

LMS Review Survey - Students

Q1 Do you have experience teaching one or more courses as a **sessional instructor** at the University of Windsor?

Yes (**BRANCH-1**)

No

(BRANCH-1)

If you are a graduate student who has taught as a sessional instructor, please **consider completing the survey for faculty and staff** instead.

Since you have experience and valuable insight through both of your roles, you can choose whether to complete one survey or both. You will have the opportunity to enter the draw for EACH survey you complete.

[Click HERE for Faculty/Staff Survey](#)

Pressing the NEXT button will bring you to the consent form for the STUDENT survey.

NOTE: Our current self-hosted Blackboard system will no longer be available as of 2023, and while it may be possible to stay with Blackboard, the migration to a cloud-based system will necessitate some changes and things will look and feel different than what you are used to right now. Because of this, we are engaging with our campus community to determine your experience with LMS platforms thus far, and your needs for the future.

INFORMED CONSENT TO PARTICIPATE IN RESEARCH

Title of Study: LMS Review Survey

You are invited to participate in a research study conducted by Erika Kustra, Nick Baker, and the LMS Review Team, from the Centre for Teaching and Learning, Office of Open Learning, and IT Services at the University of Windsor.

The Research Ethics Board (REB) at the University of Windsor has reviewed and given clearance for this research study to take place.

This research has been cleared by the University of Windsor Research Ethics Board (REB# 21-164).

If you have any questions or concerns about the research, please feel to contact our team at lmsreview@uwindsor.ca.

PURPOSE OF THE STUDY

This study is part of a review of the Learning Management System (LMS), Blackboard, at the University of Windsor. Because Blackboard Learn is migrating to a different format, engagement with our community stakeholders (faculty, students, and staff) will help meaningfully inform how we proceed with our LMS at the University of Windsor. Information collected will be used to evaluate Blackboard, the usability of current tools, desired features, and anticipated needs for an LMS and related technology that will enhance teaching and learning on campus.

PROCEDURES

If you volunteer to participate in this study, you will be asked to complete the following steps:

- Click the “I agree” button at the bottom of the page if you would like to participate. By clicking the “I agree” button, you have given consent to participate.
- The survey will take approximately 10-20 minutes to complete, and will ask you about your experience with Blackboard and other LMS platforms, your future needs for learning management at the University of Windsor, and some targeted demographic characteristics.
- Please answer the questions as openly and honestly as possible.
- You may choose to skip any questions you wish not to answer, or close your browser at any time to withdraw your responses.
- At the end of the survey, you will have the option to proceed to a separate survey to voluntarily input your contact information. This information will be kept separate from your survey responses, and only be used for the gift card draw (see below), and/or to contact you for a follow-up focus group or interview.

POTENTIAL BENEFITS TO PARTICIPANTS

This survey will provide an opportunity to comment on the usability and features of the current LMS and express desires and needs for teaching and learning technology. Your contributions will inform the Request for Proposals put out to potential LMS vendors, and help inform the institutional decisions about the potential changes to our current LMS and/or selection of a future LMS platform.

POTENTIAL RISKS AND DISCOMFORTS There are no known physical or psychological risks or discomforts associated with this survey, however, you are free to skip any questions that you

do not want to answer, and you can withdraw from this study at any time prior to survey submission. Please see the “Participation and Withdrawal” section below.

COMPENSATION FOR PARTICIPATION

Once you have submitted your survey responses, you will be provided the opportunity to enter a **draw for one of six Amazon gift cards** (one for \$250, and five for \$50). If you choose to enter this draw, you will be directed to a second survey, where you can provide your name and email address for these purposes; this survey will not be connected to the LMS Review survey in any way, and there will be no connection between your responses and your contact information.

CONFIDENTIALITY

Participants will not be required to log in or identify themselves, and there will be no identifiable information stored, except voluntary demographics that help characterize the sample of participants. All data will be reported in aggregate form, so no individual responses will be identifiable.

