

**COURSE DATA****Data Subject**

Code	44452
Name	Advanced educational measurement in psychopedagogical evaluation
Cycle	Master's degree
ECTS Credits	3.0
Academic year	2022 - 2023

Study (s)

Degree	Center	Acad. year	Period
2211 - M.D. in Psychopedagogy	Faculty of Philosophy and Educational Sciences	1	First term

Subject-matter

Degree	Subject-matter	Character
2211 - M.D. in Psychopedagogy	3 - Common training III	Obligatory

Coordination

Name	Department
GONZALEZ SUCH, JOSE	270 - Research Methodology, Educational Diagnosis and Assessment

SUMMARY

-Measurement
in the context of the evaluation of psycho-pedagogical interventions

-
typology of educational performance tests.



-Models

and approaches in the elaboration of tests: Normative and Criterion referenced tests. Phases in the construction of tests. Technical operations in the production of evidence.

-Analysis

of the educational domain as a universe of measure. Work with committees of trial strategies and processes.

-Measurement

models: Item response theory.

-Design

and selection of items. Types of items. Basic strategies for design and writing of items. Parameters of analysis (models of one, two and three parameters): key indicators.

-Criteria

of quality of evidence: reliability and validity.

-Validation

of educational performance testing strategies: a) strategies of trial and validation of construct and content, b) empirical strategies and arguments of validation criteria, and c) validity in the use of tests, factors of disability.

-Development

of standards for the interpretation of scores. Types of standards. Methodological review



PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

OUTCOMES

2211 - M.D. in Psychopedagogy

- Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.
- Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.
- Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.
- Students should demonstrate self-directed learning skills for continued academic growth.
- Students should possess and understand foundational knowledge that enables original thinking and research in the field.
- Mantener un comportamiento reflexivo y crítico ante la realidad social y educativa y favorecer los cambios, transformaciones e innovaciones que lleven a mejorar la calidad de vida individual y social.
- Actuar con profesionalidad y comportamiento ético en el desempeño de sus tareas.
- Mejorar la calidad del ejercicio profesional y, en particular, la propia formación y desarrollar estrategias que faciliten la colaboración, la creación de redes, la implicación de los diferentes agentes educativos y/o sociales que participan en procesos psicoeducativos.
- Emitir informes técnicos, peritajes y auditorias relacionados con el puesto de trabajo y analizar, diseñar y promover procesos de enseñanza y aprendizaje mediante el uso de diferentes lenguajes, medios y recursos.
- Desarrollar la innovación y la creatividad en la práctica profesional y aplicar los conocimientos teóricos y los avances científicos a la práctica profesional y a la investigación.
- Diseñar, asesorar, coordinar y evaluar programas y medidas de compensación de las desigualdades educativas; analizar las necesidades y demandas referidas a la escolarización de alumnos en situación de desventaja social, familiar o personal, así como aquellas condiciones personales y sociales que faciliten o dificulten el proceso de enseñanza y aprendizaje del alumnado y su adaptación al ámbito escolar.



- Diagnosticar, asesorar, prevenir e intervenir a fin de favorecer el desarrollo y el aprendizaje en personas con necesidades educativas especiales, trastornos del aprendizaje y con riesgo de exclusión educativa y/o social.
- Diseñar, aplicar y evaluar programas, procesos, recursos y prácticas educativas dirigidas a cualquier persona o grupo social tomando en consideración su nivel de desarrollo, sus necesidades y limitaciones, así como los contextos multiculturales
- Diseñar, evaluar y adaptar procesos de enseñanza - aprendizaje a los modelos de convivencia en los distintos contextos sociales, lingüísticos y culturales en los que desempeñe su trabajo.
- Diseñar, implementar, coordinar y evaluar intervenciones y programas de orientación psicopedagógica sobre el proceso de enseñanza-aprendizaje, sobre la adaptación personal y social y sobre las salidas profesionales del alumnado.
- Desarrollar la capacidad de autoformación de las personas y la búsqueda de recursos para su desarrollo profesional a lo largo de la vida.
- Trabajar con la comunidad para desarrollar, implementar y evaluar planes de acción con miras de mejora económica, social, educativa y del empleo y proyectos, servicios, políticas y prácticas psicoeducativas, con el fin de dar respuesta a las necesidades de las personas, organizaciones y/o colectivos específicos en colaboración con otros profesionales y agentes sociales.
- Promover, organizar y evaluar cuantas medidas de asesoramiento e intervención posibiliten una mejor implicación y capacitación de las familias en la educación de sus hijos, así como su participación y colaboración con centros escolares y con otras instituciones, tanto en la dimensión personal, como en la evolutiva y/o la social.
- Colaborar con el profesorado en el desempeño de la función docente, tutorial y en la de organización de los centros educativos y Asesorarle y colaborar con él en el diseño de procedimientos e instrumentos de evaluación, tanto de los aprendizajes del alumnado, como del mismo proceso de enseñanza, así como en técnicas de dinámica y manejo de grupo, resolución de conflictos, mediación escolar y fomento de la convivencia y valores democráticos
- Promover y/o colaborar en la implementación de los procesos de calidad, innovación y mejora de la educación, así como en la investigación sobre los mismos y asesorar y colaborar con el profesorado para la mejora de los procesos de enseñanza/aprendizaje.
- Reunir e interpretar datos relevantes para emitir juicios psicopedagógicos que incluyan una reflexión sobre cuestiones de índole social, científica o técnica.
- Usar las tecnologías de la información y la comunicación para obtener, elaborar y proporcionar información educativa y propia de las ocupaciones (bases de datos, programas informáticos).
- Conocer, comprender y valorar críticamente las políticas educativas y sus fundamentos ideológicos, en los contextos nacional e internacional a fin de poder asesorar e intervenir en el diseño y ejecución de las mismas.
- Evaluar y diagnosticar a los aprendices en los diferentes aspectos del desarrollo (aptitudes, intereses, personalidad, motivación....) con el objetivo de adoptar las medidas ordinarias y extraordinarias de atención a la diversidad.



