

Establishing A Foundation For eService Through Virtual Teams

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Session Roadmap

- Overview of Service Learning and eService
- Identifying and utilizing eService strategies in teaching and learning
- Assessing eService teams
- Examples of eService team projects
- Questions/Discussion

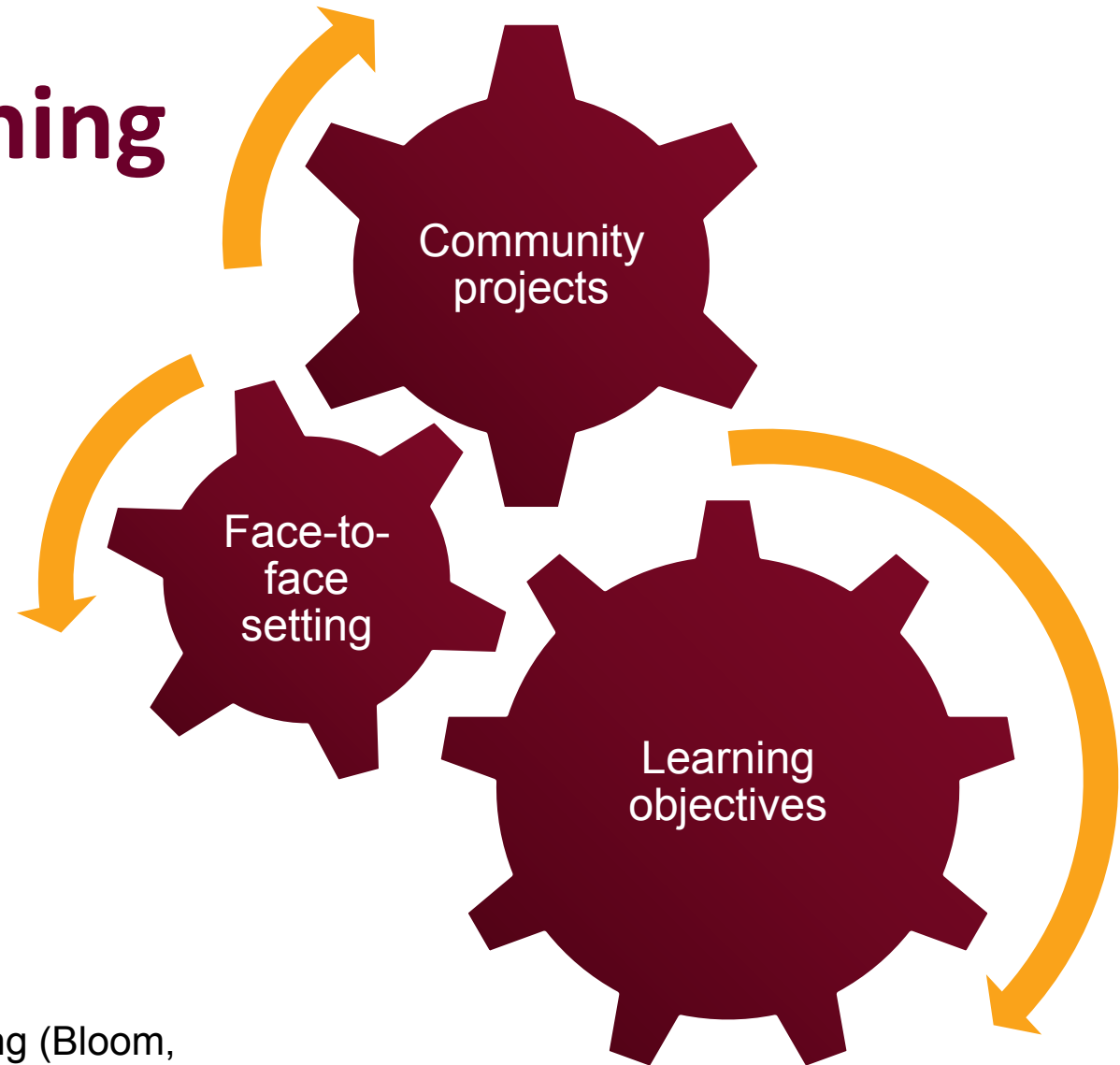
All attendees will receive a tool-kit of instructional resources to help you get started with an eService project design.



