Online and Offline Resources in Psychological Assessment

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https://t.co/rSBPhHuQtX

http://www.facebook.com/EAWRP

http://mnd.ly/zdWz5t

COURSE INFORMATION

COURSE INFORMATION

- Classes are 2 academic hours long (45' each one).
  - First hour lecture
  - Second hour: exercises

- To access the final exam, it's needed to attend at least 80% of the seminars (i.e. 10 out of 13 seminars in total).

- Participate in classroom.

- Read the assigned papers.

COURSE INFORMATION

- EVALUATION:

  - 40% mandatory assignments

  - 35% final exam (multichoice answer quiz with 20 questions)

  - 25% participation during classes

COURSE GOALS

- Give you the necessary *skills and knowledge* to:
  - efficiently *search*,
  - critically *select*,
  - efficiently *organize* <u>scientific information</u>.

- Thus, to promote *information literacy*

ONLINE
RESOURCES

ONLINE RESOURCES

- If you need basic information about a **test**, I encourage you to use:

  - ***Educational Testing Service (ETS)***
    - It's a **FREE** database of more than 25,000 tests and other measurement devices. Contains information about tests from the early 1900s to the present, and is considered the largest compilation of such materials in the world.

      http://www.ets.org/test_link/find_tests/

ONLINE RESOURCES

- If you need **bibliography** about a test, I encourage you to use:

  - ***Tests and Measures in the Social Sciences***

    - This **FREE** database contains information on about 12,000 measures available in 128 compilation volumes.

      http://libraries.uta.edu/helen/test&meas/testmainframe.htm

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ONLINE RESOURCES

- The largest **databases** on behavioral science and mental health:

PsycINFO

This database contains **over 3 million abstracts** of scholarly journal articles, book chapters, books, and dissertations.
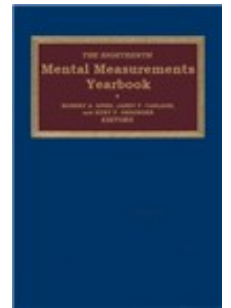
PsycARTICLES

This database contains **over 150 thousand full text articles** of peer-reviewed scholarly journals.

http://search.ebscohost.com/

OFFLINE

RESOURCES

MENTAL MEASUREMENTS YEARBOOK

Provides factual information, critical reviews, and comprehensive bibliographic references on the construction, use, and validity of all tests published in English.

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APA HANDBOOK
OF TESTING AND ASSESSMENT IN PSYCHOLOGY

- This 3-volume handbook is a comprehensive presentation of the **theory and application of tests** in psychology and education.

- Probably **the most comprehensive reviews** on the use of testing and assessment.

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INFORMATION
LITERACY

INFORMATION LITERACY

Information literacy is a set of abilities requiring individuals to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information."

American Library Aassociation - http://www.ala.org/acrl/files/standards/standards.pdf

INFORMATION LITERACY

*National governments all around the globe emphasize strong **literacy** as a more-important-than-ever skill in today's knowledge-based societies*

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Bawden, D. (2008). Origins and concepts of digital literacy. In C. Lankshear & M. Knobel (Eds.), *Digital literacies: Concepts, policies, and practices* (pp. 17–32). New York, NY: Peter Lang Publishing.

SCIENTIFIC
INFORMATION

SCIENTIFIC INFORMATION

○ **Science:**

- A **method or process** of evolving or developing an explanation of a phenomena or idea based on observation, identification, description, and experimental investigation using the best and most currently available information.

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Collins, J W, O'Briend N P (2011). *The Greenwoord dictionary of education (2nd ed.)*. Santa Barbara, CA: ABC-CLIO.

SCIENTIFIC INFORMATION

○ **Information** can be conceptualized as:

- Process (i.e. the communication act)

- Knowledge (i.e. increase in understanding)

- Thing (i.e. an object that imparts information)

