

**COURSE DATA****DATA SUBJECT**

**Code:** 33487  
**Name:** Educational measurement  
**Cycle:** Undergraduate Studies  
**ECTS Credits:** 6  
**Academic year:** 2026-27

**STUDY (S)**

Degree	Center	Acad. year	Period
1306 - Degree in Social Education	Facultat de Filosofia i Ciències de l'Educació	2	Second quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
1306 - Degree in Social Education	Methods and techniques for educational research	COMPULSORY

**COORDINATION**

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**SUMMARY**

The socio-educational intervention starting point is the analysis of the situation, the knowledge of people, groups, and contexts. There are different techniques for gathering information that will allow us to approach these elements, a more qualitative (subjective) and more quantitative (objective), some more and some less standardized. This course provides theoretical and methodological resources, based on quantitative techniques, to analyse, design and implement measurement processes in education and social contexts, all aimed at improving the socio-educational intervention.

**PREVIOUS KNOWLEDGE****RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE**

There are no specified enrollment restrictions with other subjects of the curriculum.

**OTHER REQUIREMENTS**



This course is part of the fourth semester of the degree Degree (2nd semester of 2nd year). Regarding the program content, it is linked to the other subjects in the educational research area, such as Data Analysis in Education and Methods for Data Gathering in Education, forming the module of Methods and Techniques for Educational Research.

## COMPETENCES / LEARNING OUTCOMES

### 1306 - Degree in Social Education

Be able to conduct educational research in different contexts.

Be able to integrate and communicate with experts in other areas and in different contexts.

Conduct prospective and evaluative studies on educational characteristics, needs and demands.

Develop tools for gathering and analysing educational information.

Diagnose needs, complex situations and possibilities of people as a basis for educational actions.

Have abilities for quality management.

Have skills for information management.

Identify and make reasoned judgments about socio-educational problems in order to improve professional practice in non-formal contexts.

Prepare and interpret technical, research and evaluation reports on educational actions, processes and results.

## DESCRIPTION OF CONTENTS

### 1. 1. Introduction to educational measurement.

1.1. Educational measurement in the process of socio-educational intervention. 1.2. Measurement models: Normative, Behavioral Assessment and Criterion Assessment.

1.3. The tests as measurement scales.

1.4. Some scales used in the socio-educational field.



## 2. 2. The tests as measurement scales.

- 2.1. Test concept
- 2.2. Test types
- 2.3. Features, Advantages and Disadvantages
- 2.4. Process of elaboration of a scale for the socio-educational field: Phases in the construction of a test.

## 3. 3. Evidence quality criteria.

- 3.1. Construct delimitation
- 3.2. Technical Quality Criteria of the Items: Logical Review. Empirical Review.  
12
- 3.3. Technical Quality Criteria of the scale-test: Reliability. Validity
- 3.4. Standardisation and scoring.

## 4. 4. Alternative models, report preparation and ethical criteria.

- 4.1. Item Response Theory and Generalizability Theory.
- 4.2. Computer-assisted and/or computer-administered educational tests.
- 4.3. Technical reports.
- 4.5. Ethics and quality.

## WORKLOAD

### PRESENCIAL ACTIVITIES

Activity	Hours
Theory	30,00
Computer classroom practice	30,00
<b>Total hours</b>	<b>60,00</b>

### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	5,00
Individual or group project	15,00
Independent study and work	25,00
Preparation of lessons	20,00
Preparation for assessment activities	18,00
Resolution of case studies	5,00
<b>Total hours</b>	<b>88,00</b>

## TEACHING METHODOLOGY



The teaching methodology is based on the development of content through a close connection between theory and practice, combining both group work and collaborative and individual work through:

- Participatory the lecture. Theoretical explanation of the teacher as a working guide.
- Group learning tasks to solve.
- Autonomous Learning to solve individual tasks, such as reading articles, individual reflection and argument...
- Group and individual tutorials: personal attention to students.
- Using the virtual platform of the University training- Virtual Classroom, to facilitate student access to all necessary resources for the development of the teaching-learning material (Teaching guide, activities/tasks, agenda, questionnaires, portfolios, evaluation...) and to facilitate communication between students and between students and the teacher.
- Involvement of specific and general seminars related to the contents of the subject.
- Joint/cross with students of other subjects on cross-cutting themes of the training entitled.

