

## Data from CMS survey—1/3/06

### Respondents: Total =162

Rank	Campus	Primary CMS
91 faculty	27 Camden	15 Blackboard
6 instructors	2 Newark	48 eCompanion
2 lecturers	126 NB/P	11 eCourse
35 PTL	1 Off campus	27 Sakai
1 staff	6 NA	61 WebCT
18 TAs		
6 other		
3 NA		

### Disciplines represented

	Cmd	Nwk	NB/P	Off-campus
ACCOUNTING	1			
AGRICULTURAL AND ENVIRONMENTAL SCIENCE			1	
ANIMAL SCIENCE			2	
ANTHROPOLOGY			3	
ART HISTORY			1	
BIOLOGICAL SCIENCES	2		1	
BIOLOGY			2	
BIOMEDICAL ENGINEERING			4	
CERAMIC MATERIALS SCI ENG			1	
CHEMICAL BIOLOGY			1	
CHEMISTRY	2		2	
CIVIL AND ENVIRONMENTAL ENGINEERING			1	
CLASSICS			1	
COMMUNICATION			8	
COMMUNICATION AND INFORMATION			8	
COMPARATIVE LITERATURE			2	
COMPUTER SCIENCE			5	
CRIMINAL JUSTICE	1		1	
ECOLOGY & EVOLUTION			1	
ECONOMICS		1	5	
EDUCATION	1		3	
ELECTRICAL AND COMPU.			1	
ENGLISH COMP WRITING	1			
ENTOMOLOGY			1	
ENV. POL, INST &; BEHV			1	
ENVIRONMENTAL AND BUSINESS ECONOMICS			1	
EXERCISE SCIENCE AND SPORT STUDIES			1	
FINANCE	1			
FOOD SCIENCE			1	
FRENCH			1	
GENERAL ENGINEERING			1	
GEOLOGICAL SCIENCES			1	

HISTORY GENERAL/COMPARATIVE			1	
HISTORY, AMERICAN			1	
HISTORY, GENERAL	1	1	1	
INDUSTRIAL AND SYSTEMS ENGINEERING			3	
INFORMATION TECHNOLOGY AND INFORMATICS			2	
INTERDISCIPLINARY - COOK			1	
ITALIAN			1	
JOURNALISM AND MEDIA STUDIES			2	
LABOR STUDIES			1	
LIBRARY SERVICE			1	
LINGUISTICS			1	
MANAGEMENT	2			
MANAGEMENT SCIENCE AND INFO SYSTEMS			1	
MATHEMATICS	1		1	
MECHANICAL AND AEROSPACE ENGINEERING			1	
MIDDLE EASTERN STUDIES			1	
NATURAL RESOURCE MANAGEMENT			2	
OPERATIONS RESEARCH			1	
PHARMACEUTICAL CHEMISTRY			1	
PHARMACY PRACTICE AND ADMINISTRATION			2	
PHYSICS	2			
PLANNING AND PUBLIC POLICY			1	
PLANT SCIENCE			1	
POLITICAL SCIENCE	1		3	
PSYCHOLOGY	5		10	
PUBLIC HEALTH			1	
RELIGION			1	
SOCIOLOGY	2		4	
SPANISH			4	
STATISTICS	1		1	
THEATER ARTS	1			
URBAN PLANNING AND POLICY DEVELOPMENT			1	
URBAN STUDIES AND COMMUNITY DEVELOPMENT			1	1
WOMENS STUDIES			2	

## Knowledge of system

	BlackBoard	eCompanion	eCourse	Sakai	WebCT	WebCTVista
Just starting out	1				4	4
Comfortable w/ a few features	2	12			12	15
Comfortable w/ most features	11	30	9		10	32
Expert user		4	2			6

## How system used

	BlackBoard	eCompanion	eCourse	Sakai	WebCT	WebCTVista
Supplement face to face	12	37			22	52
Create hybrid or blended course (~50% online)		5			2	4
To enable an online course (90% or completely online)	2	4	10		1	

