## <A>Appendix A<A>

## <APH>e-Learning Readiness and Expectation Questionnaire for e-Tutors (e-LREQ)

## (Gülbahar, 2012)<APH>

Your Name/Surname: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Age: [ ] 18-24 [ ] 25-34 [ ] 35-44 [ ] 45-54 [ ] 55-64 [ ] 65+

Gender: [ ] Female [ ] Male [ ] Not Specified

Education: [ ] Undergraduate [ ] Masters (studying) [ ] Masters (completed)

[ ] Doctorate (studying) [ ] Doctorate (completed)

Your Area of Study: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Years of Experience in Profession: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Open-Ended Questions** | | | | | |
| 1. What are your expectations from e-Tutor? | | | | | |
| 1. How do you plan to implement skills learned from the e-Tutor course? | | | | | |
|  | Strongly Disagree | Disagree | Not Sure | Agree | Strongly Agree |
| **e-Readiness (RE1)** | | | | | |
| 1. I have a home computer with Internet connection. |  |  |  |  |  |
| 1. I have an office computer with Internet connection. |  |  |  |  |  |
| 1. I have adequate knowledge to use software necessary to perform my daily work. |  |  |  |  |  |
| 1. I have adequate hardware knowledge to solve daily technical problems. |  |  |  |  |  |
| 1. I have basic skills to operate a computer (e.g. saving files, creating folders). |  |  |  |  |  |
| 1. I have basic skills to use the Internet (e.g. using search engines, signing in). |  |  |  |  |  |
| 1. I am computer literate. |  |  |  |  |  |
| **e-Competency (RE2)** | | | | | |
| 1. I can identify the learning outcomes for e-courses. |  |  |  |  |  |
| 1. I can create e-syllabuses for e-courses. |  |  |  |  |  |
| 1. I can develop digital learning materials. |  |  |  |  |  |
| 1. I can design learning activities. |  |  |  |  |  |
| 1. I can design assessment activities (e.g. exams, forums). |  |  |  |  |  |
| 1. I can develop content for a compact e-course. |  |  |  |  |  |
| 1. I can create e-content in different formats (e.g. text, audio, video). |  |  |  |  |  |
| 1. I can use different teaching methods/techniques to deliver content. |  |  |  |  |  |
| 1. I am aware of and comply with ethical considerations for e-learning. |  |  |  |  |  |
| 1. I can communicate with students effectively. |  |  |  |  |  |
| 1. I can provide feedback to students in an efficient manner. |  |  |  |  |  |
| 1. I can set the rules and guidelines for my e-course. |  |  |  |  |  |
| 1. I can manage synchronous and asynchronous activities. |  |  |  |  |  |
| 1. I can use learning and content management systems effectively. |  |  |  |  |  |
| 1. I can use a virtual classroom management system effectively. |  |  |  |  |  |
| 1. I can use a variety of tools to communicate. |  |  |  |  |  |

## <A> Appendix 2<A>

## <APH>Satisfaction Questionnaire for e-Tutors (e-LSQ)

## (Gülbahar, 2012)<APH>

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Hardly Ever | Occasionally | Sometimes | Frequently | Almost Always |
| **Training Programme in General (S1)** | | | | | |
| 1. Time allocated for each topic is compatible with its difficulty level. |  |  |  |  |  |
| 1. It is possible to become an efficient e-tutor after completing this programme. |  |  |  |  |  |
| 1. It combines e-learning and content knowledge. |  |  |  |  |  |
| 1. Instructional design is sufficiently structured to guide the participants. |  |  |  |  |  |
| 1. It is clear that tutors should be proficient in computer literacy, content knowledge and pedagogy for efficient e-learning. |  |  |  |  |  |
| 1. The programme has met my expectations. |  |  |  |  |  |
| 1. A sufficient level of technical support was provided throughout the training. |  |  |  |  |  |
| **Learning Objectives (S2)** | | | | | |
| 1. Learning objectives are given in a clear and understandable manner. |  |  |  |  |  |
| 1. Learning objectives are compliant with the general aim of the programme. |  |  |  |  |  |
| 1. Learning objectives are in accordance with the knowledge, skill and motivation levels of the participants. |  |  |  |  |  |
| 1. Learning objectives focus on daily life skills of the participants. |  |  |  |  |  |
| **Course Content (S3)** | | | | | |
| 1. Content covers important topics about e-learning. |  |  |  |  |  |
| 1. Content is organised based on learning principles. |  |  |  |  |  |
| 1. Content includes practical examples to enrich e-learning experiences. |  |  |  |  |  |
| 1. Content includes a sufficient amount of synchronous applications. |  |  |  |  |  |
| 1. Content includes a sufficient amount of asynchronous applications. |  |  |  |  |  |
| 1. Texts used in the content is in accordance with the participants’ level. |  |  |  |  |  |
| 1. Content is meaningful for the participants. |  |  |  |  |  |
| 1. Topics are consistent with the learning objectives. |  |  |  |  |  |
| 1. Training materials are sufficiently varied and didactic. |  |  |  |  |  |
| **Teaching-Learning Process (S4)** | | | | | |
| 1. Applications suggested in teaching/learning processes are easily applicable by the participants. |  |  |  |  |  |
| 1. E-learning content and applications are presented in an easily performable structure. |  |  |  |  |  |
| 1. Teaching/learning process ensures active participation of the participants. |  |  |  |  |  |
| 1. Existing technical infrastructure facilitates achieving learning objectives. |  |  |  |  |  |
| 1. Suggested methods and techniques guide the instructors. |  |  |  |  |  |
| 1. Teaching methods are consistent with participants’ level. |  |  |  |  |  |
| 1. Instructors are guiding and helpful. |  |  |  |  |  |
| 1. Instructors provided timely and clarifying feedback. |  |  |  |  |  |
| **e-Assessment (S5)** | | | | | |
| 1. There are sufficient testing and evaluation activities throughout the programme. |  |  |  |  |  |
| 1. Assessment examples provided are sufficient. |  |  |  |  |  |
| 1. Objectives are measurable. |  |  |  |  |  |
| 1. Various techniques have been suggested for e-assessment. |  |  |  |  |  |
| **Open-Ended Questions<E/T The question numbering below is wrong. I would ask CUP to change this – this should be 1, 2, 3….>** | | | | | |
| 1. Were there any topic(s) you had difficulty to learn? If yes, please elaborate on the topic(s) and possible reasons. | | | | | |
| 1. Were there any activities you had difficulty to perform? If yes, please elaborate on the activities and possible reasons. | | | | | |
| 1. How effective do you think the face-to-face sessions were? Please assess in terms of duration, content, and practice. | | | | | |
| 1. How effective do you think the virtual classes were? Please assess in terms of duration, content, and practice. | | | | | |
| 1. Did you experience any technical difficulties? If yes, please elaborate on the most serious technical problem(s). | | | | | |
| 1. What were the most instructional activities in the teaching/learning process? | | | | | |
| 1. What are your suggestions to improve this programme’s response to various expectations? | | | | | |
| 1. Would you recommend this training to other instructors and faculty members? Why? | | | | | |
| 1. Do you think that you actively participated in the course? | | | | | |
| 1. Is there anything else you would like to share with us? | | | | | |