

ABSTRACT

THE BLACKBOARD BARRIER: STUDENT AND TEACHER PERCEPTIONS OF THE BLACKBOARD LEARNING SYSTEM

Utilizing interview and survey methodologies, this paper seeks better appreciation for how first-year composition students at California State University, Fresno, perceive the use of the Blackboard Learning System as a supplement to English 1 class meetings. This study is a direct result of student comments, both positive and negative, made to myself and other English 1 and 1LA teaching assistants during the 2004-05 and 2005-06 academic years.

Students enter CSUF with a broad range of technical skills. Some also experience issues of access to computing resources. This study quantifies student perceptions of the Blackboard system as it relates to English 1 via a lexical analysis of interviews and surveys. English 1 teaching assistants were also interviewed and surveyed to quantify their perceptions of Blackboard. Comparing the perceptions of these two groups, this paper examines how divergent sets of perceptions result in students resisting the use of online technologies.

Christopher Scott Wyatt
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