

Hamdollah Ravand

Associate Professor in Language Teaching

English Department,

Faculty of Foreign Languages.

Vali-e-Asr University of Rafsanjan, Rafsanjan, Iran

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EDUCATION

- **Ph.D. in English Language Teaching (2013)**
Isfahan University, Iran
Dissertation: Investigating Relationships among Test Taker's Characteristics and Response Formats in a Reading Comprehension Test: A Structural Equation Modeling Approach.
- **M.A. in English Language Teaching (2002)**
Allameh Tabatabaie University, Iran
Thesis: On the Effect of Ambiguity Tolerance on Cloze and C-test performance
- **B.A. in English Translation (2000)**
Allameh Tabatabaie University, Iran

ACADEMIC POSITIONS

Vali-e-Asr University of Rafsanjan

English Department

Associate Professor with tenure (2018-present)

University of Jiroft

Departments of Languages

Assistant professor (2015-2018)

Vali-e-Asr University of Rafsanjan

English Department

Assistant Professor with tenure (2004-2015)

RESEARCH STAYS

- Visiting Researcher at Jena University, Germany from March to October 2012
- Visiting Researcher at the Institute for Educational Quality Improvement (IQB), Berlin, Germany July to September 2016

ADMINISTRATIVE EXPERIENCE

- Head of the International Office at Vali-e-Asr State University of Rafsanjan 2013-2015
- Vice Chancellor for Student Affairs at University of Jiroft 2015-2016

- Vice Chancellor for Education & Research at University of Jiroft 2016-2017
- Dean of Faculty of Literature & Humanities 2018-2021
- Dean of Faculty of Foreign Languages 2021-present

ACADEMIC COURSES TAUGHT

Graduate Instruction

- Principles & Methodology of Language Teaching
- Language Testing & Assessment
- Research Methods in TEFL
- Writing Academic Texts
- Statistical Software Programs in Language Teaching

Undergraduate Instruction

- Language testing
- Methodology of Language Teaching
- Essay Writing
- Oral Reproduction of Short Stories
- Grammar
- Reading Comprehension

QUANTITATIVE TRAINING

- Structural Equation Modeling
- Item Response Theory
- Cognitive Diagnostic Modeling
- Multilevel Modeling
- Fuzzy logic
- Neural Networks

QUALITATIVE TRAINING

- Grounded theory Using Nvivo

SOFTWARE TRAINING

LISREL, Mplus, Amos, Winsteps, Conquest, Facets, R, Nvivo, HLM, SAS, SPSS, MATLAB, EndNote

WORKSHOPS TAUGHT

- EndNote Institute of Quantitative Methods in Humanities December 2020
- Cognitive Diagnostic Modeling with R Institute of Quantitative Methods in Humanities December 2021
- Structural Equation Modeling Institute of Quantitative Methods in Humanities December 2021
- Writing Research Reports Institute of Quantitative Methods in Humanities November 2021
- Cognitive Diagnostic Modeling with R University of Shiraz October 2018
- Rasch Modeling with Winsteps Kurdistan University October 2017
- Item Response Theory Vali-e-Asr University of Rafsanjan May 2017
- Structural Equation Modeling Medical University of Kerman March 2017
- Cognitive Diagnostic Modeling with R University of Tehran September 2016
- Introductory Statistics with R Islamic Azad University Mashhad July 2014
- Item Response theory Workshop Isfahan University September 2013
- Structural Equation Modeling Vali-e-Asr University of Rafsanjan December 2013

MAJOR AREAS OF INTEREST

- Measurement and Evaluation
- Language Testing and Assessment
- Structural Equation Modeling
- Item Response Theory
- Multilevel Modeling
- Cognitive Diagnostic Modeling.

EDITORSHIPS AND EDITORIAL BOARD SERVICE

- Associate Editor: Frontiers in Psychology: Quotative Psychology & Measurement
- Editorial Board: International Journal of Language Testing

PEER REVIEWED PAPERS (* INDICATES WORK WITH ADVISEES)

1. *Shafipur, M., **Ravand, H.**, Maftoon, P. (2021). Test-level and item-level model fit comparison of general vs. specific diagnostic classification models: A case of true DCM. *Language Testing in Asia* 11, 33 (2021). <https://doi.org/10.1186/s40468-021-00148-z>
2. *Rohani, F., **Ravand, H.**, & Rezvani, R. (2021). The construction and validation of a Q-matrix for a high-stakes reading comprehension test: A G-DINA study. *International Journal of Language Testing*. 11(1), 58-87.

