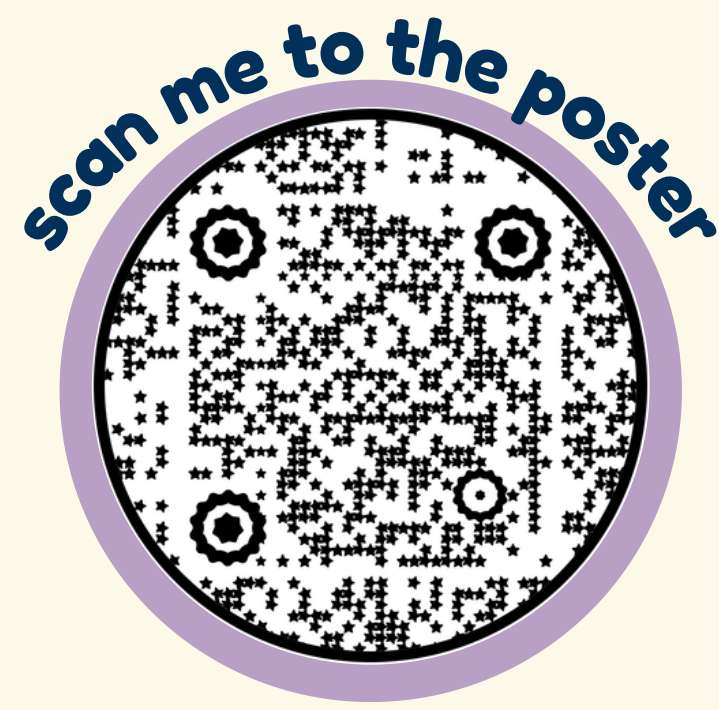


Psychometric Properties of the Scientific Reasoning Scale

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scientific reasoning

a set of specialized **groups of cognitive processes** within the realm of thinking (Díaz et al., 2023).

a **process consisting of** (a) problem identification, (b) question identification, (c) hypothesis generation, (d) artifact construction, (e) evidence generation, (f) evidence evaluation, (g) drawing conclusions, and (h) communicating results (Fischer et al., 2014).

SR scale

Scientific Reasoning Scale (SRS - Drummond & Fischhoff, 2017), validated in the US and Turkey (Muslu Kaygisiz et al., 2018) measures **individual's ability to evaluate scientific evidence**. Using an interdisciplinary approach building on behavioral decision research, cognitive developmental psychology, and public understanding of science, the authors define SR skills and measure them with a **11 true/false** item that requires participants to apply their reasoning skills to **brief scientific scenarios**.

item's concepts

1. Blind / Double Blind (item 1)
2. Causality (item 2)
3. Confounding Variables (item 3)
4. Construct Validity (Item 4)
5. Control Group (Item 5)
6. Ecological Validity (Item 6)
7. History (Item 7)
8. Maturation (Item 8)
9. Random Assignment to Condition (Item 9)
10. Reliability (Item 10)
11. Response Bias (Item 11)

item's example

8. *Subjects in an experiment must press a button whenever a blue dot flashes on their computer screen. At first, the task is easy for subjects. But as they continue to perform the task, they make more and more errors.*

True or False? The blue dot must flash more quickly as the task progresses.



aim and method

We employed a psychometric methodology that integrates **Item Response Theory** (IRT; Birnbaum, 1986) and **Classical Test Theory** (CTT; Novick, 1966; Spearman, 1904), as proposed by Bean and Bowen (2021).

pre-registered on OSF



measures

Participants were asked to complete an anonymous online survey that includes:

- Demographic variables;
- Scientific Reasoning Scale (SRS);
- Some convergent measures;
- Some criterion measures.

sample

The sample comprised **337** adult Italian participants (**61,7% female**; 36,5% male; 1,8% other), aged **20-77** years ($M=37$, $SD=13.64$). Regarding education level, the majority of the sample had attained a **master's degree (50.6%)**, 30.7% had completed a high school diploma, 12% had a bachelor's degree, 4.3% had a Ph.D., and 2.4% had an education level below a high school diploma.

On average, participants **answered 6.9 of the 11 SRS item correctly** ($SD=2.2$). The percentage of correct responses for each item:

item 1	57.00%
item 2	69.10%
item 3	71.20%
item 4	56.10%
item 5	66.20%
item 6	70.90%
item 7	66.80%
item 8	75.40%
item 9	65.30%
item 10	40.70%
item 11	49.00%

IRT results

After confirming the unidimensionality of the scale, IRT analyses were conducted with 6 items because items 1, 3, 5, 7, and 11 did not sufficiently saturate the latent factor ($<.3$).

