



A Questionnaire to measure a quality of electronic courses from the point of the view of university students

Dear Brother /Sister

Kind Greetings

Performance Measurement Unit intends, within the framework of its action plan, to apply a questionnaire to evaluate a quality of electronic courses from the point of the view of university students.

You are kindly requested to:

1. Thoroughly read the questionnaire.
2. Put (√ mark) in the cell that reflects your point of view.
3. Please be accurate in fulfilling data and not to leave questions unanswered.
4. The information contained in this questionnaire is very top-secret and read only by the members of Performance Measurement Unit

Thanks for your kind cooperation and concern.

Personal data:

Name: Faculty:
Dept.: Level:
Gender:

**A Questionnaire to measure a quality of electronic courses from the point of the
view of university students**

No.	Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The first: Evaluation of the course:						
1	The electronic course includes a comprehensive and clear description of the course before it can be studied.					
2	The e-course provides a clear study plan for the course.					
3	The electronic curriculum includes a clear description of the objectives of the course.					
4	The e-course provides sources and references that support the course content.					
5	The online course occurs continuously.					
6	The e-course supports links to educational sites					
7	he course provides a summary of each module.					
8	The course uses language that suits the students' level.					
8	The design of the course takes into consideration individual differences among students.					
10	The content of the course is presented in modern teaching methods such as problem solving, brainstorming,					
11	The course provides learning communities for students in distance learning.					
12	The course uses various teaching strategies (lectures, workshops, collaborative workshops)..					
13	3 The course provides links as educational and enrichment information suitable for the students' level.					
14	The online course helps to develop self-learning skills.					
15	The course helps students develop self-assessment skills.					

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16	The course provides detailed instructions on what the student is required to achieve.					
17	The course provides interactive systems that enable students to interact with content (text, audio, image, tests, and activities).					
18	The course offers non-interactive systems in the form of (Word-Pdf-html)					
19	The course provides the interaction between students and content in video and audio.					
The second area: the system of electronic tests						
20	The electronic testing system provides a variety of assessment tools.					
21	The electronic test includes all course syllabi.					
22	The tests are corrected immediately and electronically.					
23	The electronic test helps in diagnosing the student's level objectively.					
24	The e-test provides opportunities for the tribal assessment of the skills of previous requirements.					
25	The electronic test determines the time required to answer each question.					
26	Electronic testing provides an automatic mechanism for keeping students' responses, participations, assignments and tests.					
27	The electronic test enables students to know their level of achievement and their results in tests.					
28	Questions vary in e-testing (essay-objective).					
29	The test results are offered directly to students immediately after completion of the test.					
30	The privacy of each student's results is available.					
31	The electronic test provides feedback as soon as it is completed.					
32	Test results are generally published to students.					
33	The relative importance of electronic testing is given in comparison with traditional urban testing.					
34	The electronic test uses voice and video techniques with questions.					
35	Flexible testing times are available.					
36	Certain laboratory verification mechanisms are available.					
The third area: Evaluation of teaching performance of faculty members						
37	The faculty member is committed to his schedule					

38	A faculty member provides a mailing list on his e-mail.					
39	The faculty member provides an electronic forum to facilitate communication and ask questions.					
40	A faculty member is keen to use multiple techniques to communicate with students.					
41	The faculty member provides a rich technical environment with student assessment methods.					
42	The faculty member is concerned with the distribution and receipt of duties and work.					
43	The faculty member provides interactive features between the student and the scientific material.					
44	The faculty member provides academic advice throughout.					
45	The faculty provides 24-hour content availability to students.					
46	The faculty member monitors student performance and provides reports for their academic progress.					
47	The faculty organizes student registration and communication management processes.					
48	The faculty records student entry processes for simultaneous lectures.					
49	The faculty member records the student activities and their participation automatically.					
50	The faculty member offers various electronic reports to students.					
51	The faculty member provides whiteboard technology for student participation during the lesson.					
52	A faculty member provides bulletin board services to share information for students of common interest.					
53	The faculty member provides the computer conference feature by writing messages and thus achieving group communication by commenting on ideas.					
54	The faculty member does the video conferencing feature during the lesson.					
55	The faculty member provides the Internet Relay chat feature so that students can communicate with each other and with their teacher.					
56	The faculty member provides office hours for easy communication with students.					

Thank you for answering these questions and your suggestions will be studied carefully with high attention.