Review of: "Instructional Immediacy and Online Course Satisfaction during the COVID-19 Pandemic in Malaysian Higher Education: Mediation Analysis of Perceived Learning"

Emily Marler

Potential competing interests: No potential competing interests to declare.

Measures: It remains unclear how the current study measured their variables. Multiple authors/other measures are mentioned and "modified" but it is unclear how this modification occurred. A sample size of 30 is too small to pilot test a survey containing 45 items and it's also unclear what the outcome of this pilot study was.

Discriminant and convergent validity: According to Rönkkö and Cho (2022) AVE is an item-variance*weighted* average of item reliabilities with standardized estimates, AVE reduces to an average of item reliabilities. So, the term "average indicator reliability" might be more accurate than "average variance extracted, making this a measure of reliability and not discriminant validity. Further, the AVE has a high false positive rate, which makes the test is severely biased and not a useful indicator of reliability/validity. The authors also state that AVE is often misused by comparing AVEs against the .5 rule-of-thumb cutoff, which Fornell and Larcker (1981) presented as a convergent validity criterion. It is unclear, then, how AVE can be used as an indicator of both convergent and discriminant validity. Table 2 also has a typo: instead of SS, should be CS for course satisfaction, presumably. Unsure also how "composite reliability" is an indicator of "convergent validity". A table reporting CFA estimates and factor loadings and model chi-square statistic, CFI, TLI, or RMSEA would better allow readers to determine model fit.

Mediation models should be used in a longitudinal design, otherwise causality cannot be inferred.

From discussion: "The fact that instructor immediacy behaviors are positively associated with course satisfaction shows that more experienced online instructors recognize the importance of immediacy behaviors in an online learning environment." It is unclear how this conclusion can be drawn with the current study.