

بسمه تعالی

نام و نام خانوادگی: حمدالله راوند

گروه آموزشی: زبان انگلیسی

مرتبه علمی: استادیار

دانشکده: ادبیات و علوم انسانی

سمت: معاون آموزشی پژوهشی دانشگاه جیرفت

آدرس الکترونیکی: ravandhammadollah@gmail.com

شماره تماس: 09132484429

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## سوابق تحصیلی

### کارشناسی

مترجمی زبان انگلیسی، دانشگاه علامه طباطبایی، 1379

### کارشناسی ارشد

آموزش زبان انگلیسی، دانشگاه علامه طباطبایی، 1381

### دکتری

آموزش زبان انگلیسی، دانشگاه اصفهان، 1392

## سوابق اجرایی

رییس روابط بین الملل دانشگاه ولی عصر رفسنجان (عج)	سال 1394-1392
معاون دانشجویی دانشگاه جیرفت	از خرداد 1394-1395 آبان
معاون آموزشی و پژوهشی دانشگاه جیرفت	از شهریور 1395 تا کنون

## عضویت ها

- دبیر هیئت اجرایی جذب دانشگاه جیرفت
- دبیر کمیته منتخب دانشکده های علوم انسانی، فنی و علوم پایه
- عضو شورای پژوهشی
- عضو شورای نظارت و ارزیابی
- عضو شورای انتشارات
- عضو کمیسیون موارد خاص

## دوره های آموزشی و پژوهشی

- دانشگاه هومبولت برلین
- از ژوئن تا سپتامبر 2016
- دانشگاه ینا آلمان
- از مارس تا اکتبر 2012

# سوابق آموزشی

## الف) تدریس

دروس تدریس شده در دانشگاه ولی عصر رفسنجان (عج) در مقطع کارشناسی ارشد:

Language testing & Assessment

Research Methods in TEFL

Advanced Writing

Introduction to Statistics & Computer

دروس تدریس شده در دانشگاه ولی عصر رفسنجان (عج) در مقطع کارشناسی

Language testing

Methodology of Language Teaching

Essay Writing

Oral Reproduction of Short Stories

Grammar

Reading Comprehension

دروس تدریس شده در دانشگاه جیرفت در مقطع کارشناسی

General English

## ب) برگزاری کارگاه های آموزشی

-نظریه پرسش و پاسخ

-آموزش مدلسازی معادله ساختاری

-مقدمه ای بر نرم افزار R

دانشگاه اصفهان

دانشگاه ولی عصر رفسنجان (عج)

دانشگاه آزاد اسلامی مشهد

## ج) آموزش های کمی

- Structural Equation Modeling
- Rasch Modeling
- Cognitive Diagnostic Modeling
- Multilevel Modeling
- Fuzzy logic
- Neural Networks

## د) آموزش نرم افزار

- SPSS
- LISREL
- Mplus
- Amos
- Winsteps
- Facets
- R
- HLM
- SAS

## سوابق پژوهشی

زمینه ها و علایق مطالعاتی:

- سنجش و ارزیابی
- آزمون سازی و ارزیابی زبان
- مدل سازی معادله ساختاری
- نظریه پرسش و پاسخ
- مدل چند سطحی

## انتشار مقالات

### الف) مقالات چاپ شده در مجلات خارجی

1. Ravand, H., & Baghaei, P. (2016). Partial Least Squares Structural Equation Modeling with R. *Practical Assessment, Research & Evaluation*, 21(11), 2.
2. Tadayon, F., & Ravand, H. (2016). Using grounded theory to validate Bachman and Palmer's (1996) strategic competence in EFL graph-writing. *Language Testing in Asia*, 6(1), 8.
3. **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>
4. **Ravand, H.** (2015a). Application of a Cognitive Diagnostic Model to a High-Stakes Reading Comprehension Test. *Journal of Psychoeducational Assessment*. doi: 10.1177/0734282915623053
5. 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>
6. **Ravand, H.** (2015a). Assessing Testlet Effect, Impact, Differential Testlet, and Item Functioning Using Cross-Classified Multilevel Measurement Modeling. *SAGE Open*, 5(2). doi: 10.1177/2158244015585607
7. Widhiarso, W., **Ravand, H.** (2014) Estimating Reliability Coefficient for Multidimensional Measures: A Pedagogical Illustration. *Review of Psychology* 21(2)
8. Baghaei, P., **Ravand, H.** (2016) Modeling Local item Dependence in Cloze and Reading Comprehension Test Items Using Testlet Response Theory. *Psicologica*. 37, 85-104
9. **Ravand, H.** (2015b) 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>
10. **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>
11. Miri, A., Rohani, G. R., & **Ravand, H.** (2015). The Effect of Personality Traits and Gender on EFL Learner's choice of Refusal Strategies. *Cumhuriyet Science Journal*, 36(3), 1914-1929.
12. Ravand, H., Firoozi, T. (in press) Investigating validity of UEE Using the Rasch Model. *International Journal of Language Testing*
13. 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* Vol 3, No 2
14. 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* Vol 3, No 1
15. **Ravand, H.** & Eslami Rasekh (2011). "Feedback in ESL writing: Toward an Interactional Approach" *Journal of Language Teaching and Research* Vol 2, No 5 (2011), 1136-1145