3. *Ketabi, S., Alavi, M., & **Ravand, H.** (2021). Diagnostic test construction: Insights from cognitive diagnostic modeling. *International Journal of Language Testing*, 11(1), 22-35
4. **Ravand, H.**, Baghaei, P. & Doeblner, P. (2020). Examining parameter invariance in a general diagnostic classification model. *Frontiers in Psychology*, 10(2930). doi:10.3389/fpsyg.2019.02930.
5. *Parsiani, M., Rohani, G., & **Ravand, H.** (2020). CAPT and its effect on English language pronunciation enhancement: Evidence from bilinguals and monolinguals. *Journal of Teaching Language Skills* 39(2), pp. 121-167. doi:10.22099/jtls.2020.37939.2856
6. Widhiarso, W., Steyer, R., & **Ravand, H.** (2019). Exploring a proactive measure of making items of a personality questionnaire resistant to faking: An employee selection setting. *Personality and Individual Differences*, 149, 1-7. doi: <https://doi.org/10.1016/j.paid.2019.05.040>
7. ***Ravand, H.**, Firoozi, T., & Rohani, G. (2019). Investigating gender and major DIF in the Iranian National University Entrance Exam using multiple-indicators multiple-causes structural Equation Modeling. *Issues in Language Teaching*. 8(1)
8. **Ravand, H.**, & Baghaei, P. (2019). Diagnostic classification models: Recent developments, practical issues, and prospects. *International Journal of Testing*, 1-33. doi: 10.1080/15305058.2019.1588278
9. ***Ravand, H.**, Faryabi, F., Rohani, G. (2018). On the factor structure invariance of the general English section of university entrance examination for Ph.D. applicants into the English programs in Iran. *Journal of Teaching Language Skills* 36(4)
10. Baghaei, P., & **Ravand, H.** (2019). Method bias in cloze tests as reading comprehension measures. *SAGE Open*, 9(1). doi: 10.1177/2158244019832706
11. Baghaei, P., **Ravand, H.**, & Nadri, M. (2019). Is the d2 test of attention Rasch scalable? Analysis with the Rasch Poisson Counts Model. *Perceptual and Motor Skills*, 126(1), 70–86. <https://doi.org/10.1177/0031512518812183>
12. **Ravand, H.** & Robitzsch, A. (2018). Cognitive diagnostic model of best choice: a study of reading comprehension. *Educational Psychology*, 38(10), 1255-1277. doi: 10.1080/01443410.2018.1489524
13. **Ravand, H.** & Sardari, A., S. (2017). The effect of gender and academic background on cloze and reading comprehension performance using G-Theory. *Psychological Test and Assessment Modeling*, 57(2).
14. **Ravand, H.** (2016). Application of a cognitive diagnostic model to a high-stakes reading comprehension test. *Journal of Psychoeducational Assessment*. , 34(8), 782-799. doi: 10.1177/0734282915623053

15. **Ravand, H., & Baghaei, P.** (2016). Partial least squares structural equation modeling with R. *Practical Assessment, Research & Evaluation*, 21(11). Available online: <http://pareonline.net/getvn.asp?v=21&n=11>
16. Ravand, S., **Ravand, H.**, & Abbasi, A. (2016). Investigating the effect of self-, peer, and teacher assessment in second language writing over time: a multifaceted Rasch approach, *Iranian Journal of Applied Language Studies*, 8(1), 91-112.
17. *Tadayon, F., **Ravand, H.** Using grounded theory to validate Bachman and Palmer's (1996) strategic competence in EFL graph-writing. *Lang Test Asia* 6, 8 (2016). <https://doi.org/10.1186/s40468-016-0031-y>
18. Baghaei, P., & **Ravand, H.** (2015), A cognitive processing model of reading comprehension in English as a foreign language using a linear logistic test model, *Learning and Individual Differences*, <http://dx.doi.org/10.1016/j.lindif.2015.09.001>
19. **Ravand, H.** (2015). Assessing testlet effect, impact, differential testlet, and item functioning using cross-classified multilevel measurement modeling. *SAGE Open*, 5(2). doi: 10.1177/2158244015585607
20. Widhiarso, W., **Ravand, H.** (2014) Estimating reliability coefficient for multidimensional measures: A pedagogical illustration. *Review of Psychology* 21(2)
21. Baghaei, P., **Ravand, H.** (2016) Modeling local item dependence in cloze and reading comprehension test items using testlet response theory. *Psicologica*. 37, 85-104
22. **Ravand, H.** (2015) Item response theory using hierarchical generalized linear models. *Practical Assessment, Research & Evaluation*, 20(7). Available online: <http://pareonline.net/getvn.asp?v=20&n=7>
23. **Ravand, H.** and Robitzsch, A. (2015) Cognitive diagnostic modeling using R. *Practical Assessment, Research & Evaluation*, 20(11). Available online: <http://pareonline.net/getvn.asp?v=20&n=11>
24. **Ravand, H.**, & Firoozi, T. (2016). Examining construct validity of the master's UEE using the Rasch model and the six aspects of the Messick's framework. *International Journal of Language Testing*, 6(1), 1-23.
25. Barati, H. **Ravand, H.** & V. Ghasemi (2013). Investigating relationships among test taker's characteristics and response formats in a reading comprehension test: A structural equation modeling approach. *Iranian Journal of Language Testing* 3 (2), 38-59.
26. **Ravand, H.**, H. Barati & W. Widhiarso(2012). Exploring diagnostic capacity of a high stakes reading comprehension test using DINA model. *Iranian Journal of Language Testing* 3(1)

BOOK CHAPTER

1. **Ravand, H.** (2020). Hierarchical diagnostic classification models in assessing reading comprehension. In V. Aryadoust & M. Raquel (Eds.), *Quantitative data analysis for language assessment II: Advanced methods* (pp. 79-98). New York, NY: Routledge.

