

[2008 BLACKBOARD FACULTY SURVEY \(FACSURVEY2008.JC MASTER\)](#) > [CONTROL PANEL](#) > [GRADEBOOK](#) > [ITEM OPTIONS](#) > ASSESSMENT STATISTICS:
BLACKBOARD INSTRUCTOR SURVEY

Assessment Statistics: Blackboard Instructor Survey

The statistics are calculated based only on the attempts being used in the grading option (Last attempt, First attempt, Lowest Score, Highest Score, or Average of Scores). If Average of Scores is the grading option, then all attempts are included in the statistics.

Name Blackboard Instructor Survey
Attempts 102 (Total of 102 attempts for this assessment)
Instructions

Question 1 Multiple Choice

What is your official teaching appointment at CWU?

Answers	Percent Answered
Tenure Track Professor	59.804%
Lecturer	22.549%
Research Professor	0%
Adjunct Instructor	12.745%
Graduate Teaching Assistant	4.902%
<i>Unanswered</i>	0%

Question 2 Multiple Choice

In which college is your primary teaching appointment?

Answers	Percent Answered
College of Arts and Humanities	24.51%
College of Business	10.784%
College of Education and Professional Studies	29.412%
Continuing Education	1.961%
College of Sciences	30.392%
<i>Unanswered</i>	2.941%

Question 3 Multiple Choice

Please indicate the internet browser that you prefer to use with Blackboard.

Answers	Percent Answered
Internet Explorer Browser on Mac	4.902%
Firefox Browser on Mac	6.863%
Safari Browser on Mac	13.725%
Firefox on Windows	17.647%
Internet Explorer on Windows	55.882%

Netscape on Windows	0.98%
Other	0%
<i>Unanswered</i>	0%

Question 4 Multiple Answer

How many quarters or semesters (at other schools) have you used Blackboard or other course management systems in your teaching?

Answers	Percent Answered
1 quarter or semester	9.804%
2-3 quarters or semesters	12.745%
4-6 quarters or semesters	14.706%
More than 6 quarters or semesters	58.824%

Question 5 Opinion Scale/Likert

How would you rate your agreement with the following statement? My students find Bb easy and convenient to use.

Answers	Percent Answered
Strongly Agree	27.451%
Agree	67.647%
Disagree	2.941%
Strongly Disagree	0%
Don't Know	1.961%
<i>Unanswered</i>	0%

Question 6 Multiple Choice

How frequently do you expect your students to use your Blackboard course site(s)?

Answers	Percent Answered
I use Blackboard to email my students, but don't expect students to use it.	1.961%
One a week	19.608%
1-3 times per week	45.098%
4-6 times per week	19.608%
Daily	13.725%
<i>Unanswered</i>	0%

Question 7 Opinion Scale/Likert

How much do you agree with the following statement: Blackboard is easy to use and provides tools and features that were genuinely helpful for my teaching

Answers	Percent Answered
Strongly Agree	36.275%
Agree	57.843%

Disagree	3.922%
Strongly Disagree	0.98%
<i>Unanswered</i>	0.98%

Question 8 Opinion Scale/Likert

How much do you agree with the following statement? I am satisfied with the quality of support I receive from the Blackboard support staff in MTIS.

Answers	Percent Answered
Strongly Agree	52.941%
Agree	35.294%
Neither Agree nor Disagree	2.941%
Disagree	2.941%
Strongly Disagree	0%
Not Applicable (no experience with Blackboard support staff)	4.902%
<i>Unanswered</i>	0.98%

Question 9 Opinion Scale/Likert

How much do you agree with the following statement? I am satisfied with my experience using the CWU Blackboard help and support website (<http://www.cwu.edu/~media/cwuonline/cwuonline.html>) to resolve questions and problems.

Answers	Percent Answered
Strongly Agree	23.529%
Agree	34.314%
Neither Agree nor Disagree	12.745%
Disagree	3.922%
Strongly Disagree	1.961%
Not Applicable	22.549%
<i>Unanswered</i>	0.98%

Question 10 Multiple Choice

Which statement most accurately describes your use of audio and video through CWU Blackboard?

