

# LMS Review Survey - Faculty and Staff

*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.*

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## 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](mailto: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.

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### **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](mailto: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*

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

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### **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

For the purposes of this survey, we will use the term **learning management system (LMS)** to refer to online platforms like Blackboard, that are used to administer, document, track, and deliver or support courses and training programs. They are often also used to engage students with content or each other outside of class time, and/or hold online courses. The University of Windsor currently uses **Blackboard**, and previously used **CLEW** for these purposes.

Q1 What is your current primary role? That is, with which role in mind are you responding to this survey?

- Assistant/Associate/Full Professor
- Sessional Lecturer
- Sessional Instructor
- Adjunct Faculty Member
- Ancillary Academic Staff (incl. Learning Specialists)
- Librarian
- Staff member
- Other, please specify: \_\_\_\_\_
- Prefer not to answer

Q2 With which faculty or administrative unit 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)
- Centre for Teaching and Learning
- Continuing Education
- Faculty of Graduate Studies
- Great Lakes Institute for Environmental Research (GLIER)
- Information Technology Services (ITS)
- International Student Centre
- Leddy Library
- Office of Experiential Learning
- Office of Open Learning

- Office of Student Experience
- Other, please specify: \_\_\_\_\_
- Prefer not to answer

Q3 How long have you been an instructor / faculty / staff member in higher education?

- Less than 1 year
- 1-5 years
- 6-10 years
- 11-20 years
- 21-30 years
- More than 30 years
- Prefer not to answer

Q4 What kind of courses do you most often teach?

- Undergraduate
- Graduate
- Non-credit courses
- I do not teach (**BRANCH-1 >> skip 5, 6, 7, 8**)
- Prefer not to answer

Q5 What level of enrolment is most typical for the courses you usually teach?

- > 250
- 100-250 students
- 51-100 students
- 30-50 students
- < 30
- Prefer not to answer

Q6 How long have you been using an LMS such as Blackboard in your **teaching**?

- 1-2 years
- 3-5 years
- 5-10 years
- More than 10 years



Q7

Thinking back to **before the COVID-19 pandemic**, to what extent did you use an LMS in your **teaching**?

- 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., I use extra tools like assignments, discussion boards, or gradebook)
- To a great extent (e.g., BB was a true companion to my teaching, housing all appropriate content, and using a variety of the tools available)
- To a very great extent (e.g., I taught almost exclusively online)

Q8 Thinking forward, to what extent do you think you will continue to use Blackboard or another LMS in your post-pandemic teaching approach?

- 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., I will use extra tools like assignments, discussion boards, or gradebook)
- To a great extent (e.g., BB will be a true companion to my teaching, housing all appropriate content, and using a variety of the tools available)
- To a very great extent (e.g., I will teach almost exclusively online)

Q9 (**BRANCH-1**) Thinking back to before the COVID-19 pandemic, how often did you use Blackboard or another LMS for your work tasks?

- Never
- Rarely
- Sometimes
- Often
- Every day

Q10 (**BRANCH-1**) How often have you used Blackboard or another LMS since March 2020 (the beginning of remote work)?

- Never
- Rarely
- Sometimes
- Often
- Every day

Q11 (**BRANCH-1**) Thinking forward, how often do you think you will use Blackboard or another LMS for your work tasks?

- Never
- Rarely
- Sometimes
- Often
- Every day

Q12 Blackboard users have access to two types of sites: “Course Sites” which are created for every credit course offered at UWindsor, and “Organization Sites” for sometimes used for committee and lab work, departmental operations, or other professional development and collaboration. To what extent have you used **Blackboard Organization sites**?

- I don't know
  - To a very limited extent
  - To a basic extent
  - Sometimes
  - Frequently
  - Please provide comments about your selection:
- 

Q13

How would you rate your ability to use Blackboard?

- 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 I need to do)
- Power User (I adapt the environment to suit whatever needs I have)

Q14 Which of the following LMSs have you used? (select all that apply)

- Blackboard Learn Classic (our current LMS)
  - Blackboard Learn Ultra
  - Canvas / Instructure
  - Desire2Learn (D2L) / Brightspace
  - Moodle
  - Sakai (e.g., CLEW)
  - WebCT
  - Angel
  - Google Classroom
  - Schoology
  - Coursera / edX
  - First Class
  - Publisher platforms
  - None
  - Other, please specify:
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Q15 In your opinion, how does Blackboard compare to other LMSs you have used?

