

<b>Study Programme:</b> Psychology
<b>Course Unit Title:</b> Principles of Psychological Testing
<b>Course Unit Code:</b> 21PS080
<b>Name of Lecturer(s):</b> Asoc. Prof. Bojana Dinić, PhD
<b>Type and Level of Studies:</b> Bachelor
<b>Course Status (compulsory/elective):</b> elective
<b>Semester (winter/summer):</b> winter
<b>Language of instruction:</b> English
<b>Mode of course unit delivery (face-to-face/distance learning):</b> face-to-face
<b>Number of ECTS Allocated:</b> 5
<b>Prerequisites:</b> Acquired basic knowledge on statistics and psychometrics.
<p><b>Course Aims:</b></p> <p>The aim of this course is to introduce students with: a) different types of test application and use as well as roles in the testing process; b) frames of reference for interpreting test scores; c) issues regarding the construction and application of tests, such as test and response biases and issues in cross-cultural test adaptation; d) standards for educational and psychological testing and the code of ethics.</p> <p>Students are trained to: a) create different types of norms and to determine the cut-off score in line with the purpose of the test and the requirements; b) administrate, score, present, and communicate test results; c) determine the effect of response biases on test results and apply appropriate method for their reduction, d) determine measurement and psychological invariance in cross-cultural test adaptation.</p>
<p><b>Learning Outcomes:</b></p> <p>At the end of this course, students are expected to be able to a) select a test according to the requirements and critical review of the psychometric characteristics and purpose of the test; b) apply different scoring methods, including the calculation of test norms and the determination of the cut-off score; c) interpret, present, and communicate the test results.</p>
<p><b>Syllabus:</b></p> <p><i>Theory</i></p> <p>Test application: classification and roles; Norm-referenced interpretation of the test scores; Criterion-referenced interpretation of the test scores; Response biases: classification, detection, potential control, and reduction; Challenges in test application; Cross-cultural test adaptation.</p> <p><i>Practice</i></p> <p>Calculating different types of norms (percentiles, standard and derived standard scores, normalised standard scores, sten, stenine, etc.) and determining the cut-off score in line with requirements and assessment purpose; practising the presentation and communication of the results to the certain target groups and clients; determining the presence of test and response biases as well as the applying adequate strategies in reducing the biases. The student will write a critical review of chosen standardized test based on European Federation of Psychologists' Associations (EFPA) standards for test evaluation.</p>
<p><b>Required Reading:</b> Dinić, B. (2019). <i>Principi psihološkog testiranja</i> [Principles of psychological testing]. Novi Sad, RS: Faculty of Philosophy in Novi Sad. Available at <a href="https://digitalna.ff.uns.ac.rs/sadrzaj/2019/978-86-6065-540-2">https://digitalna.ff.uns.ac.rs/sadrzaj/2019/978-86-6065-540-2</a></p> <p>Additional Reading: American Educational Research Association, American Psychological Association, &amp; National</p>

Council on Measurement in Education (Eds.). (2014). *Standards for educational and psychological testing*. American Educational Research Association.

<b>Weekly Contact Hours:</b> 3	<b>Lectures:</b> 2 classes weekly	<b>Practical work:</b> 1 class weekly
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**Teaching Methods:** lectures and practical work, interactive teaching methods, writing the critical review of chosen standardized test

**Knowledge Assessment (maximum of 100 points):**

<b>Pre-exam obligations</b>	points	<b>Final exam</b>	points
Active class participation	10	written exam	35
Practical work	35	oral exam	-
Preliminary exam(s)		.....	
Seminar(s)	20		

The methods of knowledge assessment may differ; the table presents only some of the options: written exam, oral exam, project presentation, seminars, etc.