A Task-Technology Fit View of Learning Management System at St. John's Junior College

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Abstract

The Learning Management System has become widely utilized by primary schools, High Schools and Universities in Belize, because of Covid-19 everyone was forced to stay home and pursue education from home, now computing and communications is mostly done via online to achieve education. Task Technology Fit (TTF) is known to influence the manner in which information is utilized and the performance of the individual utilizing the information, there is a linkage between Information system and performance; the strength of the link between a technology characteristic and its Task-technology fit is dependent upon how important that technological characteristic is, given the task demands and the capabilities of the user (Irick, 2008). The research on the effectiveness of Task Technology Fit measures the perceptions of the teachers doing the online classes via google classroom. Through the literature review an evaluation of the Task-technology fit (TFF) model is examined among developing countries along with Learning Management systems (LMS), an evaluation is also done on how it is utilized to achieve the goal of an effective Learning Management System.

Keywords: Learning Management System and Task Technology Fit

1. Introduction

The Learning Management system is utilized to manage the delivery of educational content. LMS allows students the host of opportunities to engage in self-regulated learning (Sarah Heath, 2020). The Learning Management system helps lecturers to deliver content and help the learning process in education. LMS is utilized as a distance learning system, this is done for communication, teaching, and learning purposes, with LMS lecturers can communicate the necessary task needed to be done to accomplish the learning goals to the students. LMS helps to facilitate teaching and learning in the ODL environment, it serves as

an online communication platform and educational purpose that assists the students and institutions (Netanda, 2020). It is unknown how and when the Learning Management System benefits students in learning (Netanda, 2020), little is known about the success and the effectiveness of LMS as a Task Technology Fit, it has not yet taken into account the perspective of lecturers about distance learning.

The Objective of this research is to do an evaluation and comparison of the Learning management System being utilized at St John's College Junior College and its effectiveness, as well as an evaluation of the Task-technology fit (TFF) model as we examine TTF among developing countries, and use it to evaluate learning management systems (LMS). Because of the pandemic, management of every institution was forced to seek a Learning Management System that can be effective and that may also be cost efficient for both the customer (student) and the institutions. St. John's College Junior College is utilizing Google classroom to deliver their services, what is google classroom? It is a free video chatting application that can be accessed with the internet on laptops, tablets or even cell phones, it's utilized for educational purposes, this web helps students and teachers/lecturers to be organized, this is also known as task technology fit, what is task technology fit? It is the extent to where technology assist an individual in performing the task (Tanya McGill, 2008) This option of Learning Management System is cost efficient in the fact that it is free and that it can be accessed at any time, St John's College Junior College also utilizes Abacus to track students' grades. To have an effective TTF (LMS) there are 6 stages an institution should consider according to Saeedikiya, these are Planning, Design, Development & Evaluation, Delivery and Maintenance (Grace Ssekakubo,2011). The goal of the research is to evaluate the Learning Management System, the effectiveness and success as a Task Technology Fit and its impact at St John College Junior College, an analysis on how St John's College Junior College has adapted with this Learning Management System will also be done.

2. Literature Review

Much of the early research about e-learning consisted of descriptions of LMS implementations. These descriptions were sometimes enhanced by evaluations of the outcomes of the use of the e-learning environments, sometimes in conjunction with a comparison to the outcomes of traditional face to face teaching. This research has considered a range of outcomes in a variety of e-learning contexts. For example, Piccoli, Ahmad, and Ives (2001) compared learning in an LMS environment to learning from face-to-face teaching in the context of basic IT skills training. They found that, while there were no significant differences in performance between students enrolled in the two environments, the e-learning students reported higher computer self-efficacy and were less satisfied with the learning process. By contrast, in similar kinds of studies, Zhang, Zhao, Zhou, and Nunamaker (2004) reported improved academic outcomes for e-learning students, and Chou and Liu (2005) reported that students using their e-learning environment showed improved learning performance and satisfaction. The diversity of results in these studies suggests that, not just the LMS, but also the wider context in which e-learning takes place is an important factor in e-learning success.

Furthermore, this research evaluates the Task-technology fit (TFF) model as we examine TTF among developing countries, and use it to evaluate learning management systems (LMS). Information systems are designed to assist users to perform tasks effectively and efficiently. A critical concern of information system research is a better understanding of the linkage between information systems and individual performance (Irick, 2008). Task-technology fit is key but often overlooked in understanding the impact of technology on individuals' performance. According to Goodhue, Task-technology fit (TTF) is a construct that is part of a causal chain between information technology and performance impact. Therefore, it is the degree to which technology assists an individual in performing his/her task (John D'Ambra, Concepcion Shimizu Wilson, Shahriar Akter, 2013). The argument developed is that the strength of the link between a technology characteristic and its Task-technology fit is dependent upon how important that technological characteristic is, given the task demands and the capabilities of the user (Goodhue, Dale L., n.d.). Before the introduction of computers, several operations were driven through manual operations. Today, the introduction of computer systems has resulted in the computerization of tasks required. An investigation was done on collaborative writing and editing tools (MS Word/email, Google Docs, and Office Live/ Office) and the factors that impact TTF and technology acceptances on students from the College of

