

2018 Series 5 (Number 5)

Cognitively Diagnostic Assessment and Cognitive Diagnosis Modeling: An Example from Start to Finish

Date & Time: Wednesday 28 November 2018, 13:00 – 14:00 (Light lunch begins at 12:30)

Venue: E33-2034, Faculty of Education

Language: English

Audience: UM Staff / Postgraduate Students

Online Registration: <https://goo.gl/K8AEsL> or QR code



Enquiries: Mr. Alan CHANG (Email: FED_Event@umac.mo / Tel: 8822-4109)

* A Complementary light lunch will be provided.

Abstract

This presentation is based on a National Science Foundation grant project, which aimed to develop a cognitively diagnostic assessment (CDA) to better assess middle school students' ability to reason proportionally using a cognitive diagnosis modeling (CDM) framework. The first part of the presentation provides a brief introduction to CDM, and highlights how CDM as a framework differs from traditional psychometric frameworks. The second part of the presentation focuses on the different phases involved in developing the proportional reasoning CDA. The third part of the presentation compares the results of traditional and CDM analyses of the proportional reasoning data. The presentation concludes with a discussion of the challenges and opportunities in CDM.



Speaker



Prof. Jimmy DE LA TORRE is a Professor at the Faculty of Education of The University of Hong Kong. He is also a Chair Professor at the Taichung University of Education (Taiwan), and an Honorary Professor at the Universidad Autonoma de Madrid (Spain). He is one of the leading researchers in the field of cognitive diagnosis modeling, and his work has appeared in some of the leading measurement and methodological journals. He was a recipient of the White House's Presidential Early Career Awards for Scientists and Engineers in 2009, and the immediate past editor-in-chief of the Journal of Educational Measurement.