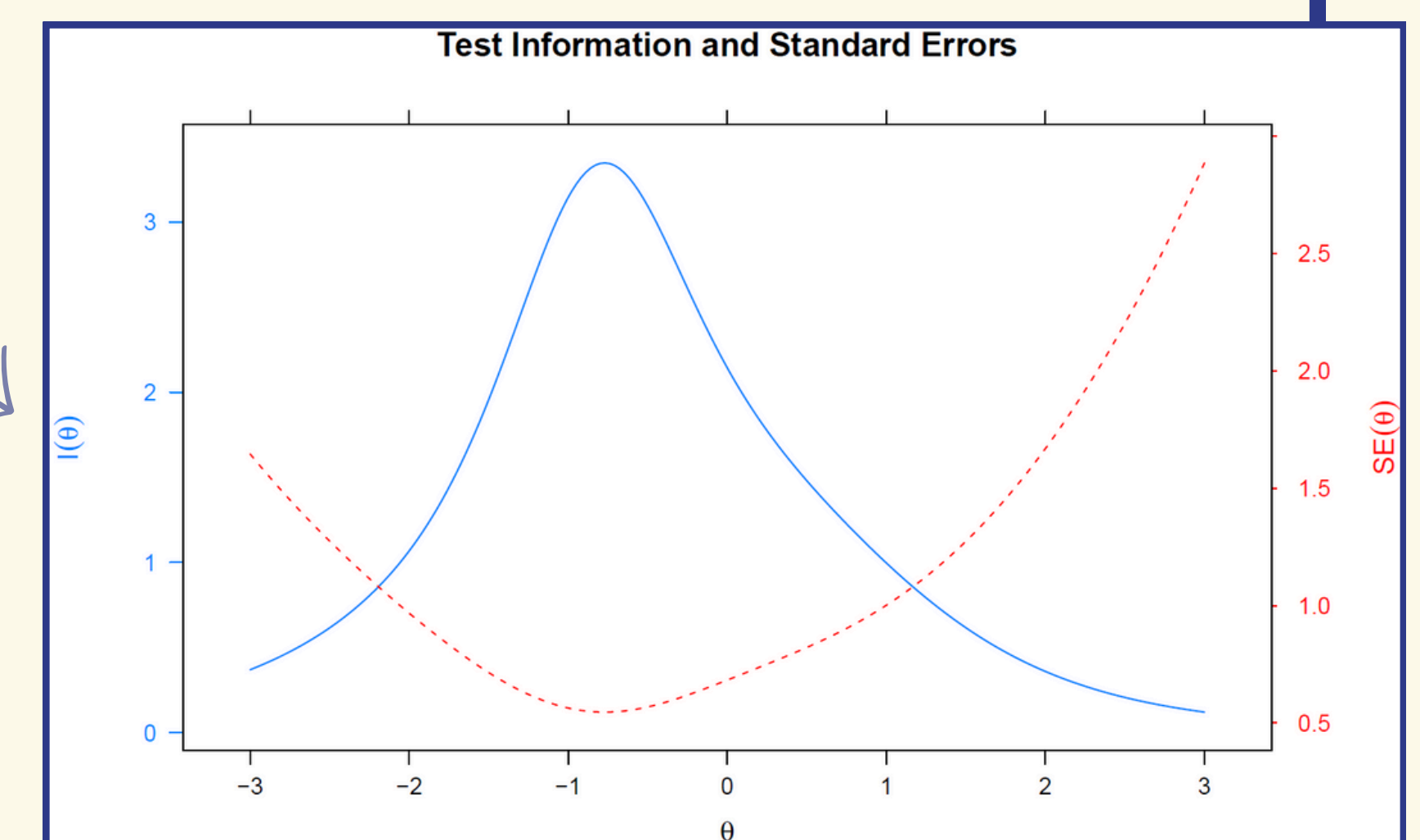
The fit statistics of the 2PL model indicated adequate fit ($M^2(9) = 5.148$, $p = 0.821$; RMSEA = 0, 95% CI [0 - 0], TLI = 1.027, CFI = 1).

Each item showed a non-significant $S-\chi^2$ value, indicating that all 6 items fit under the 2PL unidimensional model.

	a	b
2 - Causality	1.23	-0.84
4 - Confounding Variables	0.64	-0.41
6 - Control Group	1.20	-0.95
8 - Maturation	2.78	-0.81
9 - Random Assignment to Condition	1.03	-0.75
10 - Reliability	1.60	0.34

Item Information Functions (IIF): items 2, 4, 6, 7, 8, and 9 are informative for medium-low trait levels, while items 10 is informative for medium-high.

Test Information Function (TIF), it emerges that, overall, the SRS is suitable for detecting medium-low levels of scientific reasoning (information is most informative in the trait range between $-.1$ logits and -0.5 logits).



