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Implementing a Volunteer-Match Service: Fostering Relationships between Al Akhawayn University and Local Non Governmental Organizations

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جامعة الأنخوين
AL AKHAWAYN
UNIVERSITY

Implementing a Volunteer-Match Service:

*FOSTERING RELATIONSHIPS BETWEEN AL AKHAWAYN UNIVERSITY, ITS STUDENTS,
AND LOCAL NON-GOVERNMENTAL ORGANIZATIONS.*

An Interactive Qualifying Project submitted to the faculty of
WORCESTER POLYTECHNIC INSTITUTE
in partial fulfillment of the requirements for the
Degree of Bachelor of Science

On 18 October 2013

By

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ABSTRACT:

At Al Akhawayn University in Ifrane (AUI), Morocco students are required to do community service to graduate, but AUI has no centralized way for students to find service projects in the community that stimulate their interests. The goal of this project is to improve the nature of volunteering at the university by building relationships between AUI and non-governmental organizations (NGOs), using a volunteer-match website as a tool. These relationships serve to expand the volunteer program at AUI and broaden the impact of volunteer work on the community. To do this, we had to first understand the student motivations to do community service and to use this new technology to find appropriate service opportunities. We used focus groups in order to understand student motivations. We also had to understand the ability of the NGOs to participate in the program. Through interviews with several NGOs in the region, we were able to gain perspective on the nature of these types of organizations and their varying capacities to accept volunteers and use technology. Using this information, we established a plan of implementation for this new volunteer-match service as well as recommendations to our sponsor for the continued development of the service.

EXECUTIVE SUMMARY

Universities seek to elevate their students' knowledge, encourage deeper thought, and stimulate passion within communities. One way of accomplishing this is with the increasingly popular concept of service learning, which seeks to mold students into responsible and civically engaged individuals by encouraging volunteerism in the local community. For them to get better involved in the local community, a strong town-gown relationship would be an invaluable tool for students and local NGOs. Such a relationship would prove symbiotically beneficial, offering AUI a route to further their students' development, and giving NGOs a pool of skilled and motivated volunteers to work with.

A primary concern for the effective implementation of this site is establishing widespread, consistent usage by both students and NGOs. As such, a grasp of the factors that impact motivation, especially the motivation to adopt new services or technologies, is important. Another important factor is an understanding of Human Computer Interaction (HCI), which describes how people interact with computer technology, relevant here to the concerns of user interface with this site.

When determining the factors pertaining to the motivation of AUI students to the adoption of this site, we decided that a series of focus groups was the best method of obtaining this information. In order to obtain the widest range of relevant information, we conducted the focus groups with students who had not started their community service, students who were some degree into their community service, and students who had finished their community service requirement. In addition, we performed research into past efforts to introduce similar services amongst a universities student body.

As for the motivation of NGOs, we visited multiple sites and interviewed multiple NGO representatives. Through these interviews, we learned about the function and activities of each organization, their current relationship with AUI, and their opinion of this university-community match service. The NGOs demonstrated varying levels of technological capacity, but, more importantly, they all indicated a willingness to use this new service and develop stronger relationships with AUI.

After extensive research and fieldwork, our group has formulated the recommendations which we feel will be most effective in making this site successful as a tool for developing stronger relationships between AUI and local NGOs. There are certain to be tensions in building these relationships, but we have addressed them and provided the best routes to overcome them. We believe this to be the best course of action to ensure both the successful implementation of this service and the development of stronger relationships in the future.

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CHAPTER 1: INTRODUCTION:

The idea of a university is to elevate its students through education. McGuire (1952) says that education “has become the principal route for those who are socially mobile, that is, moving upward in socio-economic status, social class participation and reputation, and in value orientations” (p. 28). The education of university students offers social benefits to the nation and the world, albeit indirectly. Behrman (1997) asserts that education has many positive economic and social benefits that lead to us being able to care for ourselves better and enhance society overall (p. 10). In order to directly influence the world around it, the university should deploy the human resources at its disposal through the use of student volunteers. These volunteers may spread knowledge, encourage deeper thought, stimulate passion within communities, and provide a helping hand at the very least. A good starting place for these student volunteers to spread their influence is in their local college community.

Al Akhawayn University in Ifrane (AUI) emulates American universities and believes that its students must be civically responsible and engaged with their communities. This compulsory civic responsibility is in accordance with a trend toward service learning in many universities in the United States. In efforts to show their students the benefits of volunteerism, AUI requires that all of their students complete sixty hours of community service before graduation. They are required to complete two seminar courses in preparation of fieldwork and then have a group discussion to reflect on their service after completion. According to Al Akhawayn University’s student life page, AUI aims to expose their students to the social issues Morocco is facing—such as street kids, orphans, illiteracy, abuse, cancer, etc. The Director of Information

Technology at AUI, Dr. Hamid Harroud, has overseen a project to develop a website that can match up students to volunteer opportunities in the local region based on student skills and organization needs. This website, which was developed with the help of an AUI graduate student, would take information from both students and organizations and try to match student interests, skills, and capabilities with needs and requests of local organizations.

“Town and Gown Relationships” are ones that exist between a university and the town that they reside in. Sullivan (2007) and Davies (2007) both describe the successful relationships between St. Lawrence University and Canton, New York and Rhodes College and Memphis, Tennessee, respectively. Both conclude that the relationship was beneficial and created many initiatives that improved the town and offered benefits to the students (n.p.) (p. 19). However, in forming any relationship, there are some tensions that will inevitable arise. For example, if goals do not align, the two sides of the relationship may pull each other in opposite directions. Cardini (2006) points out that even with shared goals and oriented values there will always be contested views and different practices that will get in the way of accomplishing the end goal (p. 401-402). However, these tensions and challenges can be overcome through a lot of effort on both ends. McWilliam et al. (1997) upholds that all parties involved must put in sustained efforts to ensure the partnership upholds the mutual goals (p. 313). In short, relationships are not built and maintained passively; effort is required to keep lines of communication open and to resolve disputes. When executed correctly, town-gown relationships can be advantageous for all parties involved.