## Reasons for use

	Interactive teaching	Posting instruc materials	Scholarly collab	Admin collab	Scholarly research	Proj mgmt/ workgroups	Class commun
BlackBoard	1	6	0	1	0	0	7
eCompanion	13	43	2	5	1	10	40
eCourse	10	8	2	1	1	2	7
Sakai	7	23	7	3	4	9	17
WebCT	10	51	2	4	1	9	44
WebCTVista	0	2	0	0	0	0	2
<b>TOTALS</b>	41	133	13	14	7	30	117

Other uses cited: grades, grade distribution, student journals, dropbox, access to databases and instructions for using SPSS software, work submission, practice exams, housing copyrighted materials, quizzes, discussion boards, password-protected links to streaming videos, grade posting, assignment submission, online quizzes

## How site was created

	by yourself	w/ instruc designer	w/ Rutgers staff	w/ TA	in small grp training	w/ peer	w/ dept'al staff	publisher	w/ family member
BlackBoard	8	0	1	1	0	2	0	2	0
eCompanion	34	5	6	4	5	2	2	0	0
eCourse	8	0	1	0	0	0	2	1	0
Sakai	18	0	6	2	4	2	0	0	0
WebCT	44	7	6	3	4	0	1	0	0
WebCTVista	2	0	0	0	0	0	0	0	0
<b>TOTALS</b>	114	12	20	10	13	6	5	3	0

Other assistance provided by: course designer from Montclair State, undergraduate student, and a help desk.

## Requirement for technical assistance

	BlackBoard	eCompanion	eCourse	Sakai	WebCT	WebCTVista
Yes	2	24	4	13	26	
No	11	22	7	14	30	2

## Useful to have access to instructional designer

	BlackBoard	eCompanion	eCourse	Sakai	WebCT	WebCTVista
Yes	11	31	6	19	45	1
No	2	13	5	7	12	1

## Student experience as told to faculty

	easy to use	useful for learning	reliable	available help desk support	difficult to use	inconvenient to use	inaccessible
<b>Blackboard</b>	9	5	8	1	0	0	3
<b>eCompanion</b>	20	21	15	3	7	5	5
<b>eCourse</b>	4	8	5	6	0	0	0
<b>Sakai</b>	10	6	10	1	6	4	2
<b>WebCT</b>	30	32	15	0	5	6	3
<b>WebCTVista</b>	0	1	1	0	0	0	1

### Other experiences:

- useful for sharing resources
- ambivalent
- good students like-lazy ones don't
- problem with older operating systems w/ eCompanion
- occasionally items are inaccessible
- problems getting registered w/ Thomson Publishing Co.
- wish all courses used Blackboard
- reliability problems with eCompanion - a couple of students never were able to get in despite persistent pleas for help. It was sporadically hard to upload or open files
- poor design and confusing grade postings in eCompanion
- layered threaded discussions were hidden and confusing in eCourse
- there is a learning curve for new users which slows the use in eCourse
- mail system did not allow attachments to go through - this was a major upset when I sent out the take-home exam as an announcement - eventually
- students found out that the material was also on the web site in Sakai
- easy generally but some confused by interface in Sakai
- pain when students aren't enrolled in course in Sakai
- bugs with user interface
- sometimes things that I posted there were not there when they went to use them in WebCT
- WebCT can be "touchy" and doesn't work with all browsers (especially AOL)
- difficulties at times opening documents in WebCT
- exam module not as easy as the rest in WebCT

- initially we did many exercises on WebCT but the system could not support them (450 students in the class) and so we stopped doing the exercises. I have not tried again recently with the exercises but would like to at some point.
- problems are usually due to users lack of knowledge (e.g. "I can't get the file opened" because they don't have Excel or PowerPoint on their PC)
- hard to print documents

### **Most useful tools**

Online content	82
Discussions	46
Gradebook	28
Email	23
Tests and quizzes	19
Announcements	15

### **Likes**

#### **Blackboard**

- ease of use (6)
- Being able to immediately upload materials for instant student access.
- Online quizzes, mature product
- It works.
- user-friendliness; appearance of information; formatting
- Blackboard meets all my classroom/research needs; it is intuitive, with terrific human factors design; student feedback is most positive; I had tried WebCT unsuccessfully, even with substantial Blackboard experience; since I sometimes teach the same course in fall and spring, the export capability allows me to replicate the entire course setup with a few clicks; then I only focus on changed documents (syllabus, etc.) and on enhancements to documents; what a time-saver this is!
- Grades can be posted without open disclosure of students names and SSNs.
- Much better than eCompanion

