake of evaluation results by clients? Boyko, Dobbins, DeCorby, and Hanna compared the same outcome data obtained from two different sources (self-report surveys and organizational documents) in order to examine their relative performance in evaluating the effect of knowledge translation strategies on evidence-informed decision-making. As evaluators are increasingly asked to account for their impact, the results of this study should be of interest to practicing evaluators, procurers of evaluation services, and evaluation researchers.

The issue closes with a practice note that addresses the dissatisfaction of evaluators with traditional modes of professional development. Kishchuk, Gauthier, Roy, and Borys share their experiences about using learning circles to train evaluators.

Issue 28(1) covers a broad gamut of topical issues that should interest both practitioners and researchers. The book reviews that always close

our issues continue to demonstrate the vibrant and prolific nature of the evaluation practice and research fields.

Robert Schwartz
Editor-in-chief