Answers	Percent Answered
I use CWU on iTunes U for streaming audio and or video for my courses.	5.882%
I upload audio and/or video to my Blackboard course from my local computer.	10.784%
I request the use of the Real Video Streaming server at CWU and have audio and video encoded for me by MTIS staff.	0%
I use all of the above formats depending on specific factors.	0.98%
I don't use audio or video streamed or uploaded in my courses in Blackboard.	79.412%
<i>Unanswered</i>	2.941%

Question 11 Essay

What other web-based tools or resources are you using to support your teaching?

Unanswered Responses

44

Given Answers

I only use the course document information.

LiveText serc.carleton.edu

My personal website.

Textbook companion sites, test question banks / pools

Various research sites.

Instructor resources provided by textbook co.

Livertext

Sometimes I use the textbook websites

None

Just the internet

none

None

Anneberg media

ETS "Major field" (end of major) computer-based exam

Internet access for a variety of uses: general searches (e.g. Google) and discipline specific searches (e.g. Matls.com) are common.

none

None

Adobe Presenter

External Links to put web based articles as teaching tools and basis of research papers.

iTunesU

LiveText (extensively).

Email for turning in assignments URLs for research

I post all my power point slides on Blackboard and a website for the class. I am phasing out the website for the class.

Web editor with Math Type interface

docutek from the library

none

Textbook website with pod casts, videos, quiz, games, etc. YouTube and WSJ Videos

The companion website with the textbook.

I download pdf articles for posting on BB.

Links to National Public Radio Archives

none

various links from www and PBS, NPR, etc., as well as links associated with my text books

Publishers' web sites (if no course cartridge is available) PsychMate (psychology experiment software)

findlaw.com and lexis/nexis through the library

I hyperlink students to pod/videocasts that are embedded directly in the syllabus. This seems to work well and ensures they read the syllabus!

None

None

I use LiveText as an online portfolio system in some of my courses.

HTTP ADDRESSES FOR LINKS

none

Public Health Training Network at North Carolina; VISTAPh;

Social Networking Sites (delicious, digg, etc.) My own personal website.

The Internet

Adobe Acrobat (.pdf) documents

GenBank (www.ncbi.nlm.nih.gov) Biology Workbench (<http://seqtool.sdsc.edu/CGI/BW.cgi>) CDC's Epidemiology databases

None

Turnitin, many internet resources

myitlab (IT training and assessment software)

none

I google information that I sometimes handout to students. Sometimes get powerpoints thatay.

None at this time.

na

none

None at this time. I would like to know more about using blackboard to download web based videos.

Map-making software and web applications.

None, but I'd like to know if we could integrate a Skype connection for online video conferencing.

Textbook web resources and grade book (Campbell Biology site)

Data bases through Brooks library

Question 12 Multiple Answer

Which of the following training events would you be interested in attending? (Please select all that apply)

Answers	Percent Answered
Using the Blackboard Discussion Board	19.608%

Creating quizzes and surveys.	29.412%
Managing grades in the Blackboard gradebook.	17.647%
Managing student assignment submissions using the new Assignment Manager Tool that is considered an improvement on the Digital Dropbox.	31.373%
Using Turnitin plagiarism detection software.	31.373%
Scanning slides for PowerPoint, web pages or publications.	18.627%
How to record lectures for iTunes U	37.255%
How to use Profcast, Camtasia or similar software to record voice overs to PowerPoint presentations.	33.333%
Best practices for conducting formative and summative assessment in hybrid and online courses.	33.333%
Best practices for promoting interactive exchanges among your students and you as a facilitator of learning.	32.353%
None of the above.	16.667%

Question 13 Essay

If you answered, "None of the above" in the previous item or would like to indicate additional training options please type what they are the space below.

Unanswered Responses

81

Given Answers

N/A

Note: due to health issues, I will be teaching online or nearly online courses from now on.

It is very time consuming to create and utilize these type of media as a result having time or compensation to do these things would be great.

?

I am not interested in anything I have to attend a training session for. I don't have time.

It is a matter of time for me, not a matter of topic.

N/A

NA

none

NA

none

--

N/A

I'd think a custom interaction (one-on-one) with support personnel would be appropriate. It could be offered when possible (or sought). I'd like to have someone take an interest in what I want to accomplish (not what they want to teach). Also, there might be some interesting input from past Bb courses or feedback that a specialist could bring to my attention and remedy in some way.

No

I think I listed a lot to keep me busy.

I use many of the features currently available in Bb.

best way to assign films for students.