#### **eCompanion**

- Ease of use (10)
- Until this semester, it's been very reliable-- all students were able to access it and upload and download documents. In some cases I have had good experience with the support staff. Basically I use it because it's a really good way to distribute course materials. Until this semester, I had success returning comments to students about material they uploaded to the DropBox.
- content
- Provides a central web page for the class
- Easy to contact entire class; GREAT way to receive, grade, and return papers; easy way to share web-links.
- Access from anywhere, instructors and 'watch' the students,
- uploading files is pretty easy

- Provides easy access for students
- User friendly
- "on line quizzes
- easy access for students to their grades"
- Reliability, ease of use, clarity
- "Lower cost of sharing substantial amounts of written material.
- Allow for convenient sharing of data files
- Posted Power Point lectures that were accessible to students in the class but not accessible to general WWW surfers.
- Could determine when and how many students accessed materials"
- I can provide all my course content -- schedules, assignments, readings. Students can post comments in online threaded discussions.
- Discussion, online content
- Provide an easy tracking system to monitor course activity
- I like being able to upload articles and assignments that are available to students 24 hours a day. I like the fact that the system records who has looked at each article. I like that students are able to use the dropbox to submit assignments. I like the ability to create workgroups
- everything in one, email, noticeboard, storage for files, grading, returning work
- uptime nearly 24/7, good technical support, universal access from any computer, copyright protection allowing only registered students access to course
- Threaded discussion
- stability, independence of Rutgers facilities, large capacity of file systems, bulk email management
- Impossible to utilize as on line course with 150+ students but excellent for communication etc....
- "(1) Post materials
- (2) Post announcements
- (3) Grade posting"
- "straightforward
- works satisfactorily"
- sorry, there's nothing very remarkable about it
- nothing by comparison with any other system
- I liked the accessibility of eCompanion, the ease with which I could upload and edit documents and information.
- accessible from any computer; can share pdfs, other docs easily with class
- I can easily reach my students
- I know it, not too complex, students can navigate easily, course content and structure preserved from semester to semester (not have to reinvent each time), tacks student logons, email function, doc sharing excellent, webliography (which remains from semester to semester)

## **eCourse**

- 24/7 Helpdesk
- Having course tools such as these to share with students across great geographic distances has contributed greatly to the overall breadth of discussion (students from various experiences in various areas (both content and geographically) can interact.
- 24/7 use/access
- threaded discussions, 24/7 access
- "reliability has improved.
- support for more than just Internet Explorer (just recently)
- Spell checking"
- I love the discussion boards
- It does what it does.
- Ease of use
- most things except grading. Need to find a different scale that does not result in academic grades
- Help text. Easy to use.

## **Sakai**

- Ease of use (2)
- most navigation is intuitive, I can put a variety of formats on Sakai
- chat room, resources, most of the features
- I expected students to also use it as a discussion group for problems (like bboards) but this did not happen for some reason"
- It is excellent for quickly getting information to all students. I love the fact that it can accommodate video as well as text.
- ability to order/reorder resources, ability to place resources in folders, course rosters
- I used it for a number of research projects and it's very good for sharing resources. The promised wiki will be useful.
- tests/quizzes, announcements, resources
- could be limited to class
- Its flexibility, relative ease of use, versatility
- Easy/intuitive to learn. No cheesy graphics (WebCT)
- straightforward
- grades
- that it is freely available to the entire RU community, that it is supported enthusiastically by Instructional Technology personnel, that it is evolving and improving, that it performs the basic functions I need
- Announcements
- Would it have worked, I would have liked the discussion feature
- especially liked the Modules
- open source and the possibility of growth
- Announcements, discussion board
- I especially like the fact that I do not have to sign up for a particular class and get permission to start a project site or course site in Sakai.