Traditional Service Learning

Traditional service learning has been around since the 60's and early 70's and is geographically situated.

Traditional service learning in an **academic setting** involves combining learning objectives with a community project in a face-to-face setting.

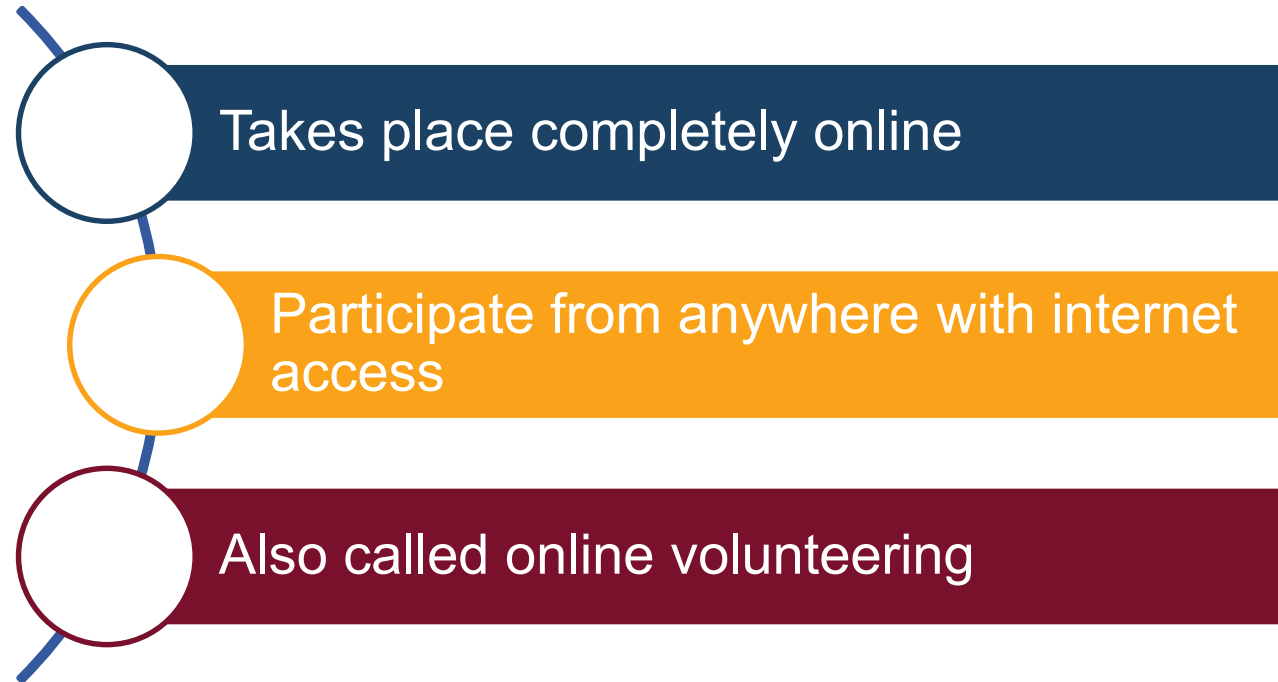


Large body of literature supports the benefits of service learning (Bloom, 2008; Gutheil, et al., 2006; Rutti et al., 2016; Vizenor, et al., 2017)

What comes to mind when you hear eService?

What is eService?

A way of volunteering to help others **using a device with internet connection.**



Research shows online students can also benefit from service learning in the form of eService (McGorry, 2012; Stefaniak, 2020; Strait & Sauer, 2004; Waldner, McGorry, & Widener, 2012)

Benefits of eService in Coursework

Significance

- Makes coursework more meaningful
- Helps students discover new ways to solve problems
- Develops critical thinking skills
- May increase student classroom engagement and interaction

Community

- Promotes a sense of community social responsibility
- Over 3 million fully online students (Seaman, et al, 2018).

Accessible

- Provides access to those students who otherwise could not participate in traditional service learning
- Flexible with students' schedule
- Convenient - participation from anywhere with internet access

Diversification of Learning

- Provides multicultural experiences through a diverse team population and partnerships with international organizations



eService Projects for Teams

Benefits

- Involves a real world task
- Provides collaborative opportunities among team members and with a nonprofit partner
- Connects with course content and resources
- Encourages reflection on learning and making meaning of the experience
- Reinforces the “big picture”
- Coupled with virtual teamwork, eService learning provides students with unique leadership opportunities that transcend the traditional classroom

Examples

- Conducting research
- Designing web pages
- Performing web analysis
- Writing and editing
- Mentoring
- Designing publications
- Moderating discussion boards
- E-fundraising



Which best describes your current position?