Business at a Midwestern US university. The study theorizes that students are eager to interact with new tools than with older tools, this is because they perceive older tools no longer fit the task as well (Francis Osang, Deepik Raj, 2019). Moreover, the rapid introduction of learning management is quickly transforming the traditional model of teaching and learning and has become a predominant use of communication between students and instructors. According to McGill, "the better the fit of an LMS to the skills of an instructor and the tasks that the instructor must complete, the more positive its effect on their performance is likely to be". It is important to note that the poor use of TFF can lead to instructors using more time in LMS in their work than less, and whilst there is a good TTF might increase utilization of LMS and increase performance, there is a limit on the amount of use that is both valuable and feasible (Tanya McGill, Jane Klobas, Stefano Renzi, 2008). TTF is applied in the context of digital video tools use for oral presentation in a classroom environment, and results indicate that there is a significant fit between digital video tools (technologies) and improvement of oral presentation skills (tasks) (Yuanxin Ouyang, Cui Tang, Wenge Rong, Long Zhang, Chuantao Yin, Zhang Xiong, 2017). Hence, a better fit between task and technology will yield the expectation of improved learning outcome.

LMS platforms provide instructors with the same set of tools as those for flipped learning and chunking that facilitate the efficacy of microlearning. While any of these tools can be used as the sole mode of delivery for a given lesson, they can also be used in conjunction with other tools as a way to supplement or complement content covered elsewhere on the platform. Moreover, several studies have shown support for the value of these tools in enhancing collaborative learning and providing a catalyst for reflection. Thus, while chunking encourages instructors to consider how to break information down into digestible segments, microlearning adds another important goal; instructors should also consider the process by which they are helping students master larger learning objectives. When bite-sized segments are connected to larger learning objectives, this approach has also gained support among instructors. Thus, LMS research is characterized by a diversity of studies conducted in a wide range of contexts on a variety of outcome variables using a variety of different explanatory variables and models. As Coates et al. (2005) pointed out; it is difficult if not impossible to generalize from this research. The problem seems particularly acute when we try to understand the relationship between the context in which learning occurs, LMS use, and learning outcomes.

3. Methodology

3.1 sampling and data collection

Conducting an observation in depth to define how developing countries such as Belize can sufficiently run an LMS that can be technically supported, also how it can better learn for students and faculty-perceived benefits of using LMS (Yun Zhenga, Jianfeng Wangb, William Dollc, Xiaodong Dengd, and Melvin Williamse). There are a total of 50 teachers who make up the staff at St. Johns, 35 were chosen and 33 of them participated in this questionnaire. They were chosen at random by the dean at the university. The questionnaires were distributed during the Easter break where they received an email with the questionnaire. The questionnaire would take approximately 7 minutes and participation was voluntary no one was forced. So, resulting in us having responses within days of disturbing the questionnaires and 33 out of the 35 (94%) questionnaires were answered. When receiving the response, a letter of thanks was given out to show appreciation. The data collected will be useful to further clarify the analysis and result of our study.

3.2 Moodle information system success model

Moodle model was successful due to its quality of consumerism on attitude, task technology fit, and perceived impact on teaching. These 4 made the (LMS) at the university way successful because students would easily get to their classes and use the information to learn. More improvements were being made with the Moodle to increase the LMS algorithm. Which means that the speed of the Moodle would be more efficient and effective. It would reduce lag and improve the online session so students with low internet speed will not be at a disadvantage.. That was very important to include LMS Algorithm because most Belizean cant access good internet speed due to Belize is still in the development stage of technology.

Task technology fit can be accessed on Moodle with a message to the I.T department to explain how to use Moodle. When classwork, quizzes, testes, and extra notes can be accessed with the class folder where these are displayed with deadlines. Consumerization attitude helps millennials due to their familiarity with technology. Teachers use this tool to make the class more entertaining and interactive so learning can be of interest to this generation.