## ب) مقالات ارائه شده در کنفرانس های داخلی و خارجی

- 1) Ravand, H.** (September, 2015) A Comparison of Cognitive Diagnostic Models When Applied to L2 Reading Comprehension. Paper presented at the 12. Tagung der Fachgruppe Methoden & Evaluation [FGME 2015] der Deutschen Gesellschaft für Psychologie" Jena, Germany
- 2) Hasanli, N., Ravand, H.** (February, 2015). *The Effect of Test Method and Strategy Use on Reading Comprehension Sub-Skills: A Structural Equation Modeling Approach*. Paper presented at the 12<sup>th</sup> Telsi International Conference, Zahedan, Iran.
- 2) Ravand, S. and Ravand, H.** (February, 2015). *Investigating the Effect of Self-,Peer-,and Teacher Assessment in Second Language Writing Over Time: A MultifacetRasch Approach*. Paper presented at the 12<sup>th</sup> Telsi International Conference, Zahedan, Iran.
- 3) Faryabi, F., Ravand, H.** (February, 2015). *Investigating the Factor Structure Invariance of University Entrance Examination for PhD applicants across Three Different Proficiency Levels in Iran: Using Structural Equation Modeling*. Paper presented at the 12<sup>th</sup> Telsi International Conference, Zahedan, Iran.
- 4) Ravand, H., and Tadayyon, F.** (February, 2015). *Using Grounded Theory to Validate Bachman and Palmer's (1996) Strategic Competence in EFL Graph-Writing*. Paper presented at the 12<sup>th</sup> Telsi International Conference, Zahedan, Iran.
- 5) Ganjalikhani, M., and Ravand, H.** (February, 2015). *Validation of a Constructed Response Test of Reading Comprehension Using the Rasch Model*. Paper presented at the 12<sup>th</sup> Telsi International Conference, Zahedan, Iran.
- 6) Abbasi, S., Ravand, H.** (February, 2015). *Investigating Factors Affecting Foreign Language Writing Performance Using Multi-Method, Multi-Trait Analysis*. Paper presented at the 12<sup>th</sup> Telsi International Conference, Zahedan, Iran.
- 7) Ravand, H., A., Khodi** (September, 2014). *Investigating factors affecting second language performance using: A generalizability approach*. Paper presented at the 7<sup>th</sup> conference on Issues in Language Teaching in Iran, University of Tehran, Iran.
- 8) Firoozi, T., H., Ravand** (September, 2014). *Investigating DIF in the university entrance examination using Multiple-Indicators Multiple-Causes*. Paper presented at the 7<sup>th</sup> conference on Issues in Language Teaching in Iran, University of Tehran, Iran.
- 9) Hakemi, M., H., Ravand** (September, 2014). *On the equivalence of multiple choice and constructed response reading comprehension tests*. Paper presented at the 7<sup>th</sup> conference on Issues in Language Teaching in Iran, University of Tehran, Iran.
- 10) Ravand, H.** (October, 2013) *Application of G-DINA to a high-stakes test of reading comprehension*. Paper presented at the 11th Telsi International Conference, Mashad, Iran

## ج) پایان نامه های راهنمایی شده

- On the Equivalence of Constructed Response and Multiple Choice: Stem Equivalent, Stem Non-Equivalent But Content Equivalent And Stem And Content Non Equivalent Items In Reading Comprehension Using Multifaceted Rasch Model
- Investigating the Factor Structure Invariance of Phd Iranian University Entrance Exam Across Different Proficiency Levels: Using Structural Equation Modeling
- Investigating the Effect of Cognitive and Metacognitive Strategy Use on Reading Comprehension Sub-Skills in Multiple Choice and Constructed Response Test Formats: Using Structural Equation Modeling Approach
- On the Effect of Wash Back Of University Entrance Examination
- On the Effect of Rater and Test Type on Writing Performance a Bifactor SEM Approach
- Investigating Differential Item Functioning On the UEE Items Using MIMIC Model
- Exploring Writing Process in Graph and Prompts Using Grounded Theory
- Examining the Effect of Test Method and Rater on Second Language Writing Performance in Pragmatics Tests Using Multifaceted Rasch Approach
- A study on the relative effect of option position, academic background, and