DOCTORAL THESES SUPERVISED

1. Dissertation title: Investigating cognitive diagnostic potential of two high stakes tests: applications of G-DINA, Log-linear cognitive diagnosis and fusion models
Student: Fatemeh Rouhani
Shahid Chamran University of Ahvaz, 2021
2. Dissertation title: Development and validation of a general English test for Iranian university students using diagnostic classification models.

Student: Miss Mahdiah Shafeipur

Islamic Azad University Science & Research Branch, Tehran, 2021

MASTER'S THESES SUPERVISED

1. Investigating Cognition Levels in the Iranian National Ph.D. Entrance Examination Based on Bloom's Taxonomy Using Diagnostic Classification Models (Fatema Akima, 2021)
2. Investigating validity argument of PhD entrance exam of ELT (English language teaching) students in Iran (Elham Balaei, 2020)
3. On the Effect of Fluid Intelligence on Reading Comprehension Performance of EFL Students at Vali-e-Asr University of Rafsanjan (Zahra Sayyedi Marghaki, 2018)
4. Investigating Factors Affecting Foreign Language Writing Performance Using Multi-Method Multi-Trait Analysis (Sahar Abbasi Sardari, 2015)
5. The Effect of Peer Assessment on Iranian EFL Learners' Motivation in Oral Communication Skills at Vali-e-Asr University of Rafsanjan (Emad Gholamrezapour, 2018)
6. An Investigation of Junior High-School EFL Teachers' Beliefs in Relation with Educational Curriculum Reform in Iran (Sanaz Khashami, 2018)
7. The Relationship between Working Memory, Processing Speed, and Listening Comprehension (Nasibeh Zarei, 2018)
8. The Effect of Teachers' Recast and Prompts on Iranian Students' Uptake of Past Tense Verbs (Mohsen Baniasadi, 2017)

9. A Study on the Relative Effect of Option Position, Academic Background, and Subtests on the Iranian Test Takers' Performance on UEE: A Generalizability Theory Approach (Mohammad Ravand, 2017)
10. Investigating the Factor Structure Invariance of University Entrance Examination for PhD Applicants into the English Programs Across Two Different Proficiency Levels Using Structural Equation Modeling (Fateme Faryabi, 2016)
11. Examining the Effect of Language Proficiency, Test Method, Rater, and Anxiety Level on Pragmatic Test Performance: An Application of Many-Faceted Rasch Model (Reza Shahi, 2016)
12. Investigating the Effect of Cognitive and Metacognitive Strategy Use on Reading Comprehension Subskills in MC and CR (Nina Hasanli, 2015)
13. The Washback Effect of Iranian University Entrance Examination (UEE) on Teachers' and Students' Attitudes and Perceptions (Hamid Jahanfar, 2015)
14. Investigation of Writing processes and Strategies Through Qualitative Research: A Grounded Theory Approach (Fereshteh Tadayon, 2015)
15. An Investigation of Factors Affecting EFL Writing Performance: A Generalizability Approach (Ali Khodi, 2015)
16. On the Equivalence of Constructed Response and Multiple Choice: Stem-Equivalent, Stem non-Equivalent but Content Equivalent, and Stem Content Non-Equivalent Items in Reading Comprehension using Multifaceted Rasch (Monir Ganjalikhani Hakemi, 2014)
17. Investigating Differential Item Functioning on the Iranian National University Entrance Exam Using Structural Equation Modeling (Tahereh Firoozi, 2014)

AWARDS

Faculty-Wide Recognition for Research Excellence

- Winter, 2018, Department of English Language, Faculty of Literature & Humanities Vali-e-Asr University of Rafsanjan).

Faculty-Wide Recognition for Research Excellence

- Winter, 2021, Department of English Language, Faculty of Foreign Languages Vali-e-Asr University of Rafsanjan).

EXTERNAL REVIEWER

- Language Assessment Quarterly
- Applied Psychological Measurement
- Journal of Psychoeducational Assessment
- Studies in Educational Evaluation
- International Review of Applied Linguistics in Language Teaching
- International Journal of Applied Linguistics
- Asia Pacific Journal of Education
- Journal of Teaching language Skills
- International Journal of language Testing