I would like to know how to incorporate video (particularly QuickTime) in my blackboard documents. Currently I put all my lecture PowerPoints on line for the students to have access to.

I usually learn programs by poking around in them

N/A

Question 14 Multiple Answer

What features do you currently use? (Check all that apply)

Answers	Percent Answered
Calendar	17.647%
Digital Dropbox	24.51%
Assignment Manager	31.373%
Discussion Board	44.118%
Gradebook	78.431%
Groups Pages	23.529%
Posting Content	69.608%
Quizzes/tests	36.275%
Turnitin Plagiarism Detection Building Block	6.863%
Surveys	10.784%
Performance Dashboard	10.784%
Statistics Tracking/Course Statistics	40.196%
CWU on iTunes U Building Block	6.863%
Learning Units	11.765%
Review Status	0.98%
Adaptive Release	5.882%
Early Warning System	0.98%

Question 15 Multiple Choice

Would you be interested in doing a "Best Practices" presentation at a training session for your colleagues?

Answers	Percent Answered
Yes	6.863%
No	63.725%
Maybe	27.451%
Unanswered	1.961%

Question 16 Essay

What improvements to CWU's Blackboard system or its associated support services would be useful to you and your students?

Unanswered Responses

47

Given Answers

Although there are lots of capabilities that I don't use, I am very satisfied with Blackboard.

I'd like these messages boxes to be updated with the Microsoft Word Toolbar so that I could design a greater variety of announcements and messages. The Bb platform in my other college has this capability.

A built in HTML editor would be WONDERFUL! The current tools, including respondus, do not adequately allow for the need to format text. In English, this is very problematic. For example, if I wish to quiz my students on proper MLA formatting for titles of books, articles, etc... I must present the question in a preformatted multiple choice way because the students are unable to underline or italicize the title of a major work. Although there are some workarounds and I have a couple of ambitious students who are aware of HTML codes an answer editor would be nice.

The main problem with Blackboard is twofold: 1) the user interface is circa 1990. It is outdated and students don't like it generally (based on my informal polling regarding students and ed tech over the past 2 years). Faculty have to click 'OK' multiple times which is a complete waste of time (faculty are VERY vocal on this issue). Bb responsiveness to issues is glacial. Stability is occasionally a problem, particularly with online assessments, which are useful and save time (provided they work as advertised and are stable). The calendar is near useless as far as I can tell; possibly some way to upload files to populate calendar (which would be useful). Discussion board is useful depending on student need and context. Some elements of Bb design do not appear to be based on contemporary pedagogical theory and best practices. Extensibility is limited; some building blocks have limited usefulness (depending on module of course) and can be costly. Tech support (external) is abysmal. In-house support (Jane Chinn) is responsive and excellent. Concerns remain for hardware resources dedicated to running and maintaining Bb on campus. Assessment is highly limited (i.e. lack of meaningful portfolio or performance assessment via rubrics, etc). No way to aggregate course or program data or generate reports to inform teaching effectiveness in a meaningful way. Desperately need platform that seamlessly connects assessment of student learning to program and unit effectiveness.

None that I can think of...

The gradebook needs to be improved to be more flexible, more like an Excel spreadsheet.

Adding the use of font modification when using text in the discussion board and on announcements. (Being able to use different fonts, bold, italics, increase font size, as well as bulleted lists).

(1) Vodcasting (2) Direct links or embedded application for youtube

Not sure.

I need help in moving my courses fully online.

None at this time, I only use blackboard to post announcements, assignments, and post grades.

Blackboard is limited and/or awkward in a number of features. There are too many confirmation screens, too many clicks to accomplish any simple task. One of our most important resources, as faculty, is time. Anything that wastes time with unnecessary clicks or redrawing the screen or whatever is a hindrance rather than a help. The entire interface with Blackboard is for someone who is uncomfortable or afraid of writing HTML and there is no "expert" mode for those of us who are comfortable with it, so the entire experience is awkward or more time consuming than it needs to be.

It's often very slow in response. Students complain that quizzes freeze up on them.

Anything that helps me with getting video, audio and flash conversion of powerpoint into the course site is a plus - the need for online training content that is sufficient detailed and easy to consume would be great

Weekend support would be helpful.

ability to record student personal response card ID numbers.

Thus far Jane has been able to help me & my students through all needs.