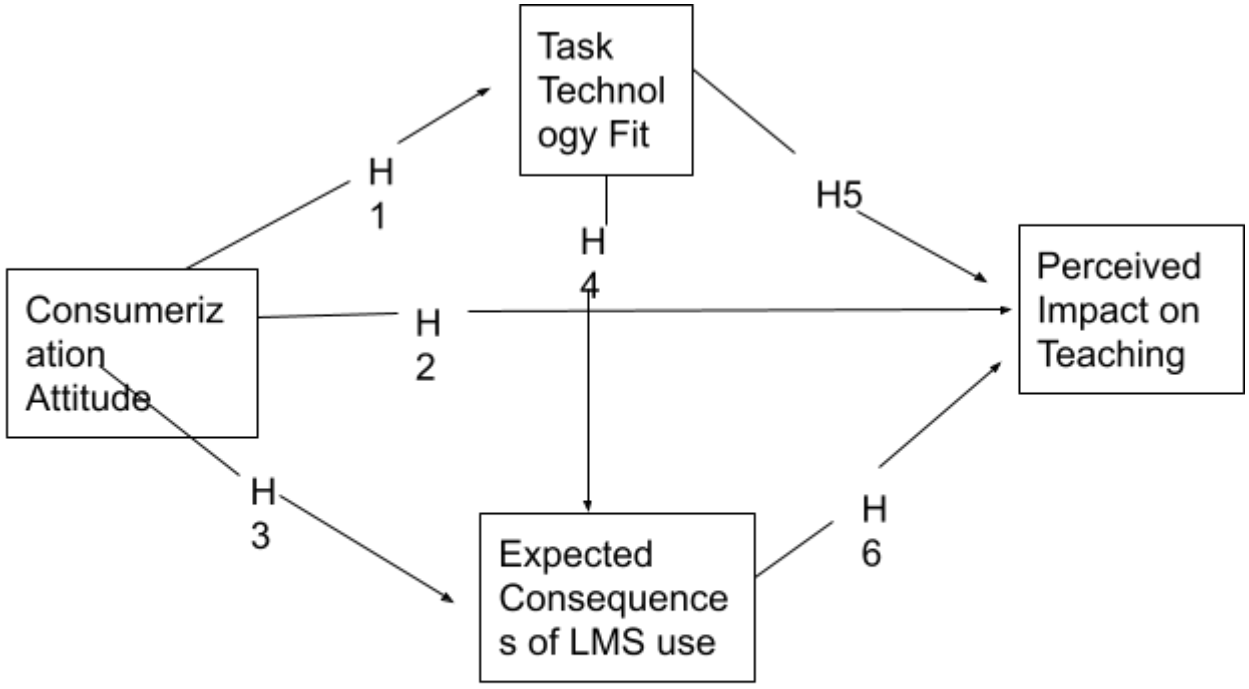

Figure 1. Model tested in the study

Now entering the new era of technology development countries have limitations with accessing a database advanced LMS programming than just Google classroom since it is free and internet speed. (Ketut Sudarsana et al 2019 J. Phys.: Conf. Ser.) The questionnaire showed that changes are needed to be made to better the online learning environment and teacher.

H1 Consumerization attitude will positively impact task technology.
H2 Consumerization attitude will positively impact perceived impact on teaching.
H3 Consumerization attitude will positively impact the expected consequences of LMS use.
H4 Task technology fit will negatively impact the expected consequence of LMS use.
H5 Task technology fit will positively impact perceived impact on teaching.
H6 Expected consequences of LMS use will negatively impact perceived impact teaching.

3.3 construct measurement

We wanted to ensure we had a set scale of how we display the finding of our qualitative research. Section one had eight questions that were more in depth with their qualifications about what we wanted to know about their experience, department, and education. While section 2 we ask about their expected consequences of using LMS, average perceived impact of teaching, and consumerization attitude. The model of the questionnaire was given earlier in the semester. The questionnaires were distributed during the Easter break where they received an email with the questionnaire. This will make the result easier for others to understand. Also, when it came to web CD on a scale of 1 to 7.5 was used which was scale 1 for

strongly disagree or to 7.5 very agreeable. Based on the result of the questionnaire, it would be analyzed showing how LMS was used at the university and how to improve. The analysis will be displayed only by histograms, tables and the use of Microsoft Word that is best suitable. We want to ensure the research went straight to the point. Making it useful for anyone who wants to understand and also give the ability for others to use our work to expand their own. If we use other methods, we are not accustomed to it would be more confusing for us and take longer. The limitations we face was there was no physical experience and seeing how they use LMS firsthand. We had to ask questions from past students on how they use their Moodle and how learning was online. Also, the assistants of the website that help us retrieve previous work of other students that also did LMS in other countries.

3.4 sampling and data collection

The data for this research was collected through a questionnaire. it contains questions about yourself and how Moodle learning management system was used. The use of purposive sampling so a good judgment can be made since the participants are active on the Moodle system. Out of the 35 questionnaires distributed to the teachers, only 33 of the questionnaires were completed and returned, which had a rate of 94.3% which is acceptable.