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Buckland, M. (1991). *Information and information systems*. New York: Praeger.
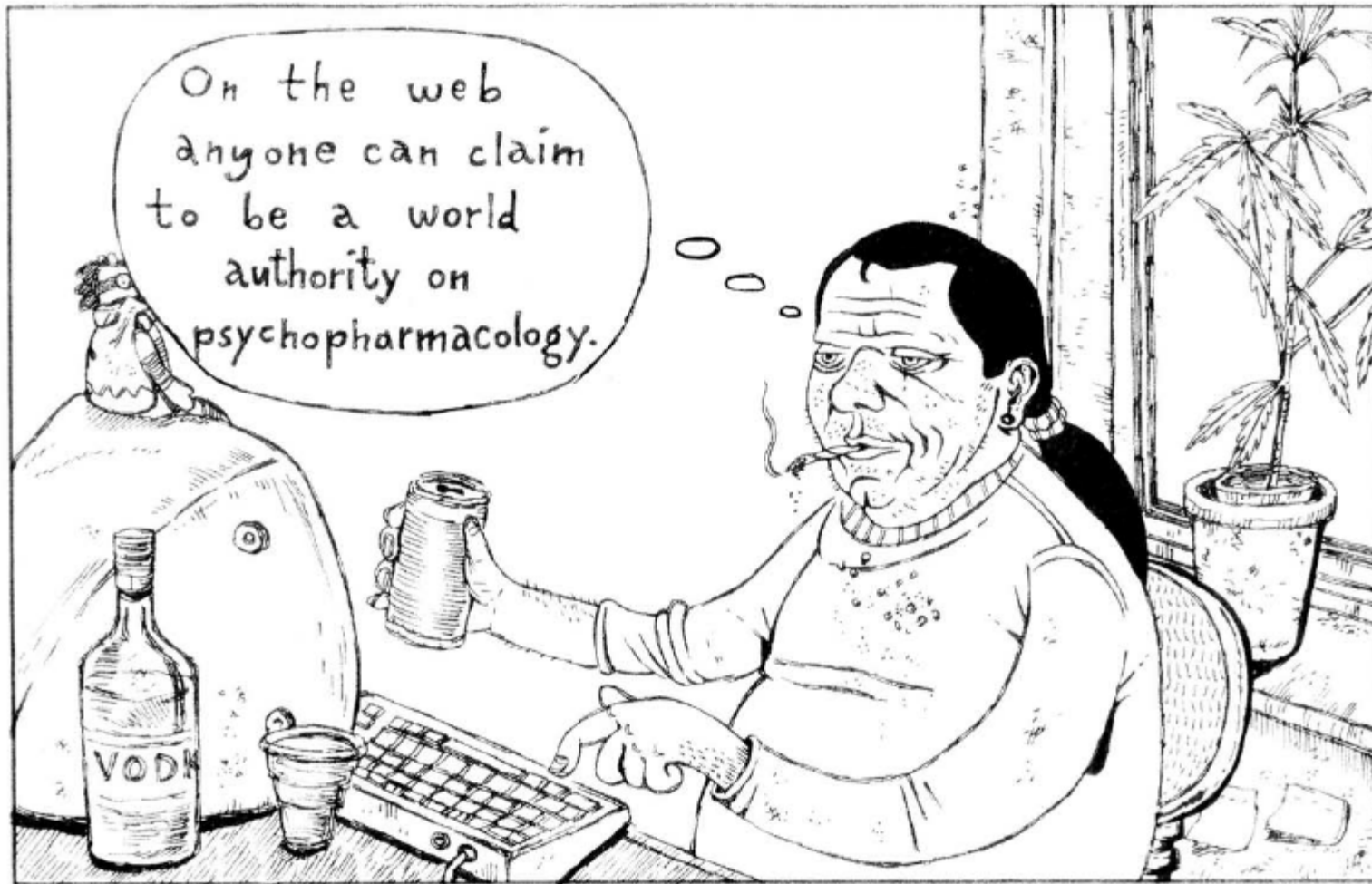
SCIENTIFIC INFORMATION

○ *EXERCISE (SOURCE CREDIBILITY):*

- Perform a simple search for *eating disorders* on Google.

- How many of the results do you consider as **"scientific information"**?

SCIENTIFIC INFORMATION

Latto, J., & Latto, R. (2009). *Study skills for psychology students.* **New York, NY: Open University Press.**

SCIENTIFIC INFORMATION

○ **The most relevant sources of information are:**

- Scientific books

- Articles in professional journals (peer-reviewed)

- Standard reference materials (e.g. encyclopedias)

- Research reports, dissertations and monographs

- Presentations at conferences, symposia and workshops

Fouché, C. B., & Delport, C. S. L. (2005). In-depth review of literature. In A. S. de Vos, H. Strydom, C. B. Fouché, & C. S. L. Delport (Eds.), *Research at grass roots for the social sciences and human service professions* (3rd ed., pp. 123–131). Pretoria: Van Schaik Publishers.

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SCIENTIFIC INFORMATION

- **Evaluating source credibility (skepticism):**

1. The reporting scientists and their respective institutions.
   - Prior research
   - Reputation within the field
   - Prominence of the institution

2. The publication or publisher of the reports.
   - Peer-reviewed publication (extensive review process)

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Nelson, D. E. (2011). Understanding and reporting the science. In C. F. Parvanta, D. E. Nelson, S. A. Parvanta, & R. N. Harner (Eds.), *Essentials of public health communication* (pp. 55–73). Sudbury, MA: Jones & Bartlett Learning.

SCIENTIFIC INFORMATION

○ As can be deduced from the previous exercise:

- Scientific information is **everywhere** (online/offline), but the source must be evaluated.

- Scientific information is **indexed** in some way (e.g. library catalogues: keywords or internet metadata: tags)

- Some information is **"invisible"** for us (not indexed)

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SCIENTIFIC INFORMATION

- Also deduced from the previous exercise:

  - Pre-requisites to retrieve scientific information:

    - It's **available** in some way (library, bookstore, etc.)

    - It's **indexed** in some way (library's catalogue, internet, etc.)

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SCIENTIFIC INFORMATION

- Also deduced from the previous exercise:

  - There are **barriers** to access scientific information:

    - Language

    - Cost

    - Our own skills and knowledge

READINGS FOR THE NEXT CLASS:

(1) *Finding a Research Problem (Joyner, Rouse, & Glatthorn, 2013)*

(2) *Hypothesis development [Part 1] (McBride, 2013)*

(3) *Health and biomedical information, Indexing, Research directions (Hersh, 2009)* [optional]*

ASSIGNMENT:

Formulate a **research question**.