Some of the various links or areas tend to be confusing.

It is somewhat cumbersome to input grades. Maybe it already has a system to upload some data.

I would like to know about the features that I am not using. The learning and integration thereof has to be smooth due to the heavy teaching load during the quarter.

None at this time.

In order to use BB to cut out hardcopy handouts, we need ready access to good scanners. I've been using my dinky little home scanner and it's not good enough. Just as there are copy machines around campus, including in dept. offices, there should be good scanners.

bigger fonts perhaps

Having a site license for students to be able to use Adobe Presenter to enhance communication between the student and faculty. It's a great tool to use.

The grade book could be improved. At present when I transfer from excell to the grade book, I can only transfer one column at a time. Is there a way to transfer all the columns at once?

I'd like some macros so I would have to check so many boxes for each quiz I post. I forgot a few last time...

ichat connected with Black board

The document package.

None that I can think of.

We should be able to delete a single discussion board entry without deleting the whole thread. We used to be able to, but can't anymore.

I have extra credit which is beyond 100 %. I can't put the extra credit on Blackboard.

I haven't heard of the i-tunes and voice over powerpoint....that would be awesome.

I can really only speak to "glitches" that appear to be unrelated to my incapacity to use BB correctly. 1. I HATE not being able to use "return" as I enter data in the gradebook. This is the first quarter I have used the BB gradebook. I prefer to use Excel to keep track of student grades. I now use the BB gradebook because I don't have an office on campus where I can meet students for progress reports, so I want them to be able to see their grades online. BUT, whenever I go to enter the grades, it takes me forever to do so even though I am ten-key proficient. I don't know how to upload grades from Excel, and students no longer enrolled in the class for real appear in the BB gradebook because I can't unenroll them, so I am dealing with different data sets in the two formats. 2. When I used Excel for grades, I could use the column functions to keep the student name in the left column and the column where I was entering grades or looking at grades right next to the column with names. In the BB gradebook, there is no way to do that and once enough entries are created so that the column with the student names is no longer visible on the left when viewing data, it gets difficult to make sense of the data, especially when selecting a row to highlight is not even possible. 3. I have been unable to update documents posted in BB without deleting the original posted "Assignment" or "Course Document" or whatever posting entirely. I update the attached document

and edit the posting only to find that the original document is re-attached. Is there some way to fix this? 4. When I use e-mail through BB, I can't see in the copy of the e-mail that gets sent to me who the recipient of the original e-mail was. This makes keeping track of communications difficult. 5. When I teach Spanish and need to use special characters (letters with accent marks over them), I can't use BB as a composition tool. When I cut and paste from Word, BB converts the characters to a set of strange characters, so the text is illegible. It also does this with e-mail messages and some "Announcements", etc., with quotation marks and apostrophes. There are several other similar problems I can't think of at the moment...

I'm new enough to it, I don't know yet

I use an excel spreadsheet to keep attendance. It would be nice if Blackboard had an option for attendance that would be automatically updated in the grade book.

A "drop the lowest quiz" option would be nice. FYI I am in COTS, which wasn't an option in question #2.

Transferring material from one class to the next with ease. Perhaps making more picture icons, rather than simply having words, to help navigate.

I wish it were easier to copy exams and move content around within and between courses. I also wish students didn't have as many problems with getting kicked out of quizzes before they were done ... but I'm not sure that's a Blackboard problem.

Many times my students do not receive emails I send through BB, so I avoid sending important emails this way.

Use of italics, underlining, highlighting, etc., words and phrases in test manager. Have the not show up on e-mails that are sent to class using the option to send them an e-mail copy of an Announcement added. Cut and paste from Word show up as WYSIWYG, exactly--if not different fonts, at least underlining, highlighting, italics, etc. Make grade manager allow more options, especially the ability to not count a grade (on the lowest quiz, for instance) for an individual student, not the whole class. That is, I would like the ability to drop a quiz grade, but a different quiz for each student.

Better awareness of what is best format for downloading assignments to dropbox and assignment manager when the computers vary so widely from MAC to PC, etc. What works best and when: docx, rtf, doc, etc.

Support from Jane is incredible!!

I occasionally have student names in my grade book that are not enrolled in my course, or the other sections. This has happened for the last two to three quarters.