In efforts to improve Town Gown Relationships, service learning has become a widely adopted practice at universities across the United States and in recent years around the world. According to Champagne (2006), the idea of service learning has been around for close to one hundred years (p. 97). Cummings (2010) said service learning reinforces knowledge gained in prior coursework in a practical fashion while simultaneously offering practical experiences that solidify students' ideals of civic engagement (p. 6). Service learning in higher education has been a big movement in the United States over the past few decades and has been catching on in the rest of the world. The students' understanding and enthusiasm fostered through higher education may be passed on to the recipients of their volunteer work and consequently elevate the local region.

Our project group was charged with finding a way to implement this new volunteer-match program. We want this program to be successful in the sense it is widely adopted among all users, one of several measures of success that will be elaborated on in later sections. Through this report we will look a few significant parties involved in the use of this volunteer match program and develop a way how to motivate them to participate. Chapter two provides background information necessary for a full understanding of the methodology used in the project. This information covers a wide scope starting at student civic engagement and its importance, town gown relationships, and service learning. Then the scope narrows more to the focus of our project, which are the two main beneficiaries of this volunteer match service: AUI students and NGOs. Chapter three develops methods for determining the motivations of the beneficiaries of this service, namely the NGOs, the students, and the university. We

conducted focus groups with our students to determine their motivations and held individual interviews with NGOs to determine how they could benefit from this service. Chapter four then discusses our findings from these focus groups and interviews and provides recommendations; informed by potential challenges we have already researched. Careful consideration of our recommendations should lead to a successful implementation of this volunteer match service.

CHAPTER 2: BACKGROUND:

In order to successfully implement this volunteer match service we require comprehensive insight into all of the social aspects involved. The most broad of these concepts is student civic engagement, which aims to develop students into conscientious and involved citizens. For students, the easiest place to get involved is close to their university. University-town relationships can be useful in understanding how students can be active in their communities to the benefit of the town and the university. As service learning has been increasing in popularity in recent decades, relationships between universities and local non-governmental organizations have become increasingly significant. Specifically, AUI must have strong relationships with local NGOs so that students can do worthwhile work in the community. Since the primary actors in these partnerships are NGOs and students, we must understand what motivates each party to participate. In addition, given that a website will be used as a tool in the relationship, we require a grasp of human-computer interaction (HCI) so that we can recommend suitable strategies for development of the site. Once these concepts are understood, we can formulate a methodology for the implementation of the volunteer-match relationship.

STUDENT CIVIC ENGAGEMENT

In order for students to become more engaged citizens, tendencies of community involvement must be instilled in institutions of higher learning. To support the necessity of developing civic responsibility among students, Boruff-Jones (2006) points out how community service is progressively becoming a more significant aspect of university education; research has proven that increased service learning produces notable academic benefits and boosts student involvement by and large (p. 23). In addition, Hunter and

Brisban (2000) state service learning affords students the opportunity to educate themselves about their communities, advance academic knowledge, and feel positively about the impact they have had on their society (p. 625). As such, the skills and education students obtain at AUI allow them the capacity to offer a lot to the local community. Conversely, AUI students can gain a lot from civic engagement both in the short term with improved academics as well as long term with greater overall engagement. And with greater student involvement in the community comes a deeper and more meaningful relationship between the school and its community.

Student civic engagement plays an important role in molding students into concerned and responsible citizens, citizens with an awareness of the problems facing their community and the initiative to do something about it. As asserted by Barber and Battistoni (1993), people think of themselves in insular terms, obligated to those they are most intimately associated with, while still thinking themselves owed something by society (p. 235). In addition, Hunter and Brisbin (2000) uphold, “Throughout the twentieth century, American scholars and political pundits have argued that the survival of democratic political institutions and an ethic of concern for the welfare of others in the political community depended on ensuring all citizens received a high-quality civic engagement” (p. 623). As these assessments indicate, many people, due to an ingrained feeling of entitlement from birth, do not feel it necessary to give back to their community in any significant fashion. If such a sense of responsibility can be instilled in people while they are students, while they are still developing as people, principles of civic engagement can stay with them when they graduate and later become more community-engaged citizens.

UNIVERSITY-TOWN RELATIONSHIPS

As a means of civically engaging students, a mutually beneficial “town gown” relationship may form in a university town between the school and the town. These types of associations are referred to as “town gown” relationships. To be more specific, Sullivan (2007) describes a town gown relationship as a relationship between a university and the community in which it is located and operates (n.p.). Such relationships have been proven to be important in a variety of instances, for example, St. Lawrence University in Canton, New York. The school, which is one of the primary employers in the area of Canton, “realize[s] that critical to [the school’s] success as a university is a healthy attractive and vital town of Canton with excellent K-12 schools, high quality health care, attractive housing affordable day care and a growing tax base” (n.p.). Sullivan (2007) wrote that such an attitude has proven positive for the town of Canton, leading to much support for various initiatives, such as construction of a new fire station, restoration of the local library, and the creation of the Coming Home initiative, created with the intent of attracting new families to the community (n.p.).

Another such example of the benefits of town gown relationships is Rhodes College. Davies (2007) discussed how Rhodes College in Memphis, Tennessee started playing an active role in their community. Nearby to Memphis was the neighborhood of Hollywood Springdale, which was full of crime, poverty, litter, and other various problems. The school played an active role in community improvement through various projects to clean up the area (p. 17-18). The Rhodes College Provost, Charlotte G. Borst, said, through Davies (2007), “I think this will stay with them, and increase the likelihood they’ll be civically engaged, wherever they go from here” (p. 19). As such, by using this site as one tool of many, a healthier relationship between AUI and the surrounding Ifrane

region can be fostered, a relationship that has been demonstrated as beneficial to both parties involved. This can benefit AUI by helping students complete their community service hours as well as helping Ifrane with improved civil infrastructure, for example, students tutoring in local schools, AUI-run literacy programs, and widely available free wireless internet.

