CONSTRUCTING AN INSTRUMENT WITH behavioral scales to assess teaching quality in blended learning modalities


1. INTRODUCTION

**BLENDED LEARNING**
- Face-to-face models
- Online modalities

**Behavioral Scales**

- **THEY DO**
  - Provide the teacher with clear and unambiguous feedback.

- **THEY DON’T**
  - Provide the teacher with clear and unambiguous feedback.

**OBJECTIVE**

- Showing a scale building process with behavioral episodes to address teaching staff evaluation in blended learning.

2. MATERIALS AND METHODS

**REY JUAN CARLOS UNIVERSITY**

- **SIX LECTURERS**
- **477 STUDENTS**

**BARS METHODOLOGY**

- **387 EPISODES**
- **303 EPISODES**
- **256 EPISODES**
- **282 EPISODES**

**DESCRIPTION OF CATEGORIES**

- **10 CATEGORIES**

**COMPILATION OF behavioral episodes**

- **6 LECTURERS**
- **6 STUDENTS**

**RET RANSLATION OF behavioral episodes**

- **362 EPISODES**

**CLUSTERING INTO Core Behavioral Aspects (CBAs)**

- **263 EPISODES**

**DUAL EVALUATION OF behavioral episodes**

3. RESULTS

The instrument generated makes it possible to evaluate teachers’ work in blended learning modalities in 10 teaching categories. Each category is represented by a behavioral scale which in turn has five anchoring points established from CBA combinations.

4. DISCUSSION

**THE BARS INSTRUMENT OFFERS**

- Feedback thanks to which the teacher can easily identify areas for improvement.

**THE FEEDBACK**

- a) Helps the teacher clearly understand which quality standards are expected.
- b) Facilitates and encourages reflection.
- c) Addresses the gap between the teacher’s current performance and what is desired.
- d) Provides valuable information to improve in the future.

5. CONCLUSIONS

The use of BARS behavioral scales is proposed as a suitable alternative to undertake the evaluation of university teachers in blended learning modalities.