## WebCT

- Ease of use (9)
- What it can do.
- nothing
- can create or make available materials or information available to the class quickly as a group
- The quizzes are a great feature. I really like being able to post materials I don't want the rest of the world to see. I like being able to track student use of the site, too.
- that it exists
- online quizzing not possible in-class (large classes); can continue discussions out-side of class
- quizzes graded automatically with instant feedback. Assignments accepted 27/7 with deadlines enforced
- reliable, readily accessible from anywhere
- grading
- "I ended up not even using WebCT after posting my syllabus since the students had difficulty accessing it. I asked for help and was given a response which I implemented( I had to press some button . . .) The students still could not
- open WebCT. We were three weeks into the semester, and I did not use the system after that. "
- "Accessibility
- Makes communicating with students easy.
- Great to be able to post readings."
- discussion boards allow students to continue class discussions beyond the confines of (the over-large)classroom discussion sections
- I know how to use it
- ability to post materials in area restricted to students
- It made it easy for students to share materials that they had created and comment on them, allowed us to have online discussions.
- Each student can view only his/her grades
- I'm used to it, though it is definitely not the most user-friendly program available.
- Easy to organize course material. Discussions minimizes questions sent to me via email.
- Gradebook.
- easy communication and material distribution
- the ability to post material that is password protected so that I can post copyrighted material and other things I don't want broadcast to the world.
- "able to mail all students on roster without having to import them into the course
- can post documents and have them accesible from anywhere"
- It works!
- simplifies grading and helps students learn as they submit their homework
- Convenient mechanism to provide information to my students
- selective release
- That it is linked up to the Roster system, securely posting of grades, limited access, easy to upload documents.

- "high flexibility, lots of ways to achieve objectives
- autonomy - you can create courses without IT intervention"
- I like that all the course materials were available 24/7 for students, so they couldn't complain that they lost assignments or couldn't get information on the course.
- Centralization.
- I am most familiar with it and appreciate the editing functions available to me as well as the ability to keep copies of backups off-line
- Hosted discussion board and student log in.
- discussions, grade book
- easily post information and communicate with students.
- posting instructional material
- user-friendly, reliable
- automatic statistics for grades
- Once a course has been set up it can be used for subsequent courses.

## **Dislikes**

### **Blackboard**

- Nothing (4)
- When uploading scores, can only upload one column at a time. Everything I tried to do, there seemed to be a number of hoops I had to jump through to get it right. Not sufficiently flexible on input of data, but would not give me good information why what I had attempted did not work.
- Not on RU www site; working with Thomson Publishing frustrating
- There are small inconveniences. BB asks you many times "are you sure."
- Rutgers is not using the most current version. The business school has
- it is not useable in New Brunswick
- not completely familiar/comfortable w/ setting up gradebook
- students' reluctance to use it
- "1) I have to contact someone to activate my course every semester, 2) Cannot add my TAs. Have to ask someone, 3) Cannot add students who are not on official roster. I have to email grades to students from prior semester who have ""T"" grades, 4) You won't help me by using official course listing to automatically activate my course, but you go out of your way to force the ""official roster"" down my throat. If I want to add someone to my list what business do you have to stop me from doing it?"

### **eCompanion**

- grade management portion can be unyieldly if you want to enter grades in a different order than the original list you created; too much saving and starting over
- gradebook is confusing
- "Has lots of awkward design features. E.g. when you're in full page editing, there's no way to save the page without closing it and it requires unnecessary steps to get to one's own class (after you log in, you must click on 'Academic' and then scroll down to the place on the screen where your current semester class is listed). Also, when I use ECompanion in author mode, I get repeated messages telling me that it is looking for

Windows 2000 SR1 (or at least that's the message I get on my home coputer; I get similar though perhaps not identical messages on my work computers too. So each time before you can start editing, you repeatedly have to click 'cancel'. I've mentioned this to the help people but everyone says it's not their problem.