Full/Part time faculty

Instructional
Designer/Curriculum Director

Administrator

Executive Leadership

None of the above

Steps to Identify, Implement and Assess eService



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Searching for E-Service Projects



Volunteer Match

www.volunteermatch.org



Create the Good

<http://createthegood.org/>



United Nations Volunteer Online

<https://www.onlinevolunteering.org/en>

Instructional Design Strategies

Select an appropriate eService project that meets course learning objectives, student learning outcomes (SLOs), and that virtual teams can manage

Option 1

Preselect projects and provide teams with a list from which each team could choose

Option 2

If time permits have teams research potential projects, provides opportunity for the team to develop cohesion

Option 3

Offer a mixed option

Instructional Design Strategies

Build trust

- ✓ Implement low-stress activities early in the semester to foster early trust formation that will continue through the semester

Promote Accountability

- ✓ Utilize a team contract that includes roles and responsibilities for every member
- ✓ Define team norms
- ✓ Establish a conflict resolution process
- ✓ Determine a timeline

Foster Accountability

Empowerment policy for teams

- ✓ Give teams power to remove members who are not actively participating

Journal/Discussion board

- ✓ Implement team members journal their weekly activities (private) or post on discussion board (public)

Activity Reporter

- ✓ Establish rotating roles on each team
- ✓ Reporter submits a brief, biweekly report about each member's participation and team progress

eService Team Assessment

- Peer-to-peer assessment
 - Helps students to know the positive and negative elements related to their work
 - Peer and self-evaluations provide an opportunity for students to learn evaluative skills
 - May lessen slacker problems by promoting individual accountability and result in improved perceptions of virtual teamwork
- Peer team assessment
 - Students learn about other projects
 - Develops evaluation skills
 - Sparks ideas and creativity that may not have been considered



eService Team Assessment

- Self-reflection
 - Provides a crucial framework that fosters students' capacity to learn from service learning experience (Guthrie & Bertrand Jones, 2012)
 - Reflection is important in the experiential learning process (Dewey, 1938)
- eService Partner Assessment – (when possible)
 - Promotes individual and team accountability
 - Provides an opportunity for students to learn evaluative skills
 - Assesses team performance and quality of deliverables



Team and Individual Project Deliverables

- Teams should complete a team contract
- Teams should present their project to the class
- Students should individually write a reflection about their eService experience
- Team presentations may or may not be graded
- Teams assess other teams' presentations (optional)



Real-world Examples of eService Projects



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Examples of Previous eService Projects in Online Teamwork Course

- Initiative through Scripps Howard Center for Civic Engagement
 - Conducted a literary review to compare and contrast best practices for micro-neighborhood-like initiatives across the U.S.
 - Developed a strategic plan for how to gather books for early childhood literacy project
- Developed a database of churches to explore what role they see for the church in the neighborhood
- Developed a database of nonprofits in regional location who serve the areas as a resource for local non-profits
- Developed model for identifying villages in Nigeria (“The Village Concept”) in order to make strategic funding decisions



Reflective Comments from Students

“I **gained knowledge** about resources and the people that provide them.”

“I plan to actually follow up on some of my **advocacy ideas.**”

“I really enjoyed it and I think we **did a huge service** for our nonprofit.”

“I will seek to find **more ways to be involved** in the service after graduation.”

“I **learned how to work with a group** and the complications that arise.”