Some issues between a college and a community can also arise, in spite of strong town gown relationships. For example, in an anonymous newspaper article (2008), a student discussed the arrest of several students from Holy Cross after some out-of-control partying, and how this event strained some relations between Worcester, MA and the school itself. However, many students returned the next day to help with cleanup. School president Rev. Michael McFarland spoke on the incident and reasserted the schools commitment to community involvement, citing its work with Big Brother/Big Sister, Abby's House for battered women, and SPUD, the Student Programs for Urban Development (p. A.12). Such an example demonstrates the importance of reactivity on AUI's part; namely how vital it is that AUI be able to adapt to the events in the area, especially those for which their students and faculty are responsible, especially in regards to the perception that the Ifrane community has of AUI as a result.

Communication and trust are key factors for building and maintaining such relationships. Garman et al. (2006) said that demonstrating integrity and building trust was key for building a strong and meaningful relationship. When organizations work to develop new relationships they must be responsible and make a commitment to their own enhancement (p. 293). When building any relationship, communication is an extremely important aspect. It proves very relevant for building a relationship between NGOs and

AUI. Needs from each party must be properly communicated to each other in order for a sense of trust to build, which would in turn requires a commitment from both parties; a commitment that AUI should trust that the NGOs will provide meaningful volunteer opportunities to their students and NGOs should trust that AUI will follow through on all support promises. As long as trust is there, the relationship should be able to be maintained.

SERVICE LEARNING

The idea behind Service Learning has been around for decades and has become an integral part behind modern university education. Champagne (2006) describes how the “the term Service Learning did not appear in the literature until the late 1960’s”; however, the concept of service learning has shown up in literature from John Dewey dating back to the first third of the twentieth century (p. 97-98). He concludes that the pioneers of Service Learning drew significantly from these earlier sources (p. 97) Furthermore, Champagne (2006) asserts that service learning is designed to enrich students’ academic experience through university-community involvement, which serves community needs at the same time. (p. 97). Sigmon (as cited in Champagne, 2006) has also said that there are three principles that define service learning:

- 1) community members control the services provided
- 2) the beneficiaries of the service become better able to care for themselves
- 3) those providing the service have control over what they learn through the experience (p. 98).

Balazadeh (1996) found that the students were able to use service-learning experiences to “assist them in applying what they have learned in the classroom to the ‘real world’” (n.p.). As indicated by these sources, service learning will lead AUI students to be more

civically engaged. The research shows the long-term beneficial effects of service learning which helps AUI accomplish one of their goals: to produce responsible and civically engaged students. In addition to helping the student grow, service learning also offers many benefits to the town it occupies. The relationship between a university and its town may be important, but the relationship between the university and NGOs in the area is also impactful.

UNIVERSITY-NGO RELATIONSHIPS

Understanding the interactions of all parties involved in this volunteer-match program is fundamental because it is these interactions that form the basis of a volunteer program. Billet et al. (2007) have said the nature of partnership entails collaboration in pursuit of shared objectives. But regardless of common interests, cooperation is often multifaceted and difficult to perfect; changing circumstances leads to contention and necessitates finding new ways of working together. (p. 1). Torres (2000) declared, “Collaboration among a diverse group of stakeholders (in service learning) is a clear example of ‘the whole being greater than the sum of its parts’. It requires a special tripartite partnership among students, faculty and the community solidified by strong, trusting relationships. However, building those relationships is one of the most challenging aspects of any partnership” (p. 13).

As such, there is a general consensus that the conceptualizing of volunteering work is the simple part; it is forming the relationship that raises the real challenges. That is why special attention must be paid towards the growth of these relationships. Bringle and Hatcher (2002) stated, the backbone of campus-community partnerships can be compared to and draw parallels from the study of interpersonal relationships;

psychological theories and concepts from friendships and romantic relationships are applicable in comprehending and interpreting aspects of town gown relationships, providing a template for applying relationship mechanics at a micro level to relationships at a macro level (p. 504). Since interactions between different parties in the volunteer-match program are similar to social friendships, the same psychological theories can be used when determining how best to manage the relationship overall. Although this analogy may be limited to generalizations, some key constructs in relationships are relatable and recommendations can be made with them to improve campus-community collaborations.

Most effective relationships are fraught at their inception with numerous problems, and how these problems are dealt with can be just as vital to the relationship as the solutions that are found. Frank et al. (2000) stated that any collaboration will encounter issues at some point, the nature and handling of these issues having a significant effect on the partnership. Communication and teamwork are very important to avoiding major damage (p. 61). They specified how conflict typically stems from one or more of the following six factors: power struggles, low trust, loss of focus, lack of leadership or authority, picking the wrong people, and in-fighting about the goals or processes.

As Frank et al. (2000) elaborated these points such as; first, *Power Struggles* generally arise from an individual's persona or character, especially when progress is slow or substandard (p. 69). To address this, loss of control of the previous leader must be taken into account. In addition, past conflicts must be resolved in order to move forward.

Second, *Low Trust* is caused when the leader lacks skills or when communication is poor. To resolve this, provide training to the existing leader to discuss self-interests and open a line of communication. Good communication habits will help to build trust (p. 69). If this resolution is unsuccessful, a new leader may be selected.

Third, *Loss of Focus* is a direct result of members not being clear about the vision or direction of the work. This may be resolved by reviewing the vision with all involved. Keep in mind the connection between small steps that lead to immediate results and those who look at the overall picture. Make the connection between small steps and the vision/big picture (p. 70).

Fourth, *Lack of Leadership of Authority* can occur when partnerships lack lucid, shared objective/goals. In addition, lack of continuity due to a weak individual commitment and irregular attendance can contribute to this problem. To remedy this, ensure that the partnership is warranted and require consistent attendance for the partnership foundation to be solid. Otherwise, the inability of the initial governance structure to adapt to changing conditions eventually led to the gradual demise in relationships and encouraged the partner agencies to look elsewhere for partnering opportunities (Takahashi & Smutny, 2001; see also Alter, 1990) (p. 70).

Fifth, *Picking the Wrong People* that could cause when people (students) volunteer for the wrong purpose or are sent to place where they do not want to contribute. A solution to this is asking each member to evaluate the reasons for their involvement. What do they bring to the table and how do they see themselves as an asset to the organization. Replacements may be found for those who cannot meet group expectations Frank et al. (2000) (p. 70).

