

Online Readiness Guide: Moving Online in a Hurry

The purpose of this worksheet is to help faculty transition their course content and graded activities from face-to-face to an online environment, with ability and access to technology in mind. You can use this worksheet as a guide for trying to anticipate your needs, as well as students. Consider the course from the student side. When you login to Blackboard, what will you need to see to accomplish your goals? What *are* your goals?

For each of your classes, consider what students will need NOW:

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| | What are the <i>essential</i> things that I want students to know and learn in the next 2 weeks? |
| | What are the types of content that I have? How was I going to teach them these essentials? |
| | Do I have any graded activities in the next two weeks? |

Using the attached worksheet, you can start outlining each of your courses.

Leveraging Technology

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| | Are students completing homework assignments from their textbooks? |
| | Can those assignments be emailed to me? |
| | Do I know how to login to Blackboard? (Two correct ways: Login to MyMU and click on the Bb icon on the top left area of the screen, or by clicking MU ONLINE on the Marshall web/clicking LOGIN on our Design Center site at [https://www.marshall.edu/design-center/]) |
| | Do I have access to a webcam and mic? |
| | Will I continue to meet students using virtual classrooms? |

In-Class Time: What do you usually use in-class time for?

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|--|---------------------------------|
| | Content presentation or lecture |
| | Checking for understanding |
| | Seminar |
| | Collaborative projects |
| | Lab (science or computer) |

Communicating with Students

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| | What will be my preferred method of contacting my students (Marshall email, Course Messages, Announcements in Bb)? |
| | Have I talked to my students about our class plans when/if the university moves to an online environment? |
| | Will my students know where to GO or where to start? |

Moving online in a hurry is not a suggestion that online learning is easy to transition to, or that we expect that this will occur without issue: this is a response to an unprecedented issue of our time for universities and all types of schools. Thinking about your course and content in terms of what matters MOST first will help ease the transition.

Faculty Worksheet

Course Name:

Meeting Times:

Will I plan to meet students virtually:

Week 10 (Sunday, March 15):

| | |
|-------------------|--|
| Objectives | |
| Types of Content | |
| Graded Activities | |

*Spring Break

Week 11 (Sunday, March 29):

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|-------------------|--|
| Objectives | |
| Types of Content | |
| Graded Activities | |

Week 12 (Sunday, April 5):

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|-------------------|--|
| Objectives | |
| Types of Content | |
| Graded Activities | |

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| | Is my content in a digital format or can I make it a digital format? |
| | Can I turn class discussions into online discussions using the Discussion Board, Blogs, or VoiceThread tool? |
| | Can I turn my assessments into Assignments or Quizzes/Exams? |
| | Can I transition high-stakes graded activities into smaller, packaged activities or small group activities online? |

This worksheet is only meant to get you started. Please consider completing the Blackboard Quick Start course; for more information regarding available resources and instructions for self-enrolling in the course, which utilizes Blackboard organizations, please visit our Online Readiness site at [URL: <https://www.marshall.edu/design-center/online-ready/>].