Jimmy de la Torre, catedrático en la Facultad de Educación de la Universidad de Hong Kong impartirá la conferencia:

"Improving CDM Classification using Optimal Test Design and Computerized Adaptive Testing: The Proportional Reasoning Case",

El día 4 de Diciembre (lunes) en horario de 10:00 a 14:00 horas en el *Salón de Grados de la Facultad de Psicología de la UAM*

Resumen:

In in recent years, applications of cognitive diagnosis models (CDMs) have been extended beyond the educational confines to include clinical and industrial/organizational psychology settings. A fundamental part of the validity argument for the use of scores derived from CDMs is evaluating the accuracy of the examinee classification. This presentation examines the quality of a 31-item proportional reasoning (PR) test by estimating its classification accuracy using various approaches. To better understand how cognitively diagnostic assessments can be optimally constructed, different 31-item paper-and-pencil tests from a 76-item pool are automatically constructed using several procedures. Moreover, a cognitive diagnosis computerized adaptive testing (CD-CAT) implementation of the PR test is considered. Results indicate that the optimally constructed tests and CD-CAT can improve on the classification accuracy of the original 31-item test, and the improvements are substantial for some attribute patterns.

Biografía breve

Jimmy de la Torre is a Professor in the Faculty of Education at The University of Hong Kong. He is also currently a Chair Professor at the National Taichung University of Education in Taiwan, and an Honorary Professor at the Universidad Autonoma de Madrid in Spain. His primary research interests are in the field of psychological and educational testing and measurement, and the use of diagnostic assessment to support classroom teaching and learning. As one of the leading researchers in the field of cognitive diagnosis modeling, his work has covered both theoretical and implementation issues in this area. In 2009, he was named by the White House as one of the recipients of the Presidential Early Career Awards for Scientists and Engineers. He also received the Jason Millman Promising Measurement Scholar Award in 2009 from the National Council on Measurement in Education. He is the editor-in-chief of the *Journal of Educational Measurement*, an associate editor of *Applied Psychological Measurement*, and a member of the Psychometric Society Board of Trustees.