Information about the Measurement Tool: The Online Learning Readiness Self-Check (OLRSC)

Anadolu University partners conducted a thorough review of the existing tools for the measurement of student online learning readiness. Despite the abundance of measurement tools, few have been psychometrically established. The Online Learning Readiness Self-Check (OLRSC) is a psychometrically sound measure of online learning readiness that was recently developed by Cheon et al. (2021). Based on a thorough review of the online learning readiness literature, Cheon et al. (2021). constructed a nine-factor structure consisting of monitoring, goal-setting, time management, technology management, space management, interaction with peers, interaction with instructors, effort regulation, and mastery of self-talk. However, the results of EFA and CFA indicated a six-dimensional structure that includes learning management, space management, technology management, interaction with instructors, interaction with peers, and motivation management. Despite its comprehensiveness and statistical validity, the OLRSC has not yet been adapted to other cultures or participant groups other than nontraditional US learners. As a result, teams of two researchers from each participant country, namely Turkey, Romania, Poland, and Portugal, translated the survey into their own language. The translated versions can be seen below.

Reference: Cheon, J., Cheng, J., & Cho, M. H. (2021). Validation of the online learning readiness self-check survey. Distance Education, 42(4), 599-619. https://doi.org/10.1080/01587919.2021.1986370

Original Version of the Online Learning Readiness Self-Check (OLRSC)	Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
1. I set my goals to effectively learn in an online course	1	2	3	4	5	6	7
2. Before starting an assignment, I plan out my work	1	2	3	4	5	6	7
3. I break down the course workload into smaller segments so that I can handle it more easily	1	2	3	4	5	6	7
4. I approach my work step-by-step in order to successfully proceed through the course.	1	2	3	4	5	6	7
5. I regularly log into the online course to monitor course activities (e.g., discussion) so I contribute to the online course.	1	2	3	4	5	6	7
6. I regularly check course guidelines to be successful in an online course.	1	2	3	4	5	6	7
7. I choose a location where there will be less distraction to study	1	2	3	4	5	6	7
8. I find a comfortable place to study for online learning.	1	2	3	4	5	6	7
9. I know where I can do assignments most efficiently.	1	2	3	4	5	6	7
10. I find a space where I can fully focus on studying	1	2	3	4	5	6	7
11. I can skillfully use a learning management system (e.g., Blackboard or Canvas) to take an online course.	1	2	3	4	5	6	7
12. I do not have a problem with using Microsoft Office products or Google tools for my online learning.	1	2	3	4	5	6	7
13. I am not afraid of using new software or tools for activities and assignments (e.g., collaboration or videoconference) in an online course.	1	2	3	4	5	6	7
14. I can fix the issue when I encounter technical problems.	1	2	3	4	5	6	7
15. I ask the instructor questions when needed.	1	2	3	4	5	6	7
16. I seek assistance from the instructor when needed	1	2	3	4	5	6	7
17. I ask the instructor to clarify information when it is unclear to me	1	2	3	4	5	6	7

18. I seek assistance from other students if needed.	1	2	3	4	5	6	7
19. I attempt to help others online when given the opportunity	1	2	3	4	5	6	7
20. I express my opinions to other students when needed	1	2	3	4	5	6	7
21. I push myself to work intensely for the sake of learning.	1	2	3	4	5	6	7
22. I persuade myself to keep learning in order to find out how much I can possibly learn.	1	2	3	4	5	6	7
23. I challenge myself to finish the task so that I can learn a lot.	1	2	3	4	5	6	7