- Evaluar procesos de desarrollo y aprendizaje humano, tanto normales como atípicos, a lo largo del ciclo vital.
- Que los estudiantes se impliquen de manera general y transversal, en la aplicación y defensa de todos los derechos fundamentales y democráticos, así como los principios de mejora social

LEARNING OUTCOMES

The students know how to apply the acquired knowledge and ability to problem-solving in new environments or little known within broad (or multidisciplinary) contexts related to their field of study.

-The students are able to integrate knowledge and deal with the complexity of formulating judgments from information that is incomplete or limited, include reflections on the social and ethical responsibilities linked to the application of their knowledge and judgment.

-The students know to communicate their conclusions - knowledge and latest reasons underpinning them - public specialised and non-specialised in a clear and unambiguous way.

-The students have learning skills which allow them to continue studying in a way that will be largely self-directed or autonomous.

- They maintain a reflective and critical behaviour of social and educational reality and favor changes, transformations and innovations that lead to improve the quality of individual and social life.

- They act with professionalism and ethical behaviour in the performance of their tasks.



- They Improve the quality of professional practice and, in particular, the formation itself and develop strategies that facilitate collaboration, networking and the involvement of the different educational or social agents involved in psychoeducational processes.
- They issue reports technicians, surveys and audits related job and analyze, design and promote processes of teaching and learning through the use of different languages, media and resources.
- Develop innovation and creativity in professional practice and apply the theoretical knowledge and professional practice and research scientific advancements.
- Design, advise, coordinate, and evaluate programs and educational inequalities compensation measures; They analyzed the needs and demands relating to the schooling of pupils in disadvantaged social, family or personal, as well as those personal and social conditions that facilitate or hinder the process of teaching and learning of students and their adaptation to the school environment.
- Diagnose, advise, prevent and intervene in order to encourage the development and learning for people with special educational needs, disorders of learning and at risk of educational or social exclusion.
- To Design, apply and evaluate programs, processes, resources, and educational practices aimed at any person or social group taking into account their level of development, needs and limitations, as well as the multicultural contexts.



- They designed, evaluated and adapted processes of teaching - learning models of coexistence in different social, linguistic and cultural contexts in which to play your work.
- To Design, implement, coordinate and evaluate interventions and programmes of counselling on the process of teaching and learning, personal and social adjustments and the career opportunities of students.
- To Develop the ability of self-education of persons and the search for resources for their professional development throughout their lives.
- They work with the community to develop, implement and evaluate action plans with a view of improving economic, social, educational and practical-psycho-educational, employment, services, policies and projects in order to respond to the needs of persons, organizations or groups specific in collaboration with other professionals and stakeholders.
- They promote, organize, and evaluate counselling and intervention measures to enable a better involvement and training of families in the education of their children, as well as their participation and collaboration with schools and other institutions, both in the personal, as in the evolutionary or social dimension.
- They collaborate with teachers in the performance of the function of teaching, tutorial and in the Organization of the educational centres and advise and collaborate with it in the design of procedures and instruments of assessment, both the learning of students, and the teaching process, as well as in dynamics and management group, conflict resolution techniques school mediation and promoting coexistence and democratic values.



- They gather and interpret relevant data for making psychological judgements that include a reflection on social, scientific, or technical issues.

