

Online Teaching resources from Global Society of Online Literacy Educators:

https://www.glosole.org/justintime.html?fbclid=IwAR3NI8r-AlnjMal4lR3bdFo7wbNxQeqtgSwwrpf8WYYpL5bsqYq7WgXS_xk

HASTAC (Humanities, Arts, Sciences, and Technology Alliance and Collaboratory) resources on teaching online: https://docs.google.com/document/d/1yBE1cCqJ_4M-JZ62K4CefmYsZugqAWkGmZmdwESt0IM/preview?fbclid=IwAR0fTH0EzabiNhPjkvByc1CbFGM00ge4as04ddiLCGzVv85LJVk4izTI8eE

A video with advice on how to move student-centered learning online by Bill Hart-Davidson from Michigan State U:

https://www.youtube.com/watch?v=B4Fe_rS8208&fbclid=IwAR3utbYj17uKeDP6n0GYQoI6qhJlS8qUmpAf5GK6NC_zlX0l_uq7nlReY

The survey below adapted from Lauren Cagle at U of Kentucky

(https://docs.google.com/document/d/1sqwfTxNknMketD_V1J79k0sRLKKvM3M9z7vUvZlWC1U/edit?fbclid=IwAR2v1f3CF4NQQw0J0pA7yqhVb4QDgIGuOGgWxdxeOkdczozhoIQ7AJGuoCA#) and Danya Glabau at NYU (<https://docs.google.com/document/d/1yPbbjxSDLVxHtLCv0jkzqZSs4QpwQqMRXSPhmBHeLGY/edit>) :

I'm using Google Form for this , but you can create a Qualtrics Survey using your Winthrop account, see here: <https://www.winthrop.edu/accountability/qualtrics.aspx>

Anonymous Technology Access Survey

Given the possibility that the university may move classes online, I've created this survey to help me better plan for online teaching and learning for our class.

I know what challenges I might face in shifting our lectures, discussions, activities, and peer reviews online, but I don't know what challenges you face.

As I think about contingency planning, I want to be sure to account for any challenges, needs, or barriers you have in relation to online learning.

Feel free to answer fully anonymously. There is also a question at the end where you can voluntarily share your name if you would like to be identified, perhaps so we can address specific concerns you have.

I'd like to know where you are before you leave for break, so I've set a deadline on this survey for Friday at midnight. That'll give me time to read through your responses and incorporate them into my plans for transitioning to online teaching if needed.

1. Do you have your own computer, or unlimited access to a computer, that you can use for things like class meetings, readings, and peer review? Please do NOT assume you can rely on the library or public/uni computer labs, as they may be overburdened with demand and/or closed due to ongoing social isolation measures. This question asks about private, not university-owned, computers.

- Yes
- I have a computer I can use, but not unlimited access to it
- No, but I have a tablet/phone that I can use
- No, I don't have any smart device.
- Other:

2. Do you have reliable internet access from your home, dorm, or other location you might reasonably be in case face-to-face classes are canceled? I'm mainly concerned with minimal internet access here, e.g., for checking email and downloading/viewing readings, and uploading assignments. I'll ask about more intensive access needs like video streaming in the next question.

- Yes
- No
- I don't know

3. Are you willing and able to use Zoom, Skype, or another free video/audio-conferencing platform that would enable us to meet virtually by all logging into the same call at a set time? The service would work by me setting up a meeting and then sending you an invitation to your Winthrop email. To join the call at the appointed time, you would just click a web link. You might have to download software, depending on the platform we use. Please select all the answers that apply.

- Yes, I have reliable internet and a computer with video/audio capacity.
- Maybe, I'm not sure if my internet and/or computer can handle it.
- No, I don't have adequate internet access for this kind of use.
- No, I don't have access to a computer with audio/video capacity.
- Other:

4. If you cannot join a real-time video conferencing class session, for any reason on a given day, what seems to you a good and accessible method of approximating class discussion and/or conducting full class peer reviews? Please check all the things that you would be willing to try.

- posting/reading responses to a discussion board
 - participating in a small-group online real-time chat that could be scheduled w/ a few students
 - using Google docs to group-write discussion notes or peer review responses w/ a few classmates
 - watch videos of lecture and respond via individual writing assignments
 - read peer's drafts on your own and write reviews individually
5. What time(s) of day do you expect to be available for engaging with course content live (synchronously), whether as a whole class or in small groups? Explain expected constraints in "Other" if desired.
- Normal class time
 - Other weekday morning times
 - Weekday afternoons
 - Weekday evenings
 - Other:
6. Given the learning goals of this course, and the ways our classes have typically operated thus far, what suggestions do you have for making remote/online classes work well? I appreciate any insights you might have on accessibility issues if we move class online.
7. Is there anything else you would like me to know, as I am thinking about contingency planning, in regards to this course, your situation, or whatever needs you might have to finish classwork successfully? This includes, of course, class-related things, but may also include other aspects of your situation that will affect your ability to participate/succeed. For example, if you're an EMT, my guess is your workload is gonna get a lot heavier real quick. I might not be able to directly address your needs, but I will work to support you and connect you with whatever resources I can.
8. ONLY IF YOU WOULD LIKE TO, for any reason, feel free to share your name here, so I can match your answers to you.