

Assessing the Dimensional Validity of the University Florida Critical Thinking Inventory

(UFCTI) in Chinese: A Confirmatory Factory Analysis

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Abstract

The importance of assessing critical thinking (CT) has been emphasized extensively by numerous administrators and faculty in higher education worldwide. In a contemporary international agricultural sustainable development environment, agricultural students need to deal with controversial issues in international settings. With the increasing number of Chinese students studying in the U.S., educators need to be aware of the importance of supporting students within the intercultural classroom environment. The diversity of cultural backgrounds results in different ways of thinking. Thus, it is necessary to explore the way in which students think to facilitate issues involving international stakeholders. The purpose of this study is to evaluate the construct validity and reliability of the Chinese version of the University Florida Critical Thinking Inventory (UFCTI) on a sample of Chinese undergraduate agricultural students studying in China. UFCTI measures CT styles with two constructs: engagement and information seeking. Confirmatory Factory Analysis (CFA) was applied to examine the hypothesized factor structure. Construct validity and reliability results were supported with the construct reliability (CR), average variance expected (AVE), McDonald's omega, and Cronbach's alpha values, which indicate high validity and reliability for the Chinese version of this instrument.

Introduction

Critical thinking (CT) plays a powerful role in professional and personal life. Current research about student CT at all education levels has permeated the education literature worldwide (Yeh & Chen, 2003; Ku & Ho, 2010; Lun, Fischer, & Ward, 2010; Tiwari, Avery, & Lai, 2003). Rudd, Baker and Hoover (2000) posited "CT is a reasoned, purposive, and introspective approach to solving problems or addressing questions with incomplete evidence and information and for which an incontrovertible solution is unlikely" (P.5). CT is often regarded as a core competence needed by graduates in an era of globalization. Countries across the globe strive to improve their educational systems to prepare their citizens for the challenges of the 21st century. Chinese students are the greatest source of international students who study abroad, accounting for 33% of total international students in the U.S. (Institute of International Education Open Doors Report, 2018). Thus, it is imperative that U.S. universities admitting students from China learn to teach from the Chinese students' strengths, particularly as students are matriculating into the U.S. higher education system. (O'Sullivan & Guo, 2010).

Embedding appropriate teaching strategies into the diversity or intercultural learning environment is very important to facilitate effective international agricultural education. Research indicates that the way of thinking varies across cultures (Brown, 1998; Zhang & Sternberg, 2011). The

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Lina Handayani



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Journal of Education and Learning (EduLearn) Lina Handayani, Journal of Education and Learning EduLearn is an interdisciplinary international journal of original research and writing on education The EduLearn aims to provide a forum for scholarly understanding of the field of education and plays an important role in promoting the process that accumulated knowledge values and skills are transmitted from one generation to another and to make methods and contents of evaluation and research in education available to teachers administrators and research workers Breaking the Barriers of a Silenced Identity Teacher Trainees Attitudes towards the Bilingual Presentation in Hebrew and Amharic Baratz Lea 87 Transformative Learning Model for Youth Life Skills Entrepreneurs in Poor Weavers Songket Palembang Ayi Olim Bertha N 99 Computer Presentation Programs and Teaching Research Methodologies Vahid Motamedi 111 Effects of Cooperative Integrated Reading and Composition Learning Model on the English Learning Skills Hadiwinarto Hadiwinarto Novianti Novianti 117 Toward a Better Preparation of Student Teachers Reading Skill The SQ3R Strategy with Authentic and Simplified Texts on Reading Literacy and Vocabulary Mastery Robi Soma Amirul Mukminin Noprival Noprival 125 An Investigation on Organizational Charlatan Behaviour and Moral Identity as Predictors of Shame Importance for Education Juneman Abraham Rahma Putri Noka Berline 135 Effects of an Informal Energy Exhibit on Knowledge and Attitudes of Fourth Grade Students David Goodman 145 The Investigation of Critical Thinking Dispositions of Religious Culture and Ethics Teacher Candidates Abdulkadir Cekin 158 Factors Contributing to Examination Malpractices at Secondary School Level in Kohat Division Pakistan Qaiser Suleman Rizwana Gul Sadia Ambrin Farrukh Kamran 165 Critical Thinking Christopher P. Dwyer, 2017-05-09 Dwyer's book is unique and distinctive as it presents and discusses a modern conceptualization of critical thinking one that is commensurate with the exponential increase in the annual output of knowledge The abilities of navigating new knowledge outputs engaging in enquiry and constructively solving problems are not only important in academic contexts but are also essential life skills Specifically the book provides a modern detailed accessible and integrative model of critical thinking that accounts for critical thinking sub skills and real world applications and is commensurate with the standards of twenty first century knowledge The book provides both opportunities to learn and apply these skills through a series of exercises as well as guidelines on how critical thinking can be developed and practised in light of existing psychological research which can be used to enhance the experience of critical thinking training and facilitate gains in critical thinking ability **The Routledge International Handbook of Research on Teaching Thinking** Rupert Wegerif, Li Li, James C. Kaufman, 2015-05-22 The Routledge International Handbook of Research on Teaching Thinking is a comprehensive guide to research on teaching thinking Teaching thinking is key to growing a more successful economy is needed for increased democratic engagement and is vital for the well being of individuals faced with the complexity of a globalised world However there are questions about what we mean by thinking how best to teach it and how best to assess it