Table 1: Participants Basic Information

Characteristics	**numbers**	**Percentage %**
Gender		
Male	8	21.21
Female	25	78.79
Education		
Associates	7	21.9
Bachelors	16	50
Masters	10	28.1
Department		
Math and science	9	27.6
Social science	9	27.6
Business department	11	34.5
Computer science department	4	10.3

4. Data Analysis

Task technology fit was evaluated by teachers at St John's College Junior College in Learning Management System used for teaching and delivering classes online due to COVID 19. To gather empirical

evidence of perceptions of models such as Google classroom, Moodle, and Team's platforms were evaluated to model fit.

Task Technology Fit

Figure 2 is a Histogram of Information Quality which depicts the average results of all the participants in the survey for Task Technology Fit. Majority of the responses are between 5 and 6 which indicates that most teachers suggest that Moodle fits well with the online teaching in Google Classroom and is compatible with all the online learning environments.

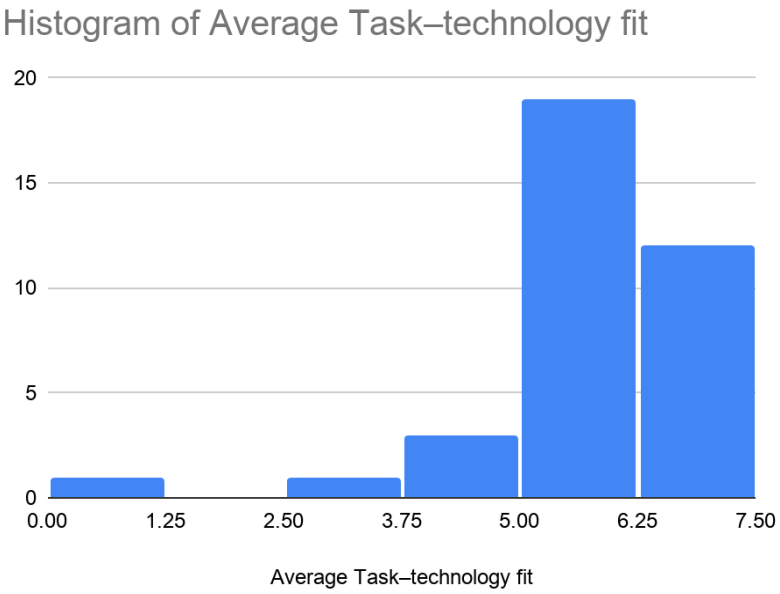

Figure 2

Expected consequences of LMS use

Figure 3 is a Histogram of Information Quality which depicts the average results of all the participants in the survey for expected consequences of LMS use. Majority of the responses are between 5 and 6 which indicates that most teachers suggest that Moodle will help them accomplish online teaching quickly, efficiently and in a timely manner.

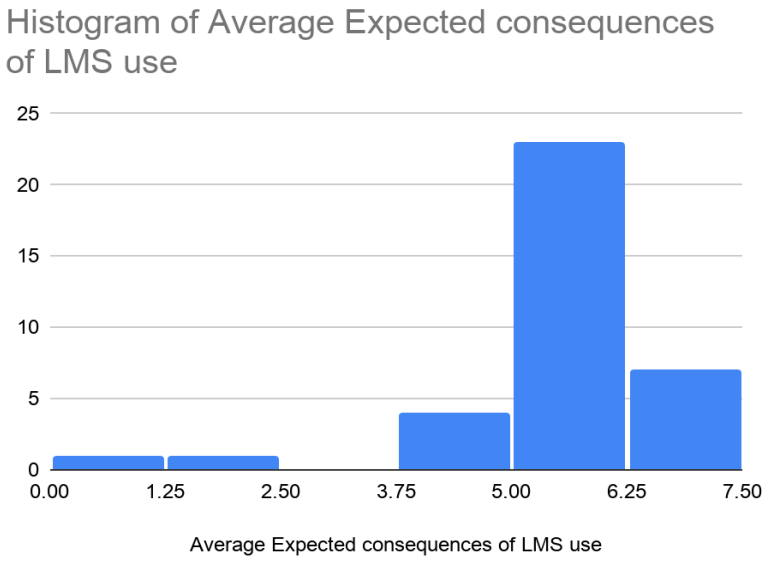

Figure 3

Perceived impact on teaching

Figure 4 is a Histogram of Information Quality which depicts the average results of perceived impact of teaching. Majority of the responses are between 5 and 6 which indicates that it has a positive impact on effectiveness and productivity as an online teacher.