“I learned there is no shortage of talented people who are willing to contribute to the **betterment of humanity.**”

Challenges for eService Projects in Virtual Teams

- Can be difficult to identify a project for the course timeframe
- Nonprofit may not be responsive or delay response
- Most effective for teams with 4-6 members so everyone has a role
- Challenging for instructor to manage numerous team projects



Recommendations for Success in eService



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Recommendations

- Introduce eService and pique students' interest
 - Benefits for them personally, the nonprofit, and those served
- Pre and post-assess students' knowledge about service learning
- Provide examples and outcomes of eService projects
- Share comments from students who have participated
- Have students research potential projects through websites you provide

Recommendations

- Take time to explore several volunteer websites before the course begins
- Choose a project students feel passionate about and comfortable with the work requested
- Realize the application process can take time and plan accordingly
- NEVER pay to participate in an eService project



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Contact us:



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Team Contract Instructions

Teamwork is challenging whether in person or online and every member's contribution is needed for the success of the project. All team members must be willing to contribute not only their fair share of the work, but also communicate with team members in a timely manner through email and discussion board. It is necessary that all team members have a clear understanding of their role and responsibility for the project. Team members also need clarification and set guidelines for acceptable and unacceptable behavior. These team norms help guide the team in communication, organization, conflict resolution, decision-making, and other team activities. A team resolution management process is also vital to team effectiveness and accountability. When every member participates and has a clear role with an understanding of team expectations and procedures, the team is more likely to achieve its goals and objectives. Finally, a timeline that reflects milestones and tasks with deadlines for completion will help keep the team on schedule. Keep all team communication in your team's communication area of Blackboard.

As you consider the Contract, try and anticipate potential issues that could arise. Having a Contract that is thorough and anticipates potential problems could very well help to avoid and/or resolve quickly those issues should they arise. Remember, every member should share the workload equally. This is everyone's opportunity to gain and grow leadership skills.

Team Leader Roles & Responsibilities

Each team should discuss the designation of leaders for specific roles and responsibilities. Below are three examples that teams may use, modify, and add to with additional roles and responsibilities. Every team member must have a role with clearly defined responsibilities.

Examples of leader roles might be (be sure and list specific and complete responsibilities for each role)

Communication Leader – responsibilities include:

Coordination Leader – responsibilities include:

Conflict Management Leader – responsibilities include:

Required Role: The **Activity Reporter** is a required role to be rotated among team members in order to increase accountability for all members of the team. Every member of the team should be in this role for one week of the project. This role is IN ADDITION to each member's role listed above. The Reporter observes each member's interaction/communication and the team's progress toward meeting goals/objectives during the week h/she is the Reporter. On Sunday, the Reporter must send a one-page report (form is in the Team Project folder) to the instructor summarizing each member's contributions and team progress.

Team Norms

Teams should also collaborate to establish team norms in regard to communication, conflict resolution, meeting management, etc. Below are examples that teams may use, modify, or add to with additional norms.

Below are some examples – you should also think of others that may be applicable.

1. Team members will respond to emails and discussion board threads within ____ hours.
2. All team members are responsible for submitting work free of spelling, punctuation, and grammatical errors.
3. Any team member who fails to communicate at least ____ time(s) per week will be subject to the conflict resolution process approved by the team.

4. Any team member who does not respond to emails within ____ days or hours will be subject to the conflict resolution process approved by the team.

Team Conflict Management Process

Examples

1. Team members should report conflict situations to the conflict manager who will initiate the conflict management process
2. Specific issue must be identified (e.g., which team norm is being violated)
3. Email will be sent to the violator to explain concerns and initiate open discussion.
4. Every attempt to use course concepts to work out issues will be made.
5. Team members who do not make an effort to work out their differences with the team or who fail to maintain their assigned responsibilities may be subject to xx point penalty on peer evaluations, or if necessary, may be fired from the team.

Timeline

A timeline or Chart is a snapshot of key milestones and tasks a team needs to complete in order to reach its goals and objectives. It is a “road map” for keeping the team on schedule. A Gantt chart is one type of timeline that uses a bar chart to depict a project schedule. There are various software options for creating timelines such as PowerPoint, Excel, Visio, MS Project to name a few.

Instructions for creating a timeline in Microsoft Office: <https://templates.office.com/en-US/Search/results?query=timeline>

Signing your Team Contract

Once complete, each team member must agree to the terms of the Team Contract by electronic signature on the “Team Contract Agreement” forum in the Team Discussion board area of Blackboard. **Your agreement must be written as follows:**

I, <first and last name here>, accept the terms of my Team’s Contract. I agree to actively participate with my team and fulfill the requirements of my leadership role and responsibilities as defined on the Team Contract. I furthermore agree to actively and fully participate with my team and will comply with the Team Norms as set forth in my Team’s Contract.