and it is these questions that this handbook explores and addresses Containing surveys and summaries of international cutting edge research on every aspect of teaching thinking in a range of contexts the handbook is thorough in its delivery examining many different approaches and methods to help readers understand what teaching thinking is and how we can best take this movement forward Key topics include Theoretical perspectives on teaching thinking Approaches for teaching thinking Developing creative thinking Developing critical thinking and metacognition The assessment of thinking Teaching thinking in the context of STEM Collaborative thinking and new technology Neuro educational research on teaching thinking This book is an essential guide for policy makers teachers and researchers who are interested in teaching thinking

The NPEC Sourcebook on Assessment: Definitions and assessment methods for critical thinking, problem solving, and writing T. Dary Erwin, 2000 Volume 1 of this sourcebook is a compendium of information about tests used to assess critical thinking problem solving and writing It serves as a tool for people who want comparative data about the policy relevance of specific student outcomes measured in these areas An interactive version of Volume 1 allows users to specify their areas of interest and create a customized search of assessment measures in the three domain areas The tests described in Volume 1 are those that are designed to measure cognitive variables for traditional students The compendium does not describe less traditional methods such as portfolios and competencies In addition the evaluations of the tests are based on the way test developers represent them in their materials and in some cases in information from third part reviews Volume 2 is a companion volume that provides eight case studies of institutions that have addressed related issues through the use of assessment methods in Volume 1 Volume 1 contains the following sections 1 General and Specific Issues in Selecting Assessments 2 Critical Thinking and Problem Solving 3 Templates Critical Thinking and Problem Solving 4 Writing 5 Templates Writing Commercially Developed Tests and 6 Templates Writing Locally Developed Tests Volume 2 discusses the eight case studies and contains four appendixes providing details about the methodology Volume 1 contains 10 tables and 150 references SLD

Handbook of Forensic Neuropsychology, Second Edition Lawrence C. Hartlage PhD, ABPP, ABPN, Arthur MacNeill Horton, Jr. EdD, ABPP, ABPN, 2010-02-18 This book brings together excellent contributions spanning the historic basis of neuropsychology in forensic practice ethical and legal issues and practical instruction The editors have done an outstanding job in providing us with a volume that represents state of the art in forensic neuropsychology This volume also will be useful for graduate students fellows and practitioners in clinical neuropsychology Igor Grant MD Executive Vice Chair UCSD Department of Psychiatry This book serves as an updated authoritative contemporary reference work intended for use by forensic neuropsychologists psychiatrists neurologists neurosurgeons pediatricians attorneys judges law students police officers special educators and clinical and school psychologists among other professionals This book discusses the foundations of forensic neuropsychology ethical legal issues practice issues and special areas and populations Key topics discussed include the principles of brain structure and function history of clinical neuropsychology

neuropsychology of intelligence normative and scaling issues and symptom validity testing and neuroimaging Special areas and populations will include disability and fitness for duty evaluations aging and dementia children and adolescents autism spectrum disorders substance abuse and Neurotoxicology A concluding section focuses on the future of forensic neuropsychology

Handbook of Research on Advancing Critical Thinking in Higher Education Wisdom, Sherrie, Leavitt, Lynda, 2015-07-17 The importance of critical thinking has surged as academics in higher education realize that many students upon entering college lack the critical thinking skills necessary to succeed While much has been written regarding the lack of critical thinking less has been written on the success of methods implemented to develop this fundamental skill The Handbook of Research on Advancing Critical Thinking in Higher Education explores the effective methods and tools being used to integrate the development of critical thinking skills in both undergraduate and graduate studies Due to the difficulties associated with teaching critical thinking skills to learners of any age this publication is a crucial addition to the scholarly reference works available to pre service and early career teachers seasoned educational professionals professors across disciplines curriculum specialists and educational administrators