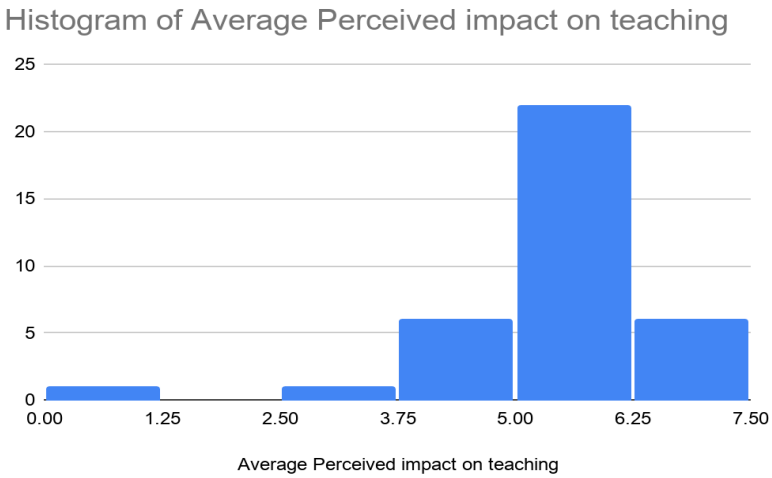

Figure 4

Consumerization Attitude

Figure 5 is a Histogram of Information Quality which depicts the average results of perceived impact of teaching. Majority of the responses are between 5 and 6 which indicates that it has a positive impact on the effectiveness and productivity as an online teacher.

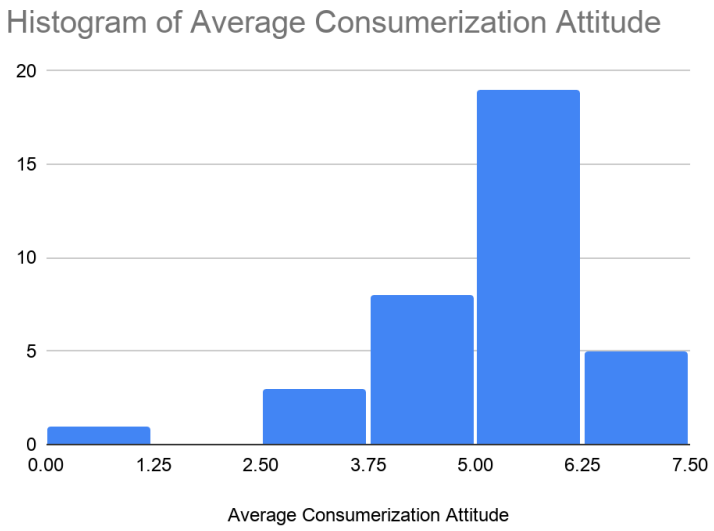

Figure 5

4.1 Measurement Model

The measurement model was assessed by: numbers of semesters Google Classroom was used, the use of Google Classroom to facilitate teaching face to face classes prior to the College move to online delivery, teaching classes utilizing an LMS other than Google Classroom, the semesters used for teaching using an LMS other than Google Classroom, the use of LMS other than Google Classroom to facilitate teaching face to face classes (prior to online delivery), planning to continue using Google Classroom to enhance teaching after returning to face to face teaching, and to continue using preferred LMS to enhance their teaching after returning to face to face teaching.

Consumerization attitude was average in deciding to choose your own Learning Management System that will fit well, help to be efficient, compatible, improve and work faster with online teaching.
It was tested to determine how efficiently Learning Management system prior task technology fit was used where Google classroom was beneficial for teachers to be utilizing for online classes. They stated it was friendly, easy to use, compatible with all classes, fits well to the online classes and makes them skillful and provides up to date data to students. Also, to ensure information when needed by students is available and presented in a useful format.

Expected Consequences of LMS using Google classroom accomplished online teaching quickly, improve online teaching performance, will increase online teaching productivity. It enhances effectiveness as a teacher while teaching online. Easier to complete teaching tasks, greater control, useful in ability, improve quality for online teaching.
Google classroom has a big impact on teaching effectiveness and productivity on online teaching. It is an important and valuable tool. An average for teaching online with Google classroom than face to face.

4.2 Results

A total of 33 teachers (77.4% females and 22.6 % males) participated in the study. Teachers ages ranged from a minimum of 20 to a maximum of 60 (with an average age of 38 years). The participants were also asked to provide their level of degree, Associate's degree (21.9 %), Bachelor's degree (50%), and a Master's degree (28.1%) and0 also the Faculty that they teach where the majority are engaged in the Business department (34.5%) in an average in Math and Science department (27.6 %) Social Science department (27.6%) and a minimal in the Computer Science department (10.3%). The survey revealed the current

Learning Management System (LMS) which is being used in Google Classroom and how much semester they have been using Google classroom which is an average of 2 semesters. The participants stated that they had already been using Google classroom to facilitate face to face prior to college moving online but only a few were versed with google classroom since was first time using it. The teachers stated that they had not used no Learning Management System when teaching face to face. Also, the participants were asked if they would use Google classroom to enhance their teaching when returning to face to face teaching and it was in full support and also, they agreed to use their preferred LMS when returning to face to face teaching.

