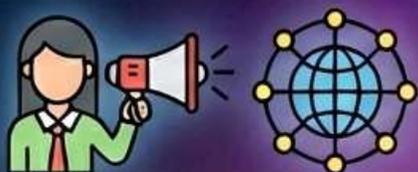# Teachers and science communication on social media: development and initial validation of assessment instruments.

Fuentes Cancell, D. R., Estrada Molina, O., & Gutiérrez Ortega, M. – RIED, 29(1)

CONTEXT AND THEORETICAL FRAMEWORKS

Teachers must **disseminate knowledge** in digital education.

MEDIA COMPETENCE (CMP)

1 **Common Framework for Digital Competence of Teachers 2.2**

2 **Ferrés & Piscitelli Model (2012)** (Critical-communicative approach).

DESIGN AND VALIDATION OF 2 INSTRUMENTOS

1. **General use of DSS (Digital Social Networks).**

2. **Specific use of LinkedIn.**

Validation Process:
1. Theoretical review
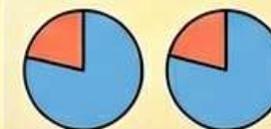⇨ 2. Expert judgment (n=30)
⇨ 3. Exploratory Factor Analysis (EFA).

PSYCHOMETRIC RESULTS AND FINDINGS

High Reliability and Validity: KMO > 0.80; α > 0.85; ω > 0.87.

Identification of **6 Theoretical Dimensions**

Explained Variance: 78.2% (General DSS) | **78.8%** (LinkedIn).

Highlighted: **Strategic role of LinkedIn** for professional academic dissemination.

These findings offer an initial approach to the structure of CMP, highlighting the need to incorporate communicative and media strategies in teacher training and the diagnostic potential of these tools.