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Q16

Please provide comments about your comparison between LMS platforms:

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Q17.1 Considering how you tend to use Blackboard overall, **how important *do you believe* each of these tools is to your teaching?**

This is to help us determine which tools are most important to our campus community. You will have an opportunity to comment further on your preferred use later in the survey.

	I don't know what it is	Not Important	Of little importance	Moderately Important	Important	Very Important
Announcements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syllabus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborate Virtual Classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resources/folders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Content Collection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quizzes & Tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Question pools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SafeAssign	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Surveys	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rubrics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Gradebook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blogs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Journals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ePortfolio	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Web Links	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wikis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Calendar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Email	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Glossary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning modules	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mashups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Class Roster	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Site Stats	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Retention Centre	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Importing/exporting course sites	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Import to grade centre	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transfer final grades	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q17.2 *Additional tools not listed above* (please explain)

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Q18.1 How well do you think Blackboard's tools can help facilitate the following:

	Don't know	Not at all	Not Well	Somewhat	Fairly Well	Very Well
Engagement with course material (outline, readings, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Group-work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peer-review	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students' self-reflection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online quizzes and exams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other assessment of student learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interactive learning exercises (not graded)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructor-to-student communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student-to-instructor communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student-to-student interaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online office hours attendance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attendance in live online classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Review of recorded lectures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other collaboration outside of formal courses (e.g., using Organizations)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructor self-reflection and development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q18.2 Referring to the previous question, is there anything not listed that you wish Blackboard could help facilitate? If so, please explain.

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Q19 Please indicate and describe any differences in your use of Blackboard for different courses (select all that apply):

	Check the box if the option applies to you	Please explain any options you have selected
	Select all that apply:	Comments:
I use it differently with large vs. small classes	<input type="checkbox"/>	
I use it differently with undergraduate vs. graduate courses	<input type="checkbox"/>	
I'm still getting used to it and have ideas for using it differently in the future	<input type="checkbox"/>	
I haven't noticed any difference	<input type="checkbox"/>	
I don't know	<input type="checkbox"/>	

Q20 Please indicate how you normally prefer to seek Blackboard/LMS training and support (select all that apply):

- I do not need training/support
- Online ticket system (e.g., [www.uwindsor.ca/bbhelp](http://www.uwindsor.ca/bbhelp))
- Call-in help services
- One-on-one consultations
- Online drop-in sessions
- Face-to-face drop-in sessions
- Face-to-face workshops
- Online workshops
- Self-paced online courses
- Video tutorials
- Online text-based resources (e.g., UWindsor BB Support or UWindsor BB Wiki page)
- Other, please specify:  

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Q21 Please rate your overall expertise with digital technologies in general:

- Complete Novice
- Novice
- Intermediate
- Advanced
- Power user

Q22 Please indicate which tools/technologies, external to our LMS, that you have used in your **teaching**, and briefly explain why/how you have used them:

	I have used...	Brief explanation...
	select all that apply	Answer

I have not used any other tools/technologies	<input type="checkbox"/>	
My own website	<input type="checkbox"/>	
Publisher websites/eBooks	<input type="checkbox"/>	
Google Drive (shared docs, slides, etc.)	<input type="checkbox"/>	
Office365 / Sharepoint / Teams for sharing files, documents, etc.	<input type="checkbox"/>	
A live virtual classroom other than Blackboard Collaborate (e.g., Teams, Zoom, YuJa, WebEx, AdobeConnect, Google Classroom)	<input type="checkbox"/>	
WordPress or other ePortfolio tools	<input type="checkbox"/>	

H5P or other interactive tools	<input type="checkbox"/>	
Pressbooks or other open textbooks	<input type="checkbox"/>	
Other Open Educational Resources (e.g., open licensed resources such as Khan Academy, LibreTexts, eCampus Ontario Open Library, OER Commons, etc.)	<input type="checkbox"/>	
Video creation tools (e.g., YuJa, Camtasia)	<input type="checkbox"/>	
Video streaming services (e.g., YuJa, UView, Stream, YouTube)	<input type="checkbox"/>	
External assessment/exam/quiz tools (e.g., BetterExaminations, GradeMark, Gradescope, Crowdmark, etc.)	<input type="checkbox"/>	
Online proctoring tools	<input type="checkbox"/>	

