Learning Management System Professional Development
for the Bayonne School District

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Introduction

The educational process and system are in constant motion, trying to keep up with the emerging digital technologies for the classroom, changing the role of teachers, and the technology savvy students (Kesim & Altınpulluk, 2013). In alliance with the changes in technology, there is a need for teachers to embrace learning management systems (LMS) to help in the restructuring of the old way of classroom management to the time-saving digital systems. With any LMS, there is a precise methodology which is followed to implement the system successfully (see Appendix A). The focal points recognize that both instructors and students should be included in the overall application system. In addition, the following categories of any LMS should predominate within the professional development series and then applied into the classroom are: (a) master courses; (b) content delivery; (c) courses collaboration; (d) tracking progress; (d) assessments; and (e) practice and exams (Learning management system, n.d.).

Today's education system comes with differentiation of talented and diverse teaching styles and personalities, who crave for new technological methods to implement in classroom instruction and others which hold onto their past methodology. With all the new and emerging digital technological advancements available for classroom instruction; accountability becomes increasingly important and necessary to keep up with the data-driven world of education. The integration and facilitation of emerging technologies into daily instruction and classroom management is not an easy task. Teachers are held accountable for their progressively multifaceted undertaking of preparing 21st Century diverse digital learners for a global environment which fosters creativity, collaboration, problem-solving, and computational fluency all within the four walls of the classroom.

According to Green, Eady & Anderson (2018), the value and assessment on the criteria of high-standard quality teachers are considered the "single most influential in-school factor in improving student learning" (Adoniou, 2013, p. 49). Classroom management, student assessments, lesson plans, curriculum standards, communication, and evaluations are some of the critical elements which a LMS digitally and instantly allow for feedback and reflection leaving an enduring impression. Ash (2013) reiterates the LMS includes all aspects of the education plan and process, the "technological infrastructure" and "online portal" are the lifeline to the experiences and success of the district's education plans and goals (para. 1). This ideology is essential to understand, and the Bayonne district recognizes the overall influence valuable teachers have on the students' life.

Planning technology integration into lessons is challenging. TPACK, (Technological Pedagogical Content Knowledge) is an evaluative process which helps teacher evaluate and understand methods to utilize technology in core subject areas (see Appendix B for the visual diagram). Briefly, Kunnen (2015) references the TPACK model which helps in the connection from the technological functions into the teaching practice which is diversified into the structure of the classroom environment. This diversification frees up teachers' time by mainstreaming paper trails into a compact and easy to use digital applications. This model can help to connect what may seem like separate and distinct areas of teaching practice into a synergistic view of integration. The TPACK model illustrates important and recognizable areas for teachers to embrace when implementing technology within their class. Major TPACK areas for infusing technology within the learning environment are (a) curriculum best addressed in supporting the teaching and learning; (b) integrating in a meaningful way of instruction; (c) understanding of

student's attitude and behaviors, along with classroom management; and (d) in-depth and complete knowledge of the concepts in mathematics teachers are continually changing and growing in their conceptions and use of technology (Guerrero, 2010).

Concerning the Bayonne School District Strategic Plan (2016), the district will provide teacher professional development in helping to overcome the initial reservations of the LMS system. Following the New Jersey Department of Education (2017), teachers will have the opportunity to advance their knowledge through the district with at least 20 hours of professional development during school hours. The focus will be on understanding and adapting current methods with the LMS. While working alongside the supervisor, teachers will be able to create and diversify the learning applications while focusing on the digital attributes available through the LMS. After completion, the teachers should possess the necessary skills and comprehensive portfolio of lessons and assessments to implement in the classroom successfully.

Resistance and Recovery

The superintendent of Bayonne School District has tasked the technology coordinators from each of the three schools (elementary, middle and high schools) with surveying their respective teacher populations to inquire about their use, skill level and perceptions of the Blackboard learning management system (LMS) being used throughout the district. The survey results revealed that 25% of the teachers do not feel comfortable with the use of technology and another 25% believe that they do not have the necessary information literacy skills to utilize the LMS properly. On the other hand, 40% of the teacher population believe that they are proficient with the use of Blackboard but are not confident that they are aware of the full capabilities of the

LMS. Finally, the remaining 10% of the teacher population feel that they are experts in the use of the LMS and do not feel that they should be included in the intervention of this initiative.

