Appendix 1

Dear participant, greetings, and regards

This questionnaire was compiled to check your perspective about the virtual summer semester course. As the main and key stakeholders, your comments will help us to improve the course. Therefore, please answer the following questions. In addition, the information of this questionnaire will be used only for the research report and will be completely confidential. Thank you for answering all the questions carefully. It is worth mentioning that answering the questions of this questionnaire will lead to the acceleration of the payment of your tuition fee.

a) Gender   Male ☐   Female ☐

b) Age ……………………………

c) Your position or responsibility in the course

Teacher ☐   Head of Department ☐

d) Academic Rank

Instructor ☐   Assistant Professor ☐   Associate Professor ☐   Professor ☐

e) Department ………………………………………………………………

f) University ……………………………………………………………...

Please introduce yourself (such as teaching experience or educational activities).

Response --

1- In your opinion, was it necessary to implement the virtual summer semester course in our country? What are the reasons for the implementation and launch of this course in terms of the educational policies of the Ministry of Health and Medical Education?

Response --

2- Has the mission, goals and plans of the health education system been taken into account in the design and planning of the virtual summer course? How do you think?

Response --

3- In your opinion, what are the most important features of the virtual summer semester?

Response --

4- As a person who was a teacher and head of department of the course and participated in the design of the virtual summer course, how can it be improved for the next courses?

Response --

Thank you very much for your participation.

Appendix 2

Dear participant, greetings, and regards

This questionnaire was compiled to check your perspective about the virtual summer semester course. As the main and key stakeholders, your comments will help us to improve the course. Therefore, please answer the following questions. Please choose only one option to answer each question. In addition, the information of this questionnaire will be used only for the research report and will be completely confidential. Thank you for answering all the questions carefully. It is worth mentioning that answering the questions of this questionnaire will speed up the sending of students' grades to the university where they study.

a) Gender   Male ☐   Female ☐

b) Age ……………………………

c) Field of study …………………………

d) Department ……………………………………………………………

e) Entry year ……………

f) University ……………………………………………………………...

g) Number of lessons/units taken..........................

r) Status native   Iranian ☐   non-Iranian ☐

For each of the questions, choose the appropriate option based on the range below.

Very low	Low	Moderate	High	Very high
1	2	3	4	5

1- How much attention was paid to your needs in the design and launch of the course?

2- How much was the students' facilities considered in the design of the goals of the course?

3- How much were the goals of the course clear and transparent?

4- How much was the content of the courses presented in the course complete and comprehensive?

5- How much does the course help students to learn and grow?

6- How much did you achieve important educational/learning goals during the course?

7- How much participation in the course has led to the improvement of your knowledge?

8- How much have your skills improve as a result of participating in the course?

9- How much important non-educational goals (for example, learning self-regulation, time management, etc.) been realized during the course?

10- How much resources (such as learning management systems (LMS), internet services, applications, tools, digital equipment, etc.) were enough to support the course?

11- How much did you engage in the processes and learning opportunities of the course?

12- How much did the technical support team provide the necessary support for students and professors during the course?

13- How much did the educational support team provide the necessary support for the students during the course?

14- How much were the professors of the course competent in relation to electronic and virtual education (knowledge, skill and attitude)?

15- How much were the rules of the course (such as the rules of admission, tuition, student selection, test and evaluation, etc.) transparent and clear?

16- How much of the available tools (share-screen, assignments, e-portfolio, online tests and quizzes, online discussion forums, etc.) were used for student interaction and participation in the teaching-learning process during the course?

17- How much did the teacher do mentorship and coaching during the course?

18- How much were you evaluated formatively as a student during the course and did you receive feedback?

19- How much were multimedia learning principles used in the course?

20- How much were student-centered teaching-learning activities used during the course?

21- How much was the learning environment collaborative during the course?

22- How much were the tests and assessment of the students aligned with the teaching method of the teacher during the course?

23- How much were different assessment methods (such as: online Open-Book exam, case-based scenario, assignments, pattern recognition sessions such as histopathological slides, etc.) used during the course?

24- How much were the exams in the course inconsistent with the content taught?