Table 2 Participant background information

	n	mean	min	max
Age (year)	31	40	25	60
Degree attained (Associates, Bachelors and Masters)	32	16 B	7 A	9 M
LMS use	32	100	1	30

The participants fully agree with a positive consumerization attitude towards LMS. Task technology fits well and is accepted for the model the teachers are using to deliver online classes because google classroom is user friendly, up to date and easier to use not only by teachers but for students as well. No expected consequences of LMS use were seen on google classroom but on the contrary they agree that it helps to improve the performance of the teachers to accomplish online teaching quicker and effectively. The perceived impact on teaching had a huge turnout in a positive way to teachers and students for the effectiveness and productivity for online teaching since it is a useful tool to provide online teaching.

Conclusion

This study investigated the success and effectiveness of the Task Technology Fit view of learning management systems. Within the research there were major findings which proves that utilizing LMS as a Task Technology Fit is effective and successful. The quantitative analysis proved that Task-technology fit (TTF) is a construct that is part of a causal chain between information technology and performance impact. Therefore, it is the degree to which technology assists an individual in performing his/her task (John D'Ambra,2013). This finding allows us to view TTF as a positive assistance in our lives since the world is now evolving and technology is being introduced and developed more and more each year. The rapid introduction of learning management is quickly transforming the traditional model of teaching and learning and has become a predominant use of communication between students and instructors. The rapid introduction is one of the major finding within this research because now everyone has been forced to use technology involving LMS specially during the Covid-19 pandemic, it has proved that the world has evolve transforming learning from traditional going to school, sitting and writing to being at the comfort of your home in front of a computer utilizing a learning management system (LMS). Learning to utilize TTF is very important because this influence one learning, it has been found that the poor use of TFF can lead to instructors using more time in LMS in their work than less, and whilst there is a good TTF might increase utilization of LMS and increase performance, there is a limit on the amount of use that is both valuable and feasible (Klobas, 2009). It has been found and proved that learning to utilize TTF can make the workload and learning much easier since LMS platforms provide instructors with the same set of tools as those for flipped learning and chunking that facilitate the efficacy of microlearning. Several studies have shown support for the value of these tools in enhancing collaborative learning and providing a catalyst for reflection (Kourieos, 2016).

Limitations

Although the study provides positive results there were a couple limitations during the study, one which includes limited access to data because there are not many studies done on the success and effectiveness of Task Technology Fit view of learning management system. There are few studies on LMS and TTF but very little to none on its effectiveness and success. It is safe to say that there is a lack of research on this topic. Secondly, data Collection; trying to collect and receive responses from lecturers was a drawback since it was sent via email only 33 out of 40 lecturers participated. Email after email was sent to each one of them asking for their participation but at the end only 33 decided to participate.

Recommendations

Future Studies should consider in surveying both students and lecturers to have a wide range of data to perform the study. Furthermore, future direction to this study should include the disadvantage of LMS for individuals who are not able to afford online classes because of the lack of resources. In addition, future studies should examine the involvement and interest of the users as well as their skill level in using LMS to have a more in-depth analysis on the factors affecting LMS efficacy.

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Appendix

Task Technology Fit - Lecturers

MIS Research - Task Technology Fit - Lecturers Perceptions of Learning Management Systems

Background Information

The information provided to us is important and will only be utilized for the purpose of our studies. Every answer will be kept confidential

Management Information Systems Research

Please complete this form:

A. To gather empirical evidence of your perceptions of Moodle

B. To fulfill the University's mission by publishing academic research papers

1. Please indicate your gender:

Mark only one oval.

Female

Male

Prefer not to say

2. Please indicate your age range:

Mark only one oval.

20-30

31-40

41-50

51-60

>60

3. Please indicate your highest degree attained:

Mark only one oval.

Associates

Bachelor's

Masters

PhD

MD

Other:

4. Please indicate the faculty you teach in:

Mark only one oval.

Social Science department

Math and Science Department

Business Department

Computer Science

5. Please indicate which Learning Management System (LMS) you have used:

Check all that apply.

Task Technology Fit - Lecturers

Background Information

The information provided to us is important and will only be utilized for the purpose of our studies. Every answer will be kept confidential

Management Information Systems Research

Please complete this form:

A. To gather empirical evidence of your perceptions of Moodle B. To fulfill the University's mission by publishing academic research papers

6. Please indicate your gender:

Mark only one oval.

Female

Male

Prefer not to say

7. Please indicate your age range:

Mark only one oval.

20-30

31-40

41-50

51-60

>60

8. Please indicate your highest degree attained:

Mark only one oval.

Associates

Bachelor's Masters
PhD
MD
Other:

9. Please indicate the faculty you teach in:

Mark only one oval.

Social Science department
Math and Science Department
Business Department
Computer Science

10. Please indicate which Learning Management System (LMS) you have used:

Check all that apply.

