

Construct Validity Of Critical Thinking Scale For University Students In South South Geopolitical Zone Of Nigeria

Kathleen Armour

Quality Assurance Evaluation for National Universities Commission, Nigeria Bojuwon Yusuf Bolaji, 2014 The objective of this research is to develop and validate a proposed alternative Quality Assurance Evaluation (QAE) for National Universities Commission (NUC) of Nigeria by focusing on the psychometric properties of the measurement scale. This research employs a quantitative approach using the survey questionnaires that are adapted and adopted from the existing QAE and review of the literature. A sample size of 1,600 that comprised the vice-chancellors, staff, teaching staff, non-teaching staff, director/deans/HODs, NUC staff and students are used for this research. A seven-point likert scale is used to collect data from sixteen universities in the north central geopolitical zone of Nigeria. In the course of developing and validating the alternative QAE measurement scale, this research employed various steps that are considered particularly for principal component analysis (PCA), exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) for all constructs; input process (IP2), leadership characteristics of leaders (LCL) and stakeholder contribution (SCON). A combination of statistical techniques particularly structural equation modeling (SEM) and statistical package for social science (SPSS) software are used extensively in the stages involved. The findings of this research reveal that all constructs of alternative QAE (IP2, SCON and LCL) are duly representative of each dimensional construct. It is also found that there is a very significant correlation between the alternative QAE constructs which resulted in the convergent, discriminant validity. All research questions and hypothesis of the research were successfully addressed and tested using appropriate data analysis and statistical techniques. The results show that all the five hypotheses set for the study were accepted. Finally, the research also reveals that all determinants of the dimensional constructs for the proposed alternative QAE fulfilled the accreditation standards in measuring the quality of the universities in Nigeria. A major implication from the findings of this research is that, it would be able to make all the university fraternity in Nigeria understand that the existing QAE is lacking and no longer viable and appropriate in accrediting the university programmes. This research has prudently contributed a new knowledge empirically

with regards to the three - factors solution (instead of only one for the existing (QAE) of the alternative QAE accreditation scale for NUC programmes, and first of its kind in the history of Nigeria's higher education.

Global Trends 2040 National Intelligence Council, 2021-03 The ongoing COVID-19 pandemic marks the most significant, singular global disruption since World War II, with health, economic, political, and security implications that will ripple for years to come. -Global Trends 2040 (2021) Global Trends 2040-A More Contested World (2021), released by the US National Intelligence Council, is the latest report in its series of reports starting in 1997 about megatrends and the world's future. This report, strongly influenced by the COVID-19 pandemic, paints a bleak picture of the future and describes a contested, fragmented and turbulent world. It specifically discusses the four main trends that will shape tomorrow's world: - Demographics-by 2040, 1.4 billion people will be added mostly in Africa and South Asia. - Economics-increased government debt and concentrated economic power will escalate problems for the poor and middleclass. - Climate-a hotter world will increase water, food, and health insecurity. - Technology-the emergence of new technologies could both solve and cause problems for human life. Students of trends, policymakers, entrepreneurs, academics, journalists and anyone eager for a glimpse into the next decades, will find this report, with colored graphs, essential reading.

That We May Learn Better T. W. Yoloey, 2004

Regions and Powers Barry Buzan, Ole Wæver, 2003-12-04 This book develops the idea that since decolonisation, regional patterns of security have become more prominent in international politics. The authors combine an operational theory of regional security with an empirical application across the whole of the international system. Individual chapters cover Africa, the Balkans, CIS Europe, East Asia, EU Europe, the Middle East, North America, South America, and South Asia. The main focus is on the post-Cold War period, but the history of each regional security complex is traced back to its beginnings. By relating the regional dynamics of security to current debates about the global power structure, the authors unfold a distinctive interpretation of post-Cold War international security, avoiding both the extreme oversimplifications of the unipolar view, and the extreme deterritorialisations of many globalist visions of a new world disorder. Their framework brings out the radical diversity of security dynamics in different parts of the world.

Journalism, fake news & disinformation Ireton, Cherylyn, Posetti, Julie, 2018-09-17

Issues and trends in education for sustainable development Leicht, Alexander, Heiss, Julia, Won Jung Byun, 2018-02-19 Education for Sustainable Development (ESD) is globally acknowledged as a powerful driver of change, empowering learners to make decisions and take actions needed to build a just and economically viable society respect ful of both the environment and cultural diversity.

Global Trends 2030 National Intelligence Council, 2018-02-07 This important report, Global Trends 2030-Alternative Worlds, released in 2012 by the U.S. National Intelligence Council, describes megatrends and potential game changers for

the next decades. Among the megatrends, it analyzes: - increased individual empowerment - the diffusion of power among states and the ascent of a networked multi-polar world - a world's population growing to 8.3 billion people, of which sixty percent will live in urbanized areas, and surging cross-border migration - expanding demand for food, water, and energy It furthermore describes potential game changers, including: - a global economy that could thrive or collapse - increased global insecurity due to regional instability in the Middle East and South Asia - new technologies that could solve the problems caused by the megatrends - the possibility, but by no means the certainty, that the U.S. with new partners will reinvent the international system Students of trends, forward-looking entrepreneurs, academics, journalists and anyone eager for a glimpse into the next decades will find this essential reading.