25- How much teacher and instructors of the course were skilled in time management in electronic and online education?

26- How much were the teachers and lecturers of the course skilled in engaging students in the online and e-learning environment?

27- How much were the teachers and lecturers of the course skilled in online and e-learning courses design?

28- How much were the teachers and lecturers of the course skilled in communication in the virtual and e-learning environment?

29- How much were the teachers and lecturers of the course skilled in e-assessment?

30- What is your overall satisfaction with the course?

31- How much do you agree with the necessity of continuing the program for the next courses?

32- How much do you agree with the necessity of revising the program for the next courses?

Thank you very much for your participation.

Appendix 3

Dear participant, greetings, and regards

This questionnaire was compiled to check your perspective about the virtual summer semester course. As the main and key stakeholders, your comments will help us to improve the course. Therefore, please answer the following questions. Please choose only one option to answer each question. In addition, the information of this questionnaire will be used only for the research report and will be completely confidential. Thank you for answering all the questions carefully.

a) Your position or responsibility in the course

Teacher ☐   Head of Department ☐

Student ☐   managers and executive staff of the course ☐

b) Age ……………………………

c) Gender   Male ☐   Female ☐

d) Field of study/occupational field ………………………………………………..

f) If you are a teacher or head of department, your academic rank

Instructor ☐   Assistant Professor ☐   Associate Professor ☐   Professor ☐

g) Status native   Iranian ☐   non-Iranian ☐

Please indicate your answer to the following questions.

Level of Success (Partially:1   Fully: 2   No Response: N/A)

Select N/A for any questions that do not apply to you or your position

Dimension of organizational capacity of Smart University of Medical Sciences (organizational resources and regulations)

1- Was there a team assigned to the implementation of e-learning for the course?

2- Was there a team assigned for e-learning evaluation during the course?

3- Were standard operating procedures for e-learning available during the course?

4- Were these standard operating procedures for e-learning used by teachers?

5- Were these standard operating procedures for e-learning used by students?

6- Was the decision regarding admission, tuition fees, and student selection in the course comprehensively and integrated and it informed?

7- Did the tools and equipment used in the course meet the learning needs of the learners and goals?

8- Did you have access to the learning management system (LMS) until the end of the course?

9- Was the learning management system (LMS) used in the course user-friendly?

10- Did the learning management system (LMS) used in the course have enough security?

11- Did you use all the features of the learning management system (LMS) during the course?

12- During the course, were different and diverse tools, applications, and platforms (online class, Adobe Connect, Skyroom, etc.) used to support course?

13- Was there a sufficient number of expert and trained technical support team during the course?

14- Was there a financial allocation for the design and implementation of the course?

15- Were the faculty members engaged in the course well developed as e-teacher?

16- Was the intellectual property committee formed for the course?

17- Is a clear instruction for copyright and intellectual property rights of materials and contents of the course developed?

18- Was there a training program for the executive personnel and delivery of the course?

19- Has this training had a point for the promotion of these employees?

The dimension of pedagogy and educational effectiveness (curriculum, course design, course delivery, etc.)

20- Was the training program of the course well organized?

21- Was the course plan or lesson plans of the course aligned with the learning outcomes of the program?

22- Was there a clear identification of the resources needed to ensure the sustainability of the course?

23- Was the course clearly designed?

24- Was there a need assessment during the course to determine the syllabus?

25- Were the intended learning outcomes clearly stated during the course?

26- Did the course include synchronous and asynchronous online learning activities?

27- Was the content presented in the course up to date?

28- Did the educational methods in the course support the development of high order thinking skills (such as analysis, application, synthesis, integration, problem solving, critical thinking, clinical reasoning skills, etc.)

29- Did the learning objectives or competencies of the course describe measurable outcomes?

30- Did the instructional materials in the course make it possible to achieve the learning goals or the stated competencies?

31- Did the teaching methods and tools of the course support active learning, student participation, interaction between students and teachers, and between students?

32- Did the educational methods and tools of the course match the individual differences of the students?

33- Was the alignment between the learning goals and competencies and activities of the course clearly stated in the course?