Last, *In-Fighting about the Goals or Processes* can occur when people debate on the methods of operation for an organization after a consensus has been reached. These individuals may also doubt the potential for success of the group. In response to this, review the goals and examine how the smaller steps can lead to the goal. Do steps need to be changed in order move closer towards the goals Frank et al. (2000) (p. 70)?

Partnerships are afflicted with conflict, it how the partners recognize and deal with it, which separates successful relationships from failures. The best way to combat this conflict is knowing how it manifests so that it can be dealt with on first sight. Therefore, to avoid such conflicts between the stakeholders communication and trust are keys for building and maintaining such relationships. Garman et al. (2006) wrote that demonstrating integrity and building trust was key for building a relationship. Garman et al. (2006) reiterates that when organizations work to develop new relationships they must be responsible and make a commitment to their own enhancement (p. 293). Therefore, to build any relationship communication is an extremely important aspect. It proves very relevant for building a relationship between NGOs and AUI. Needs from each party must be properly communicated to each other in order for a sense of trust to build, which would in turn require an AUI should trust that the NGOs will provide meaningful volunteer opportunities to their students and NGOs should trust that AUI will follow through on all support promises. Trust is a vital component of the health of a relationship.

Since the interpersonal relationships are crucial to the success of the volunteer program, steps must be taken to nurture, mend, and preserve interactive bonds. Bringle and Hatcher (2002) affirmed that by carefully analyzing the accepted knowledge on

relationships, the understanding gained can lead to formulating actions which may be taken to heart when fostering healthy relationships in a community (p. 505).

Hence, to enhance the interpersonal relationships Driscoll suggested (as cited in Bringle and Hatcher 2002) “Monitoring: Campus staff and service-learning instructors should develop and use effective means of gaining regular feedback from community partners and students about their perceptions of the nature of the campus-community partnership (e.g., equity, satisfaction, common goals) and then communicate the feedback on a regular basis to appropriate constituencies” (Driscoll et al., 1996; Gelmon, 2000) (p. 510). Through the application of these steps, issues in the partnerships may be swiftly recognized and attended to before they cause real strain on the relationship. This is crucial because it is the interpersonal relationships that form the foundation for and sustain a successful campus-community initiative and volunteer program.

As Bringle and Hatcher (2002) brought up the idea of “Interdependency: Campuses may develop a few close partnerships that possess frequent interaction on a diverse set of activities and extensive interdependency (e.g., shared governance of projects, grant writing, shared staff positions, community members co-teaching, serving on boards and committees)” (p. 510).

Freeman (as cited in Bringle and Hatcher 2002) added: “Advisory groups: Campus-community partnerships can benefit from incorporating multiple perspectives through community advisory groups to monitor partnerships and guard against inappropriate dependency, power differences in decision making, and exploitation” (p. 510). Likewise, faculty may find it mutually beneficial and rewarding to work towards a

multifaceted partnership with one community agency through service-learning, applied research, and professional service to the agency.

Bringle and Hatcher (2002) also suggested “Transformations of appraisals of outcomes: Many campus-community partnerships will have equity, which focuses on each individual’s investments and outcomes, as the dominant basis for their evaluation. A few close partnerships will move from an exclusively exchange orientation to a more communal one that considers joint outcomes across a long-term perspective” (p. 511).

Keener (as cited in Bringle and Hatcher 2002) stated, “Affirmation: Campus staff and faculty should identify effective means for affirming the value of the partnership, including public representations of the partnership (e.g., shared space, public awards) and celebrations of the mutual and individual benefits, successes, and outcomes of the campus-community partnership” (p. 511).

Thus, as stated above and is clear in these steps, communication is a vital part of the relationship. Through diligent monitoring and regular feedback, the issues brought up above may be resolved and cause no harm to the partnership. A diagram of the entire relationship is shown below in Figure 1. As the figure below shows, the relationship between NGOs and student volunteers is facilitated using the human-computer interaction and the use of the database in the cloud; it is useful for conceptualizing the entire relationship. The following section details the motivations of NGOs to engage in a partnership with the university.

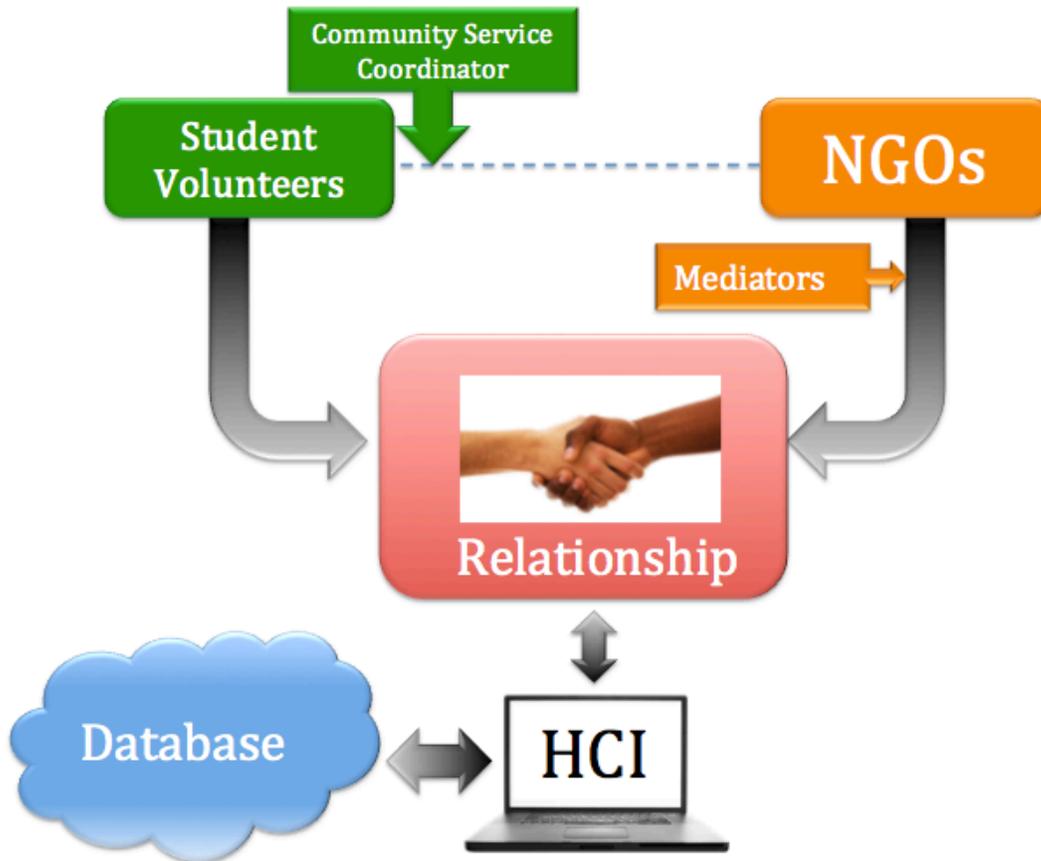


FIGURE 1: RELATIONSHIP DIAGRAM.

