

OTSEI (Online Teaching Self-Efficacy Inventory)

Participation in this study is purely voluntary. Thank you for your contribution to the study, if you opt to be involved.

This questionnaire is based on the work of Dr Kevin P. Gosselin. The questionnaire has been reproduced and modified to suit Australian conditions with Dr Gosselin's permission.

Please interpret the term "online" as 50% or more online.

1.	What is your gender?	Male		Female	
2.	With which ethnicity do you identify?				
	Asian	<input type="checkbox"/>	European	<input type="checkbox"/>	
	Pacific Islander	<input type="checkbox"/>	Aboriginal or Torres Strait Islander	<input type="checkbox"/>	
	Australian	<input type="checkbox"/>	Other, please specify	<input type="checkbox"/>	
3.	How would you describe your current teaching position?				
	Part time	<input type="checkbox"/>	Ongoing	<input type="checkbox"/>	
	Full time	<input type="checkbox"/>	Sessional or casual	<input type="checkbox"/>	
	Contract	<input type="checkbox"/>	Other, please specify	<input type="checkbox"/>	
4.	What type of institution do you currently teach at?				
	Private tertiary college	<input type="checkbox"/>	Private university	<input type="checkbox"/>	
	Public tertiary college	<input type="checkbox"/>	Public university	<input type="checkbox"/>	
		<input type="checkbox"/>	Other, please specify	<input type="checkbox"/>	
5.	How many years have you been teaching in higher education?				years
6.	How many years have you been teaching in your current position?				years
7.	How many semesters have you been teaching online units?				semesters
8.	How many units have your taught online?				units
9.	How many online units have you designed?				units
10.	How many units have you adapted from face-to-face to online formats?				units

Part 1 of 5: Selection of technological resources

The definition for the selection of technological resources in this study is defined by an online teacher's ability to select, utilise and determine the appropriateness of technology to enhance student learning and enrich instruction. Please indicate how confident you are in your ability to accomplish the stated activities by selecting a number for each item.

In the context of online units, I can ...		0=no confidence 10=complete confidence										
11.	select the appropriate software applications to use for my classes.	0	1	2	3	4	5	6	7	8	9	10
12.	obtain the appropriate copyright permissions.	0	1	2	3	4	5	6	7	8	9	10
13.	discern between technological applications that require differing levels of bandwidth.	0	1	2	3	4	5	6	7	8	9	10
14.	determine how difficult various types of technology will be for my students to use.	0	1	2	3	4	5	6	7	8	9	10
15.	select the online unit technology that is most efficient for delivery of materials to students.	0	1	2	3	4	5	6	7	8	9	10
16.	learn how to use new technologies used in my unit without support from my institution (i.e., training, workshops, incentives, etc.)	0	1	2	3	4	5	6	7	8	9	10
17.	select the unit technology that is compatible with students' networks and platforms (i.e., compatible versions of software and networks that are capable of "talking to each other").	0	1	2	3	4	5	6	7	8	9	10
18.	manage the time requirements needed for learning unit technology.	0	1	2	3	4	5	6	7	8	9	10
		0=no confidence 10=complete confidence										

Part 2 of 5: Virtual interaction

Virtual interaction is defined in this study as a faculty member's effective facilitation of teacher-student interaction, meaningful student cooperation and the ability to establish a positive social climate that engages students through fostering motivation, intellectual commitment and personal development. Please indicate how confident you are in your ability to accomplish the stated activities by selecting a number for each item.

In the context of online units, I can ...		0=no confidence										10=complete confidence											
19.	get students to work together in my classes.	0	1	2	3	4	5	6	7	8	9	10	0	1	2	3	4	5	6	7	8	9	10
20.	overcome the influence of adverse student interactions.	0	1	2	3	4	5	6	7	8	9	10	0	1	2	3	4	5	6	7	8	9	10
21.	encourage my students to ask questions.	0	1	2	3	4	5	6	7	8	9	10	0	1	2	3	4	5	6	7	8	9	10
22.	promote student participation in my units.	0	1	2	3	4	5	6	7	8	9	10	0	1	2	3	4	5	6	7	8	9	10
23.	project a positive virtual social presence (the perception of being real).	0	1	2	3	4	5	6	7	8	9	10	0	1	2	3	4	5	6	7	8	9	10
24.	effectively express emotion within the online environment.	0	1	2	3	4	5	6	7	8	9	10	0	1	2	3	4	5	6	7	8	9	10
25.	use emotion to effectively enrich communication.	0	1	2	3	4	5	6	7	8	9	10	0	1	2	3	4	5	6	7	8	9	10
26.	adopt a teaching style that allows for the facilitation of learning through guidance.	0	1	2	3	4	5	6	7	8	9	10	0	1	2	3	4	5	6	7	8	9	10
27.	manage the pace of facilitating interaction.	0	1	2	3	4	5	6	7	8	9	10	0	1	2	3	4	5	6	7	8	9	10
28.	adequately convey that I am available for consultation.	0	1	2	3	4	5	6	7	8	9	10	0	1	2	3	4	5	6	7	8	9	10
		0=no confidence										10=complete confidence											

Part 3 of 5: Unit content migration

The definition of unit content migration in this study refers to the ability to successfully transfer instructional materials from face-to-face to online units; the contents of the transferred information are sufficiently comprehensive to achieve the defined learning outcomes. For the scope of this study, materials refer to information created and prepared by the unit teacher or online instructor, and are exclusive of standard textbooks produced by recognised publishers. Please indicate how confident you are in your ability to accomplish the stated activities by selecting a number for each item.