Bulletin of the Atomic Scientists ,1995-03 The Bulletin of the Atomic Scientists is the premier public resource on scientific and technological developments that impact global security. Founded by Manhattan Project Scientists, the Bulletin's iconic Doomsday Clock stimulates solutions for a safer world.

Disease Control Priorities, Third Edition (Volume 9) Dean T. Jamison,Hellen Gelband,Susan Horton,Prabhat Jha,Charles N. Mock,Rachel Nugent,2017-12-06 As the culminating volume in the DCP3 series, volume 9 will provide an overview of DCP3 findings and methods, a summary of messages and substantive lessons to be taken from DCP3, and a further discussion of cross-cutting and synthesizing topics across the first eight volumes. The introductory chapters (1-3) in this volume take as their starting point the elements of the Essential Packages presented in the overview chapters of each volume. First, the chapter on intersectoral policy priorities for health includes fiscal and intersectoral policies and assembles a subset of the population policies and applies strict criteria for a low-income setting in order to propose a highest-priority essential package. Second, the chapter on packages of care and delivery platforms for universal health coverage (UHC) includes health sector interventions, primarily clinical and public health services, and uses the same approach to propose a highest priority package of interventions and policies that meet similar criteria, provides cost estimates, and describes a pathway to UHC.

Education and Conflict Lynn Davies,2003-12-16 First-place winner of the Society for Education Studies' 2005 book prize, Education and Conflict is a critical review of education in an international context. Based on the author's extensive research and experience of education in several areas afflicted by conflict, the book explores the relationship between schooling and social conflict and looks at conflict internal to schools. It posits a direct link between the ethos of a school and the attitudes of future citizens towards 'others'. It also looks at the nature and purpose of peace education and war education, and addresses the role of gender and masculinity. In five lucid, vigorously argued sections, the author brings this thought-provoking and original piece of work to life by: * Setting out the terms of the debate, defining conflict and peace and outlining the relevant aspects of complexity theory for education * Exploring the sources of conflict and their relations to schooling in terms of

gender/masculinity, pluralism, nationalism and identity * Focusing on the direct education/war interface * Examining educational responses to conflict * Highlighting conflict resolution within the school itself. This is the first time that so many aspects of conflict and education have been brought together in one sustained argument. With its crucial exposure of the currently culpable role of formal schooling in maintaining conflict, this book will be a powerful and essential read for educational policy makers, managers, teachers and researchers dealing with conflict in their own contexts.

Our Common Future ,1990

Unleashing the potential Marope, P.T.M.,Chakroun, B.,Holmes, K.P.,2015-05-26 UNESCO has recently published the third volume of its Education on the Move series, a series dedicated to the analysis of key trends in education with the hope of inspiring dialogue among policy makers, educators and other key stakeholders on the challenges of education for tomorrow. The latest publication, entitled Unleashing the Potential: Transforming Technical and Vocational Education and Training is focused entirely on issues related to technical and vocational education and training (TVET). It takes stock of the steadily increasing demands and expectations on TVET systems around the globe and presents recent policy trends in the field of TVET. In their analysis, the authors provide insights into what it takes to unleash the potential of TVET systems around the world. They propose an integrated analytical approach that takes into consideration such factors as economic growth, social equity and issues related to sustainability so that TVET can contribute more effectively to contemporary policy issues such as youth unemployment, gender disparities and climate change. Overall, the book calls for a transformation of TVET systems to enable them to respond to the demands of their contexts. This transformation should enable TVET systems to acquire agility to stay current and responsive to the rapidly changing demands of the twenty-first century.--Publisher's website.

Nigeria's Critical Election, 2011 John A. A. Ayoade,Adeoye A. Akinsanya,2013 Elections have been central to regime collapse in Nigeria because they neither passed the test of citizens' acceptability nor electoral neutrality. They always pushed the country to a dangerous brink which she has often survived after serious constitutional and political bruises. The general election of 1964 rocked the delicate balance of the country resulting in the military coup of January 15, 1966 and a thirty month civil war. The subsequent effort of the military at restructuring the country did not go far enough to win the civic confidence of the people. The military availed itself of another opportunity of tinkering with the system in 1993. However, it demonstrated that it was not immune to civic dishonesty when it annulled the widely acclaimed free and fair presidential election in June 12, 1993. By fits and starts, Nigeria held another election in 1999 which was tolerated only because of citizens' fatigue of military rule. The elections of 2003 and 2007 were classic examples of make-belief democracy. The feeding of inequity and, if you will, domination, persisted. A combination of fortune, trickery and arm twisting produced a power shift in favour of Dr. Goodluck Ebele Azikwe Jonathan in April 2011. The subsequent attempt by the north to create a

strategic consensus did not save it from being pushed into fringe politics forcing some of its spokespersons to vow that they will make governance impossible. The election was better than the worst but much still remains to be done.