NGO ADOPTION OF THIS NEW SERVICE

Sustainability, for our purposes, will involve finding a way to maintain strong relationships between NGOs and universities, as well as foster new relationships over time. As Merkel et al. (2004) pointed out the challenge is to encourage organizations to develop a sustainability plan whilst balancing scarce resources and short-term ambitions (p. 6). Therefore, we must respect and understand the challenges that NGOs currently face. The resource that this website has to offer is qualified human capital, which can be a scarce resource in non-profit work. In maintaining relationships we must provide this resource to NGOs when necessary and have open communication about the effectiveness of this resource, an effectiveness equally impacted by student adoption as much as NGOs.

When trying to foster and strengthen relationships between universities and NGOs, it is important to take into account the issues NGOs may encounter in participating. Ulleberg (2009) found that adjusting to and building on new methods of capacity development can be a struggle for NGOs (p. 38). Ulleberg observed that the lack of resources (including the lack of human capacity in NGOs and universities) has restricted the space for NGOs to foster meaningful connections with universities. Because NGOs may not necessarily have training and experience using technology, it is important for the university to make ongoing technological training available to those who require it (Ulleberg, 2009) (p. 36). Thus, the goal of this project is to have a wide adoption of this volunteer website, to link students and NGOs.

Developing a strong relationship between NGOs and the university, as well as showing them how valuable such a relationship could be and how much stronger it could be made using the website as a tool for collaboration is the most important way to get the NGOs involved with this volunteer-match website. By ascertaining some of the typical problems faced when forming these connections, we can learn to build strong and effective relationships. However, as Wescott (2002) suggested that one of the important things to keep in mind when developing the capacity of NGOs is to err on the side of simplicity, to avoid allowing complex development to the community (p. 564). Wescott later suggested that an effective way of doing this involves “refining the principles...down to a few simple and straightforward easily communicated messages” (p. 565). Therefore, when engaging NGOs, it is essential not to overwhelm these already-busy community organizations by giving them too much information too fast for them to

process. This may lead to them rejecting the relationship before knowing enough of its benefits.

AmeriCorps has shown that a long-term volunteer recruitment plan can lead to a more sustainable community service program. AmeriCorps is a corporation for national and community service. It is, therefore, an authority on issues regarding volunteering and sustainable methods of developing a volunteering program. According to AmeriCorps, volunteer recruitment and management are essential methods of capacity development that work towards basic longevity of programs (p. 24). Having such important guidelines for lasting volunteer recruitment/participation is listed as the first of many “vital strategies” for the enduring success of a volunteer program. This relationship and website can act as a tool for a long-term volunteer recruitment plan for both the school volunteer program as well as the NGOs themselves.

Thus, it is important to recognize the challenges NGOs face regularly as well as in forming relationships. By being aware of difficulties NGOs deal with, we can better promote the resource that this relationship provides: skilled human capital. This includes offering resources NGOs can use to learn and improve their technical capacity but in a straightforward, understandable fashion. In addition, it must be stressed that a volunteer recruitment plan is vital to the sustainment of a volunteer program or organization. The university needs volunteers to broaden the volunteer-match service but, more importantly, the local NGOs need volunteers to help accomplish their goals. Fundamental to the success this program is communication, of which there are two sides. The students are equally partners in the agreement and, consequently we must recognize their motivations in order to fully conceptualize the relationship.

STUDENT MOTIVATIONS

Since every human behavior and perception of new technology is unique, each individual's motivations should be considered when looking at the adoption of new technologies. Knowing what affects student adoption will help us focus our research on what motivates students to use this new volunteer website.

When determining how best to promote adoption of this new website among the student body, it is important to determine what will motivate students. Since the type of motivation we are investigating pertains primarily to the adoption of the new technology or IT services among students, we have investigated past efforts of implementing similar services. For instance OrgSync Service Module is used by many universities throughout the US and has many similarities to the site we are seeking to implement, CrowdAtlas. Our website has student profiles and a focus on matching those students with community partners in the area based on skills. By using the OrgSync Service Module as a model for the website that will be implemented at AUI, we can anticipate some of the hurdles that CrowdAtlas might encounter.

A variety of factors come into play when an individual is deciding what sort of volunteer work he or she aims to pursue; factors that could play into how they find volunteer work. Clary et al. (1998) point out that there are six basic motivational factors that affect human decisions: values, understanding, social, career, protective, and enhancement (p. 1517-1518). Values pertains to one's philanthropic concern for others. Understanding has to do with an individual's thirst for knowledge, skills, and talent gained through community service work. Social factors relate to one's desire to fit in. The individual seeks activities that are seen as favorable by that person's peers. Career factors drive people to volunteer to gain skills that will advance their professional

livelihood. Protective serves one's self-esteem and relieves guilt over being in a higher social standing than others. Finally, enhancement is in contrast to the protective factors. It serves to enhance one's self-esteem through personal growth (p. 1517-1518). Each of these factors is important to consider when trying to grasp an individual's motives for civic engagement.

While broad factors that influence civic engagement are important, we must also understand specific factors that motivate students to use specific technology. We seek to understand the motivation of students to adopt this new volunteer match website specifically. This website would be one of several information technology services that AUI already has in place, such as Jenzabar, Turnitin, and AUI Webmail. Ngai et al. (2007) studied the adoption of web course tools (WebCT) and found that:

1. the portal should be tailored to the specific culture at the university;
2. the portal should provide a means for students, faculty, and alumni to connect to the university; and
3. the portal should provide targeted information to a specific audience and help "build the campus community" (p. 264).