Part of the disseminated survey asked the teacher population which of the tools, available within the Blackboard LMS software, they use in their classes. The results showed that the following tools were not being utilized by the majority (65%) of the teachers: blogs, discussion boards, video integration, wikis, exams/quizzes, web-conferencing, and grade book functionality. The following Blackboard tools were found to be utilized by the majority of the teacher population in a limited fashion: announcements, messages, uploading files to content areas, sharing website URLs.

Skills and Knowledge

Based on the results of the disseminated survey, each technology coordinator is responsible for increasing teacher's knowledge and applicable skills in relation to the district's LMS (Blackboard). The following objectives, which all participating teachers will aim to acquire, are:

- Exhibit an understanding of all tools available in Blackboard

- Access student information and grades in the Blackboard

- Apply Discussion Forums in an online environment.

- Design, deploy and evaluate online exams, quizzes, and self-assessments.

- Create, manage and grade blog learning activities.

- Create, manage and grade wiki learning activities.

- Create, facilitate, record and retrieve recordings of web-conferencing sessions.

- Integrate, create, edit and deploy video lectures into the Blackboard environment.

- Manipulate and share grade center information to students.

- Collaborate with students online in individual and online group settings.

Organization of Professional Development

The technology coordinator from each of the three schools in the Bayonne School District will schedule monthly Blackboard training sessions for three different levels of proficiency: Beginner, Intermediate and Advanced. The "Beginner" training session will train teachers on the basic tools associated with Blackboard including developing an understanding of the available tools in the LMS, accessing student data and grades for completed assessments, and utilizing discussion board forums online. The intermediate training session will train teachers on:

administering online exams, quizzes and self-assessments, managing and creating blogs, and managing and creating wikis. The advanced level training session will train teachers on: utilizing Blackboard's web-conferencing tool (Blackboard Collaborate Ultra), integrating video lectures, utilizing the online grade center, and collaborating with students in groups and individuals within the LMS.

Teachers will be placed into the appropriate level of training based on a skills assessment in the form of an online survey. The technology coordinators will review the assessment results and place each teacher into the appropriate session. Multiple offerings of each level of training will be offered throughout the academic year to accommodate varying schedules among the teacher population.

Method of Delivery

Each of the training sessions will be facilitated in a face-to-face group setting within the school in which the teacher works and will be offered in an online format. Both formats will have a duration of three days with 2 hours of required participation each day. The online format of the training sessions will be offered within the Blackboard environment which is being taught. This format will conveniently provide the trainees with hands-on opportunities to work with the tools and approaches within the LMS. Each teacher will have an option to enroll in the face-to-face or online training sessions. The face-to-face training sessions will be recorded using Lecture Capture software which allows participants to review the material outside of the time frame which the session takes place. Additionally, teachers who have signed up for the online training session will be able to playback the recording from the face-to-face training sessions in order to aid them in their self-paced online training environment.

Sample Agenda

This is a sample of the agenda for the Bayonne District Professional Development series

on understanding and implementing Blackboard LMS. Each of the three sessions will have a

customized agenda relating to the level (Beginner, Intermediate, Advanced).

Engage, Embrace & Energize
Where Do I Start?
Blackboard Professional Development Agenda
January 2019

As part of today's professional development on Blackboard LMS (Learning Management
System), each of you will get a chance to participate in sessions that will move us, as a team,
toward evolving these methodologies in our classroom.

Please note that all colleagues will be sent a Qualtrics link for a brief questionnaire [pre-survey]
about their understanding before this professional development session.

