

17.8.2024

Author

LOES, Chad N. (SALISBURY, Mark H.; PASCARELLA, Ernest T.)

Title

Student perceptions of effective instruction and the development of critical thinking : a replication and extension / Chad N. Loes ; Mark H. Salisbury ; Ernestt. Pascarella

Publication year

2015

Source/Footnote

In: Higher education. - 69 (2015) 5, S. 823 - 838

Inventory number

38266

Keywords

Ausland : USA : einzelne Hochschulen ; Ausland : USA : Studenten, Studium, Lehre ; Lehre

Abstract

This study utilized data from the Wabash National Study of Liberal Arts Education to test the robustness of research conducted by Pascarella et al. (J Coll Stud Dev 37:7?19, 1996) that explored the relationship between student perceptions of exposure to organized and clear instruction and growth in critical thinking skills among college freshmen. To accomplish this, we created fully-specified models that included statistical controls for an array of potential confounding influences such as, student race, sex, pre-college critical thinking ability, pre-college tested academic ability, parental educational degree attainment, pre-college academic motivation, and a measure of interaction with high school teachers. Net of these influences, our findings generally replicate those uncovered by Pascarella et al. (J Coll Stud Dev 37:7?19, 1996) which suggest that student perceptions of organized instruction are positively associated with gains in critical thinking. Perceptions of instructional clarity, however, failed to exert a statistically significant influence on the dependent variable. Lastly, the results of our analyses suggest the effect of student perceptions of organized

17.8.2024

instruction on critical thinking affects students similarly, regardless of tested academic preparation (ACT or equivalent score), sex, or pre-college critical thinking levels. (HRK / Abstract übernommen)

Loes, Chad N., cloes@mtmercy.edu