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

"On the Equivalence of Unidimensional Item Response Theory and Cognitive Diagnosis Models”,

El día 29 de Abril (lunes) en horario de 11:00 a 14:00 horas en el *Salón de grados de la Facultad de Psicología de la UAM*

Resumen del Seminario:

In contrast to unidimensional item response theory (U-IRT) models, which assume a single continuous latent variable, cognitive diagnosis models (CDMs) assume a multidimensional discrete latent variable. With the explicit goal of extracting more diagnostic information, most CDM applications, be it in educational, psychological or clinical contexts, involve retrofitting CDMs to extant assessments developed using a U-IRT framework. Given the disparities between the IRT and CDM frameworks, it remains unclear to what extent the two frameworks can be simultaneously used to analyze the same assessment data. To address this issue, we propose a unifying framework for relating the two classes of psychometric models, as well as boundaries as to when this can be done. Moreover, simulated and real data are used to investigate the equivalence of the two psychometric frameworks.

Biografía breve del ponente

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.