Topic	Summary	Presenter	Resources	Location
Welcome 8:00 - 8:15	The opening presentation will introduce LMS, Blackboard, and Where Do I Start?	Daniel Ward & Carol Munn	Face to Face & Video: https://www.youtube.com/watch?v=L8CgSVLs1z4	Room 106
Colleagues will attend two sessions by teaching content area (Math, Language Arts, Science, Social Studies, Special Area, CST, Guidance, etc.) Session 1 or 2: 9:00 – 10:00 BREAK: 10:00-10:30 (refreshments with discussions either on or offline) Multipurpose Room Session 3 or 4: 10:45:- 11:45				

SESSION 1: Then & Now & Future	Online & offline	Daniel Ward & Carol Munn	Colleagues will engage in online resources and the elements of LMS	Room 106
SESSION 2: Content Area	Online & offline	Daniel Ward & Carol Munn via screencast	Colleagues will be involved in viewing activities online for their specific content area Colleagues will be involved in hands-on activities if offline for their specific content area	Room 106
SESSION 3: Content Area	Online & offline	Daniel Ward & Carol Munn via screencast	Colleagues will be involved in creating the content within their specific content area	Room 106
SESSION 4: Classroom Culture	Online & offline	Daniel Ward & Carol Munn	Colleagues will join our Google Classroom, respond to blog discussion question, comment on two other colleague responses, create padlet, then think-pair-share on the subject matter	Room 106
Wrap Up- Post Survey & Google Classroom Resources	Colleagues will be emailed a link to a survey about the session		Qualtrics Post Survey Wrap Up--All resources can be found in LMS Google Classroom **NOTE: Google Classroom requires a Google Apps for Education account and as such cannot be made public**. Weblink: https://classroom.google.com/ Join the class with this classroom code: jg29v0	Online

Please note that all colleagues will be sent a link for a brief post-survey about their understanding after this professional development.

The Blackboard LMS entitled Engage, Embrace, and Energize professional development

plan is located at this website address

https://sites.google.com/brrsd.k12.nj.us/lms-engage-embrace-energize/home (see Appendix C).

A Google Classroom has been created which contains all the information and links on the website; with the Classroom site, faculty will be able to converse with each other and add any additional information to the classroom (see Appendix D). This format is considered an open forum for dialogue, sharing of documents, video and any other information. Please note that Google Classroom requires a Google Apps for Education account and as such cannot be made public.

Annotated Bibliography

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http://draweb.njcu.edu:2048/login?url=https://search.ebscohost.com/login.aspx?direct=t

ue&db=eue&AN=113663634&site=ehost-live

There are seven essential steps which lead to a decision about an LMS. This resource

provides the seven critical steps in helping the district personnel to make an informed

decision on the right LMS to serve and respond to the district's educational and

management needs.

Beerman, L. (n.d.). You (Yes You!) can make a great eLearning video in five easy steps.

LMS.org. Retrieved from:

https://www.lms.org/blog/guest-posts/you-yes-you-can-make-a-great-elearning-video-in-

5-easy-steps/

Videos are infused into students' everyday lives through social media, websites, media

and more. As students expect videos throughout every aspect of their lives, they can also

experience a positive online learning experience with infused instructional and lecture

videos. This resource provides guidelines on how to incorporate videos into online

learning environments.

Gernsbacker, M. A. (2016, October, 31). Five tips for improving online discussion boards.

Association for Psychological Science. Retrieved from:

https://www.psychologicalscience.org/observer/five-tips-for-improving-online-discussion

-boards

If implemented appropriately for any given discipline, discussion boards provide

learners an asynchronous communication opportunity to learn from each other and share

their insights on a topic, reading or share personal experiences and reflections on readings

(i.e., case studies). This resource provides guidelines and best practices for creating and

integrating discussion forums into an online learning environment.

Gotarkar, R. (2018, March 7). 7 ways to use your LMS effectively. Edwiser. Retrieved from:

https://edwiser.org/blog/7-ways-to-use-your-lms-effectively/

As students expect flexibility in their educational scheduling, online learning has become

more popular in various educational settings. It is incumbent upon online educators to

utilize online course technologies efficiently and for institutions to embrace the

possibilities of online learning. This article provides information regarding online

education and LMS features such as the ability for students to learn at their own pace,

the integration of social learning, lower costs and advanced data analytics.

Guidelines for video in teaching and learning. (n.d.). Retrieved from:

https://www.nyu.edu/faculty/teaching-and-learning-resources/strategies-for-teaching-with

-tech/video-teaching-and-learning/guidelines-for-video.html

This resource provides online instructors with guidelines on how to integrate videos into

online learning environments. It explains how properly embedded video engage students

with online lessons and content, can foster and stimulate an online discussion activity and

provides students with on-demand content which can be reviewed in preparation for

various types of assessments.

