

Appendix 1. Survey to assess students' access to technology tools for online instruction.

UCD 001 spring 2020²

Start of Block: Default Question Block

Q1 For spring quarter, do you expect to have reliable internet access and equipment (e.g. computer, tablet) for READING and POSTING TEXT content via Canvas?

- Yes (1)
 - No (2)
 - Not sure (3)
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Q2 For spring quarter, do you expect to have reliable internet access, appropriate for LISTENING TO AUDIO content via Canvas?

- Yes (1)
 - No (2)
 - Not sure (3)
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² Source: Wernimont, J; C.N.Davidson.2020. Teaching in the Context of COVID-19.

https://docs.google.com/document/d/1yBE1cCqJ_4M-JZ62K4CefmYsZugqAWkGmZmdwESt0IM/preview?fbclid=IwAR2R3VoPldRrf81x9h-csV6m-0ELWXgze06Y0e1rsDsuC1xXMgs02XfX6x4#. Thank you to Valerie Eviner, Department of Plant Sciences, UC Davis, for sharing this resource.

Q3 For spring quarter, do you expect to have reliable internet access, appropriate for WATCHING online video content via Canvas or Zoom?

- Yes (1)
 - No (2)
 - Not sure (3)
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Q4 For spring quarter, do you expect to have appropriate equipment and internet connectivity to participate in live webinar sessions via Zoom?

- Yes (1)
 - No (2)
 - Not sure (3)
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Q5 What kinds of device(s) do you expect to use to read, listen to, and/or watch course content?

- Computer (1)
 - Tablet/ iPad (2)
 - Smartphone (3)
 - Telephone without internet access (4)
 - Other (5)
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Q6 Do you have specific limitations in internet access (e.g. limited data plan, limited connection speed, internet access at only specific times of the day)? Please explain

Q7 Given the changes in the quarter, I realize that students may have new work or family care obligations. Given that, is the regularly scheduled class time still available to you for class activities?

- Yes (1)
- No (2)
- Not sure (3)

Q8 In an ideal world, would you prefer live (synchronous, during scheduled class times), re-recorded (asynchronous) or mixed instructional materials? This is something we'll have to balance based on the full-range of needs within our class.

- Live (synchronous during scheduled class) (1)
- Pre-recorded (asynchronous) (2)
- Mixed (3)
- Other (4)

Q9 For question 8 above, if you answered "other", please explain

Q10 Do you have any accessibility requests for me regarding online teaching? For example, materials available in a different format, transcriptions, specific approaches to discussion boards, a preference of video discussion vs. discussion boards, etc? If you think you may need to update existing accommodations for ALL your classes, I recommend reaching out to the Student Disability Center ASAP

Q11 Do you have any additional questions or concerns about logistics for this class in its move to online status for the quarter?

Q12 Do you have any questions or concerns about the transition to online learning that you would like me to share with university administration, for yourself or on behalf of your peers?

End of Block: Default Question Block

Appendix 2. Library resources for Spring 2020

Faculty and instructors teaching remote courses during Spring Quarter may find the following resources useful.

Access online materials from off-campus. Before students start searching for [library resources](#) from off-campus, they'll need to login using their [UCD LoginID](#) through the library VPN client Pulse Secure. Here's help information, including video tutorials, for downloading and using Pulse Secure <https://www.library.ucdavis.edu/service/connect-from-off-campus/>

Online books for your course. To request new electronic books or an increased number of users for current online resources that will be part of your course, email Belen [Fernandez](#), Collection Strategies at b Fernandez@ucdavis.edu

Does Your Course Have a Course Reserves Reading List? Course Reserves is a vital student resource that sets aside course materials at the library and allows students to borrow course material for free. For more information, visit <https://www.library.ucdavis.edu/service/course-reserves/> or email us at courseserves@ucdavis.edu

Research assistance for projects and papers. Librarians are readily available to assist students with class assignments personally. In addition to offering individual appointments or office hours, we are also planning to have a virtual reference desk. Contact the library <https://www.library.ucdavis.edu/service/researchsupport/>. Make a [virtual appointment](#) with a librarian for one-on-one research and learning consultations.

Request librarian-led instruction or assistance with an assignment. We can help you design class assignments, or we can meet with your class via Zoom to help students navigate, discover, and critically evaluate information resources. To request asynchronous or synchronous instruction for your class, or discuss what online resources are available to assist your students in a research assignment, send an email to libraryinstruction@ucdavis.edu or use our [instruction request form](#).

Copyright assistance. As instructors, you make regular use of copyrighted work in the classroom and your scholarship. Michael Ladisch, the Scholarly Communications Officer, can be contacted via email at mladisch@ucdavis.edu to set up a consultation.