- They make use of information and communication technologies to obtain, develop and provide educational and information of occupations (data bases, computer programs).

- They know, understand and critically valued educational policies and their ideological foundations, in the contexts of national and international in order to advise and intervene in the design and execution of the same.

- Evaluated and diagnosed to trainees in the various aspects of development (skills, interests, personality, motivation...) in order to take the ordinary and extraordinary measures of attention to diversity.

- Evaluate processes of development and human, both normal and atypical, learning throughout the life cycle.

- They advise and collaborate with teachers to improve the teaching/learning processes.

DESCRIPTION OF CONTENTS

1. Measurement and assessment

Evaluation, Measurement and Research

Types of evaluation

Types of standardized educational tests

Criterion referred an normative evaluation

**2. Standardized tests construction**

Phases in the construction of tests. Measurement models. Building operations of normative tests. Technical quality of the items: logic and empirical review. Technical quality of the tests: reliability and validity. Standardization. Equality process.

3. Ítem Response Theory

Differences between the TCT and the IRT. Item Curve characteristic. Models. Test Characteristic curve. Tests applied by computer. Computer programs.

4. Educational Systems evaluation

Brief historical review. Approaches based on Indicators. Approaches based on Studies.

WORKLOAD

ACTIVITY	Hours	% To be attended
Computer classroom practice	9,00	100
Group work	7,00	100
Theory classes	4,00	100
Tutorials	2,00	100
Development of group work	15,00	0
Development of individual work	20,00	0
Readings supplementary material	5,00	0
Preparation of evaluation activities	9,00	0
Preparing lectures	4,50	0
Resolution of online questionnaires	0,50	0
TOTAL	76,00	

TEACHING METHODOLOGY

Participatory
Masterclass



problem-solving

cooperative
learning

case
study

project
management

study
and student work to integrate the competencies of the course

collaborative
learning

individualized
and/or groupal attention

final
test of theoretical character



EVALUATION

The assessment of the acquisition of competences by the student will be combining different types of information, related to the activities that students will develop in the subject. Different procedures may be used for this purpose:

- a) review, consisting of a written or oral test.
- b) Portfolios, which include different work performed by the student.
- c) Exhibitions in class of works. Interviews with students.
- d) Participation in activities of class.

Each of these mechanisms will have assigned a value of the final grade in accordance with the given importance which will be reflected in the educational guide for the subject.

REFERENCES

Basic



- Referència b1: Jornet, J.M.; Sánchez Delgado, P. y Perales, M.J. 2015. La evaluación del impacto y la relevancia de la educación en la sociedad. Valencia: UPV.
- Referència b2: Jornet, J.M., Suárez, J.M., González Such, J. y Belloch, C. 1997. Estrategias de elaboración de pruebas criterios en Educación Superior, en C. Martínez Mediano (coord.): Encuentros en la Facultad de Educación sobre Evaluación.
- Referència b3: Jornet, J.M y Suárez, J.M (1996): Pruebas estandarizadas y evaluación del rendimiento: usos y características métricas, Revista de Investigación Educativa, vol 14, n 2, pp. 141-163.
- Referència b4: Muñiz, J. 1998. Teoría Clásica de los tests. Madrid: Pirámide.
- Referència b5: Muñiz, J. (1997): Introducción a la Teoría de Respuesta a los Items. Madrid: Pirámide.
- Referència b6: Abad, F.J.; Olea, J.; Ponsoda, V. y García, C. 2011. Medición en Ciencias Sociales y de la Salud. Madrid: Editorial Síntesis.

Additional

- Referència c1: Tristán, L.A. 2002: Análisis de Rasch para Todos: una guía para evaluadores educativos. México, D.F.: CENEVAL.
- Referència c2: Wright, B.D. y Stone, M.H. 1998: Diseño de Mejores Pruebas. Utilizando la técnica de Rasch. México, DF: CENEVAL.
- Referència c3: González Montesinos, M.J. 2008: El análisis de Reactivos con el Modelo Rasch. México. D.F.: Instituto Nacional para la Evaluación de la Educación.
- Referència c4: Abad, F.J.; Ponsoda; V. y Revuelta, J. 2006: Modelos politómicos de respuesta al ítem. Madrid: La Muralla.
- Referència c5: Cronbach, L. 1998. Fundamentos de los test psicológicos. Aplicaciones a las organizaciones, la educación y la clínica. Madrid: Editorial Biblioteca Nueva.
- Referència c6: Muñiz, J.; Fidalgo, A.M.; García-Cueto, E.; Martínez, R. y Moreno, R. 2005: Análisis de los ítems. Madrid: La Muralla.