Course Code	Course Title	ECTS Credits
EDUC-610	Measurement and Assessment in Education	9
Department Paedagogical Studies	**Semester**	**Prerequisites** NONE
Type of Course	**Field** Research and evaluation	**Language of Instruction** Greek
Level of Course 2nd Cycle	**Year of Study**	**Lecturer(s)** Dr. Elena Papanastasiou
Mode of Delivery face-to-face	**Work Placement** N/A	**Co-requisites** None

Objectives of the course:

This is a graduate level course in assessment which aims to develop advanced skills in measurement and assessment in classroom and school settings. More specifically, though this course the student will:

- Become aware of the terms used in measurement and assessment.
- Differentiate between and evaluate classical and modern test theory.
- Understand and elaborate on the stages of test development.
- Critically evaluate tests and test items.
- Describe the applications of modern test theory and elaborate on their advantages and disadvantages.
- Be able to report and analyze the results of assessments, and the ways in which they can be used to evaluate students.

Learning outcomes:

With the completion of the course, students will be able to:

- Differentiate between the use of modern and classical test theory, and the occasions in which each theory can be used.
- Critically evaluate tests and test items.
- Create classroom assessments with high degrees of reliability and validity.
- Elaborate on the stages of test development.
- Report and analyze the results of assessments.

Course content:

1. Introductory concepts of measurement and assessment.
2. The significance of assessment in education.
3. Defining the goals of an assessment.
4. Classical and modern test theory.
5. Item response theory.
6. Ways of evaluating the degrees of reliability and validity of test results.
7. Applications of IRT (e.g. computer adaptive testing).
8. Stages of test development.

Learning activities and teaching methods:

Lecture, workshops, experiential seminars, individual and group work, individual feedback, case study analysis, student presentations

Assessment methods:

Formative assessment, feedback, individual research, collaborative work, presentations, discussions

Required textbooks/reading:

Παπαναστασίου, Κ. (1993). *Μέτρηση και Αξιολόγηση στην Εκπαίδευση*. Λευκωσία: Παιδαγωγικό Ινστιτούτο.

Reynolds, C. R., Livingston, R. B., & Willson, V. (2005). *Measurement and assessment in education.* Boston: Allyn and Bacon.

Recommended textbooks/readings

AERA, APA, NCME, (1999).Standards *for educational and psychological testing*. Washington, D.C.: Author

Εκπαιδευτικός όμιλος Κύπρου (2006). Η αξιολόγηση του μαθητή. *Δελτίο Εκπαιδευτικού ομίλου Κύπρου, 2* (3), 1-22.

Dowing, S. M. & Haladyna, T. M. (2006). *Handbook of test development*. Mahwah, NJ: Lawrence Erlbaum Associates.

Haladyna, T. M. (2004). *Developing and validating multiple-choice test items* (3rd ed.). Mahwah, NJ:Lawrence Erlbaum and associates.

Parshall, C. G., Spray, J. M., Kalohn, J. C., & Davey, T. (2002). *Practical considerations in computer-based testing.* NY: Springer.

Popham, W. J. (2005). *Classroom assessment: What teachers need to know*. (4th ed.). Boston: Allyn and Bacon.

Burton, R. F. (2005). Multiple-choice and true/false tests: myths and misapprehensions. *Assessment and evaluation in higher education, 30* (1), 65-72,

Rodriguez, M. C. (2005). Three opotions are optimal for multiple-choice items: A meta-analysis of 80 years of research.

Stiggins, R. J. (1992). High quality classroom assessment: What does it really mean? Educational Measurement: Issues and Practice, 11(2), 35-39.