You will be asked to provide your university e-mail address *if and only if* you wish to be entered in the gift-card draw (see above), and/or contacted for a follow-up interview or focus group. If you do provide your e-mail address for one of these reasons your information will be kept in a separate database and will not be linked to your survey data.

PARTICIPATION AND WITHDRAWAL

Participation is completely voluntary, and you can choose whether to be in this study or not. If you volunteer to be in this study, you may withdraw at any time by closing your browser window. You may also skip any questions you do not want to answer and remain in the study. The investigator may withdraw you from this research if circumstances arise which warrant doing so.

If you decide to withdraw from the survey before you submit your responses, the Qualtrics system will delete your data within 7 days. Participants who withdraw will not be eligible for the gift-card draw; however, participants may choose to skip any questions they wish and there will be no consequences for leaving questions unanswered.

After survey submission, you will no longer be able to withdraw your data. Because the survey is completed anonymously and collected no identifying information, there will be no way for the researchers to identify your responses. If you wish to withdraw, you must do so by closing your browser *before submission*.

FEEDBACK OF THE RESULTS OF THIS STUDY

Results will be released to the internal LMS support community including the [LMS Advisory Committee](#) and LMS Steering Committee for decisions about the future of the LMS. Results will be released to the broader campus via the [LMS Review website](#) and the Daily News. A copy of

the results will also be available on the following REB/Leddy Library platform: <https://scholar.uwindsor.ca/research-result-summaries/>.

SUBSEQUENT USE OF DATA This data may be used in subsequent studies related to the Learning Management System at the University of Windsor. Only anonymous information will be stored by the principal investigators for this purpose.

RIGHTS OF RESEARCH PARTICIPANTS

You may withdraw your consent at any time prior to survey submission and discontinue participation without penalty. If you have questions regarding your rights as a research subject, contact: Research Ethics Coordinator, University of Windsor, Windsor, Ontario N9B 3P4; Telephone: 519-253-3000, ext. 3948; email: ethics@uwindsor.ca

SIGNATURE OF INVESTIGATORS

These are the terms under which I will conduct research.

| | |
|--------------|---------------|
| Nick Baker | July 15, 2021 |
| Erika Kustra | July 15, 2021 |

On behalf of the LMS Review Team

[Click to download PDF of consent form](#)

SIGNATURE OF PARTICIPANT

I understand the information provided for the study "LMS Review Survey" as described herein. My questions have been answered to my satisfaction, and I agree to participate in this study. I have been given the opportunity to print this form. By clicking "I agree" I am giving consent to participate in this study.

I agree

I do not agree

Thank you for agreeing to participate in our survey about your experiences with Blackboard. **Blackboard (BB)**, and systems like it, are referred to as “**Learning Management Systems**” or **LMS** for short. In general, they are applications that help administer, document, and deliver courses and training programs. They have often been used as a companion for face-to-face courses, and as the interface for online and hybrid courses. If you have taken courses at another institution, it is possible that you have experience with multiple LMS platforms. Please continue in the survey with your experiences of the University of Windsor’s Blackboard system in mind.

Q2 At what level are you enrolled?

- Non-degree program
- Undergraduate degree
- Professional degree program (e.g., Law or Bachelor of Education)
- Master’s degree (e.g., MA, MEd, MSc, MFA, MBA, etc.)
- Doctoral degree (e.g., PhD)
- Other
- Prefer not to answer

Q3 In what year of your current program are you enrolled?

- 1st year
- 2nd year
- 3rd year
- 4th year
- 5th year or above
- Prefer not to answer

Q4 With which faculty are you primarily associated?

- Faculty of Arts, Humanities, and Social Sciences (FAHSS)
- Faculty of Education
- Faculty of Engineering
- Faculty of Human Kinetics
- Faculty of Law
- Faculty of Nursing
- Faculty of Science
- Odette School of Business
- Inter-Faculty Programs
- Centre for English Language Development (CELD)
- Continuing Education
- Prefer not to answer

Q5 Do you have experience using Blackboard as a graduate assistant (GA) or an undergraduate teaching assistant (TA)?

