Abstract

This article with a quantitative approach aimed to design a set of subscales with evidence of validity and reliability, to measure the frequency of use of teaching strategies in the classroom, with specific objectives: 1) design a set of subscales with Likert-type items each of which assesses the frequency of use of a teaching strategy in the classroom, 2) examine the factor structure of each subscale and 3) determine the inter-item reliability for each subscale. The Teaching Strategies Scale for Meaningful Learnings (EEDAS) was created taking as reference Ausubel’s theoretical model; composed of 12 subscales: Brainstorming, Introductory Focal Activity, Positive-Negative-Interesting, Guided Discussion, Objectives and Intentions, Tree Diagram, Concept Mapping, Previous Answer-Question-Post Answer, What I Know-What I Want To Know-What I Learned, Overview, Analogies, and Abstract. Which were subjected to expert opinion to assess its content validity, resulting in the removal of an item. In order to determine its factor structure and analyze the inter-item reliability an incidental sampling was performed in 7 faculties of the Autonomous University of Nuevo Leon, and the instrument was applied to 205 teachers. Product analysis 3 items were removed; the exploratory factor analysis shows the unifactor structure of each subscale and the proper saturation of items; and Cronbach's Alpha values reflect adequate reliability.

Keywords

TEACHER SCALES, MEANINGFUL LEARNING, TEACHING STRATEGIES, ASSESSMENT, RELIABILITY, VALIDITY, MEXICO