Directions

1. Download the “Team Contract” template
2. As a team, complete the contract
3. One team member must post on your Team Discussion Board under a separate thread titled: Team Contract; AND
4. Submit the completed contract on Bb via the appropriate assignment link inside the Team Project folder
5. Electronically sign your Team Contract by posting your statement (see above for required language) on the Team Contract Agreement forum on your Team’s Discussion Board. Failure to electronically agree to your Team’s Contract will result in your removal from your team. Remember, you must be an active team member to pass this course.

**THIS IS THE TEMPLATE YOU WILL USE TO CREATE YOUR TEAM CONTRACT
IT IS INSIDE THE TEAM PROJECT FOLDER**

**Team Contract Form
Team Member Roles and Responsibilities**
(Information should be detailed including specific duties for each member)

Leader Role/Title:	Responsibilities:	Specific Duties:
1.		
2.		
3.		
4.		
5.		
6.		
7.		
Activity Reporter (must be rotated among members with each serving one week). This is a required role for each member in addition to other defined role and responsibilities	Monitors team member interaction/communication and team progress	<ul style="list-style-type: none"> • Identifies each team member's level of weekly activity • Identifies team weekly progress toward goals Completes and submits form through Blackboard

Below list each member's name and the week they will serve as Activity Reporter. The weekly report is worth up to 25 points based on thoroughness, on-time submission, accuracy, and written mechanics

Activity Reporter Schedule

Name of Member	Week Serving as Reporter
Example: Janie Smith	August 3-9

Each Reporter must complete the form posted inside the Team Project Folder. The form must be submitted by Midnight (EST) Sunday at the end of his/her assigned week. The submission link is inside the Team Project folder. Do not submit the form too early in the week so that everyone has the opportunity for full participation

Team Norms

**Be specific! It may help avoid conflict and miscommunications!
Add more as determined**

1. Team members will respond to emails and discussion board threads within _____ hours.
2. All team members are responsible for submitting work free of spelling, punctuation, and grammatical errors.
3. Any team member who fails to communicate at least ____ time(s) per week will be subject to the conflict resolution process approved by the team.
4. Any team member who does not respond to emails within __ days or __ hours will be subject to the conflict resolution process approved by the team.
5. Add others as determined by team.

Team Conflict Management Process Add more steps as determined

1. Team members should report conflict situations to the conflict manager who will initiate the conflict management process
2. Specific issue must be identified (e.g., which team norm is being violated)
3. Email will be sent to the violator to explain concerns and initiate open discussion.
4. Every attempt to use course concepts to work out issues will be made.
5. Team members who do not make an effort to work out their differences with the team or who fail to maintain their assigned responsibilities may be subject to 20 point penalty on peer evaluations, or if necessary, may be fired from the team
6. Add others as needed

Timeline

**Place your team's timeline below – should be a graph with specific objectives
Remember to allow time for reviewing the final products before submission**

USE THIS TEMPLATE TO CREATE YOUR TEAM CONTRACT

Team Contract Form

Team Member Roles and Responsibilities

(Information should be detailed including specific duties for each member)

Leader Role/Title:	Responsibilities:	Specific Duties:
1. Conflict Manager		
2.		
3.		
4.		
5.		
6.		
7.		
Activity Reporter (must be rotated among members with each serving one week). This is a required role for each member in addition to other defined role and responsibilities	Monitors team member interaction/communication and team progress	<ul style="list-style-type: none"> • Identifies each team member's level of weekly activity • Identifies team weekly progress toward goals Completes and submits form through Blackboard

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6. Add others as needed

Timeline

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Remember to allow time for reviewing the final products before submission