- ECompanion is crude but adequate if it is reliable. If it's not reliable (as this semester, when I got many compaints from my students), it's not worthwhile. I can't figure out how to use the gradebook. This semester, I lost a lot of comments I prepared for students who uploaded material for the dropbox. I had to call the HelpDesk each time to get this problem solved on an assignment by assignment basis. Eventually I quit using it."
- it takes some learning, and it's not easy to get information from the help system about features one is not familiar with.
- lack of collaboration tools. Students unable to create their own discussion groups, lack of database for collaborative work.
- images are too small, klunky in almost every way, poorly designed
- dropbox could have been really useful but turned out to be a pain; having to drop students manually was also very annoying for students and for myself
- Interface can be quirky at times
- hard to log in and find your course from the first page - why do we have to click on so many buttons/pages to get to the course page (login, academics, etc)? You can't post grades for assignments that aren't uploaded! the dropbox feature is good, but sometimes slow.
- When we used the system in 2004, it was extremely unreliable. We had over 150 students and the system apparently could not accommodate so many users. It hung and crashed all the time.
- Poor and inaccessible Web site design; inconsistent and inefficient user interface; restrictive organizational structure; slow speed; limited compatibility with word processing software (Microsoft Word only)
- I'm pretty happy with it, actually. My only problems, really, have been with students who have some problem with access and simply won't take the initiative to get it fixed. I've found that MOST students with problems, who are willing to be proactive in seeking help, get their problems solved quickly.
- "Convesion of files from Word, PPT, Excel, not easy. Like more options, tools. Should be fully compatible with MS Word, MS PPT and MS Excel.
- Unability to move lectures around within the class structure without having to redo the whole course, move and renumber or reorder
- I never did manage to figure out the gradebook. It remained completely incomprehensible to me, and I wasn't able to find anyone to help me. I had to use WebCT to post the grades each time I used eCompanion!
- "some features do not work on a Mac (formatting)
- requesting course shells is extremely unreliable (the site is often down, does not function properly)"
- Does not work to facilitate the work of project groups.
- gradebook a bit awkward
- Sometimes it is offline

- The gradebook has some glitches. Cannot adjust points and weight of certain items (.ie quizzes count as much as an exam) in calculation of a final grade.
- Threaded discussion is clunky. Testing is not possible online.
- "Tutorial limited
- Confusing to use grading features
- Test security lacking; therefore, did not use testing via on-line services."
- Students had a lot of trouble viewing grades in gradebook for their quizzes. I could not help them because I did not know what they saw when they logged on. I could not figure out why grades and comments I posted were not viewable by students.
- creating the shell for the next is clumsy and confusing when reusing an existing shell.
- I would like to be able to grant access to some course materials to the students who are "sitting in", but not registered.
- Setting up the course shell is not intuitive. Setting up the gradebook is somewhat confusing.
- email has been malfunctioning and you don't find out till 2 days later
- file size limit to 8MB, inability to upload pdf files to course content - only in Doc Sharing
- Being dependent on webmaster to copy shells and give access to faculty/students.
- "restriction of nice editing features to IE browser,
- quirks in the upload process for online instructional materials"
- After loading my students into the shell, almost 60% of the students did not receive their introduction e-mail. I had to work for about two weeks making sure students got access to the site. This was definitely a HUGE problem! Another issue was that some student's e-mail (when they e-mailed me from the website) did not reach me. This is just unacceptable. It caused huge issues trying to ensure their e-mails (with assignments attached) were actually getting to me.
- students won't use it
- Gradebook very confusing!
- "\*\*\*\*NOT AVAILABLE UNTIL FIRST DAY OF CLASSES!!!!"
- can't create shell without contacting help
- can't add/delete student
- occasional glitches--eg: click on an item get a blank page, click on something and get message to log in (even though obviously already logged in
- need student websites; wikis
- upload only one item at a time"
- lacks group creation features of WebCT and I don't have control of backups and versioning. The grading module does not allow for much modification and if it could easily interface with Excel files, I'd be happier
- difficult to manage larger class enrollments
- I disliked that more real time interactivity is not possible, and always wished that MOO and MUD technology had been utilized to allow for heuristic role-playing. As an English teacher teaching children's literature to librarians and teachers I would find value in a habitat that enabled object oriented real-time exchanges.
- some problems with the gradebook (when grade is assigned for a 'quiz', not always visible to students, even when I click the 'share with student' box!!!); Not able to

reorganize the order of the units at the left of my screen! very confusing for students when I switch the order of our labs

- it took a while to figure out how to update the week by week assignment and I completely gave up on trying to enter grades
- too much to put in this little box -- very rigid design elements, grade posting system is very poor (e.g. can't weight items) -- interface interaction is very poor (takes many button clicks to get something simple done, confusing flow, etc.), no way to schedule lab sessions or group activities, can't post interactive forms (survey of students, sign-up forms, etc.), not connected to other grading systems such as turnitin or my electronic grading system (SCANTRON), ..... more