34- Were the learning programs in the course transparent, applicable and fair for all students?

35- Was an orientation session held for students before the start of the course?

36- Were the learning activities in the course implemented in a purposeful and aligned manner with the objectives of the course?

37- Were the learning activities designed during the course implemented with minimal deviation from the pre-planned plans?

38- Was the course presented in the most accessible way to provide standard learning opportunities for students?

39- Was equality and access to technology guaranteed for all students during the course?

40- Was the student support system (technical and educational support) available to all students during the course?

41- Was there timely and effective technical support for students to overcome the limitations of technology and computer literacy during the course?

42- Was the technology and application of simultaneous meetings defined and easily accessible for students during the course?

43- Was this application user-friendly for the main stakeholders (students and teachers) of the course?

44- Did the application used in the course facilitate the learner's interaction?

45- Was a visual guide for simultaneous meetings published during the course and used by teachers and students?

46- Was the course delivered to customers (students and professors) in a regular and highly organized way with support?

47- Was there an appropriate policy and instruction prepared and formulated for the possible objections of the students regarding the presentation of the course?

48- Were the assessment methods in the course clear, fair and acceptable for all students?

49- Did the assessment methods in the course measure the learning objectives (outcomes)?

50- In the course, were multiple assessment methods used to measure students' cognitive, skill, and attitudinal goals?

51- Was formative assessment used in time intervals (at least one in each lesson) during the course?

52- Did the students receive timely and constructive feedback after each formative assessment during the course?

53- Was summative assessment with clear a reporting planned during the course?

54- Was the assessment schedule applicable to all students during the course?

55- Was the assessment schedule announced on the university website during the course?

56- During the course, was there continuous evaluation in relation to learning materials and processes (such as; learning management system/LMS, teachers' performance, students' engagement etc.) by internal evaluators and reviewers for continuous improvement?

57- During the course, was there an evaluation by external evaluators and reviewers to confirm the internal evaluation process and achieve the goals?

58- Will the evaluation results of the course be available to the stakeholders?

59- Have the goals of the course been realized after the implementation of the program?

60- Was the course cost-effective?

61- Will the evaluation results of the course be used for corrective actions and planning of the next courses and other virtual courses?

The dimension of strengthening human resources (managers, teachers, and employees engaged in the course)

62- Were faculty development activities planned for the teachers and instructors of the course in relation to the knowledge and skills required for e-learning?

63- During the course, was there timely and effective technical support for teachers and lecturers to overcome the limitations of technology and computer literacy?

64- Were the roles and responsibilities of teachers and lecturers clear and available to them during the course?

65- Was there timely, continuous and constructive feedback on the performance of teachers and lecturers during the course?

66- Was the ratio of teachers to students reasonable and standard during the course?

67- Was the ratio of teachers to educational activities standard during the course?

68- During the course, were the activities and experience of online and e-teaching included in the professors' portfolio or logbook?

69- Was there a technical checklist for employees and technical support personnel during the course?

70- Were the standard operating procedures and instructions developed for technical reviews during the course?

71- Were instructions and guidelines for student-teacher and student-student interaction provided during the course?

72- Was there a student support unit with a mentorship program during the course?

73- Was there a reasonable and appropriate ratio between the administrative staff and students during the course?

74- Was the role of executive and educational managers clearly defined during the course?

75- During the course, was there a support management team that was aligned with the educational processes, the number of students and the number of lecturers and teachers, etc.?

76- Was there a training program for executive and educational managers during the course?

77- Did the management team support the entire process, teachers and lecturers, and students of the course?

78- Did the management team monitor and solve the challenges that arose during the course?

79- Did the manager of the education unit encourage a collaborative environment for planning, implementing and monitoring the quality of the course?

80- Did the manager of the education unit share values, beliefs and operational expectations for the quality course?

81- Did the manager of the education unit actively and proactively understand and analyze the organizational needs to provide effective e-learning?

82- Did the director of the education unit use multidisciplinary teams to plan, implement and monitor the quality of the course and in this way facilitated their work?

Thank you very much for your participation.