

Psychometric properties of a scale to measure online teaching styles in university teachers

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Teaching styles

Teaching styles are related to students' academic engagement and motivation, and significantly influence their satisfaction and perception of the online learning process.

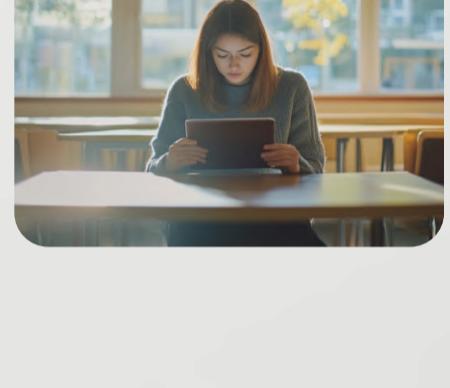


Instruments

This highlights the need for psychometrically robust instruments that reflect the particularities of online education environments.

Literature review

The literature review showed that there are multiple scales on teaching styles designed for face-to-face contexts; however, there are limited specific proposals for virtual environments.

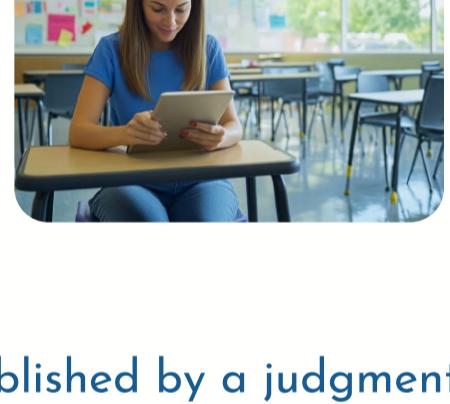


Objective

The aim of the study was to analyze the psychometric properties of a scale designed to measure online teaching styles (OTS) in university teachers.

Participants

A total of 240 teachers participated, completing a 28-item scale organized into four dimensions (designer, corrector, mediator and facilitator) and evaluated with a five-point Likert scale.



Validity

Content validity was established by a judgment of three experts, obtaining a content validity index (S-CVI) of .99.



Results

Confirmatory Factor Analysis (CFA) showed a satisfactory fit for a 16-item scale ($CFI=.97$, $TLI=.96$, $RMSEA=.03$), confirming the four theoretical dimensions. In addition, evidence of factorial invariance between sexes was found. Cronbach's alpha and McDonald's omega coefficients ranged between .67 and .71 (.84 overall), reflecting acceptable internal consistency.



Conclusion

In conclusion, a scale with solid evidence of validity and reliability is presented, which positions it as a useful tool to evaluate online teaching styles and contribute to the improvement of pedagogical practices in digital environments.