Developing an Instrument for Assessing College Students' Attitude toward Science Writing

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The purpose of this study was to develop an instrument for assessing college students' attitudes toward science writing. In the beginning of the development, the review of literature was thoroughly done and three main dimensions — preference, what was learned, and career awareness — were generated for developing the individual test items. The primitive version containing 21 items was formed and then administered to 209 students with science or language/literature majors from a college. The valid responses were then analyzed by factor analysis. Through four consequent steps, the formal version consisting of three dimensions with 13 items was established. Moreover, the differences in the extent of students' attitudes toward science writing were compared among the students with different majors and grade levels. Finally, recommendations were made for educators to use this instrument, and the possible studies in the future were discussed as well.

Keywords: college students, scientific literacy, development of instrument, science writing

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