### eCourse

- nothing
- "The layers of entry gates to access my courseware are annoying. Those of us who teach want frequent, easy access.
- HTML editing can be cumbersome. My hierarchy of files are messy because of it.
- There needs to be an internal messaging system so that all mail can be stored centrally. Not only am I using more than one e-mail so are most of my students, and too many responses back and forth have been difficult to track. Providing it within the structure of the course would make it much easier. Although there are small ways to work around this, using the journal for example, that does not resolve the lack of a central internal communication tool. "
- "It still hangs up and is not 100% compatible for Mac users.
- ex. on the opening screen it tells me I have students logged on under Doc sharing, journal but it will not automatically link to these for me.
- There is no spell check feature in the journal which I use for communication and questions. "
- Not Mac Friendly, too many pages to scroll through to get to the course, discussion thread fills up for some people midweek and they have to use a second thread, which breaks up the discussion.
- "text input fields much too small
- What's New feature often not current
- No design edit/interface for Mac -- in fact, almost no support for, or consideration of, Mac users.
- Too many screens/tasks to get to actual coursepages.
- Inability to adjust text size in discussions.
- Stupid airplane on splash page!
- Help desk often unfamiliar with basic Mac issues.
- "Screen layout especially, in author mode when inputting information into text fields, is awful (I have other words for it but they're not polite.) Text input fields are way too small, making it impossible to do any significant editing. All editing must be done outside the system and then pasted into their system. eCollege has turned a deaf ear to this problem since the day we started using it (Fall, 1999 - Yes, I've been teaching with the system for more than 6 years.) It's kind of like this text field on this survey!

- Their html creation tool. It requires downloading of stuff onto my computer which I'm nervous about. Consequently I use DreamWeaver and copy and paste html into the input fields. Cumbersome but it works.
- It takes way too many clicks to get to the course pages. When I'm ready to work, I don't want to navigate through what seems like innumerable screens to get to the courses I teach. There's the eCollege home page, then a log in page, then an individual home page, and FINALLY the page where I can get to courses. I should be able to log in right from the first page then go directly to my course list. eCollege reminds me of Windows - too many steps to do a simple task.
- The home page has way too much fluff on it especially that airplane flying across. If someone was trying to be cute, they failed. The course listing page should be the first thing I see when logging in to eCollege.
- I'm unable to produce interactive forms through eCollege anymore (ASP or scripted forms).
- Lack of an internal messaging system. There needs to be an internal messaging system within eCollege such that all messages go through eCollege and you log in to eCollege and view messages (like web mail). This would eliminate students using multiple e-mail accounts. I will often reply to a student's e-mail only to find out that they used a spouse's/boyfriend's/girlfriend's/parent's/work's e-mail account and didn't receive my reply. I also still use e-mail and attachments for many assignments because communicating within eCollege is primitive. It becomes cumbersome at assessment time. I end up printing out assignments.
- I've spoken with too many individuals at the help desk who really don't know what they are doing. (a few are very knowledgeable.) I'm given incorrect information about 50% of the time I call. A follow up call usually gets me the correct answers but it wastes my time.
- No place for students to post rich content pages such as webpages. Webpages do not function correctly in document sharing. Consequently, students have to e-mail me their webpages and graphics and I have to post them on the SCILS web server.
- It is difficult for students to make a class presentation like would happen in a face-to-face class. I've used the threaded discussion for this but it lacks the ability to do a media-rich presentation. A student can write in the discussion areas and post documents as attachments but it would be better to have a tool that allowed all of these things to be seen inline."
- grading is not as flexible as I would like - for example having the ability to drop the lowest grade or have an extra credit assignment
- "It doesn't work well with FireFox.
- It tends to be clunky.
- It's hard to learn the newer bells and whistles."
- "not notified when dropbox had new material placed in it
- no automatic link checking and alerting service
- hard to rearrange content within modules and change sequencing easily--clunky to do
- slowness of updating at times--i am on a cable modem and it should have gone faster"
- Like all systems, it can't do certain things.

