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Psychometric Theory (McGraw-Hill Series in Psychology) Hardcover — 30 Nov. 1993 by Jum Nunnally (Author), Ira Bernstein (Author) 4.2 out of 5 stars 7 ratings

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Publishing textbooks is a money-making racket, so when Nunnally died, his publisher recruited a co-author, Bernstein, to periodically update Nunnally's book. Bernstein may be an unusually accomplished tests and measurement guy, but his prose rendering of technical material is not nearly as lucid as Nunnally's.

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Nunnally, J.C. and Bernstein, I.R. (1994) Psychometric Theory. McGraw-Hill, New York. has been cited by the following article: TITLE: Psychometric Evaluation of the Japanese Wijma Delivery Expectancy/Experience Questionnaire Version B. AUTHORS: Mizuki Takegata, Megumi Haruna, Masayo Matsuzaki, Mie Shiraishi, Tadaharu Okano, Elisabeth Severinsson

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Book Review : Psychometric Theory (3rd ed.) by Jum Nunnally and Ira Bernstein New York: McGraw-Hill, 1994, xxiv + 752 pp Robert M. Thorndike Applied Psychological Measurement 1995 19 : 3 , 303-305

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Psychometric Theory, 2nd edition (McGraw-Hill Psychology Ser.) Jum C. Nunnally. 5.0 out of 5 stars 2. Hardcover. \$948.05. Only 1 left in stock - order soon. Scale Development: Theory and Applications (Applied Social Research Methods) Robert F. DeVellis. 4.5 out of 5 stars 50.

~~Psychometric Theory: NUNNALLY, I., BERNSTEIN, J...~~

psychometric theory. 2.To develop your capacity for critical judgment of the adequacy of measures purported to assess psychological constructs. 3.To acquaint you with some of the relevant literature in personality assessment, psychometric theory and practice, and methods of observing and measuring a ect, behavior, cognition and motivation.

~~An introduction to Psychometric Theory~~

The purpose of understanding Nunnally and Bernstein, of course, is that the more you understand the more you will be able to apply fundamental principles of measurement to your own research. It is the basic assumption of this course that all research can be improved by improving the quality of measurement used in that research.

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The classic text is Psychometric Theory. Like the previous edition, this text is designed as a comprehensive text in measurement for researchers and for use in graduate courses in psychology, education and areas of business such as management and marketing. It is intended to consider the broad measurement problems that arise in these areas and is written for a reader who needs only a basic background in statistics to comprehend the material. It also combines classical procedures that explain variance with modern inferential procedures.

Using a meaning-based approach that emphasizes the "why" over the "how to," Psychometrics: An Introduction provides thorough coverage of fundamental issues in psychological measurement. Author R. Michael Furr discusses traditional psychometric perspectives and issues including reliability, validity, dimensionality, test bias, and response bias as well as advanced procedures and perspectives including item response theory and generalizability theory. The substantially updated Third Edition includes broader and more in-depth coverage with new references, a glossary summarizing over 200 key terms, and expanded suggested readings consisting of highly relevant papers to enhance the book's overall accessibility, scope, and usability for both instructors and students. Online Resources Free PowerPoint® slides for instructors are available with this text. Contact your rep to learn more.

Managing human emotions plays a critical role in everyday functioning. After years of lively debate on the significance and validity of its construct, emotional intelligence (EI) has generated a robust body of theories, research studies, and measures. Assessing Emotional Intelligence: Theory, Research, and Applications strengthens this theoretical and evidence base by addressing the most recent advances and emerging possibilities in EI assessment, research, and applications. This volume demonstrates the study and application of EI across disciplines, ranging from psychometrics and neurobiology to education and industry. Assessing Emotional Intelligence carefully critiques the key measurement issues in EI, and leading experts present EI as eminently practical and thoroughly contemporary as they offer the latest findings on: EI instruments, including the EQ-I, MSCEIT, TEIQue, Genos Emotional Intelligence Inventory, and the Assessing Emotions Scale. The role of EI across clinical disorders. Training professionals and staff to apply EI in the workplace. Relationships between EI and educational outcomes. Uses of EI in sports psychology. The cross-

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cultural relevance of EI. As the contributors to this volume in the Springer Series on Human Exceptionality make clear, these insights and methods hold rich potential for professionals in such fields as social and personality psychology, industrial and organizational psychology, psychiatry, business, and education.

This textbook describes the broadening methodology spectrum of psychological measurement in order to meet the statistical needs of a modern psychologist. The way statistics is used, and maybe even perceived, in psychology has drastically changed over the last few years; computationally as well as methodologically. R has taken the field of psychology by storm, to the point that it can now safely be considered the lingua franca for statistical data analysis in psychology. The goal of this book is to give the reader a starting point when analyzing data using a particular method, including advanced versions, and to hopefully motivate him or her to delve deeper into additional literature on the method. Beginning with one of the oldest psychometric model formulations, the true score model, Mair devotes the early chapters to exploring confirmatory factor analysis, modern test theory, and a sequence of multivariate exploratory method. Subsequent chapters present special techniques useful for modern psychological applications including correlation networks, sophisticated parametric clustering techniques, longitudinal measurements on a single participant, and functional magnetic resonance imaging (fMRI) data. In addition to using real-life data sets to demonstrate each method, the book also reports each method in three parts-- first describing when and why to apply it, then how to compute the method in R, and finally how to present, visualize, and interpret the results. Requiring a basic knowledge of statistical methods and R software, but written in a casual tone, this text is ideal for graduate students in psychology. Relevant courses include methods of scaling, latent variable modeling, psychometrics for graduate students in Psychology, and multivariate methods in the social sciences.

GEOFF NORMAN McMaster University, Hamilton, Canada CEES VAN DER VLEUTEN University of Maastricht, Netherlands DA VID NEWBLE University of Sheffield, England The International Handbook of Research in Medical Education is a review of current research findings and contemporary issues in health sciences education. The orientation is toward research evidence as a basis for informing policy and practice in education. Although most of the research findings have accrued from the study of medical education, the handbook will be useful to teachers and researchers in all health professions and others concerned with professional education. The handbook comprises 33 chapters organized into six sections: Research Traditions, Learning, The Educational Continuum, Instructional Strategies, Assessment, and Implementing the Curriculum. The research orientation of the handbook will make the book an invaluable resource to researchers and scholars, and should help practitioners to identify research to place their educational decisions on a sound empirical footing. THE FIELD OF RESEARCH IN MEDICAL EDUCATION The discipline of medical education began in North America more than thirty years ago with the founding of the first office in medical education at Buffalo, New York, by George Miller in the early 1960s. Soon after, large offices were established in medical schools in Chicago (University of Illinois), Los Angeles (University of Southern California) and Lansing (Michigan State University). All these first generation offices mounted master's level programs in medical education, and many of their graduates went on to found offices at other schools.

The aim of this encyclopedia is to provide a comprehensive reference work on scientific and other scholarly research on the quality of life, including health-related quality of life research or also called patient-reported outcomes research. Since the 1960s two overlapping but fairly distinct research communities and traditions have developed concerning ideas about the quality of life, individually and collectively, one with a fairly narrow focus on health-related issues and one with a quite broad focus. In many ways, the central issues of these fields have roots extending to the observations and speculations of ancient philosophers, creating a continuous exploration by diverse explorers in diverse historic and cultural circumstances over several centuries of the qualities of human existence. What we have not had so far is a single, multidimensional reference work connecting the most salient and important contributions to the relevant fields. Entries are

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organized alphabetically and cover basic concepts, relatively well established facts, lawlike and causal relations, theories, methods, standardized tests, biographic entries on significant figures, organizational profiles, indicators and indexes of qualities of individuals and of communities of diverse sizes, including rural areas, towns, cities, counties, provinces, states, regions, countries and groups of countries.

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