Instructor Grading Rubric for eService Team Project Presentation

Ratings	Excellent	Above Average	Average	Below Average	Points/Comments
Points	13-16	9-12	5-8	0-4	
PPT Presentation (80 points possible + 20 “big picture” points possible)					
Resources	Uses more than 6 resources - exceeds requirements	Includes all 6 required resources	Includes 5 of the required resources.	Includes less than 5 of the required resources.	
Content	Presents well-organized content to effectively communicate ideas/techniques	Presents somewhat organized content to communicate some aspect of ideas/techniques	Content communicates basic information re: ideas/techniques	Presents minimal content related to assignment	
Examples & documentation of Ideas /Techniques	Presents quality ideas and techniques for practical application with impressive documentation and examples	Presents quality ideas and techniques for practical application with documentation and examples.	Presents ideas and techniques for practical application. Little evidence/documentation; Few or no examples.	Presents ideas and/or techniques without evidence or techniques for practical application	
Graphics/Presentation (note: graphics may be graphs, charts, illustrations, images, etc.)	Graphics explain and /or reinforce screen text and presentation	Graphics relate to text and presentation objective(s)	Presentation includes graphics that sometimes support text &/or presentation	Presentation has superfluous graphics or no graphics	
Writing Mechanics	Perfect spelling, punctuation, grammar	One to two errors	Three or four errors	More than four errors	
Resources	Uses more than 6 resources - exceeds requirements	Includes all 6 required resources	Includes 5 of the required resources.	Includes less than 5 of the required resources.	
Big Picture (20 points: Instructor gauges score for this section on team interaction as noted in team communication area plus peer evaluation notations re: justification, implementation of course concepts, etc.)					
Individual Contribution	Had a very clear understanding of the team’s overall vision and direction	Had mostly a clear understanding of the team’s vision and direction – needed minor guidance.	Had a general idea about the team’s vision and direction – often needed guidance	Had no idea about the team’s vision and direction – needed close supervision and guidance	These points will be added in the grade book

Downing, M., & Rawlings, M. (2016). *Effective teamwork*. Kendall Hunt.

Rubric for Team Evaluations of Presentations

Each team completes **one** form for **each peer team** – five blank forms are provided. Use what is needed or, if necessary, copy paste to create additional forms.

Evaluation of Team Number:

Ratings	Excellent	Above Average	Average	Below Average	Points Earned and Comments
Points	8-10	7-9	4-6	0-3	
Resources	Uses more than 6 resources - exceeds requirements	Includes all 6 required resources	Includes 5 of the required resources.	Includes less than 5 of the required resources.	
Content (includes notes screens)	Well-organized content effectively communicates ideas/techniques	Organized content communicates some aspect of ideas/techniques	Content communicates basic information re: ideas/techniques	Presents minimal content related to assignment	
Examples of Ideas/ Techniques	Presents quality ideas and techniques for practical application with impressive documentation and examples	Presents quality ideas and techniques for practical application with documentation and examples.	Presents ideas and techniques for practical application. Little evidence/documentation; Few or no examples.	Presents ideas and/or techniques without evidence or techniques for practical application	
Graphics/ Presentation (note: graphics may be graphs, charts, illustrations, images, etc.)	Graphics explain and /or reinforce screen text and presentation	Graphics relate to text and presentation objective(s)	Presentation includes graphics that sometimes support text &/or presentation	Presentation has superfluous graphics or no graphics	
Writing Mechanics	Perfect spelling, punctuation, grammar	One to two errors	Three or four errors	More than four errors	
				Total out of 50 points	

Downing, M., & Rawlings, M. (2016). *Effective teamwork*. Kendall Hunt.

**Nonprofit Partner
Evaluation of Team Performance and Deliverable**

Category	Exemplary (18-20)	Good (14-18)	Marginal (8-13)	Unacceptable (0-7)	Score
Communication	Consistently communicated with partner organization throughout project	Communication with partner organization throughout project was satisfactory	Communication with partner organization was minimal	Communication with partner organization was inconsistent or virtually non-existent	
Comments:					
Professionalism	Demonstrated professional language and actions throughout project	Most of the time language and actions were professional	Occasionally demonstrated professional language and/or actions	Rarely demonstrated professional language and/or actions	
Comments:					
Timing of Deliverable	Completed deliverable ahead of time	Completed deliverable on time	Deliverable(s) was one to two days late	Deliverable was more than two days late	
Comments:					
Quality of Deliverable	Deliverable was of excellent quality in every way	Deliverable was of good quality in most ways	Deliverable needed some improvement	Deliverable needed major improvement or was unusable	
Comments:					
Usefulness of Deliverable	Deliverable is fully useable without revision	Deliverable is useable with minor revision	Deliverable is useable with major revision	Deliverable is unusable and will need to be redone	
Total Score out of 100:					
Comments:					

Additional Comments: