**DESCRIPTION**

Latent variable models are used in educational assessment and much educational research. In 2000, only 12 of 134 (9%) of articles published in five leading educational journals used latent variable models, but by 2010, this increased to 57 of 141 (40%) (Reinhart et al., 2013, J Educ Psych). The past decade has seen numerous theoretical, computational, and applied advances. Descriptions of these advances to a broad audience of education researchers and analysts will enable education to benefit from these advances.

**SCOPE**

The Special Issue seeks research contributions on the theoretical, computational, and applied advances from recent decades related to latent variable models (LVMs). Contributors should show how the advance is relevant to educational assessment and research by grounding the contribution in a relevant educational problem. They should provide enough information so that readers can apply the advance, and make the manuscript readable for applied researchers who are interested in quantitative methods (and know the basics of IRT and SEM), but are not necessarily specializing in these. The scope of the Special Issue includes, but is not limited to:

- multidimensional IRT, DIF, computations
- relationship between LVMs and other approaches (e.g., networks models)
- response time models
- mixture models for cross-sectional and longitudinal data
- LVMs for missing values, meta-analysis
- Bayesian approaches to LVMs

**HOW TO SUBMIT**

Authors are kindly invited to submit their contribution via online submission system Editorial Manager available at [www.editorialmanager.com/openedu/default.aspx](http://www.editorialmanager.com/openedu/default.aspx)

Please remember to select the correct Section: **SI: Latent Variable Models in Education** to ensure that it will be processed with the highest priority.

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TIMELINE


Planned publication: **November 2020** (articles will be published upon being accepted on an ongoing basis).