Harris, Hofer, Schmidt, Blanchard, Young, Grandgenett, and Olphen. (2014). "Grounded"

technology integration: Instructional planning using curriculum-based activity type

taxonomies. Jl. of Technology and Teacher Education.

http://activitytypes.wm.edu/HarrisHofer&Others-InstructionalPlanningUsingLATsTaxo

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To educators, what technologies which will help not hinder technology infusion in the

classroom is one of the critical concerns. This resource charts out 56 activities

categorized in the following structure "activity type," "brief description," and "example

technologies" in an easy to read and understand format. The curriculum focus is on

Language Arts Literacy and Mathematics in the K-6 environment.

Kurt, S. (2017, September 13). Wikis in education: How wikis are being used in the classroom.

Educational Technology. Retrieved from:

https://educationaltechnology.net/wikis-in-education/

Wikis in education can creatively foster a collaborative environment. This article

explains what a wiki is, how it can be incorporated as a Web 2.0 tool in an online

environment. Best practices are shared, and examples provide educators with ideas on

how the tool can be integrated into their eLearning environments.

O'Toole, J. (2017, September, 29). Tips and tools for student privacy when using educational

technology. eLearning Industry. Retrieved from:

https://elearningindustry.com/student-privacy-when-using-educational-technology-tips-

Ols.

Sensitive student data must be held at the utmost regard when utilizing technologies to

enhance and manage educational environments. This resource provides educators and

educational institutions with guidelines and a list of tools safeguards to ensure that

student data is secure and safe from outside and unexpected vulnerabilities.

Pappas, C. (2014, November 22). 10 Tips To Use Online Gradebooks in eLearning. eLearning

Industry. Retrieved from:

https://elearningindustry.com/10-tips-use-online-gradebooks-elearning

Tips in the resource provide an overview of how online grade books can help instructors

and students in a distance learning environment. The article describes how setting

upgrade schemas, weighted columns and calculations and providing student access to

grades streamline the teaching and learning process for students and educators.

Parker, B. (2014, December 29). Top 5 benefits of using a learning management system.

eLearning Brothers. Retrieved from:

https://elearningbrothers.com/blog/top-5-benefits-of-using-a-learning-management-syste

m/

Learning Management Systems provide teachers and learners a centralized learning space

to foster focused attention of the topics and objectives of topics and lessons. This

article explains the benefits to both teachers and learners who utilize

learning management systems.

Selecting a Learning Management System: Advice from an Academic Perspective. (n.d.).

Retrieved from

https://er.educause.edu/articles/2014/4/selecting-a-learning-management-system-advice-f

rom-an-academic-perspective

LMS reviews, selection process, implementation procedures and more in this very rich

and informative site. Including example questions on what and how to ask about the

system.

Six tips to use your LMS to its full potential. (n.d.). Retrieved from:

https://www.lms.org/blog/guest-posts/6-proven-tips-to-get-the-most-out-of-your-lms

Learning Management Systems provides an array of solutions to improve online learning

experiences for students. LMS's can provide teachers with detailed reports to

tell: how long students are spending on course content, student progress, and learning

outcomes. This resources shares on how LMS's can improve the workflow of the

instructors.

Instruments

The Technology Coordinators task is to understand what experiences teachers are having, both positive and negative, when utilizing the digital tools on Blackboard as their classroom resource and management suite and report their findings to the Superintendent. Two instruments which were created are surveys. Each survey serves a specific purpose and collects information-rich data in a qualitative and quantitative form. These collection methods, involve open and closed-ended statements and questions. The pre-survey (See Appendix E) will be sent through email to entire district staff before the professional development series. The post-survey (See Appendix F) is distributed through district email a few days after the professional day series. The post-survey will consist of all the pre-survey questions with the addition of three closed-end and two open-ended statement. This collected data will provide valuable information on how the district should go about revamping and helping teachers use online tools effectively in their daily instruction and classroom management.

