Anonymous Survey: Considerations for Online Teaching/Learning

# Description

Due to the spread of coronavirus, or COVID-19, faculty have been asked to move classes online. 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 planning and preparing our classes, 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've set a deadline on this survey for Thursday at noon. That'll give me time to read through your responses and incorporate them into my plans for transitioning to online teaching if needed.

# Survey Questions

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 Radford-owned, computers.  
   1. Yes
   2. No
   3. I have a computer I can use, but not unlimited access to it
   4. Other – this is an short-answer so they can provide details.
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. I'll ask about more intensive access needs like video streaming in the next question.

* 1. Yes
  2. No
  3. I don’t know
  4. Other -- this is an short-answer so they can provide details.

1. **Are you willing and able to use Zoom, Skype, Google Hangouts 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 Radford 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.

* 1. Yes, I have reliable internet and a computer with video/audio capacity.
  2. Maybe, I'm not sure if my internet and/or computer can handle it.
  3. No, I don't have adequate internet access for this kind of use.
  4. No, I don't have access to a computer with audio/video capacity.
  5. Other -- this is an short-answer so they can provide details.

1. **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.  
   1. posting/reading responses to a discussion board
   2. participating in a small-group online real-time chat that could be scheduled w/ a few students
   3. using Google docs to group-write discussion notes or peer review responses w/ a few classmates
   4. watch videos of your professor lecture and respond via individual writing assignments
   5. read peer's drafts on your own and write reviews individually
2. **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?**
3. **If you anticipate having any barriers to taking our class online that haven't been covered in this survey, please let me know here.**

If you answered "other" to any of the above questions, this is a great place to let me know. I also welcome your insights on accessibility issues should we have to move the course online.  
  
[open text box answer]

1. **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.

[open text box answer]

1. **ONLY IF YOU WOULD LIKE TO, for any reason, feel free to share your name here, so I can match your answers to you.**If you do not write your name here, your responses will be anonymous to me.

[open text box answer]

# Further Resources for Instructors

* For another survey with additional question ideas, see NYU prof Danya Glabau’s questionnaire template: <https://docs.google.com/document/d/1yPbbjxSDLVxHtLCv0jkzqZSs4QpwQqMRXSPhmBHeLGY/edit>]
* For accessibility-focused advice on shifting to online teaching, see critical design and disability justice scholar Aimi Hamraie’s blog post: <https://www.mapping-access.com/blog-1/2020/3/10/accessible-teaching-in-the-time-of-covid-19>
* For a list of online teaching resources compiled and shared by HASTAC in response to this moment: [https://docs.google.com/document/d/1yBE1cCqJ\_4M-JZ62K4CefmYsZugqAWkGmZmdwESt0IM/preview#](https://docs.google.com/document/d/1yBE1cCqJ_4M-JZ62K4CefmYsZugqAWkGmZmdwESt0IM/preview)