

Abstract: Kolloquium

Toward Learning Space Large-Scale Assessment: A Computational Perspective

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Large-scale educational assessments (e.g., PISA or TIMSS) evaluate education systems based on students' proficiency data surveyed through standardized tests, typically represented by classical item response statistics. Competence or knowledge in those studies have not been laid out as more informative hierarchical information structures. Item hierarchies modeled as implications, for instance, can postulate mastery implications among educational test items, be used to design adaptive knowledge assessment and training procedures, and play an important role in the theory of learning spaces. In this talk, I will present a family of computational procedures that can serve as a basis for extending popular large-scale assessment studies in empirical educational research to a learning space sort of setting.