Student learning outcomes, maintained by the Director of Curriculum in each of Bayonne's schools, will be reviewed and analyzed. Recorded outcomes of students prior to the Blackboard professional development initiative will be compared with the outcomes of students who completed courses from teachers who have completed the Blackboard training and enhanced their courses with the LMS. Additionally, students who have completed a course which utilized Blackboard and was facilitated by an instructor who has completed the professional development session will complete a "Students Perceptions of the Use of the Blackboard" survey (see Appendix G). The collected data will provide the district with quantitative and qualitative on the effectiveness of the professional development initiative.

Furthermore, the data will allow and provide evidence to the Technology Coordinators to modify the design and content of the training sessions for future offerings.

Conclusion

In conclusion, the needs and concerns voiced by the Superintendent and the district staff are necessary to address as the education of our 21st Century learners is the district's mission and goals. With the support, implementation and direct instruction from the district's technology coordinators working toward designated professional development days and courses, the staff will be able to go back to their schools and continue with their newly formed and revised instrumentation of the Blackboard LMS. This user-friendly system will help in the successful transformation of the tedious paperwork and mainstream with technology which benefits not only the teachers but students, parents, and stakeholders in the district. Blackboard functions as the backbone to Bayonne's District technology plan which allows for all the 21st-century skills not only for the students but the district staff. The outreach to the staff by the technology coordinator's with these specially designed professional day series on Blackboard is the solution; it addresses the district's needs and is in harmony with the teaching and learning practices for all.

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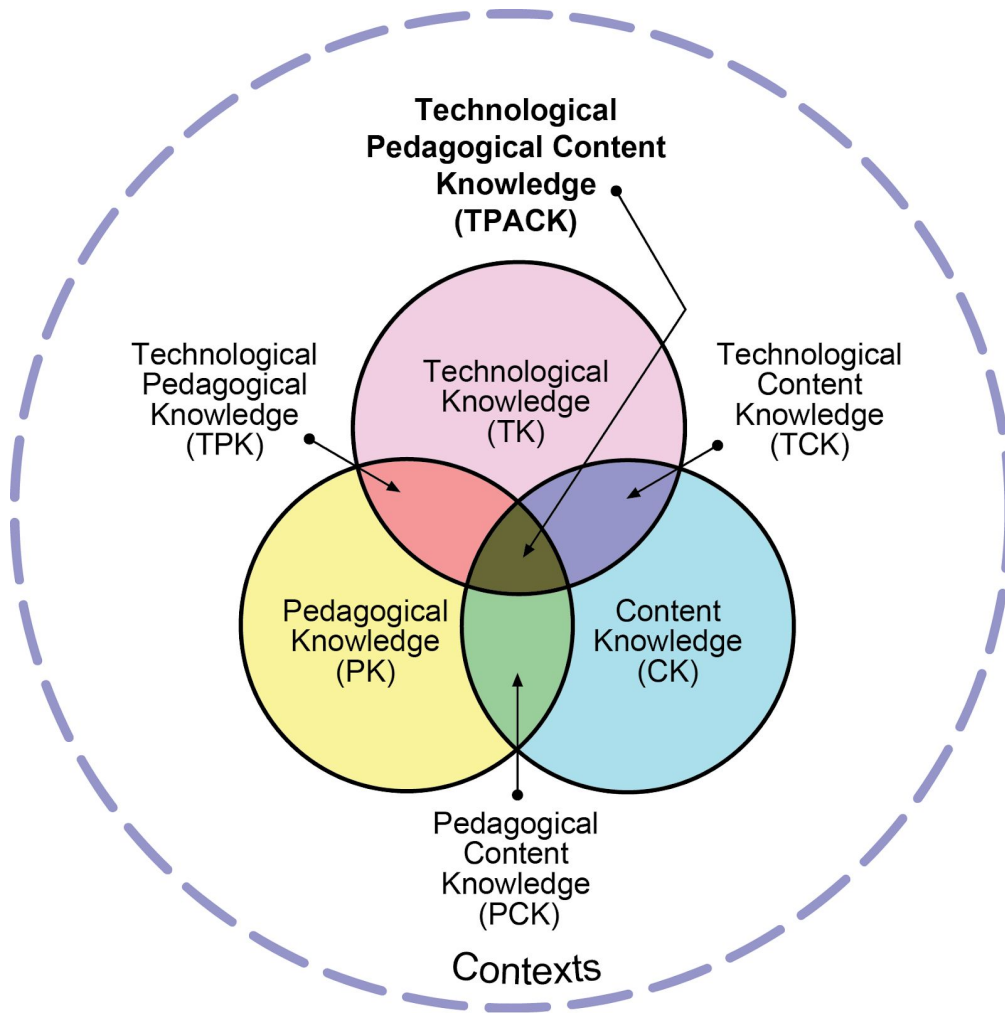Vesin, B., Mangaroska, K., & Giannakos, M. (2018). Learning in smart environments:

