Pre-Meeting Instructor Questionnaire

Q1 Thank you for taking the time to complete this questionnaire. The purpose of this questionnaire is to provide a vehicle to gather information on prior knowledge and skills about you and the course in order to better support you in the design and development process. This questionnaire is being conducted by Texas Tech University Worldwide eLearning for quality enhancement purposes.

Q2 DEMOGRAPHICS

Q3 First Name:

Q4 Last Name:

Q5 Course code and number (e.g. EDIT 2200) for the course you will be developing.

Q6 Course Title:

Q7 How long have you been teaching?
❍ Less than 1 year
❍ 1-5 years
❍ 5-10 years
❍ 10-15 years
❍ More than 15 years

Q8 Are you the course developer?
❍ Yes
❍ No

Q9 Will you teach this course?
❍ Yes
❍ No

Display This Question:
    If Will you teach this course? No Is Selected
Q10 If no, who will teach this course?
❍ Other Instructor (please specify): _____
❍ Don't know

Q11 Have you taught a fully online course before?
❍ Yes
❍ No

    If Have you taught fully online (85% - 100% electronic) courses before? Yes Is Selected

Q12 How long have you been teaching fully online courses?
- ○ Less than 1 year
- ○ 1-5 years
- ○ 5-10 years
- ○ 10-15 years
- ○ More than 15 years

Q13 Have you taught this course online before?
- ○ Yes
- ○ No

    If Have you taught this course online before? Yes Is Selected

Q14 How many semesters have you taught this course online?
- ○ 1 semester
- ○ 2 semesters
- ○ 3 semesters
- ○ More than 3 semesters

Q15 Have you taught this course face-to-face before?
- ○ Yes
- ○ No

    If Have you taught this course face-to-face before? Yes Is Selected

Q16 How many semesters have you taught this course face-to-face?
- ○ 1 semester
- ○ 2 semesters
- ○ 3 semesters
- ○ More than 3 semesters

Q17 If the course has been previously taught in your program, what delivery mode was used? (check all that apply).
- ❑ Face-to-Face (no Bb shell)
- ❑ Web Enhanced (face-to-face students using Bb for file management & grades)
- ❑ Fully Online (no face-to-face)

Q18 Have you taken any training on designing and developing online courses?
- ○ Yes
- ○ No

Q19 If yes, please describe.

Q20 Have you ever designed and developed a fully online course in the TTU Blackboard learning management system (LMS)?
❍ Yes
❍ No

Display This Question:
    If Have you ever designed and developed a fully online course in the TTU Blackboard learning managem... No Is Selected

Q21 Have you designed and developed a fully online course in another LMS (e.g. Moodle)?
❍ Yes
❍ No

Q22 Do you or your program have an existing syllabus that will be utilized for this course? If yes, please bring it to the first meeting with your Instructional Designer.
❍ Yes
❍ No

Q23 TECHNICAL SKILLS
Q24 To what extent do you agree or disagree with the following statements.

	Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree
I feel comfortable using Blackboard tools to build an online course	❍	❍	❍	❍	❍
I feel comfortable using Blackboard tools to navigate the course space for modules, lessons, syllabus, course mail, gradebook etc.	❍	❍	❍	❍	❍
I feel comfortable using Blackboard asynchronous tools (e.g. discussion boards, chat tool).	❍	❍	❍	❍	❍
I feel comfortable using Blackboard synchronous tools (e.g. Bb Collaborate).	❍	❍	❍	❍	❍
I feel comfortable using Blackboard's Test tool (e.g. quizzes) to evaluate student performance.	❍	❍	❍	❍	❍
I feel comfortable using Blackboard's Grade Center to record and manage student grades.	❍	❍	❍	❍	❍
I feel comfortable setting up and managing teams/groups.	❍	❍	❍	❍	❍
I understand TTU's accessibility policies and know how to accommodate student needs.	❍	❍	❍	❍	❍

Q25 PEDAGOGICAL SKILLS

Q26 To what extent do you agree or disagree with the following statements?

	Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree
I can design online learning activities that provide opportunities for students to interact with their peers, instructor, and course content.	❍	❍	❍	❍	❍
I can communicate with students about course progress, changes, and content via email, course announcements, discussion etc.	❍	❍	❍	❍	❍
I can attend to the unique challenges of online courses where interaction are primarily asynchronous.	❍	❍	❍	❍	❍
I can communicate course goals and outcomes using syllabus and course announcements.	❍	❍	❍	❍	❍
I can provide students with different learning materials (e.g. visual, auditory etc.), and appropriate strategies designed to accommodate the varied talents and skills of my students in online courses.	❍	❍	❍	❍	❍
I can promote a safe and respectful learning and communication environment.	❍	❍	❍	❍	❍
I can promote learning through group interaction in the online learning environment.	❍	❍	❍	❍	❍

References

Faculty Online Teaching Readiness Survey (n.d.). Retrieved January 20, 2017, from https://www.utdl.edu/lv/assessments/faculty_readiness.html.

Faculty Self-Assessment: Preparing for Online Teaching (n.d.). Retrieved January 20, 2017, from https://weblearning.psu.edu/FacultySelfAssessment/.

Red, E. R., Borlongan, H. G. S., & Mercado, C. A. (2013). An assessment of the elearning readiness state of faculty members and students at Malayan Colleges Laguna. *International Journal of the Computer, the Internet and Management, 21*(3), 20–26.