



# UNIVERSITÀ DEGLI STUDI DI PALERMO

<b>DEPARTMENT</b>	Scienze Psicologiche, Pedagogiche, dell'Esercizio Fisico e della Formazione
<b>ACADEMIC YEAR</b>	2024/2025
<b>BACHELOR'S DEGREE (BSC)</b>	PSYCHOLOGICAL SCIENCES AND TECHNIQUES
<b>SUBJECT</b>	TEST THEORY AND TECHNIQUES WITH WORKSHOP
<b>TYPE OF EDUCATIONAL ACTIVITY</b>	B
<b>AMBIT</b>	50115-Psicologia generale e fisiologica
<b>CODE</b>	23731
<b>SCIENTIFIC SECTOR(S)</b>	M-PSI/03
<b>HEAD PROFESSOR(S)</b>	INGOGLIA SONIA          Professore Ordinario          Univ. di PALERMO
<b>OTHER PROFESSOR(S)</b>	
<b>CREDITS</b>	10
<b>INDIVIDUAL STUDY (Hrs)</b>	190
<b>COURSE ACTIVITY (Hrs)</b>	60
<b>PROPAEDEUTICAL SUBJECTS</b>	
<b>MUTUALIZATION</b>	
<b>YEAR</b>	3
<b>TERM (SEMESTER)</b>	1° semester
<b>ATTENDANCE</b>	Not mandatory
<b>EVALUATION</b>	Out of 30
<b>TEACHER OFFICE HOURS</b>	<b>INGOGLIA SONIA</b> Tuesday 11:00 12:00 Online su Teams

<p><b>PREREQUISITES</b></p>	<p>Knowledge about:</p> <ul style="list-style-type: none"> <li>- statistics</li> <li>- basic psychological processes</li> <li>- models of psychological development</li> </ul>
<p><b>LEARNING OUTCOMES</b></p>	<p>* Knowledge and understanding The student must demonstrate that he knows and can understand:</p> <ul style="list-style-type: none"> <li>- the problem of measurement in psychology</li> <li>- the principles of psychological testing</li> <li>- the theories underlying the construction of tests</li> <li>- the test development process</li> <li>- the main psychological tests used in professional practice</li> </ul> <p>* Ability to apply knowledge and understanding: The student must demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>- problematize the issue of psychological measurement</li> <li>- identify the appropriate tests for detecting the constructs of interest</li> <li>- carry out the scoring and interpretation procedures of the test scores presented during the course</li> </ul> <p>* Independent judgment The student must demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>- grasp the critical issues inherent in data collection processes through psychological tests</li> <li>- formulate critical reflections consistent with the theoretical and applied field of reference</li> <li>- select the most appropriate assessment tools for a specific situation</li> </ul> <p>* Communication skills The student must demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>- describe the topics covered in the course</li> <li>- communicate with a specific vocabulary and express concepts with formal structures (models expressed through the symbolic language of psychology)</li> <li>- communicate information even to non-specialist interlocutors</li> </ul> <p>* Learning ability The student must demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>- acquire the knowledge covered during the course through individual study and practical exercises</li> <li>- independently understand the data deriving from the application of psychological tests</li> <li>- resolve concrete situations that require the use of psychological tests</li> </ul>
<p><b>ASSESSMENT METHODS</b></p>	<p>The assessment of learning will take place through an intermediate test (not obligatory) and a final test. In order for the grade obtained in the intermediate test to be recognised, the final test must be taken within the first exam session.</p> <p><b>INTERMEDIATE TEST</b> It will take place during the week of suspension of teaching activities. This is a written test with 30 closed-ended questions on the topics covered during the first part of the course. The test time is 60 minutes. The evaluation is expressed in thirtieths; 1 point will be awarded for each correct answer; for each incorrect answer there will be a penalty of -0.50; the answer not given is worth 0. Maximum score 30/30. The test is considered passed if the score obtained is equal to or higher than 18/30.</p> <p><b>FINAL TEST</b> It consists of an interview aimed at ascertaining the possession of the disciplinary skills and knowledge required by the Course. The student will have to answer at least 4-5 questions posed orally, which concern all the parts covered by the program, with reference to the recommended texts (for those who have successfully completed the intermediate test and will take the final exam within the first available session, the program refers to the second part of the course). The evaluation of the interview will be expressed out of thirty and will be divided as follows:</p> <ul style="list-style-type: none"> <li>- Excellent (29-30-30L): well-organised, fully focused and concise responses; extensive and detailed knowledge of the subject and a very advanced ability to apply it; clear and brilliant presentation, and excellent speaking properties</li> <li>- Very good (27-28): concise, well organized and well focused answers; considerable knowledge of the subject and evident ability to apply it; clear presentation, with some small inaccuracies</li> <li>- Good (25-26): adequate but not entirely in-depth knowledge of the subject; fairly clear presentation, although with some areas of confusion</li> <li>- Acceptable (22-23-24): acceptable, but incomplete and poorly focused knowledge of the subject; reasonable ability to apply it; limited level presentation</li> </ul>

	<p>- Sufficient (18-19-20-21): minimum acceptable knowledge of the basic concepts of the discipline, even with some errors and inaccuracies</p> <p>- Insufficient (&lt;18): knowledge and presentation below the minimum standards necessary for sufficiency</p> <p>The final mark will be expressed in thirtieths and is obtained as the simple arithmetic average of the marks obtained in the two tests. A further object of evaluation will be the discussion (a question) on one of the articles in English provided by the teacher</p> <p>- For those who do not attend, or for those who have not taken/passed the intermediate test, the exam will consist of an oral test (4-5 questions) on all parts of the program</p> <p>Compensatory tools and dispensatory measures will be guaranteed by the Disability and Neurodiversity Center - University of Palermo (Ce.N.Dis.) to students with disabilities and neurodiversity, based on specific needs and in implementation of current legislation</p>
<b>EDUCATIONAL OBJECTIVES</b>	<p>The course aims to:</p> <ol style="list-style-type: none"> <li>1) promote knowledge of evaluation procedures and techniques in psychology and of the rules of correspondence between indicators and construct</li> <li>2) provide knowledge on the characteristics, psychometric properties, functions of psychological tests, and their different application areas</li> <li>3) develop knowledge relating to the most used tools in the psychological field, providing useful guidelines for scoring procedures and interpretation of scores</li> </ol>
<b>TEACHING METHODS</b>	<p>- Frontal lessons</p> <p>- Practical-guided exercises aimed at enabling the student to acquire skills in the scoring procedures and interpretation of the scores of the scheduled tests</p>
<b>SUGGESTED BIBLIOGRAPHY</b>	<p>* Barbaranelli, C., &amp; Natali, E. (2005). I test psicologici: Teorie e Modelli Psicometrici. Roma: Carocci. (Capitolo 1)</p> <p>* Chiorri, C. (2011). Teoria e tecnica psicometrica. Milano: McGraw Hill. (intero libro)</p> <p>* Picone, L., Pezzuti, L., &amp; Ribaudo F. (2017). Teorie e tecniche dei test: Uso e interpretazione. Roma: Carocci. (intero libro)</p>

## SYLLABUS

Hrs	Frontal teaching
2	History and scope of psychological testing
4	Measurement in psychology
8	Theories of test development: Classical Test Theory and Item Response Theory
5	Psychometric properties of tests
2	Test classification
6	Process of test development
12	Theories and measures of intelligence
20	Theories and measures of personality
1	Ethical aspects related to the use of tests