**MATERIALS** a) Academic Guide: specifies the objectives, content, workload distribution issues, methodology, evaluation, and bibliography. b) Bibliography: required reading, given in the same Academic Guide. c) Resolution of practical activities proposed by professors. All the materials and activities will be located in the virtual classroom- Moodle- of the subject. d) Other: How much relevant information can provide students their own initiative. Report that a cross, present throughout the area, will be the use of computing resources: the technological platform of the University-Virtual-Classroom, Internet, Open Office, Microsoft Office (Word, Excel, PowerPoint) Electronic Resources (Databases, Library Books, journals, ...); Statistical Package for the Social Sciences Package for Windows (SPSS), PSPP y/o Jamovi®. The use of each will be specified in each learning activity specifically.

## EVALUATION

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They employ different evaluation procedures for evaluating joint acquisition of different skills involved. Each of these procedures must be approved in order to pass the subject. Each of these activities has to be overcome with a value of 5 points out of 10 for the weighting is made and can be overcome total loans of the subject.



Exam	50%
Practices	50%

There is no difference in the evaluation procedure between the first and the second call.

The sections of the evaluation are recoverable on second call.

Fraudulent conduct in assessment tests and plagiarism in assessment work will be considered in accordance with the UV Assessment and Grading Regulations (ACGUV 108/2017) and the Protocol for Action against Fraudulent Practices (ACGUV 123/2020).

The use of technologies (including AI) to create assessment materials without prior and express authorization from the teaching staff will prevent them from being considered as self-authored and will be treated according to current regulations and the UV Code of Coexistence and Good Practices (ACGUV 300/2023, DOGV, no. 9747/18.12.2023).

## REFERENCES

### Basic References:

Muñiz, José. (coord) (2005). *Análisis de ítems*. La Muralla.



González-Such, J., Sánchez-Delgado, P. y Sancho-Álvarez, C. (2013). Técnicas evaluativas 2. En J. M. Jornet, J. González-Such, y M. J. Perales, Investigación Evaluativa. Una perspectiva basada en la complementariedad metodológica (cuantitativa-cualitativa). (pp. 114-128). CREA.

Jornet-Meliá, J. M., González-Such, J. y Perales, M. J. (2013). Técnicas evaluativas I. En J. M. Jornet, J. González-Such, y M. J. Perales, Investigación Evaluativa. Una perspectiva basada en la complementariedad metodológica (cuantitativa-cualitativa). (pp. 96-113). CREA.

Delgado, C. (2014). *Viajando a Ítaca por mares cuantitativos*. Amaru Ediciones.

García Ferrando, M., Ibáñez, J. y Alvira, F. (2003). *El análisis de la realidad social: métodos y técnicas de investigación*. Alianza.

InnovaMIDE. Introducción al SPSS. <https://www.uv.es/innovamide/spss/>

López, P. y Pacheli, S. (2015). *Metodologia de la investigacion socialcuantitativa*. Bellatera. <http://ddd.uab.cat/record/129382>

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En A. Pedro Costa, M.C. Sánchez-Gómez y M.V. Martín-Cilleros, La práctica de la investigación cualitativa: ejemplificación de estudios. Ludomedia. [https://ciaiq.org/wp-content/uploads/2017/09/ebook\\_Practica\\_Investigacion\\_Cualitativa\\_Espanol.pdf](https://ciaiq.org/wp-content/uploads/2017/09/ebook_Practica_Investigacion_Cualitativa_Espanol.pdf)

**Complementary references:**

Exteberría, I. y Tejedor, F. (2005). *Análisis descriptivo de datos en educación*. La Muralla.

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Parrilla Latas, A. (2017). Ética para una investigación inclusiva. *Revista de Educación Inclusiva*, 3(1).

Sandín, M.P. (2000). Criterios de Validez en la investigación educativa: de la objetividad a la solidaridad. *Revista de Investigación Educativa*, 18 (1), 223-242

Suárez, Jesús M. y Jornet, Jesús, M. (1990). Reflexiones en torno a la validación de pruebas psicométricas y edumétricas: Un acercamiento ecléctico. *Revista de Investigación Educativa*, 8(16), 517-526.

Sancho-Álvarez, C., Beltrán, M. R., Melià, J. M. J. y González-Such, J. (Eds.). (2022). *Un sistema para evaluar la cohesión social en universidades mexicanas: UNIVECS-MX: evidencias y propuestas de aplicación*. Publicacions de la Universitat de València.

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