This technology enables streamlined flow of information throughout the universities digital infrastructure. Abbad et al. (2009) studied the factors that affect student adoption of e-learning systems in Jordan and employed the Technology Acceptance Model (TAM). The TAM is built on the assumption that perceived usefulness and perceived ease of use are some of the most relevant factors in determining student adoption. The study concluded that:

1. students who are heavy internet users are more likely to adopt e-learning systems;
2. students who were confident in their technical abilities were more likely to adopt e-learning;
3. the idea of technical support reassures students and increases their likelihood of adoption; and

4. students believe it will be more useful if it is easy to use

Additionally, Ngai et al. (2007) studied the adoption of web course tools (WebCT) using TAM. Their study supported Abbad et al. (2009); they found that the perceived usefulness and perceived ease of use were the most important factors for student adoption. They also found that the attitude of students also played a small role. In order to implement a new system Ngai et al. (2007) suggested that self-confidence and an individual's perception of ease of use of a system heavily influence his or her decision to use the system (p. 263-264).

The adoption of this volunteer-match site by the Al Akhawayn student body is of the utmost significance to the overall implementation of this new service. Through research and investigation, we have determined factors that influence involvement in community service in general in addition to students engaging with new technology. With this understanding, we can better formulate a plan to encourage student volunteerism and involvement with CrowdAtlas at AUI. The organization of a website has great influence on perceived ease of use of the site. With organization in mind, it is crucial for end users of the website to offer suggestions on its development so that they know how easy it is to use. The next section will discuss end-user involvement in the development of a website.

HCI FOR STUDENTS USING THE WEBSITE

Involving students in the design and organization of the website could lead to greater diffusion across the campus community. Olson (2003) said, "Human-computer interaction (HCI) is the study of how people interact with computing technology" (p.

492). Carroll (1997) affirmed, “The case had been made for a user-centered system development process, a process in which usability was a primary goal. People began to distinguish sharply between technology-driven exploratory development, which is now often accompanied by explicit disclaimers about usability, and ‘real’ system development, in which empirically verified usability is the final arbiter” (p. 7). For Olson (2003), the aim of HCI is the development of computer technology with the principles of utility and usability in mind, but can also be applied to a larger social context (p. 492). This ability to perform multiple evaluations in an iterative design process is extremely beneficial. Problems that future users would see can be caught early, as opposed to after the product is near completion.

With the problems recognized early, the system can be refined so as to provide an attractive and useful experience. Pastel (2013) asserted that evaluation is critical in every step of the design process (n.p.). It can be difficult for a developer to critique their own website, so many have learned to discuss their designs with third parties. Designers often get mired in their own perspective. Because of this, end users are used to evaluate and improve the user interface (UI) before the product is published. Getting the students and non-governmental organizations involved in the development process of the system is important to ensure that their needs and concerns are dealt with before they become real problems post-implementation.

SUMMARY

In order to accomplish our goal of successfully implementing this volunteer match service, we must establish a broad understanding of all of the social aspects involved. Most broadly is student civic engagement, which has been enacted with the

goal of developing students into responsible and engaged citizens. A starting place for students to get involved is right in their university's town. Town gown relationships have sometimes had problems but overall have the potential to help a lot of people. To resolve some of these problems associated with town gown relationships, service-learning programs have been widely adopted at universities across the United States and, more recently, the world. With service learning becoming such a big thing in recent decades, a strong relationship between universities and NGOs has become essential so that students may do meaningful volunteer work. Here specifically, it will be important to have a strong relationship between AUI and NGOs so that these organizations may participate in this volunteer match program. In addition to NGOs benefiting from this volunteer match programs, the recipients of NGO charity work will appreciate the development the program and the relationships. Moreover, students at AUI are also prime beneficiaries who could find community service through this website. As such, it is important to explore what will motivate students to start using it.

CHAPTER 3: METHODOLOGY

METHODS FOR FINDING THE MOTIVATION OF STUDENTS TO USE CROWD ATLAS WEBSITE

Focus groups stand above other social science research methods for this project and are ideal for learning about student motivations to adopt this new web portal. Morgan (1996) found that focus groups offer deeper information on the subject in question (p. 137). He also noted that there is a “key tradeoff between the depth that focus groups provided and the breadth that surveys offered” (p. 137). Kitzinger (1994) talked about the AIDS Media Research Project and how focus groups were used in that. She said they desired to know the process and drive behind peoples' thoughts, not just what they thought (p. 104). They ultimately chose focus groups as the most appropriate method of data collection. Morgan and Krueger (1993) concluded that focus groups offer insights into complex behaviors and motivations (p. 139). While surveys can reach a wider audience they do not provide information that is as in-depth as focus groups. Individual interviews also take longer to conduct than focus groups. We strived to implement this website and have a large student adoption. In order to find the best practices we must understand their motivations to adopt new technology and continuously use it. Morgan (1996) pointed out that a strength of focus groups is “the researchers ability to ask the participants themselves for comparisons among their experiences and views, rather than aggregating individual data in order to speculate about whether or why the interviewees differ” (p. 139). Saint-Germain et al. (1993) used both surveys and focus groups to obtain information about breast cancer screening. Saint-Germain found that focus groups often confirmed the survey results but provided more

in-depth information and increased their understanding of the topic (p. 171). This example shows how surveys do generate information but not as detailed as focus groups. We could distribute a survey to AUI and probably get a variety of responses. With that variety we could only speculate, which of course could lead to erroneous assumptions. In the focus groups setting, however, we could probe the participants to explain any responses that differ from our previous understanding.

Getting a direct answer from participants with knowledge in our focus area offered us a greater understanding of the focus area without speculation error. According to Straus (2010), focus groups are meant to focus on a group of people, as opposed to the single individual focus in a one on one interview (n.p.). As such, a focus group acts as a better model of the real world implications of the data collected there in. In addition, a focus group, which is a more condensed process drawing from a more diverse constituency can accomplish more in a restricted space of time. (Straus, 2010)(n.p.). Focus groups can accomplish more in a shorter period of time. Given the brevity of our stay in Morocco, focus groups are going to allow us to accomplish the most with the available time.