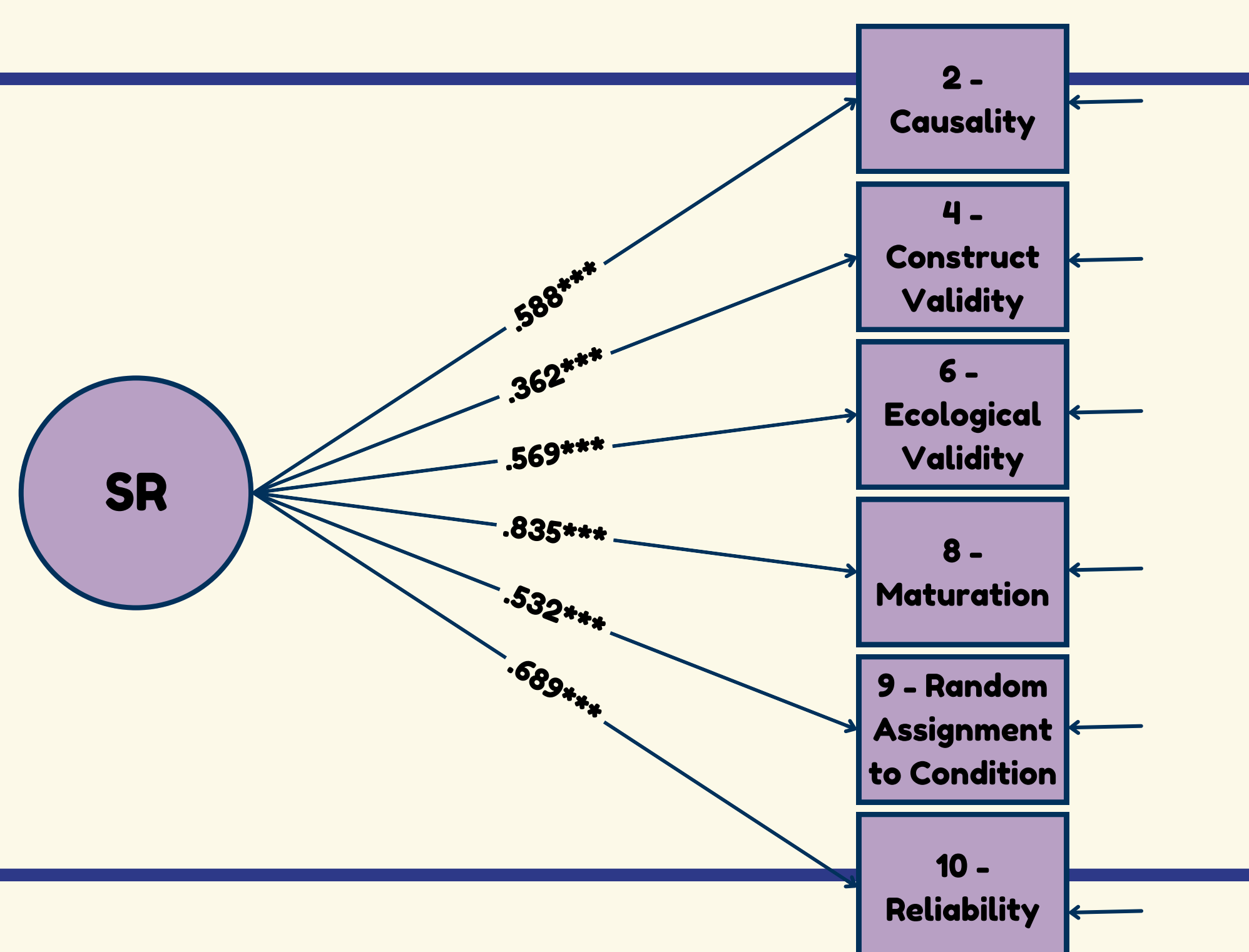
CTT results

Items 1, 3, 5, 7, 11 did not sufficiently saturate the latent factor ($<.3$).

Fit indices of 6 item's CFA were good: $[\chi^2(9) = 4.734$, $p = .856$]; RMSEA = .000 (.000 - .033), $p = .987$; CFI = 1.000; WRMR = .402].

The 6 factor loadings were all $>.362$ and significant ($p \leq .001$).

$\omega = .615$;
percentage of correct responses: 3.8 ($SD=1.6$).



bibliography

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discussion

A model that integrates CTT and IRT offers a comprehensive assessment: some information derived from both approaches providing a **triangulated evaluation of item quality**, some aspects are **unique** to each method (Bean & Bowen, 2021).

Overall, this scale does not work in the Italian sample as it was originally operationalized by the American authors. Specifically, **excluding the 5 items that do not load onto the factor would eliminate concepts considered fundamental to scientific reasoning**: double-blind, confounding variables, control groups, history effects, and response bias.

There could be several reasons for this:

1. **Statistical Perspective:** the scale might have a different factor structure than originally hypothesized by the original authors. For example, the scale might encompass two factors: one related to naïve scientific reasoning and one related to advanced scientific reasoning.
2. **Theoretical Perspective:** the operationalization of the scale may not work in the Italian cultural context, indicating a need for a thorough revision of the items with a greater focus on everyday applicability.

Future developments should aim to create items that accurately measure scientific reasoning.

Let's work on it!



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