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**Title**

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

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**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

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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)

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