

Supplement Sheet 1

1: Instrumental Questionnaires for Quantitative Part

The following **quantitative questionnaire** will be administered to participants in the DSMA Educator Training Programme (2025) to assess the programme's effectiveness based on the CIPP model. The questions are designed using a **5-point Likert scale** (1 = Strongly Disagree, 5 = Strongly Agree) for ease of analysis.

Context Evaluation (C)

These questions assess the alignment of the programme's objectives with the participants' professional development needs.

1. The learning goals of the DSMA Educator Training Programme align with my professional development needs.
2. The programme clearly defines the expectations and outcomes for participants.
3. The programme is relevant to my current role as a medical educator.
4. The programme addresses the key challenges faced by medical educators in my institution.
5. I believe the programme is well-suited to the needs of the medical education field.
6. The programme is responsive to the changing needs of healthcare education.
7. The course materials provided are appropriate to meet the programme's objectives.

Input Evaluation (I)

These questions assess the adequacy of resources, course materials, infrastructure, and faculty support.

1. The course materials provided (e.g., readings, online resources) are adequate for learning.
2. The resources provided (e.g., access to research) are sufficient to support my learning.
3. The faculty members are knowledgeable and well-prepared to teach the course content.
4. There is sufficient technological support (e.g., online platforms, learning management systems) for the programme.
5. The hands-on workshops and face-to-face sessions are well-structured and facilitate practical learning.
6. The infrastructure (e.g., classrooms, equipment) supports the learning activities effectively.
7. There are sufficient opportunities for participant interaction and collaboration in the programme.

Process Evaluation (P)

These questions evaluate the effectiveness of the teaching methods, instructional strategies, and overall implementation of the programme.

1. The teaching methods used in the programme are engaging and effective.

2. The supervisors and facilitators encourage active participation and discussions during the workshops.
3. The course content is delivered in a clear and organized manner.
4. The pace of the programme is manageable and allows sufficient time for learning.
5. The supervisors and facilitators are responsive to questions and provide helpful feedback.
6. The programme provides ample opportunities for hands-on practice and application of learning.
7. The assessment methods (e.g., assignments, quizzes, projects) are aligned with the programme's goals.
8. The programme uses a variety of teaching techniques (e.g., lectures, case studies, group work) to accommodate different learning styles.
9. The programme encourages critical thinking and problem-solving in real-world educational contexts.

Product Evaluation (P)

These questions measure the outcomes of the programme in terms of knowledge, skills, and professional development.

1. The programme has enhanced my confidence in my role as a medical educator.
2. The programme has improved my ability to design and implement effective curricula.
3. I am more skilled in using educational technology in my teaching after completing this programme.
4. The programme has improved my ability to assess and evaluate students effectively.
5. I feel better equipped to lead educational initiatives and projects in my institution.
6. The knowledge and skills gained in the programme are directly applicable to my teaching practice.
7. I am more confident in providing constructive feedback to students and colleagues.
8. The programme has improved my ability to integrate new teaching methodologies in my courses.
9. The programme has contributed to my professional development and career advancement.
10. I believe the outcomes of this programme meet my expectations as a medical educator.

2: Instrumental Questionnaires for Qualitative Part

The **FGD guide** will be used for Focus Group Discussion (FGD) with selected participants. The goal is to gather rich, detailed responses that provide deeper insights into the participants' experiences with the DSMA Educator Training Programme (2025).

Introduction to FGD

Thank you for agreeing to participate in this FGD. The purpose of this FGD is to gain a deeper understanding of your experiences with the DSMA Educator Training Programme. Your responses will help evaluate the effectiveness of the programme. There are no right or wrong answers, and your participation is completely voluntary.

The FGD will cover topics related to the goals, resources, teaching methods, and outcomes of the programme. I encourage you to share your honest thoughts, and please feel free to elaborate on your responses.

Context Evaluation (C)

1. What were your initial expectations when you enrolled in the DSMA Educator Training Programme?
2. Do you feel that the programme's goals align with your personal and professional development needs? Can you explain how?
3. How well do you think the programme addresses the challenges faced by medical educators in your field?
4. In your opinion, does the programme adequately cover the key areas needed for improving your teaching practice? Why or why not?

Input Evaluation (I)

1. How would you rate the quality of the course materials (e.g., readings, online resources, workshops)? Are there any areas for improvement?
2. Were the resources provided (e.g., technical support, research tools) sufficient for your learning? Can you suggest any additional resources that would have helped?
3. How do you feel about the structure of the programme (e.g., online learning and face-to-face workshops)? Was the balance effective?
4. How would you assess the effectiveness of the facilitators and their ability to support your learning?
5. Were the facilities and infrastructure (e.g., classrooms, online platforms) adequate for the course activities? If not, what improvements would you suggest?

Process Evaluation (P)

1. How would you describe the teaching methods used in the programme? Were they effective for your learning style?
2. Did you feel encouraged to actively participate during the workshops and online sessions? Why or why not?
3. Was the pace of the programme manageable, or did you feel rushed at times?
4. Did you receive enough feedback from the facilitators on your progress? How did this help you improve?

5. How well do you think the programme promoted practical application of the content (e.g., hands-on activities, real-world examples)?
6. Were the assessments (e.g., assignments, projects) useful in helping you apply what you learned? Why or why not?

Product Evaluation (P)

1. How confident do you feel in your ability to implement the skills and knowledge you gained from the programme into your teaching?
2. What specific changes have you made in your teaching practice as a result of this programme?
3. How would you describe the impact of this programme on your professional development as a medical educator?
4. Do you feel more equipped to contribute to educational initiatives in your institution? In what ways?
5. Are there any areas of the programme that you think need improvement in terms of its outcomes or content?
6. What suggestions do you have for making this programme more effective for future participants?