When a student drops a course, the name still stays enrolled at the Blackboard site. I would like to see a student who withdraws, dropped.

Keep offering workshops and at differing times.

There is one thing missing on Gradebook that I can't figure out - Can't enter the grading rubric so that cumulative points can be used to figure class grade. It has a default set that differs from my rubric.

none

I would like my courses from previous semesters to remain in my site. At the university in which I previously taught, they would leave all courses, but eliminate the students and discussions from the sites. That way I could revise my course through copying into the new quarter as opposed to having rebuild it each quarter.

While Blackboard has many useful features and the support staff at CWU are very responsive, overall I find the Blackboard interface to be very clunky and slow and requires far too much "Ok" "Ok" "Ok" clicking. The beginning of this survey is a case in point - I had to hit several layers of

selecting the survey and hitting "Ok" to actually get to the survey. This is completely unnecessary and very frustrating when one adding content to the course documents section. I should be able to add or remove more than one file at a time and I shouldn't have to cycle back to the main page (hitting OK an extra useless time along the way) every time I add an attachment. I shouldn't have to code in HTML script to get additional formatting on notes I write to be visible to students. LiveText is FAR more sophisticated and professional in operation and appearance. I have the impression that Blackboard has not tried to seriously upgrade itself as time goes on. It has the feel of software stuck wherever it was 5 years ago.

Make the tests easier to create and take. There are a few steps too many.

Ability to alphabetize students' names in postings in group pages discussion board. Automatic plagiarism program; 24 hour help for students when they are having technological problems.

entering grades is cumbersome with a hybrid course

One on one training for instructors than workshops where learners have different levels of knowledge

Mandatory training perhaps at department wide meetings?

Make it easier to cleanup old courses and give them identifiable names. If you are teaching 2 sections of the same course its nearly impossible to tell them apart. Also, make the grade book so that it doesn't automatically calculate the grades unless you want it to.

Question 17 Essay

Many instructors are creating hybrid courses that blend online learning/instruction, interactive video learning/instruction and classroom learning/instruction. What does this new type of education say about distance education and classroom-based instruction at CWU?

Unanswered Responses

51

Given Answers

It says that they are looking for new and innovative ways to teach their courses.

This would be really really nice if I had the time

No comment.

That online teaching is the future of higher education.

In my opinion, hybrid is the way to go. It can maximize the learning. This type of education allows CWU students to get the benefit of both classroom and online learning and to save some travel time and butt-in-seat time. I think the two modes are pedagogically complementary for both students and instructors.

I don't have experience with such a course, but I think the answer to the question is obvious. Distance education is becoming more important, for various reasons that are themselves obvious.

That we as faculty need to spend time assuring that our delivery modes are appropriate for the knowledge content and learning outcomes as we continue to serve an increasingly technologically proficient student body and continually and rapidly changing work environment.

It's innovative and a way for students to continually learn how to use their media technical skills.

Amazing opportunity where we have been beat to the punch from places like City U and Phoenix on-line....but we will advance with changover in faculty and over time grow eto meet those needs.

It is the way forward, as many students prefer these new ways of teaching that use online resources more.

A blend of personal contact with students (classroom instruction) and the flexibility of an online environment allow for learning to continue outside the classroom.

Far reaching, innovative and keeping a contemporary pace.

Distance education will probably be easier and of better quality. Classroom-based instruction can be more comprehensive and applied, but could also suffer from less face-to-face interaction. Once faculty learn how to incorporate online & video learning, they might forego some of the in-class interaction that helps students learn. DE and CB might become blended within a class (some students in the classroom, and some elsewhere DE).

I am not sure what you are asking. Technology give the teachers and students more options on instruction and assessment methods.

I suppose it says we are being forced to do this type of thing to accommodate the administrators that want us to do it.

It's entered the 21st century.

Certainly educational materials should be accessible 24/7 in my mind. Online platforms are key to supporting this. Traditional classrooms should use online learning to streamline assessment of learning outcomes and evaluate teaching effectiveness.

We really need the school to recognize the CWU faculty as leaders in DE web curriculum with support and compensation. Hybrid or complete web based course are more work and more time than a traditional courses.

I'm not sure

I am not a proponent of online or hybrid courses. Students need face-to-face interaction with the instructor of the course.

