Information about the Measurement Tool for the Faculty (Teacher) Readiness to Teach Online

Anadolu University partners conducted a thorough review of the existing tools for the measurement of faculty readiness. Despite the abundance of measurement tools, few have been psychometrically tested. Martin et al. (2019) established the psychometric properties of a survey designed to measure faculty readiness to teach online. Based on a thorough review of the online teaching readiness literature, Martin et al. (2019) constructed and confirmed a four-factor structure: design, communication, time management, and technical competence. Despite its comprehensiveness and statistical validity, the survey has not yet been adapted to the languages of the participating countries of this project, namely Turkey, Romania, Poland, and Portugal. As a result, teams of two researchers from each participant country translated the survey into their own languages. The translated versions can be seen below.

Original Version of the Faculty (Teacher) Readiness to Teach Online Please rate your self-perceived capability to accomplish the tasks below on a 5-point Likert scale from 1 (I cannot do it at all) to 5 (I can do it well).	I cannot do it at all				I can do it well
1. Create an online course orientation (e.g., introduction, getting started)	1	2	3	4	5
2. Write measurable learning objectives	1	2	3	4	5
3. Design learning activities that provide students opportunities for interaction (e.g., discussion forums, wikis)	1	2	3	4	5
4. Organize instructional materials into modules or units	1	2	3	4	5
5. Create instructional videos (e.g., lecture video, demonstrations, video tutorials)	1	2	3	4	5
6. Use different teaching methods in the online environment (e.g., brainstorming, collaborative activities, discussions, presentations)	1	2	3	4	5
7. Create online quizzes and tests	1	2	3	4	5
8. Create online assignments	1	2	3	4	5
9. Manage grades online	1	2	3	4	5
10. Send announcements/email reminders to course participants	1	2	3	4	5
11. Create and moderate discussion forums	1	2	3	4	5
12. Use email to communicate with the learners	1	2	3	4	5
13. Respond to student questions promptly (e.g., 24 to 48 hours)	1	2	3	4	5

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14. Provide feedback on assignments (e.g., 7 days from submission)	1	2	3	4	5
15. Use synchronous web-conferencing tools (e.g., Adobe Connect, Webex, Blackboard Collaborate, Skype)	1	2	3	4	5
16. Communicate expectations about student behavior (e.g., netiquette)	1	2	3	4	5
17. Communicate compliance regarding academic integrity policies	1	2	3	4	5
18. Apply copyright law and fair use guidelines when using copyrighted materials	1	2	3	4	5
19. Apply accessibility policies to accommodate student needs	1	2	3	4	5
20. Schedule time to design the course prior to delivery (e.g., a semester before delivery)	1	2	3	4	5
21. Schedule weekly hours to facilitate the online course	1	2	3	4	5
22. Use features in learning management system in order to manage time (e.g., online grading, rubrics, SpeedGrader, calendar)	1	2	3	4	5
23. Use facilitation strategies to manage time spent on course (e.g., discussion board moderators, collective feedback, grading scales)	1	2	3	4	5
24. Spend weekly hours to grade assignments	1	2	3	4	5
25. Allocate time to learn about new strategies or tools	1	2	3	4	5
26. Complete basic computer operations (e.g., creating and editing documents, managing files and folders)	1	2	3	4	5
27. Navigate within the course in the learning management system (e.g., Moodle, Canvas, Blackboard, etc.)	1	2	3	4	5
28. Use course roster in the learning management system to set up teams/groups	1	2	3	4	5
29. Use online collaborative tools (e.g., Google Drive, Dropbox)	1	2	3	4	5
30. Create and edit videos (e.g., iMovie, Movie Maker, Kaltura)	1	2	3	4	5
31. Share open educational resources (e.g., learning websites, Web resources, games and simulations)	1	2	3	4	5
32. Access online help desk/resources for assistance	1	2	3	4	5