Teaching Preferences

11. I prefer teaching face to face rather than online.

Mark only one oval.

1 2 3 4 5 6 7

12. I am more effective teaching face to face than online.

Mark only one oval.

1 2 3 4 5 6 7

13. Students learn more in my face to face classes than online.

Mark only one oval.

1 2 3 4 5 6 7

14. I would want to teach some online courses after the College resumes face to face teaching.

Mark only one oval.

1 2 3 4 5 6 7

15. I would want to teach all my courses online after the College moves back to face to face teaching.

Mark only one oval.

1 2 3 4 5 6 7

16. I would not want to teach any online courses after the College moves back to face to face teaching.

Mark only one oval.

1 2 3 4 5 6 7

Prior Learning Management System (LMS) Use

17. Please state the number of semesters you have used Google Classroom

Mark only one oval.

1

2

3

4

5

6

>6

18. I used Google Classroom to facilitate teaching face to face classes prior to the College move to online delivery.

Mark only one oval.

Yes

No

19. I have taught classes utilizing an LMS other than Google Classroom.

Mark only one oval.

Yes

No

20. How many semesters have you taught using an LMS other than Google Classroom.

Mark only one oval.

0

1

2

3

4

>4

21. I used an LMS other than Google Classroom to facilitate teaching face to face classes (prior to online delivery)

Mark only one oval.

Yes

No

22. I plan to continue using Google Classroom to enhance my teaching after we return to face to face teaching.

Mark only one oval.

1 2 3 4 5 6 7

23. I would like to continue using my preferred LMS to enhance my teaching after we return to face to face teaching.

Mark only one oval.

24. Google Classroom fits well with the way I like to teach online.

Mark only one oval.

1 2 3 4 5 6 7

25. Google Classroom is compatible with all aspects of my online teaching.

Mark only one oval.

1 2 3 4 5 6 7

26. Google Classroom is easy to use.

Mark only one oval.

1 2 3 4 5 6 7

27. Google Classroom is user friendly.

Mark only one oval.

1 2 3 4 5 6 7

28. It is easy to get Google Classroom to do what I want it to do.

Mark only one oval.

1 2 3 4 5 6 7

29. Google Classroom is easy to learn.

Mark only one oval.

1 2 3 4 5 6 7

30. It is easy for me to become more skillful at using Google Classroom

Mark only one oval.

1 2 3 4 5 6 7

31. New features of Google Classroom are easy to learn.

Mark only one oval.

1 2 3 4 5 6 7

32. Do you think the output from Google Classroom to the students is presented in a useful format?

Mark only one oval.

1 2 3 4 5 6 7

33. Can you provide accurate information to your students with Google Classroom?

Mark only one oval.

1 2 3 4 5 6 7

34. Can you provide up-to-date information to your students with Google Classroom?

Mark only one oval.

1 2 3 4 5 6 7

35. Can you provide information students need in time using Google Classroom?

Mark only one oval.

1 2 3 4 5 6 7

36. Can you provide information that seems to be just about exactly what your students need with Google Classroom?

Mark only one oval.

1 2 3 4 5 6 7

Expected consequences of LMS use

37. Using Google Classroom will help me to accomplish my online teaching more quickly.

Mark only one oval.

1 2 3 4 5 6 7

38. Using Google Classroom will help me to accomplish my online teaching more quickly.

Mark only one oval.

1 2 3 4 5 6 7

39. Using Google Classroom will improve my online teaching performance.

Mark only one oval.

1 2 3 4 5 6 7

40. Using Google Classroom will increase my online teaching productivity.

Mark only one oval.

1 2 3 4 5 6 7

41. Using Google Classroom will enhance my effectiveness as a teacher while teaching online.

Mark only one oval.

1 2 3 4 5 6 7

42. Using Google Classroom will make it easier to complete my teaching tasks while teaching online.

Mark only one oval.

1 2 3 4 5 6 7

43. Using Google Classroom will give me greater control over my teaching tasks while teaching online.

Mark only one oval.

1 2 3 4 5 6 7

44. Overall, I think that Google Classroom will be useful in my ability to teach online.

Mark only one oval.

1 2 3 4 5 6 7

45. Using Google Classroom will improve the quality of my online teaching.

Mark only one oval.

1 2 3 4 5 6 7

PERCEIVED IMPACT ON TEACHING

46. Google Classroom has a large positive impact on my effectiveness and productivity as an online teacher.

Mark only one oval.

1 2 3 4 5 6 7

47. Google Classroom is an important and valuable aid to me in my online teaching.

Mark only one oval.

1 2 3 4 5 6 7

48. I teach better online with Google Classroom than without it.

Mark only one oval.

49. If I could choose my own Learning Managements System it would fit well with teaching online.

Mark only one oval.

1 2 3 4 5 6 7

50. If I could choose my own Learning Managements System it would fit well with helping me to be efficient in teaching online.

