

DIGITAL TECHNOLOGY, TESTING, AND ASSESSMENT

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Psychology is not exempt from the impact of the fourth industrial revolution on science. Habits and customs inherited from the last century are mutating in a society in which data and communication are reaching levels not even imaginable for the precursors of our disciplines. Digital technology already forms part of the practices related to the use of tests, and therefore psychological and educational assessment. Traditional ways of doing things coexist today with new practices and theoretical models that attempt to take advantage of the possibilities opened up by technology, and expand the traditional limits of the practice of psychology. Consequently, we are faced with challenges such as professional training, collaboration with other areas, the expansion of the concept of testing, and continuous deliberation on ethical and legal issues.

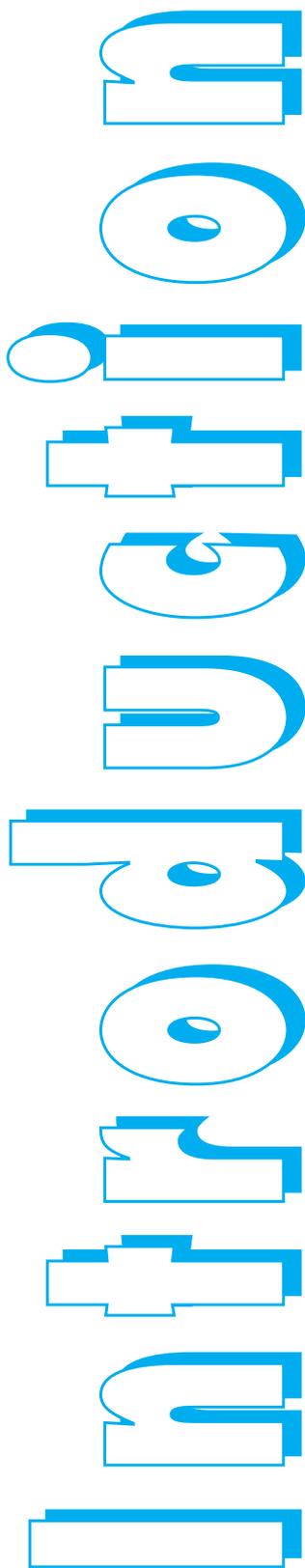
Spanish psychology is adapting to this new scenario, and as a testimony and support, *Papeles del Psicólogo / Psychologist Papers* offers the reader a panoramic view of some of the topics that are having the biggest impact in the fields of measurement and assessment. We present seven articles in which the diversity of the impact of ICT in psychology is evident; but above all they show a vision shared by all the authors of this issue on the relevance and prevalence of the psychological as opposed to the artifices that can mask fatuous or unsound practices. Reading the articles will give the reader an idea of some of the fields that will mark the research and professional and academic practice in the coming years.

The first paper reviews some of the milestones in the history of ICTs along with their consequences for the concept of test and test use; at the same time, it describes the challenges faced in the training of psychologists to ensure that good practices prevail as a foundation for the advancement of knowledge (Elosua, 2022). Andrés et al. (2020) reflect on the use of social networks as a recruitment and selection tool, and propose rubrics based on the *LinkedIn Big Four* model to make any inferences in the selection process more systematic and objective. In a third article, Fonseca-Pedrero et al. (2020) show how technology, in this case centered on the ubiquity of mobile devices, allows psychology to propose something that is currently rather revolutionary: ambulatory assessment. The authors offer us a conceptual delimitation and expose aspects related to methodology without neglecting to mention the most relevant applications or limitations associated with this new perspective. Focusing on psychometric modeling, the group formed by Abad et al. (2020) proposes solutions to an issue that has a long tradition in the field of personality measurement: response bias. The authors review the forced-choice item format and, while showcasing its virtues, they describe the possibility of constructing computerized adaptive tests “on the fly”. In the field of educational assessment, Suarez et al. (2020) present the approach to digital reading and the possibilities promised by the availability of process data—or log data—in validation studies. From a different perspective, based on their experience as test editors, Santamaría and Sánchez-Sánchez (2022) invite us to reflect on the costs, challenges, and potential threats derived from the implementation of new assessment systems that are sometimes far removed from the psychological tradition. Finally, and as a finishing flourish to the previous works, Hernández et al. (2022) analyze the role that the Test Commission of the General Council of the Spanish Psychological Association has played and continues to play in improving the quality and use of tests.

Altogether, I believe that *Papeles del Psicólogo / Psychologist Papers* has given us the opportunity to experience enjoyable, varied, and scientifically sound reading that showcases some of the work we are carrying out in Spain in an area of great significance to the development of psychology. We would like the training in our profession to cover some of the points discussed in the monograph, because in the dy-

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dynamic and sometimes rather unstructured environment in which we are moving, the professionals' skills associated to the measurement principles and use of tests, in the broadest sense, are basic tools for the development of a critical and solid perspective with which the psychologist can position him- or herself with regard to profiles outside the discipline. The digital era has created a habitat shared by psychology, education, engineering, and data science in which we have been assigned a preferential role. Let us continue to make good use of it.

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