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| **Bias** | A misrepresentation of the results as a result of error or inconsistency in the selection, sampling, questioning, or other aspects of the research process |
| **Case Study** | An in-depth examination of an individual, group, or event |
| **Code of Ethics** | Guidelines to ensure that evaluation research is carried out with honesty, integrity and respect towards participants |
| **Control Group** | A group that closely resembles one being studied that does not receive a treatment or intervention |
| **Dissemination** | Communicating of tailored results to an audience; can include reports, summaries, presentations and media engagement |
| **Double Barreled Question** | A flawed survey question made up of two or more questions e.g. Is this game fun and educational?  |
| **Evaluation Questions** | They focus the evaluation in terms of its overall purpose and aim by describing what we want to know |
| **Executive Summary** | A short document that summarizes the longer report |
| **Fluid Survey** | A Canadian online survey design and hosting company similar to Survey Monkey www.fluidsurveys.com |
| **Focus Group** | A planned discussion with a small group of people guided by a skilled facilitator |
| **Indicator** | Observable and measurable ‘milestones’ towards an outcome |
| **Inputs** | The money, items, people and in-kind contributions that the program uses to operate |
| **Interdisciplinary Team** | A group of people that come together from a group of disciplines to achieve a common goal |
| **Knowledge Translation** | A dynamic process that includes synthesis, dissemination, exchange and ethically sound application of knowledge |
| **Leading Question** | A question that is worded in a way so that it might direct respondents towards a particular response |
| **Likert Scale** | A type of response format used in surveys developed by Rensis Likert. Likert items have responses on a continuum and response categories such as "strongly agree," "agree," "disagree," and "strongly disagree." |
| **Mixed Methods** | An approach that combines both qualitative and quantitative forms |
| **Outcome Evaluation** | Assesses the impact or success of a program in achieving its goals |
| **Outcomes** | Short, intermediate and long-term change that occurs as a result of our activities or investment |
| **Outputs** | Tangible products or achievements resulting from program activities |
| **Participatory Evaluation** | Evaluation in which all partners (staff, participants and evaluators) are involved in the design and implementation |
| **Primary Intended Users** | Those who will make decisions about how evaluation findings will be acted upon |
| **Process Evaluation** | Type of evaluation that examines the procedures and tasks involved in delivering a program |
| **Program Evaluation** | The systematic collection of information about the activities, characteristics, and outcomes of programs to make judgments about the program, improve program effectiveness, and/or inform decisions about future programming |
| **Program Theory or Theory of Change** | The explicit assumptions about how changes are expected to happen within a particular context in relation to an intervention |
| **Qualitative Methods** | Methods that attempt to capture people's own meanings for their everyday behavior in specific contexts. These methods use: participant observation; field studies; open-ended or semi-structured interviews; focus groups; journals; case study |
| **Statistical Significance**  | A measure of how confidently an observed difference between two or more groups can be attributed to the study interventions. The p value is the most commonly encountered way of reporting statistical significance (e.g. p < 0.05) |
| **T-Test** | A statistical comparison of the average or mean between two groups |
| **Validity** | From the Latin – *validus* – the degree to which a measurement measures what it purports to measure |