

Cuestionario de prácticas pedagógicas: análisis de su estructura factorial y consistencia interna en docentes de carreras de la salud

Factor analysis and internal consistency of pedagogical practices questionnaire among health care teachers

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Background: Teaching practice is one of the most complex topics of the training process in medicine and other health care careers. The Teaching Practices Questionnaire (TPQ) evaluates teaching skills. **Aim:** To assess the factor structure and internal consistency of the Spanish version of the TPP among health care teachers. **Material and Methods:** The TPQ was answered by 315 university teachers from 13 of the 15 administrative Chilean regions, who were selected through a non-probabilistic volunteer sampling. The internal consistency of TPP factors was calculated and the correlation between them was analyzed. **Results:** Six factors were identified: Student-centered teaching, Teaching planning, Assessment process, Dialogue relationship, Teacher-centered teaching and Use of technological resources. They had Cronbach alphas ranging from 0.60 to 0.85. **Conclusions:** The factorial structure of TPQ differentiates the most important functions of teaching. It also shows a theoretical consistency and a practical relevance to perform a diagnosis and continuous evaluation of teaching practices. Additionally, it has an adequate internal consistency. Thus, TPQ is valid and reliable to evaluate pedagogical practices in health care careers.

Key words: Education, Medical; Educational Measurement; Faculty, Medical; Teaching.