Mark only one oval.

1 2 3 4 5 6 7

51. If I could choose my own Learning Managements System it would be compatible with my online teaching.

Mark only one oval.

1 2 3 4 5 6 7

52. If I could choose my own Learning Managements System my online teaching performance would improve.

Mark only one oval.

1 2 3 4 5 6 7

53. If I could choose my own Learning Managements System I would work faster while teaching online.

Mark only one oval.

1 2 3 4 5 6 7

Teaching Preferences

54. I prefer teaching face to face rather than online.

Mark only one oval.

1 2 3 4 5 6 7

55. I am more effective teaching face to face than online.

Mark only one oval.

1 2 3 4 5 6 7

56. Students learn more in my face to face classes than online.

Mark only one oval.

1 2 3 4 5 6 7

57. I would want to teach some online courses after the College resumes face to face teaching.

Mark only one oval.

1 2 3 4 5 6 7

58. I would want to teach all my courses online after the College moves back to face to face teaching.

Mark only one oval.

1 2 3 4 5 6 7

59. I would not want to teach any online courses after the College moves back to face to face teaching.

Mark only one oval.

1 2 3 4 5 6 7

Prior Learning Management System (LMS) Use

60. Please state the number of semesters you have used Google Classroom

Mark only one oval.

1

2

3

4

5

6

>6

61. I used Google Classroom to facilitate teaching face to face classes prior to the College move to online delivery.

Mark only one oval.

Yes

No

62. I have taught classes utilizing an LMS other than Google Classroom.

Mark only one oval.

Yes

No

63. How many semesters have you taught using an LMS other than Google Classroom.

Mark only one oval.

0

1

2

3

4

>4

64. I used an LMS other than Google Classroom to facilitate teaching face to face classes (prior to online delivery)

Mark only one oval.

Yes

No

65. I plan to continue using Google Classroom to enhance my teaching after we return to face to face teaching.

Mark only one oval.

1 2 3 4 5 6 7

66. I would like to continue using my preferred LMS to enhance my teaching after we return to face to face teaching.

Mark only one oval.

67. Google Classroom fits well with the way I like to teach online.

Mark only one oval.

1 2 3 4 5 6 7

68. Google Classroom is compatible with all aspects of my online teaching.

Mark only one oval.

1 2 3 4 5 6 7

69. Google Classroom is easy to use.

Mark only one oval.

1 2 3 4 5 6 7

70. Google Classroom is user friendly.

Mark only one oval.

1 2 3 4 5 6 7

71. It is easy to get Google Classroom to do what I want it to do.

Mark only one oval.

1 2 3 4 5 6 7

72. Google Classroom is easy to learn.

Mark only one oval.

1 2 3 4 5 6 7

73. It is easy for me to become more skillful at using Google Classroom

Mark only one oval.

1 2 3 4 5 6 7

74. New features of Google Classroom are easy to learn.

Mark only one oval.

1 2 3 4 5 6 7

75. Do you think the output from Google Classroom to the students is presented in a useful format?

Mark only one oval.

1 2 3 4 5 6 7

76. Can you provide accurate information to your students with Google Classroom?

Mark only one oval.

1 2 3 4 5 6 7

77. Can you provide up-to-date information to your students with Google Classroom?

Mark only one oval.

1 2 3 4 5 6 7

78. Can you provide information students need in time using Google Classroom?

Mark only one oval.

1 2 3 4 5 6 7

79. Can you provide information that seems to be just about exactly what your students need with Google Classroom?

Mark only one oval.

1 2 3 4 5 6 7

Expected consequences of LMS use

80. Using Google Classroom will help me to accomplish my online teaching more quickly.

Mark only one oval.

1 2 3 4 5 6 7

81. Using Google Classroom will help me to accomplish my online teaching more quickly.

Mark only one oval.

1 2 3 4 5 6 7

82. Using Google Classroom will improve my online teaching performance.

Mark only one oval.

1 2 3 4 5 6 7

83. Using Google Classroom will increase my online teaching productivity.

Mark only one oval.

1 2 3 4 5 6 7

84. Using Google Classroom will enhance my effectiveness as a teacher while teaching online.

Mark only one oval.

1 2 3 4 5 6 7

85. Using Google Classroom will make it easier to complete my teaching tasks while teaching online.

Mark only one oval.

1 2 3 4 5 6 7

86. Using Google Classroom will give me greater control over my teaching tasks while teaching online.

Mark only one oval.

1 2 3 4 5 6 7

87. Overall, I think that Google Classroom will be useful in my ability to teach online.

Mark only one oval.

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Mark only one oval.

1 2 3 4 5 6 7

96. If I could choose my own Learning Managements System I would work faster while teaching online.

Mark only one oval.

1 2 3 4 5 6 7