## Sakai

- drop box is cumbersome, some of my html doesn't work
- grading system,
- "- editor for announcements is just awful (since it does not agree with any other editors - eg, no cut-and-paste) and window size is too small (like this one)
  - lack of ease for posting pdf files of lecture notes or links to relevant related reading material; I know it can be ""faked"" but it is not made easy enough. (this may be because Sakai is meant to be a full web-based teaching experience, which I am not doing
  - poor GUI, on-line help facility and esp. ""learning by exploration""
- discussion function unusable
- Although it is probably very personal, I did not like the chat box. Despite the fact that they were constantly told that their statements would be public, students used the chat box as if they were on their private phone. Nothing really awful was recorded but they most certainly did not make use of chat as an intellectual tool. That is not a Sakai issue, of course, but perhaps we could learn from it.
- no dislikes
- it was easy to use after I figured out how to use it, but was not intuitive or easy to get started.
- "Not that easy to navigate.
- Adding text documents is annoying (narrow box, no word wrapping); I had to edit in a separate editor, then copy and paste into Sakai.
- Grading somewhat inflexible: (i) different programs have different sets of valid grades; (ii) I want to be able to compute weighted averages of grades."
- gradebook
- Students find it difficult to use. When they enter it they enter in MyWorkspace rather than the course website. The extra click on the tab for the course area is first confusing and then annoying.
- Some tools are still not very sophisticated, chat proved to be inadequate (by students) fairly quickly, lack of foreign characters was also a problem
- Hard to change the look of the homepage or remove features I didn't want.
- does not detect that i am a course instructor, it does not give me a list of enrolled students, it does not easily allow me to upload course material, and it makes material that I do upload opaque. **MOREOVER, I HAVE FOUND RUTGERS ONLINE TO BE NEARLY IDEAL, BUT IT DOES NOT APPEAR TO BE ON THIS SURVEY.**
- somewhat limited
- not as flexible as I would like.
- horrible
- the user interface is difficult, some features don't work, some features I want aren't implemented
- you can't send emails with spaces (return spaces) for paragraphs. Also the copy and paste to fields down't work correctly. I also it is hard to write math in the fields.
- That I couldn't enter my students' username. Strangely enough, one became a wizzard, while the other ones couldn't even access the site. Also, each time I tried to do something,

I had to log out because I was told that somebody else was working on it (or smth like that). After a couple of tries, I quit because it was time consuming.

- Discussions were totally useless
- poorly configured pages for example, widths are problematic. designer navigation is less intuitive than WebCT. Roster control is problematic. I don't have backup control as with WebCT. Group discussion is difficult to create. Grading module does not have full capability although I do appreciate the possibility of CSV file upload and download.
- No single-blind or double-blind features for communication/posting. UI bug. contact romoore@rci.rutgers.edu for more info.
- "Could not have postings with no name attached.
- The resources list is the most important tool and yet the most visually confusing. People have a hard time finding resources on a resources list.

## WebCT

- Its clunky and non-intuitive interface.
- it was very brittle and rather dumb.
- its is not intuitive, the method for posting things is arduous and not compatible with other software, it does not allow for mass mailing to their campus emails or to email to subsets or groups within the class.
- There's no easy way to import quizzes, so I have to write them online rather than prepare them at home in Word and upload them. I don't like the fact that it's hard to prevent students from printing the quizzes for friends to use when taking them.
- The difficulty with uploading Maple documents
- "time to upload/download materials
- difficulty of design of interface
- difficulty of grading interface"
- "Need to type in questions for multiple choice tests
- Need to set parameters every time for every multiple choice test"
- too many clicks/buttons needed to do simple tasks, need to remember to update class version for students to see/access your changes
- Can't make some changes easily.
- navigation is a bit clunky
- blah. they are all the same. i've used blackboard, it has its advantages and disadvantages. they all are pretty much the same - none are extremely easy nor difficult to use.
- Should not require an administrator to delete a course
- I didn't use VISTA; I think it was earlier Web CT version
- Can't have simultaneous chat with large groups (25 people). Can't post student work as a portfolio for others to view. Too much "clicking" to accomplish a task.
- Cumbersome to re-load and update from one semester to another
- Wish there were split screens so can go b/n designer and student views easier. Wish automatically updated student's view, so if you forget, your work is not "hidden." Wish more support to learn how to use for "remote faculty" (like web based classes); I know there's a lot more than I know how to do!
- "kluge-y interface
- clumsy (to put it mildly) student data base