We employed focus groups to identify the motivations of students to use the website. Kitzinger (1995) states “Focus groups are a form of group interview that capitalizes on communication between research participants in order to generate data” (p. 299). She goes on to say that participants interact with each other and share anecdotes and points of view. Our defined area of interest was students’ adoption of new technology. We learned their perceptions of this new website and learned their opinions on how to best implement this. As full-time students at AUI they must see a lot of

different ways that new services are brought onto campus and all have an opinion on the best way. All of the participants in our focus groups had diverse backgrounds when it came to technological skill and volunteer work. With a diverse group of people gathered together their discussions generated a lot of different ideas as well as confirmed certain ideas shared by group members. These groups address many different facets of university life, from learning about news on campus to learning about how students volunteer. We learned about motivations and the group setting allows participants to share ideas and reflect on each other's thoughts.

After careful review of literature on how to run a focus group we adopted the best practices so our groups may run efficiently. Debus (1990) describes several factors that should be taken into account when selecting members for a focus group the expertise of members should be taken into consideration (p. 12-13). Edmunds (1999) recommends a using a screening questionnaire to find participants (p. 31). Before selecting participants, one should identify the recruitment profile and identify whom one wants to talk with. That questionnaire should ask about the participant's knowledge of the subject area (p. 40), describes the study, and finds out if the participant would have any bias. Our recruitment profiles were students who have completed their community service, students who are currently working on their community service, and students who have not yet started their community service. Since there is really only one variable we are interested in, the expertise of students on community service, we skipped the screening questionnaire. The questionnaire was difficult to distribute and would take too long to analyze and contact people. Instead, we found groups here with the help of AUI faculty, mainly from recommendations from the community service coordinator at AUI. To find

students who have completed their service we attended the round-table meeting all students attend after completing their community service fieldwork. We described our project and follow up with all interested students later. To find students currently working on their community service we worked with clubs on campus, since that is how most students currently find community service opportunities. Finally, to find students who have not started their community service yet we contacted professors in the Humanities and Social Science department who teach mainly first-year students, who typically have not started their service yet. With the professor's permission we approached his or her class and describe our project and follow up with interested members later.

For the length of the focus group, Debus (1990) recommends the focus group should take no longer than an hour and a half (p. 13). Edmunds (1999) suggested that the duration of the group is 90 to 120 minutes with the moderator in charge of trying to keep the time in addition to keeping the conversation on track (p. 12). The volunteers for our focus groups were all students who have very busy lives between their academics and clubs. We did not want to have the focus group last any longer than an hour. We also had a very specific area of focus, which is what will motivate students to adopt new information technology, specifically this volunteer website. We did not anticipate needing any longer than an hour and want to go shorter to accommodate our volunteers. The moderator of the group was sure to keep track of the time, in addition to asking questions that keep the conversation on topic.

The size of focus groups can vary and Debus (1990) says the ideal amount used to be eight to ten but the trend has been moving to smaller groups and she recommends five

to eight members (p. 13). The smaller groups are better because they allow each member to talk more so they can focus on sharing only relevant information. Edmunds (1999) also suggests overbooking participants in a focus group to account for people who do not show up or cancel last minute (p. 63). Since smaller groups allow for participants to talk more we can hear more unique ideas. We also aimed to have five to eight members. When recruiting students we tried to recruit around ten students to account for people not showing up last minute.

The setting of the discussion should be in a private, quiet, and non-threatening environment, according to Debus (1990) (p. 50). Edmunds (1999) adds that the location should be convenient for all participants (p. 10). We used the round table room in the athletics department office. The room was private with everyone sitting around a table. This room was right on campus and was convenient for students to access. The moderator oversaw that the conversation remains non-threatening.

In forming questions for the focus group, Debus (1990) says a topic guide should be prepared before the group so that the moderator is clear on what he or she needs to learn (p. 50). A less experienced moderator should have a topic guide that has a list of questions, while a more experienced moderator might not need specific questions. Edmunds (1999) also asserts a discussion guide should be developed prior to the group and should serve as an overview of the topics that will be covered (p. 75). We developed our topic/discussion guide to cover the areas of how students currently find community service, their confidence using online technology, their adaption and ease of use with new technology, how they hear about changes at the university, and their opinions on the volunteer website. Since this was the first focus group for all of our members, we had a

topic guide that had all of our questions already written out. Please see Figure 2 below for topic guide.

- I. Warm-up question**
 - A. All of you here have not started/started/completed your community service, right? Could you briefly tell us what you did?
 - 1. Just tell us where you worked and what type of work you did in one to two sentences.
- II. Methods for finding community service**
 - A. Where did you find your community service opportunities?
 - B. Did you enjoy the work?
 - 1. Why or why not?
 - a) Did it stimulate your interests? (How?)
 - b) Did you need to use special skills to complete your work?
 - C. Did you have many options for finding community service?
- III. Evaluate their confidence using online technology**
 - A. Do you normally use a computer for personal use?
 - 1. What types of activities do you use it for?
 - B. What about academic use?
 - 1. What academic websites do you use?
 - C. How confident are you using the internet for academic and personal purposes?
- IV. Evaluating use of new technology**
 - A. How many of you regularly use Facebook?
 - 1. How many of you do not?
 - B. For those of you who do, why did you start using it?
 - 1. How easy was it for you to learn how to use?
 - C. For those of you who do not use it, why don't you?
 - 1. Have you ever had an account?
 - D. Since you came to AUI, have you had to use new software or websites for academic purposes?
 - 1. What did you have to use?
 - 2. How long did it take you to learn it?
 - 3. Why did you start using it?
- V. Learn how they hear about changes at the university**
 - A. How do you primarily learn about changes at AUI?
 - B. Are some methods of communication more effective than others?
- VI. Explain the new website**
 - A. What are your thoughts on this website?
 - B. Do you wish this were available when you were starting your community service?
 - 1. Would you have used it when you were starting your community service?
 - C. How do you think we could get students to start using this website?
 - 1. Are there any aspects in particular we should advertise about this?
 - 2. What is the most effective mode of advertisement?