Simulation tools (e.g., virtual or augmented reality, digital simulation labs, etc.)	<input type="checkbox"/>	
Remote labs	<input type="checkbox"/>	
Online collaboration/whiteboard tools (e.g., Padlet, Jamboard, Miro)	<input type="checkbox"/>	
Audience response / engagement tools (e.g., clickers, Kahoot, Mentimeter)	<input type="checkbox"/>	
Collaborative annotation tools (e.g., Hypothes.is, Perusall)	<input type="checkbox"/>	
Social Media / Social Networking platforms (e.g., Twitter, Instagram, Facebook, SnapChat, TikTok, etc.)	<input type="checkbox"/>	
Online Survey Tools (e.g., Qualtrics, Google Forms, Microsoft Forms)	<input type="checkbox"/>	



Learning Analytics / A4L	<input type="checkbox"/>
Other external tools or systems, please specify	<input type="checkbox"/>

Q23 Will you continue to use these or similar external tools in your post-pandemic teaching?

- Definitely (all or most of them)
- Partially (some of them)
- Probably at least 1
- Undecided
- No

Q24 In your opinion, how important is it that external tools (e.g., websites, assessment platforms, video streaming, etc.) can be “plugged in” or integrated into our LMS?

- Not important – the LMS should have all necessary functionality within its own platform
  - Not important – I am fine using multiple platforms
  - Somewhat unimportant
  - I’m neutral
  - Somewhat important
  - Very important
  - I’m not sure
  - Please provide comments regarding your choice:
-

Q25 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blackboard is easy for students to use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blackboard is reliable (i.e., rarely goes down)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blackboard does what it is supposed to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with technical Blackboard support I have received	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the Blackboard-related pedagogical support I have received	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend Blackboard to my colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blackboard satisfies my instructional needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall,  
Blackboard  
is useful

Overall, I  
think LMSs  
are  
important  
for teaching  
and  
learning in  
higher  
education

Q26 Please rank the following options in terms of what best describes how you think an LMS should be used for teaching and learning? (**click and drag**)

\_\_\_\_\_ As a communication tool

\_\_\_\_\_ As a hub for all digital teaching

\_\_\_\_\_ 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 reading, house grades, and make 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 in teaching

Q27 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 teaching**, 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 return to how things were pre-pandemic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like to offer more flexible learning opportunities for my students moving forward	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like to teach more online courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like to teach more hybrid courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am interested in the hy-flex approach to teaching students online and face-to-face at the same time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like to make more intentional use of the LMS, even for face-to-face courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I would like to offer more online engagement opportunities for students

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

I am exploring options for what my future teaching will be like

I am not yet sure what my future teaching will be like

Q28 From your perspective, what are the **key tools/functions** we need in an LMS (like Blackboard), for it to be effective in supporting teaching and learning at the University of Windsor? Please be specific and provide as many examples as you can.

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Q29 From your perspective, what are the **core teaching and learning activities** we need to be able to facilitate in an LMS such as Blackboard, for it to be effective in supporting teaching and learning at the University of Windsor? Please be specific and provide as many examples as you can.

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Q30-text *As previously mentioned, Blackboard will no longer allow self-hosting of their system as of 2023, and we have therefore sought your input on our current version of Blackboard and your ideals for our future LMS.*

Q30 Please use this space to share any major questions or concerns you have regarding the potential for a minor or major shift in our LMS platform at UWindsor.

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Q31 Please use this space to share any excitement or “blue sky thinking” around the potential for a minor or major shift in our LMS platform at UWindsor.

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### Demographics

Q32 What is your gender?

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Q33 Do you identify with any of the following federally designated groups? (please select all that apply)

- Women
- Visible minorities
- Aboriginal persons
- Persons with disabilities
- I do not identify with any of these groups
- Prefer not to answer



Q34 Do you identify with any of the following additional groups? (please select all that apply)

- a. Black peoples
- b. Indigenous peoples
- c. Other Racialized Groups
- d. Sexual minorities
- e. Gender minorities
- f. English as a second/additional language
- g. Other, please specify:

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- h. I do not identify with any of these groups
- i. Prefer not to answer