Dear Colleague:

This questionnaire has been designed to assess the factors affecting self-directed learning among virtual students in postgraduate education. The results of this questionnaire can be used in planning to improve the learning situation of virtual students across the country.

* Please read each question carefully and define your level of agreement and disagreement by choosing one of the following options: Strongly Agree, Agree, No Idea, Disagree, and Strongly Disagree.
* Please answer all questions.
* The maximum time required for answering this questionnaire will be 15 minutes.
* All information provided by you remains confidential.

Thank you in advance for your cooperation and time.

 Gender: Female ❒ Male ❒ Age (in Years):

Field of Study:

Faculty Name:

Education Level: MA ❒ Ph.D. ❒ MPH ❒

|  | Strongly Agree | Agree | Disagree | Strongly Disagree | No Idea |
| --- | --- | --- | --- | --- | --- |
| 1. Virtual learning is more difficult than face-to-face learning. |  |  |  |  |  |
| 1. I enjoy online communication with teachers. |  |  |  |  |  |
| 1. Effective learning is possible only by attending class, seeing the teacher, and hearing his/her voice. |  |  |  |  |  |
| 1. I would like more online courses |  |  |  |  |  |
| 1. The virtual environment motivates me to learn. |  |  |  |  |  |
| 1. Using the Internet and advancing technologies is a valuable learning experience. |  |  |  |  |  |
| 1. If learning assignments are related to my field of work in the future, I am more enthusiastic about doing them. |  |  |  |  |  |
| 1. A compulsory virtual education (such as formal education) does not motivate me. |  |  |  |  |  |
| 1. I have no problem working with computers and e-learning systems. |  |  |  |  |  |
| 1. If I independently and creatively choose assignments and resources through virtual learning, I will learn better. |  |  |  |  |  |
| 1. If the learning schedule is flexible in the virtual course, I can learn better. |  |  |  |  |  |
| 1. In the event of recognition courses, I have more confidence in virtual learning. |  |  |  |  |  |
| 1. I would like feedback on my overall performance at the end of the virtual course. |  |  |  |  |  |
| 1. If I encounter a problem, I can refer to someone for help. |  |  |  |  |  |
| 1. Whenever I have a problem with virtual learning, I ask the teacher for help and guidance. |  |  |  |  |  |
| 1. I use social media to help with virtual learning. |  |  |  |  |  |
| 1. I purposely search and collect information on the Internet. |  |  |  |  |  |
| 1. It would be great if I could study educational sources of my choosing. |  |  |  |  |  |
| 1. I have dealt well with changing roles to virtual students. |  |  |  |  |  |
| 1. I take the main responsibility for learning virtual education course content. |  |  |  |  |  |
| 1. I am sure I can handle assignments and virtual projects. |  |  |  |  |  |
| 1. I think about ways to increase my learning before participating in online discussions and doing assignments. |  |  |  |  |  |
| 1. If virtual assignments are chosen in a way that I can learn something from them, even if they take a lot of work, I would do them enthusiastically. |  |  |  |  |  |
| 1. The further I go, the less I need teachers. |  |  |  |  |  |
| 1. Even when the content is boring and interesting, I keep reading until I finish it. |  |  |  |  |  |
| 1. After studying each lesson, I test myself to be sure I have learned what I have read. |  |  |  |  |  |
| 1. When I listen to podcasts or use educational multimedia, my mind is busy with something else and I don't listen to what the teacher says. |  |  |  |  |  |
| 1. When I listen to teacher podcasts and videos, I repeat relevant content. |  |  |  |  |  |
| 1. I watch videotapes and take notes of key points. |  |  |  |  |  |
| 1. I manage my time properly. |  |  |  |  |  |
| 1. I feel learning is better when I review lessons with my classmates via email rather than in person. |  |  |  |  |  |
| 1. I feel that online discussion increases learning depth. |  |  |  |  |  |
| 1. The quality of teacher assignments is more significant than their quantity. |  |  |  |  |  |
| 1. If sources are presented step by step, I am more focused on learning. |  |  |  |  |  |
| 1. Nonverbal clues and teacher advice are motivating. |  |  |  |  |  |
| 1. Teachers' guidance and feedback affect my learning. |  |  |  |  |  |
| 1. I feel more confident about learning when I see that the teacher communicates with me step by step from the beginning to the end of the assignment. |  |  |  |  |  |
| 1. I feel more committed to and responsible for my learning. |  |  |  |  |  |
| 1. I think that I am adapting to the virtual learning environment over time. |  |  |  |  |  |
| 1. I think it is getting more convenient to use electronic learning tools over time. |  |  |  |  |  |
| 1. I feel that I can manage my time better than before. |  |  |  |  |  |
| 1. I feel that my perseverance with virtual learning has increased. |  |  |  |  |  |
| 1. I feel that my confidence in virtual learning has increased. |  |  |  |  |  |
| 1. I feel more creative now than before. |  |  |  |  |  |