

Online learning: Prepared and ready

Are you prepared and ready to participate in online learning? Are you equipped to maximize your online professional learning experiences? Take the following self-assessment to find out!

Notice that this online learning assessment has four sections:



Technical skills	Y	N
I have a computer, or have regular access to a computer, with reliable Internet connection and working speakers.		
I know the workings of my computer: the desktop, documents, windows, toolbars, menu, icons, and files.		
I make sure my computer meets the online learning system's requirements.		
I know how to use a computer mouse, or similar device control, to scroll, select, and click.		
I have adequate typing skills.		
I read all online directions and FAQ tools (Frequently Asked Questions).		
I allot time to orient myself with the online learning system.		
My browser is set up to play common multimedia, such as videos.		
I know how to access handouts in the online learning program.		
I know how to access technical assistance and support.		
I know how to access and use a printer.		
I know how to download files (on my own or with assistance) on my computer.		
I know how to download software (on my own or with assistance) for my computer.		
I know how to access and use a discussion forum or chat feature.		
I have a contact name and number to use if I have any problems in the online learning system.		
I have an email account and know how to use and send emails, and how to open and send email document attachments.		
I am excited to learn new technology.		
I know how to create, edit, and format documents (such as a word documents) and can create online files to save documents on my computer.		
I know how to cut and paste from one document to another.		
I know how to use an online search engine (such as Google) to find information on the Internet.		
I know how to take online assessments.		
I have virus protection on my computer.		
Tally for Technical skills (out of 22)		

Self-management skills	Y	N
I review online content and directives well before beginning online learning.		
I am self-directed and able to work independently.		
I am good at setting goals and deadlines for myself.		
I use a calendar/planner to manage my time and training (including assignments) effectively.		
I reserve and allow the suggested time needed to complete online learning.		
I am self-motivated, and avoid procrastination.		
I allow time for reflection.		
I plan for follow-up.		
I set aside regular time for working on online course work.		
I schedule reading time.		
I record and file my completed online training certificates and professional development progress.		
I have access to clean, organized learning environments without distractions.		
I can problem-solve questions and challenges.		
I am committed to learning.		
I finish my work projects.		
I have informed my family of my online learning schedule.		
Tally for self-management skills (out of 16)		

Professional focus skills	Y	N
I align online learning topics with my program goals, state standards, curriculum, and assessment.		
I align online learning with my program’s continuous quality improvement (CQI) plan.		
I focus my online learning on a few targeted goals and outcomes.		
I actively participate online with peers (online chats, forums, etc.).		
I actively participate in professional learning communities (CoPs, PLCs).		
I use written professional plans, such as an individual professional development plan (IPDP).		
I take notes during online learning experiences.		
I practice and apply online learning suggested activities and skills.		
I follow up online learning and collaborate with a coach or mentor.		
I document outcomes and make changes based on results.		
I revisit professional development plans often.		
I revisit action plans and review strategies and goals.		
I share what I have learned with my co-workers and families.		
I share resources and activities I have learned with peers.		
I access other resources from online learning programs, such as research articles.		
I am open to receiving and providing feedback.		
I learn well through reading and visual materials (videos, handouts, graphics, graphs).		
I follow up online learning with further reading, access suggested resources, and connect with other professional peers.		
I use online learning to engage in systemic, program-wide goals.		
I engage in online learning to improve job-embedded skills and responsibilities.		
I know my professional philosophy.		
I know my program’s philosophy and mission statement.		
Tally for professional focus skills (out of 22)		

Personal focus skills	Y	N
I know my learning style.		
I create comfortable work environments.		
I know how to ask for support and help.		
I know my interests.		
I know my strengths and weaknesses.		
I know my personal vision and philosophy.		
I can work well alone or with others.		
I am passionate about learning and share my excitement for learning with others.		
I have an open mind to new ideas.		
I celebrate my strengths.		
I believe that I can learn from failures and mistakes.		
I can problem solve and seek out help.		
I can learn from things I hear (such as interviews or audio recordings).		
I can learn from things I read and see (such as articles or a videos).		
I can take time to pause and think about reflections and planning strategies.		
Tally for personal focus skills (out of 15)		

Follow up:

- Tally your “yes” and “no” answers for each section.
- Count all your “yes” responses together, and separately count up your “no” responses.
- If you answered mostly yes, then you are well prepared to maximize professional development and online learning experiences!
- If you answered mostly no, then you need to do more work to prepare for online learning and professional development.
- If you have an even mix of yes and no answers, you are doing great but may benefit from more reflection, planning, and support.
- Your areas of strength are the section or sections where you had more “yes” responses!
- The sections with more “no” responses are areas to improve upon.

Remember: “There is no such thing as a finished product when it comes to highly effective teachers. Talented, experienced teachers are reflective, curious and persistent. Like their students, they are learning, too.”

- Elizabeth Green, Building a Better Teacher

Adapted from:
 Erickson Institute. 2017. “Distance Learning Self-Assessment.” Erickson Institute.
 National Association for the Education of Young Children. n.d. “Online Learning: A Professional Growth Opportunity for Early Childhood Teachers: Are You Ready to Be an Online Learner?” TYC.NAEYC.org.
 The University on North Carolina at Chapel Hill. 2010. “Online Learning Readiness Questionnaire.” UNC.