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Appendix A
Learning Management System Model

Appendix B
TPACK Model

Appendix C

Bayonne School District Professional Development LMS Website

The link to LMS website:

https://sites.google.com/brrsd.k12.nj.us/lms-engage-embrace-energize/home

Appendix D

Bayonne School District Professional Development LMS Google Classroom

The link to Google Classroom: https://classroom.google.com/

Join class with this Google Classroom Code: Jg29v0

Appendix E
Bayonne School District Professional Development LMS Survey
"LMS---Engage, Embrace & Energize...Where Do I Start? Pre-Survey"

The link to LMS Pre-Survey: https://njcu.co1.qualtrics.com/jfe/form/SV_e2mv5WVTuISNipn

Start of Block: Pre-Survey General Questions Thanks for responding to the questions below.

This purpose of this survey is to gauge the current level of technology experiences. This is a pre-survey.
Please fill out the following survey to the best of your knowledge and experiences. Thank you for taking the time to answer the survey.

Q1 What grade level do you teach?
o Pre K-4
o 5-6
o 7-8
o 9-12

Q2 What department are you in?

_____

Q3 How comfortable are you with technology?
o Extremely comfortable
o Moderately comfortable
o Slightly comfortable
o Neither comfortable nor uncomfortable
o Slightly uncomfortable
o Moderately uncomfortable
o Extremely uncomfortable

Q4 How do you rate your technology skills?
o Excellent
o Good
o Average
o Poor
o Terrible

Q5 Technology that I regularly use (select all that apply)
o Cell phone (including Blackberry, iPhone, etc
o Desktop Computer
o Laptop Computer
o Chromebook

o Tablet
o Digital Videos
o Smartboard/Mimio
o Projector
o Digital Audio Recorder
o Other _____

Q6 What is your experience with a LMS (Learning Management System)?
o A great deal
o A lot
o A moderate amount
o A little
o None at all

Q7 What is your experience with a Blackboard?
o A great deal
o A lot
o A moderate amount
o A little
o None at all

 Q8 If you have any other comments or suggestions please use the blank space below. Thank you for taking the time to fill out this survey.

  _____

End of Block: Pre-Survey General Questions Thanks for responding to the questions below.

Appendix F

Bayonne School District Professional Development LMS Survey

"LMS---Engage, Embrace & Energize...Where Do I Start? Post-Survey"

The link to LMS Post-Survey: https://njcu.co1.qualtrics.com/jfe/form/SV_0Ifil5XtCWia193

Post-Survey General Questions Thanks for responding to the questions below.
This purpose of this survey is to gauge the current level of technology experiences after the professional development series. This is a post-survey, taken before the activity.
Please fill out the following survey to the best of your knowledge and experiences. Thank you for taking the time to answer the survey.

Q1 What grade level do you teach?

o Pre K-4

o 5-6

o 7-8

o 9-12

Q2 What department are you in?

_____

Q3 How comfortable are you with technology?

o Extremely comfortable

o Moderately comfortable

o Slightly comfortable

o Neither comfortable nor uncomfortable

o Slightly uncomfortable

o Moderately uncomfortable

o Extremely uncomfortable

Q4 How do you rate your technology skills?

o Excellent

o Good

o Average

o Poor

o Terrible (53)

Q5 Technology that I regularly use (select all that apply)

o Cell phone (including Blackberry, iPhone, etc

o Desktop Computer

o Laptop Computer

o Chromebook

o Tablet

o Digital Videos

o Smartboard/Mimio

o Projector

o Digital Audio Recorder

o Other _____

Q6 What is your experience with a LMS (Learning Management System)?

o A great deal

o A lot

o A moderate amount

o A little

o None at all

Q7 What is your experience with a Blackboard?