Critical Issues in South African Education Charl C. Wolhuter, 2020-12-31 The main thesis of this book is that, given that South African education faces major challenges, the BRICS (Brazil, Russia, India, China and South Africa) constellation of states offers — thus far overlooked — a valuable tertium comparationis, a source of international comparative perspectives, to inform the domestic scholarly discourse on education. This book first investigates the national contexts and development of education in the BRICS countries, arguing that this grouping represents a valuable but yet overlooked field for illuminating South African education issues with international perspectives. The book consists of chapters arguing for and illustrating this thesis from a variety of angles. Common to all chapters is that authors used the comparative method in education, that is comparing the national education system, in their education societal context interrelationships, of the BRICS countries. The chapters focus on a number of critical issues in South African education, including the language of learning and teaching issue, the alignment of the world of education with the world of work, early childhood education, and the development of world-class universities. Regarding the last, for example, China has been the terrain of the most intensive national projects of establishing world-class universities, with Project 985, Project 211, and the “Double First Class University” project. The chapters demonstrate what South Africa, in approaching her education issues, can learn from the experience of the BRICS countries.

Global Trends 2030 National Intelligence Council (U.S.), 2012 This report is intended to stimulate thinking about the rapid and vast geopolitical changes characterizing the world today and possible global trajectories over the next 15 years. As with the NIC's previous Global Trends reports, we do not seek to predict the future, which would be an impossible feat, but instead provide a framework for thinking about possible futures and their implications. In-depth research, detailed modeling and a variety of analytical tools drawn from public, private and academic sources were employed in the production of Global Trends 2030. NIC leadership engaged with experts in nearly 20 countries, from think tanks, banks, government offices and business groups, to solicit reviews of the report.

Prevent strategy Great Britain: Home Office, 2011-06-07 The Prevent strategy, launched in 2007 seeks to stop people becoming terrorists or supporting terrorism both in the UK and overseas. It is the preventative strand of the government's counter-terrorism strategy, CONTEST. Over the past few years Prevent has not been fully effective and it needs to change. This review evaluates work to date and sets out how Prevent will be implemented in the future. Specifically Prevent will aim to: respond to the ideological challenge of terrorism and the threat we face from those who promote it; prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support; and work with sectors and institutions where there are risks of radicalization which need to be addressed

E-Learning: Strategies for Delivering Knowledge in the Digital Age Marc J. Rosenberg, 2000-11-16 Internet and intranet technologies offer tremendous opportunities to bring learning into the mainstream of business. E-Learning outlines how to develop an organization-wide learning strategy based on cutting-edge technologies and explains the dramatic strategic, organizational, and technology issues involved. Written for professionals responsible for leading the revolution in workplace learning, E-Learning takes a broad, strategic perspective on corporate learning. This wake-up call for executives everywhere discusses: • Requirements for building a viable e-learning strategy • How online learning will change the nature of training organizations • Knowledge management and other new forms of e-learning Marc J. Rosenberg, Ph.D. (Hillsborough, NJ) is an independent consultant specializing in knowledge management, e-learning strategy and the reinvention of training. Prior to this, he was a senior direction and knowledge management field leader for consulting firm DiamondCluster International.

Fertility Change in Contemporary Japan Robert W. Hodge, Naohiro Ogawa, 1991 The authors examine the striking decline in Japan's birthrate in light of the rapid urbanization, industrialization, and socioeconomic development experienced by the nation since World War II.

The Rise of China and India in Africa Fantu Cheru, Cyril Obi, 2010-03-11 In recent years, China and India have become the most important economic partners of Africa and their footprints are growing by leaps and bounds, transforming Africa's international relations in a dramatic way. Although the overall impact of China and India's engagement in Africa has been positive in the short-term, partly as a result of higher returns from commodity exports fuelled by excessive demands from both countries, little research exists on the actual impact of China and India's growing involvement on Africa's economic transformation. This book examines in detail the opportunities and challenges posed by the increasing presence of China and India in Africa, and proposes critical interventions that African governments must undertake in order to negotiate with China and India from a stronger and more informed platform.

Knowledge, Power and Dissent Guy R. Neave, 2006-01-01 This publication is based on the discussions of the 2004 Global Colloquium on Research and Higher Education Policy of the UNESCO Forum for Higher Education, Research and Knowledge, held in Paris in December 2004. It contains contributions from 17 international experts in the field of higher education which explore the global rise of the 'knowledge society' and its implications for higher education and for sustainable human development in the future.

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