- awkward file size restrictions"
- Many students complained about the difficulties of using the system - some were not able to post or access WeeCT from home.
- Clumsy to use. Must save Excel spreadsheet as comma delimited file, click about 10 times before file appears in WebCT. Some students grades are mysteriously deleted after uploading and then they have to be put back in manually. A pain.
- It's a real problem to have all e-mail stay within the WebCT course shell. There should be an easy way of sending e-mail to everyone's real e-mail accounts rather than their WebCT mailboxes.
- It was at times clumsy to use, especially for uploading files, making files visible etc. (This comment pertains to the older version).
- Posting grades is cumbersome. You must click in each cell rather than simply hit "enter" or use the arrow down key.
- Several steps involved in uploading and in posting stuff on the main page. Pop-up blocker makes it confusing for some students when trying to download materials. The fact that it is upgraded almost every semester is annoying, since things change and are hard to keep up with, yet some of the clunky features (e.g., managing columns, posting notices on the homepage) are still there.
- whatever worked a previous semester, doesn't work the next. could not get quiz feature to work
- There is no real way as a designer to see how the interface works for a student.
- interface for design course is not very good, difficult to customize, problematic that course cannot be carried across multiple semesters (for example i cant keep a resource center up that will be available to students over multiple years even whent he course itself is not offered.
- I love it.
- having to redo all the test even if they have missed one or two problems only - can't go back to their old work after submission
- Had difficulties this semester bringing html files into WebCT and haven't been able to figure out how to use the Quiz function. I find that the online information is not very useful
- The logo
- importing testbanks and creating online quizzes and assignments is too difficult to make it worthwhile
- Some changes seem to recently have been made that have made webct LESS intuitive. I just popped on to send a group email to my students (something that has always been very easy to do), and the links had been rearranged in such a way that I couldn't do it! Something like that should be easy to find, and it always HAD been. Most professors don't have alot of time to fuss with technology, so webct should be as obvious and user friendly as possible.
- pathways to achieve certain objectives not always intuitively clear - you need to "know your way around" through experience, because the prompts, screens, available functions, don't always make it obvious what you need to do.
- I wish I could just drag and drop files to different pages and have the files appear with their document name. There are too many steps to add files to pages.

- need much more training to make a better course
- There is no effective way to just post assignments without making it an on-line assignment. The criteria are far too inflexible--you don't have a choice to just not have an on-line grading issue or max grade and all that and then it confuses the students.
- The difficulty with setting up or maintaining the grading module and the use of CSV or Excel files, lack of capability or effectiveness of maintaining large or complex ( multimedia ) files.
- Student access should be logged. Most functions are more complicated than they need to be. Uploading a file should be 1-2 steps, not 4, and bulk uploading should be allowed.
- nothing
- i tried to use the online syllabus tool, but couldn't format it to my specifications (e.g., italics, paragraph breaks, etc). i finally just uploaded a word document.
- As a first-time user, it is not user-friendly for the set up part. The step by step instructions are not that clear. For instance, technical verbiage is used like control panel, designer page, etc... It needs to be easier to set up a course. It took me several attempts before I began to understand what I needed to do. Also, had some problems with making the site available to students. The instructions really weren't that clear. I had to call in for assistance. However, once you get the hang of it it's a piece of cake.
- cannot create a personalized view when inputting/updating grades. If we have more assignments than can fit on the screen, i need to hide some columns in order to see the assignment and user columns. This seems to hide the columns for everyone else's view as well.
- I had trouble getting an updated student list because I load the course roster early.
- Not easy to use the first time.
- "difficult to update grades
- can't track who had visited custom pages"

**Satisfaction ratings – average of all responses (scale: 1-4, w/ 4 highest)**

	Blackboard	eCompanion	eCourse	Sakai	WebCT	WebCT Vista
Ease of use	3	2	3	3	2	2
Ability to present content	3	3	3	3	2	2
Ability to enhance course teaching	3	3	3	3	2	3
Quality of support for course materials	2	2	2	2	2	2

**Most important teaching goals assisted by system**

- Made it easy to disseminate core course materials
- Made it easy to handle class administrative functions (communicating due dates, quiz scores, assignment criteria)
- Made it easy to organize course material into a pedagogically meaningful structure
- Made it easy to create test or other assessments