Because the population of college students is changing, I believe we have to change our methods of teaching. I would like to see some sort of ongoing opportunity to meet with other faculty for the purpose of improving the teaching and learning experience for all of CWU faculty and students. Certainly technology will be a large part of this, but it isn't the ALL of it.

I think it is a move into the future and a good one at that.

I would very much like to do more distance/on line courses and need to advance my skills in the area of online testing, use of audio, video (understanding the whole streaming thing) and flash

I guess it opens a few classes up further to distance education. It does not satisfy my needs in some GIS courses to be on campus in a lab to provide the instruction on software that cannot be transported out of the University.

I would like to hear about these courses and would be interested in developing a similar course. Such a course would likely have student appeal. Traditional classroom-based instruction is evolving at CWU to take advantage of new technology.

I believe that the hybrid may be the way to go. I have taught web-based and web-cenric, but not DE. I like the ability to meet face-to-face more often than DE might provide.

I believe that exclusively online courses, hybrid courses, or exclusively face to face courses can all be effective learning environments if planned well.

That they are converging - at least somewhat - and that students are likely to feel less isolated in the virtual classroom.

No comment.

In my opinion creating hybrid courses provides more opportunity and flexibility for students, gives more concentrated time in class to provide specific activities.

That we are adapting to the needs (or at least their perceived needs) of our students. I believe

faculty are also developing more on-line instruction (which takes much development time) so they have more time during the week for research.

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Distance education is the next evolution in education. It is cheaper, faster, and reaches a much broader and diverse audience. We need to shed our archaic methods of classroom instruction and go the more cost saving approach of online instruction (online courses do not incur the substantial indirect costs of a physical campus). Online courses are less of a burden on staff. It takes one time to build the skeleton of a course and then only routine maintenance to improve it. Concerning students, far too long the University has excluded too many good students for the sake of making more money and hiring more vice presidents. Online education brings knowledge back to the masses, and if we can ever design it to be "on demand" we will take away many of the obstacles that prevent people from bettering themselves and the world as a whole.

Students need to be very savvy with the computer; I'm still getting complaints that "Bb dumped me off" or "I sent the assignment to you I don't know why it wasn't attached", etc. They may be pulling my leg, or the sophistication isn't uniformly there yet.

No comment.

It's where we are headed.

I use Blackboard with every course. But, I hope we don't go too far toward replacing face-to-face interaction and discussion. Also, the use of an online resource tends to make students think they can write differently (i.e., casually, without punctuation, etc.) than if they were writing out a paper or essay to turn in -- I'm not sure how to counter this problem!

To the extent that it is useful: fine. To the extent that it is faddish and dehumanizing; it is potentially troubling-- especially when it discourages or supplants face-to-face dialog or gets packaged and marketed as a way to make profit or serve bogus notions of "educational access"

Students seem to prefer hybrid instruction to classroom instruction for IT101. They like the ability to work at their own pace (not have to come to class as often), yet have access to the instructor when needed.

Students love it !!! particularly useful at our University Centers.

It's a good thing, and probably fits more with today's students methods of functioning (myspace, facebook, etc)

I use this method in just about all of my courses. The more options we can provide students for learning without compromising curriculum is great.

I am sure some courses are more adaptable to this blend than others. I am not sure my teaching (mostly applied lessons) works for that at the moment. Still, a hybrid approach could give the best of several worlds in teaching students. I doubt that it will be more effective and supplant face-to-face classrooms for most subjects, but the combination of these media can certainly help learning.

-that we are trying to increase course size and FTEs, but not faculty number -that we are trying to reach place-bound students

We must become more creative to remain competitive with other colleges and universities. There is a clear demand for this kind of instructional delivery. Though I continue to have questions about whether learner outcomes are always clearly achieved via these methods, I am quite willing to become more proficient in using them in whatever ways the university calls me to.

I think on-line offers more alternatives to students than either in class or DE interactive video. It seems like we don't have the capacity to do all the classes that are needed as DE interactive video so on-line or hybrids are the next wave.

That students will find fewer and fewer professors actually in the classroom teaching?

New layers of interaction deepen the learning experience. More students favoring different learning styles could access information in a manner suitable to them.

that it works

The flexibility that results from blending these methods is good for the students and shows we care about students that have outside commitments and limited hours.

There is less distinction between then two and students are coming with increasing experience with online learning.

A small, rounded rectangular button with the text "OK" centered inside it.