

Faculty Readiness Self-Assessment

Center for Learning and Teaching

To help determine your overall readiness to transition your course to online delivery, please complete the following self-assessment.

Use these questions to identify what type of support you need from ODU's Center for Learning and Teaching (CLT). To request CLT assistance, complete the [Help Request Form](#).

Area of Concern	Readiness Questions
Level of Technical Expertise	Do I need help to set up my work environments (hardware and software) to teach remotely? (itshelp@odu.edu , 757-683-3192)
	What additional technical/instructional skills do I need to learn or brush up on for Blackboard (Bb), Zoom, or any other software? (See a list of CLT Workshops)
	What additional pedagogical and facilitation skills do I need to know more about (facilitating an online discussion, engaging students, etc.)? (See a list of CLT Workshops)
	Will I use the CLT Bb template? What changes do I need to make to the template?
Logistical and Administrative Readiness	How many students will be in my class?
	Who are my students? Use the " Assess your students' readiness " survey to learn more about your students.
	How will the number/type of students affect my course assignments and activities?
	How will I help my students succeed as online learners (develop self-regulated learning skills, manage their time, etc.)?
	How will I build in accountability in order to keep my students involved?

Pedagogical Issues - Global Considerations	How does online/remote teaching reshape my role and my students' roles? How will I clarify our respective roles?
	How does online/remote teaching affect my course content and pedagogical style, or even my teaching persona?
	What are some of my assumptions about online learning and teaching?
	What factors could influence the quality of my students' learning experiences in an online course (my presence, time, dedication, willingness to learn new things)?
	What F2F teaching practices can or cannot be transferred to online/remote learning?
	How are students going to learn in a time of uncertainty, trauma, and anxiety?
	Is my class offered synchronously or asynchronously? How will the course be delivered? (time, date, frequency)
	How will I build flexibility into my schedule to plan for uncertainties or current events?
	What are some practical ways that others have found to work and teach from home?
Pedagogical Issues - Syllabus	Have I shared my contact information, mode of communication, response time?
	What additional policies do I need to add to my syllabus?
	What are my course expectations? (attendance, participation, etiquette, late work, makeup, grading criteria, etc.)
	Do I need to review/tweak my course's learning objectives?
	How will I conduct my office hours using Zoom?
Pedagogical Issues - Content	How will I align my course objectives with my course content, assignments/activities, and assessment?
	Do I need to use video/audio or text and graphics to welcome my students to the course?
	Do I need to revise my course structure and sequence?
	What is the best way to deliver my course content (recorded lectures, live lectures using Zoom, hybrid, etc.)?
	How will I ensure that my course content meets accessibility laws/guidelines?
	What additional content will I reuse (open education resources, TED Talks, YouTube videos, etc.)?
	What course materials do I need to create? What type of help do I need?
	How will I scaffold, guide, and stage my learning activities?

	How will I involve my students in contributing to the design of the course?
Pedagogical Issues - Assignments	How many assignments/activities will I have per week?
	What type of assignments are required or optional?
	Which assignment can I drop if we face another emergency?
	How do I plan to assess the achievement of my course learning objectives? Am I going to use learning checks?
Pedagogical Issues - Engagement, Interaction & Feedback	What do I need to do to keep my students engaged with my course content (send weekly emails, post announcements and reminders, manage structured discussions with clear prompts, etc.)?
	How will I build guideposts into my syllabus, course-management system, and class meetings to help my students stay on track (due dates, reminders, checklists, etc.)?
	How will I facilitate my students' interaction with me (email, VoiceThread, discussion, etc.), with the course content (formative assessment/learning check, etc.), and with each other (discussion, group project, etc.)?
	How will I provide timely, meaningful, and consistent verbal and written feedback?
	How will I monitor my students' progress?
Pedagogical Issues - Exams	What type of exams should I give to my students?
	What types of low-stakes assessment (formative) and high-stakes assessment (summative) will I include?
	Do I need to revise my grading structure?
	Do I need to proctor my exams, or have students use a third-party proctor? Why?
Quality Assurance	How can I apply CLT's QA checklist?
	How will I involve my students in reviewing the course and catch any confusing assignments?
Online Faculty Learning Community	Where can I learn from or share ideas with my colleagues (Online Faculty Learning Community)?