

Spanish and Latin American validation of a critical thinking test

Responsible researcher: Patricia Morales Bueno (PUCP) and Carlos Saiz Sánchez (Universidad de Salamanca, Spain).

Project's participant: Victoria Ramírez Valdivia (Department of Engineering, PUCP)

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Department of Science - Chemistry Section

The development of critical thinking skills is a key element in the training of students. In this sense, evaluating the ability to think is the best way to know if an educational policy works. However, the majority of tests that measure critical thinking are inadequate in the context of current trends in higher education. For this reason, some Spanish research groups have worked in the development and validation of these tests, in collaboration with their Hispanic-American pairs. Result of this work is the third version of the PENCRIASAL test that evaluates deductive, inductive and practical reasoning; decision making process and problem solving.

This project seeks to validate the test as a measurement instrument of critical thinking in Ibero American University students. In the Spanish case, the psychometric characteristics and the inter-judge concordance were already achieved, showing the adjustment of the factor structure of the test to the proposed theoretical model achieving high reliability. In the Ibero American case, the inter-judge validation process showed difficulties and delays. However, progress in the Peruvian case was greater than in Chile and Mexico.

The results indicate the need to continue making adjustments in the Peruvian application in order to complete the validation process incorporating additional tests that would allow the first validated Ibero American version of the PENCRIASAL test.