Psychology for Teachers Scott Buckler, Paul Castle, 2014-01-31 Every child is an individual whose knowledge and understanding needs to be developed in ways that help them succeed How do you manage this alongside the realities of the curriculum How do you achieve this for a full classroom of expectant learners Psychology for Teachers explains how psychology can be intelligently applied to the classroom to meet the needs of different learners It encourages you to review your own practice to develop a personal teaching style supported by research findings and an awareness of the factors underpinning high quality teaching Focusing on how an understanding of psychological theory can support effective teaching and learning this book contains case studies and tasks to make sure that you really understand how theory can be meaningfully applied in the classroom Additional online materials The book is supported by a companion website including resources such as free journal articles additional activities and links to relevant information Scott Buckler is a Senior Lecturer and Paul Castle is a Chartered Psychologist Health Care Professions Council registered and Senior Lecturer Both are based at the University of Worcester

Extending Intelligence Patrick C. Kyllonen, Richard D. Roberts, Lazar Stankov, 2008 This volume presents research from a variety of perspectives on the enhancement of human intelligence It is organized around five themes enhancement via instruction enhancement via development over the life cycle enhancement over time enhancement via new constructs and new directions in enhancement Three key issues are addressed First although most of the scientific research on intelligence has concerned what it is this volume attends to the consequential societal and economic issue concerns of whether it can be increased and how Second intellectual enhancement is particularly important when targeted to minorities and the poor groups that have typically performed relatively less well on intelligence and achievement measures This volume reflects the education community's ongoing interest in understanding and attempting to close achievement or test score gaps Third most of the attention to

examining intellectual enhancement and in accounting for and closing the test score gap has focused on general cognitive ability In line with the current emphasis on considering intelligence from a wider perspective this volume includes constructs such as emotional and practical intelligence in definitions of intellectual functioning Extending Intelligence Enhancement and New Constructs is an essential volume for researchers students and professionals in the fields of educational psychology intelligence educational measurement and assessment and critical thinking *The NPEC sourcebook on assessment* ,

Handbook of Research on Assessment Technologies, Methods, and Applications in Higher Education Schreiner, Christopher S.,2009-05-31 This research publication accommodates in depth studies that elucidate both the prospects and problems of learning assessment in higher education Provided by publisher **Psychology for Teachers** Paul Castle,Scott Buckler,2018-03-31 Psychology for Teachers explains how psychology can be intelligently applied to the classroom to meet the needs of different learners It encourages teachers to review their own practice to develop a personal teaching style supported by research findings and an awareness of the factors underpinning high quality teaching Focusing on how an understanding of psychological theory can support effective teaching and learning this book contains case studies and tasks to make sure that trainees really understand how theory can be meaningfully applied in the classroom This new edition now comes with three brand new sections Mental health wellbeing resilience Psychological skills Evidence based teaching This book is relevant for anyone undertaking an Education Studies degree or doing Primary or Secondary teacher training particularly for the professional studies teaching topics *Informal Logic* ,1996 *Resources in Education* ,2000-10

WPA, Writing Program Administration ,1985 **Journal of Developmental Education** ,1986 *International Handbook of Personality and Intelligence* Donald H. Saklofske,Moshe Zeidner,2013-04-17 In this groundbreaking handbook more than 60 internationally respected authorities explore the interface between intelligence and personality by bringing together a wide range of potential integrative links drawn from theory research measurements and applications

Alternatives in Assessment of Achievements, Learning Processes and Prior Knowledge Menucha Birenbaum,F. Dochy,2012-12-06 Achievement assessment has undergone a major shift from what some call a culture of testing to a culture of assessment Nowadays a strong emphasis is placed on the integration of assessment and instruction on assessing processes rather than just products and on evaluating individual progress relative to each student s starting point This book addresses assessment issues in light of the present state of affairs The first part discusses new alternatives in the assessment of achievement in various subject areas focusing on agenda practice impact and evaluation of the assessment The second part deals with issues related to assessment of the learning process specifically questions concerning the assessment of individual differences in prior knowledge learning skills and strategies **Higher Education: Handbook of Theory and Research** John C. Smart,2008-03-21 The Handbook series provides a compendium of thorough and integrative literature reviews on a diverse array of topics of interest to the higher education scholarly and policy communities Each chapter provides a

comprehensive review of research findings on a selected topic critiques the research literature in terms of its conceptual and methodological rigor and sets forth an agenda for future research intended to advance knowledge on the chosen topic

The Writing Instructor ,1984 Higher Education in the United States James J. F. Forest,Kevin Kinser,2002-06-21

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