Yes (**BRANCH-2**)

No

Q6 (**BRANCH-2**) What kinds of Blackboard functions have you used as a GA or TA? (*select all that apply*)

Posting announcements

Uploading content/resources

Setting up and/or responding to discussion boards

Setting up tests/exams

Holding virtual office hours or tutorials (in in Blackboard Collaborate Virtual Classroom)

Grading and providing feedback on student assignments

Creating/using rubrics

Other, please explain:

Q7 (**BRANCH-2**) How would you rate your ability to use Blackboard as a GA or TA?

- Complete novice (I mostly avoid using it)
- Novice (I feel uncomfortable every time I log in)
- Intermediate (I am confident when I do some tasks and not when I do others)
- Advanced (I feel confident doing most tasks I need to do)
- Power User (I adapt the environment to suit whatever needs I have)

Q8 (**BRANCH-2**) Please provide any thoughts or comments about your use of Blackboard as a GA or TA:

Q9 How would you rate your ability to use Blackboard as a student?

- Complete novice (I mostly avoid using it)
- Novice (I feel uncomfortable every time I log in)
- Intermediate (I am confident when I do some tasks and not when I do others)
- Advanced (I feel comfortable doing most tasks that I need to do)
- Power User (I adapt the environment to suit whatever needs I have)

Q10 Do you have experience using Blackboard at the University of Windsor *prior to the COVID-19 pandemic*?

- Yes (**BRANCH-3**)
- No

Q11 (**BRANCH-3**) Thinking back to *before* the COVID-19 pandemic, to what extent did *most* of your instructors use Blackboard in your **face-to-face** courses?

- I don't know
- To a very limited extent (e.g., only course outline and some announcements)
- To a basic extent (e.g., course outline, resources, announcements)
- To a moderate extent (e.g., assignment submissions, discussion boards, or grades)
- To a great extent (e.g., BB was used for a lot of course activities, and my professor used a variety of tools)
- To a very great extent (e.g., everything about the course was done in BB)

Q12 (**BRANCH-3**) *Before* the COVID-19 pandemic, did you take any **online courses** at the University of Windsor?

- Yes (**BRANCH-4**)
- No

Q13 (**BRANCH-4**) To what extent did your instructors use Blackboard for your **online courses before the pandemic?**

- I don't know
- To a very limited extent (e.g., only course outline, some announcements, and posted resources)
- To a basic extent (e.g., also used for exams and/or assignment submissions)
- To a moderate extent (e.g., also used discussion boards, and received feedback and grades)
- To a great extent (e.g., BB was used for a lot of course activities including lectures, and my professor used a variety of tools)
- To a very great extent (e.g., everything about the course was done in BB)

Q14 If your instructor used any *other* systems for online learning before the pandemic, what were they?

Q15 Have you used any other LMS platforms, either at UWindsor or another post-secondary institution?

- Yes (**BRANCH-5**)
- No
- I'm not sure

Q16 (**BRANCH-5**) Which platforms have you used?

- Canvas / Instructure
- Desire2Learn (D2L) / Brightspace
- Moodle
- Sakai (e.g., CLEW)
- WebCT
- Angel
- Google Classroom
- Schoology
- Coursera / edX
- Other, please specify:

Q17 (**BRANCH-5**) In your opinion, how does Blackboard compare to other LMSs you have used?

- Much worse
- Worse
- Similar
- Better
- Much better
- Cannot Compare
- Other, please specify: _____

Q18 (**BRANCH-5**) Please provide comments about your comparison between LMS platforms:

