

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

University Of Florida Critical Thinking Inventory Manual

Arturo Cuomo



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University Of Florida Critical Thinking Inventory Manual Book Review: Unveiling the Magic of Language

In an electronic era where connections and knowledge reign supreme, the enchanting power of language has are more apparent than ever. Its power to stir emotions, provoke thought, and instigate transformation is actually remarkable. This extraordinary book, aptly titled "**University Of Florida Critical Thinking Inventory Manual**," written by a highly acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound effect on our existence. Throughout this critique, we will delve to the book is central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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