Conclusion less-active user F:

He indicates that there are several such systems (wiki, web, etc) which facilitate more or less the same as the Blackboard system. He finds it actually unnecessary. Primarily he uses his own website for publishing information and elaborations about the courses.
In the beginning he looked at Blackboard and have decided that he does not need it, because he does everything with the web. Therefore he have not taken time and does not tried to learn the Blackboard system. He uses Blackboard for two things, to mail the group and entering the marks of the students.

The two tasks that he performs are not really difficult or time consuming, but he must always look to find the right settings. In general he finds the usability of Blackboard too complicated, because he likes simple and don't like many facilities and endless buttons you have to search for. He indicates that searching doesn't take time, but he must always look at the many functions to find the right one.
We can conclude that this person is not satisfied about Blackboard, because he finds it too complicated. He likes simple and self-manageable systems, like the web.

Conclusion less-active user B:
The lecture states that the Blackboard environment is too difficult to handle, you have to click trough all the different pages before you find the real page, so it's not user friendly. Also when entering data such as marks for the different courses is too complicated. There are session time outs so the person who enters the data gets frustrated. So there is low efficiency in the tasks that Blackboard should support in.
If you make changes to the system, you have to confirm it 3 times.
He has also questions about the security of Blackboard and he finds it's not acceptable that a University not uses an open source environment. It is better to keep it open source so you are not dependent of the software supplier and most of the custom changes to Blackboard cost a lot of money.

But he has some positive feedback about Blackboard, at the begin of the course it's easy to mail all the students at once. The marks that are processed in Blackboard are visible for students, so they can check if their marks are correct.
He also states that there are some privacy issues within BB and for his own lectures he uses a website that is hosted outside BB. One of the benefits that it's easier to manage and he has total control over the webpage.

Conclusion Active user J:
The lecture thinks that the Blackboard has a lot of functions that he never asks for. He also thinks that the Blackboard could be much more concise without having to many functionality. Moreover he doesn't think that the Blackboard meets his demands for fulfilling his duty as a lecturer, for instance like efficiency.

As we moved to the learnability questions, the lecture said that he didn't have to spend too much time to learn the Blackboard's basic functionalities, in view of the fact that he only uses the least set of tasks.
Lastly, he is also under the impression that by doing a simple task only it requires a lot of clicks and less efficient and he cannot perform that tasks in the straightforward manner.

Conclusion active user T:
The interview taken was pretty negative. The lecture especially found blackboard inefficient and time consuming. He found that blackboard was pushed upon him with-out a good philosophy how it would fit into the learning environment. Also the lecturer sad that he found that blackboard was focused on Windows user and made it difficult for Linux users to use blackboard adequate, especially with open source browsers. One of the major negative points that was given was the name convention blackboard uses. He stated that blackboard used only United States standard for naming. When in the Netherlands this is not adequate because we don't have middle names.
Some positive notion that the lecture made where: that it's easy to send a group of students an e-mail. But before blackboard he made a list of his own stating that this wasn't a difficult task.
Overall the interviewed lecturer was negative about blackboard, because of a missing philosophy and time consuming task that could be more efficient then they are now. He uses blackboard many to e-mail students, share files and share grades. He doesn't have the time to learn all the possibilities of blackboard.

Total Conclusion:

In general the interviewed where quiet negative about blackboard. The interviewed all menaced that blackboard is inefficient and takes too much time to fully understand.

Looking at the research questions the following conclusion can be taken:

Is the Blackboard meeting the demands of users, in this regards, teachers?

Its provides in some functionality the users wants. Like sharing files and providing e-mail list.

However blackboard is mostly to extended and there are too many functions that aren't used by the lectures.

Also the tasks like sharing files and e-mailing a group of students are too inefficient

- How hard is it to learn the basic functionality of the Blackboard?

The basic functions like sharing files , e-mail students and sharing grades aren't that hard to learn. Only if the lecturer wants to provide more functions that blackboard provides it can be a time consuming task to setup the required functions.

- Is the Blackboard efficient enough for the basic tasks?

All interviewed sad something about the inefficiency of Blackboard. Some even use own made websites because they don't trust blackboard or don't agree upon the way Blackboard works.

One of the Lecturers menaced that he could not make a back-up form the files on blackboard and that's why he uses an own site too share files with his students.

So overall there is a negative feeling about Blackboard. Some feel it is too inefficient to use others use it but only the very basic set of functionalities.