Q19.1 To your knowledge, and considering how you tend to use Blackboard in your courses, **how important do you believe each of these functions is to your learning?**

| | I don't know what it is | Not Important | A little important | Moderately Important | Important | Very Important |
|---|-------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Getting Course Announcements | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Submitting Assignments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Getting feedback on my assignments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Reviewing Rubrics for Assignments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Submitting Assignments through SafeAssign | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Completing Course Surveys | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Attending live class or tutorials in the Collaborate Virtual Classroom | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Reviewing recordings of lectures or tutorials in the Virtual Classroom Recordings | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Emailing my prof or GATA | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Participating in discussion boards | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Accessing My Grades | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Using the Calendar | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | | | | | | |
|-------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Using a Course Glossary | <input type="radio"/> |
| Doing groupwork in Groups | <input type="radio"/> |
| Completing Tests or Exams | <input type="radio"/> |
| Developing an ePortfolio of my work | <input type="radio"/> |
| Creating Blogs on BB | <input type="radio"/> |
| Writing Journals | <input type="radio"/> |
| Accessing Resources/folders | <input type="radio"/> |
| Reviewing the Syllabus | <input type="radio"/> |

Q19.2 Are there any things you do as a student in Blackboard that were *not included in the list above*? Please explain.

Q20 What functions do you wish Blackboard had or was better at facilitating (e.g., Peer Review)?

Q21 In what ways do you prefer to seek support for Blackboard? *Select all that apply.*

- Asking a friend/classmate
 - Your professor
 - Your GA/TA
 - Blackboard email (bbhelp@uwindsor.ca)
 - Blackboard support tickets (www.uwindsor.ca/bbhelp)
 - Calling the IT service desk
 - ITS/OOL Live Chat
 - Departmental secretaries
 - Google/the internet
 - Other, please explain:
-

Q22 Please indicate the extent to which you agree with the following statements:

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Unsure/No Answer |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Blackboard is easy for me to use | <input type="radio"/> |
| Blackboard is easy for my professor to use | <input type="radio"/> |
| Blackboard is reliable (i.e., rarely goes down) | <input type="radio"/> |
| Blackboard does what it is supposed to do | <input type="radio"/> |
| I am satisfied with the help I have received for Blackboard | <input type="radio"/> |
| Blackboard helps my learning | <input type="radio"/> |
| Overall, Blackboard is useful | <input type="radio"/> |
| Overall, I think LMS platforms in general (like Blackboard) are important for teaching and learning in higher education | <input type="radio"/> |

Q23 Please rank the following options in terms of what best describes how you think an LMS should be used for teaching and learning?

_____ As a communication tool

_____ As a hub for all digital teaching and learning

_____ As one part of a teaching and learning ecosystem that connects students, instructors, and technologies in one space that is easily expandable as needed

_____ As a basic tool to store readings, access grades, and read announcements

_____ As a place for students to interact with each other and the content of the course, and upload assignments

_____ I don't think it should be used for teaching

Q24 From your perspective, what does an LMS platform like Blackboard need to be able to do, for it to be effective in supporting your learning?

Q25 The COVID-19 pandemic has affected the ways in which almost everyone uses Blackboard and other digital technologies in their teaching and learning. Thinking forward to your post-pandemic courses, please indicate the extent to which you agree with the following:

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Don't know |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I would like to take more face-to-face classes | <input type="radio"/> |
| I would like to have more flexible learning opportunities (e.g., choosing when and how to engage, etc.) | <input type="radio"/> |
| I would like to take more online courses | <input type="radio"/> |
| I would like to take more hybrid courses (partially online, partially face-to-face) | <input type="radio"/> |
| I would like my professors to use Blackboard more intentionally to benefit my learning | <input type="radio"/> |
| I would like more online engagement opportunities | <input type="radio"/> |

I would like to have more control over my experience in the LMS

I am not sure what I want my future courses to be like

Q26 Please use this space to offer any other thoughts or ideas you have about the use of Blackboard and similar platforms for learning at the University of Windsor:

Demographics

Q27 What is your gender?

Q28 Do you identify with any of the following federally designated groups? (select all that apply)

- Women
- Visible minorities
- Aboriginal persons
- Persons with disabilities
- No, I do not identify with any of these groups
- Prefer not to answer

Q29 Do you identify with any of the following additional groups? (select all that apply)

- Black peoples
- Indigenous peoples
- Other Racialized Groups
- Sexual minorities
- Gender minorities
- English as a second/additional language
- Other, please specify:

- No, I do not identify with any of these groups
- Prefer not to answer