o A great deal

o A lot

o A moderate amount

o A little

o None at all

Q8 After completing the professional development series, I will use Blackboard?

o A great deal

o A lot

o A moderate amount

o A little

o None at all

Q9 I will be using Blackboard for (check all that apply)

▢ Assessments

▢ Parent Contact (email, text)

▢ Student Contact (email, text)

▢ Grades

▢ Lesson Plans

▢ Videos

▢ Tests/Quizzes

▢ Calendar

▢ Announcements

▢ Blogs

▢ Discussions

▢ Journals

▢ Other _____

Q10 I will NOT be using Blackboard for (check all that apply)

▢ Assessments

▢ Parent Contact (email, text)

▢ Student Contact (email, text)

▢ Grades

▢ Lesson Plans

▢ Videos

▢ Tests/Quizzes

▢ Calendar

▢ Announcement

▢ Blog

▢ Discussion

▢ Journal

▢ Other _____

Q11 How often have you used each tool?

	Daily	4-6 times a week	2-3 times a week	Once a week	Never

Assessments	o	o	o	o	o
Parent Contact (email, text)	o	o	o	o	o
Student Contact (email, text)	o	o	o	o	o
Grades	o	o	o	o	o
Lesson Plans	o	o	o	o	o
Videos	o	o	o	o	o
Tests/Quizzes	o	o	o	o	o
Calendar	o	o	o	o	o
Announcements	o	o	o	o	o
Blogs	o	o	o	o	o
Discussion	o	o	o	o	o
Journal	o	o	o	o	o

Q12 Are there any tools that you would use but not available? Please be specific.

_____
_____
_____
_____
_____

Q13 If you have any other comments or suggestions please use the blank space below. Thank you for taking the time to fill out this survey.

Post-Survey General Questions Thanks for responding to the questions below.

Appendix G

Bayonne School District Professional Development LMS Survey

"LMS---Engage, Embrace & Energize...Where Do I Start? Students Perceptions of the Use of the Blackboard"

The link to "Students Perceptions of the Use of the Blackboard":
https://njcu.co1.qualtrics.com/jfe/form/SV_a3FeDcyMEjYHUbP

Overall, how satisfied or dissatisfied were you with the Learning Management System (Blackboard)?

- Extremely satisfied
- Moderately satisfied
- Slightly satisfied
- Neither satisfied nor dissatisfied
- Slightly dissatisfied
- Moderately dissatisfied
- Extremely dissatisfied

How clear or unclear was the presentation of the class material in Blackboard?

- Extremely clear
- Moderately clear
- Slightly clear
- Neither clear nor unclear
- Slightly unclear
- Moderately unclear
- Extremely unclear

How well did Blackboard facilitate your understanding of class material?

- Extremely well
- Very well
- Moderately well
- Slightly well
- Not well at all

How effective was the teacher's approach to teaching in the online course environment?

- Extremely effective
- Very effective
- Moderately effective
- Slightly effective
- Not effective at all

How knowledgeable was the teacher of the technology used in the online course environment?

- Extremely knowledgeable
- Very knowledgeable
- Moderately knowledgeable
- Slightly knowledgeable
- Not knowledgeable at all

Which of the following tools were utilized in your Blackboard course environment?

- Posted Syllabus
- Posted course documents
- Announcements
- Gradebook
- Assignments
- Tests/quizzes
- Discussion Board Forums
- Blogs
- Wikis
- Rubrics
- Journals
- Turnitin or SafeAssign (plagiarism detection software)
- Video Lectures

Which of the following tools helped you understand the course content better?

- Posted Syllabus
- Posted course documents
- Announcements
- Gradebook
- Assignments
- Tests/quizzes
- Discussion Board Forums
- Blogs
- Wikis
- Rubrics
- Journals
- Turnitin or SafeAssign (plagiarism detection software)
- Video Lectures

Overall, how satisfied or dissatisfied were you with this class?

- Extremely satisfied
- Moderately satisfied
- Slightly satisfied

- Neither satisfied nor dissatisfied
- Slightly dissatisfied
- Moderately dissatisfied
- Extremely dissatisfied

Describe your Blackboard experience in three adjectives.

Please provide feedback on your experience with the use of Blackboard in your course.