In the context of online units, I can ...		0=no confidence					10=complete confidence					
29.	prepare the teaching materials I will use in my units.	0	1	2	3	4	5	6	7	8	9	10
30.	select the appropriate digital media format (PowerPoint, digital photographs, Adobe Flash, etc.) to transfer unit content and materials.	0	1	2	3	4	5	6	7	8	9	10
31.	select the appropriate online method to effectively convey unit content once used in traditional style (lecture or face-to-face) classrooms.	0	1	2	3	4	5	6	7	8	9	10
32.	transfer lecture presentations used in face-to-face style units to online formats.	0	1	2	3	4	5	6	7	8	9	10
33.	transfer assignments and assessments (such as exams) used in face-to-face style units to online formats.	0	1	2	3	4	5	6	7	8	9	10
34.	determine the appropriate resources (i.e., technological, personnel, software, etc.) to assist with transferring unit materials from face-to-face to online formats.	0	1	2	3	4	5	6	7	8	9	10
35.	manage the time needed to transfer unit content from face-to-face to online formats.	0	1	2	3	4	5	6	7	8	9	10
		0=no confidence					10=complete confidence					

Part 4 of 5: Online course alignment

The online alignment of objectives, instruction and assessment is defined for this study as encompassing faculty's ability to effectively align learning objectives, unit assignments and learning activities, and assessment strategies and procedures with online units. Please indicate how confident you are in your ability to accomplish the stated activities by circling a number for each item.

In the context of online units, I can ...		0=no confidence										10=complete confidence											
36.	evaluate the degree to which my unit learning outcomes have been met.	0	1	2	3	4	5	6	7	8	9	10	0	1	2	3	4	5	6	7	8	9	10
37.	use strategies to increase my students' memory of my unit content.	0	1	2	3	4	5	6	7	8	9	10	0	1	2	3	4	5	6	7	8	9	10
38.	provide my students with detailed feedback about their academic progress.	0	1	2	3	4	5	6	7	8	9	10	0	1	2	3	4	5	6	7	8	9	10
39.	determine the most appropriate evaluation method for a particular unit.	0	1	2	3	4	5	6	7	8	9	10	0	1	2	3	4	5	6	7	8	9	10
40.	clearly articulate the learning goals that I expect my students to attain.	0	1	2	3	4	5	6	7	8	9	10	0	1	2	3	4	5	6	7	8	9	10
41.	connect unit assignments with the stated learning outcomes.	0	1	2	3	4	5	6	7	8	9	10	0	1	2	3	4	5	6	7	8	9	10
42.	accurately assess the depth of students' learning.	0	1	2	3	4	5	6	7	8	9	10	0	1	2	3	4	5	6	7	8	9	10
43.	accurately assess the depth of students' level of engagement.	0	1	2	3	4	5	6	7	8	9	10	0	1	2	3	4	5	6	7	8	9	10
44.	engage students from a variety of cultural backgrounds.	0	1	2	3	4	5	6	7	8	9	10	0	1	2	3	4	5	6	7	8	9	10
45.	engage students who have a wide variety of familiarity with online learning.	0	1	2	3	4	5	6	7	8	9	10	0	1	2	3	4	5	6	7	8	9	10
46.	use written instructions to facilitate student engagement in online units.	0	1	2	3	4	5	6	7	8	9	10	0	1	2	3	4	5	6	7	8	9	10
		0=no confidence										10=complete confidence											

Part 5 of 5: Web based unit structure

Web based unit structure is defined for the scope of this study as the ability to construct and design an online unit that includes a clear organisational structure, facilitates straightforward navigation and communication guidelines, is consistent and aligned with an institution's mission, and complies with the Australian Human Rights Commission guidelines. Please indicate how confident you are in your ability to accomplish the stated activities by selecting a number for each item.

In the context of online units, I can ...		0=no confidence					10=complete confidence					
47	adapt the design of units to the needs of my students (motivation, interest, prior knowledge, etc.).	0	1	2	3	4	5	6	7	8	9	10
48.	design a unit in accordance with the Australian Human Rights Commission guidelines	0	1	2	3	4	5	6	7	8	9	10
49.	design a unit that is easy for students to navigate.	0	1	2	3	4	5	6	7	8	9	10
50.	create appropriate links to unit pages and materials.	0	1	2	3	4	5	6	7	8	9	10
51.	design a unit that is representative of my institution's mission, goals and objectives.	0	1	2	3	4	5	6	7	8	9	10
52.	design units that address students' concerns and apprehensions about unit content.	0	1	2	3	4	5	6	7	8	9	10
53.	design a unit that another teacher could teach.	0	1	2	3	4	5	6	7	8	9	10
54.	manage the time requirements needed to develop courses.	0	1	2	3	4	5	6	7	8	9	10
55.	design units that meet regulatory agency accreditation guidelines.	0	1	2	3	4	5	6	7	8	9	10
56.	use digital media to create unit content.	0	1	2	3	4	5	6	7	8	9	10
57.	create units that are consistent and structured.	0	1	2	3	4	5	6	7	8	9	10
		0=no confidence					10=complete confidence					