FIGURE 2: TOPIC GUIDE FOR FOCUS GROUPS

The moderator is an important character in focus groups. Debus (1990) said the moderator of the focus groups must have good interpersonal skills and be sure to not judge, disagree, teach, or influence the participants in the group (p. 36). Edmunds (1999) added that the moderator must keep track of time during the group and keep the conversation on track with the topic of interest (p. 73). In addition, Healey-Etten and Sharp (2010) affirms the most important job of the interviewer is to probe during an in-depth interview. Healey-Etten and Sharp (2010) stipulated “Probing more in depth makes the interviewee think more about his or her thoughts, feelings, and behaviors, and thus allows you to learn just what is behind these things” (p. 162). The moderator in our group followed the questions already in place on the topic guide. He ensured that the discussion was on track to take no longer than the pre-determined hour and made sure participants only provided relevant answers. When a student responded to a question the moderator asked probing questions, such as asking for more information or explanation behind a response. Probing was important here to learn about the thoughts and feelings behind students adopting technology. Learning those feelings helped us understand what might motivate students to adopt this volunteer website.

The structure of a focus group, according to Debus (1990), starts with a warm-up, then the body of the in-depth discussion, finishing with the closure of the group (p. 40). The warm-up is meant to make the participants comfortable with the moderator, the in-depth discussion focuses on your research topic and moves from general discussion to more specific questions on the research topic, and the closure consists of recapping the themes of the discussions and addresses the differences in responses. Edmunds (1999) says the discussion should start with an icebreaker question that gets all of the

participants comfortable, such as allowing them to make introductions followed by subject-related questions (p. 56). After these icebreaker questions the discussion should move right into the subject of focus. We wanted to start our focus group by asking everyone about his or her volunteer experience, or his or her perception of volunteering for the group who has not yet started his or her service. Volunteering experience and perception set the stage for questions about adoption of a volunteer web portal. With volunteering already on their mind, we moved to more specific questions about how they currently find volunteer opportunities, or how they will find volunteer opportunities. Next we changed the topic to a student's confidence using technology. We asked about their use of a computer for personal and academic use and their general confidence in using the Internet. After that, we asked about how they adopt new technology. We asked them about their experience with Facebook. Facebook is undoubtedly a successful website in terms of widespread usage across the world. At one point, Facebook was new to everyone so we wanted to see why they started using it, what challenges they faced in the beginning, and finally what motivated them to continue using it, despite any challenges. We then asked about any new academic software they have had to start using since starting at AUI. We could look if there were any differences in motivation to use academic software over personal software. Continuing with the subject of AUI we moved the questioning to focus on how students currently learn about changes and innovations at AUI. Insight to that helped us come up with a type of marketing strategy for this new website. Finally, we ended the focus group by explaining the volunteer website and asked for feedback. We wanted to know their thoughts on the website; if

they would use it, what aspect of the website was the most important, and what they think would be the best way to get students to start using it.

Since involving students in CrowdAtlas continually is vital to the growth of the volunteer platform, we found out what media was used on campus to promote ongoing projects and service opportunities. An AmeriCorps report on volunteer programs said, “volunteer recruitment and skillful management of volunteer resources can be powerful tools for capacity building” (p. 6). This demonstrated the importance of solidifying the student volunteer base in order to build capacity between the school and these non-governmental organizations. Using focus groups with students as a forum for ideas concerning sustainability, we planned to gain insight into the most effective information conveyance systems at AUI that could be used to advertise the platform on a regular, scheduled basis. Regardless of the number of information communication systems on campus, the students knew which specific mediums were most utilized and which they preferred. Furthermore, we contacted community service departments and several universities in the United States with successful community service programs. Through interviews with community service coordinators at these major universities we were able to learn about how other institutions entice new student volunteers to connect with the community involvement website. The methods of best practice for student volunteer engagement could be triangulated and applied to the implementation of the volunteer program at AUI. Students have a lot to gain from the partnership between the school and the non-governmental organizations by gaining valuable field experience and life perspective, but NGOs can also benefit from the things that students bring to the table.

DETERMINE THE CAPACITY OF NGOS TO BENEFIT FROM THIS VOLUNTEER MATCH WEBSITE

To examine the capacity of NGOs to benefit from the volunteer match program, we focused on how NGOs cooperated with educational institutions. A key aspect of this method revolved around the need to determine the capacity of NGOs to populate the database, which involved aligning technology by providing computer literacy for AUI student as well as local volunteers. To start, we ascertained the list of NGOs from the community service coordinator and visited some of these organizations to see what their technical capabilities were. We chose several organizations that are accessible and available for interviews. By interviewing the leaders within these organizations we established how prevalent computers were in the day-to-day operations of these NGOs. If they were not widely used, we could investigate why that is and gauge the NGOs willingness to use, and the general opinion of, the site we are trying to implement. In order to collect as much information as quickly as possible, we first started looking into those NGOs, which either speak English or have English speakers among their ranks, so as to avoid some of the language barriers that would hamper our investigation. Moreover, we conducted face-to-face interviews with the NGOs, as opposed to focus groups or surveys. For Straus (2010), one-on-one interviews are regarded as being a more in depth, though time consuming, route for gathering information from people, while focus groups can be used to collect data faster, they are also more unwieldy to organize (n.p.). By conducting one on one interviews with NGOs we could get more in-depth with our questioning and collect more pointed information, as well as avoid the inefficiency of getting many representatives from these disparate, hardworking organizations together in one location. In Harrell (2009), surveys are defined as differing from interviews by the

degree of organization surrounding the interaction (p. 6). To expand on this idea, it is worth noting that surveys lack the immediacy of face-to-face methods like interviews and focus groups. Moreover, surveys are ineffective in time sensitive situations, as the survey subjects would not be as proactive as when they are communicating directly. Given the limited time we had to work toward our goal, something as indirect as a survey simply would not serve our purposes well, while also preventing us access to the depth of information and flexibility of questioning which we required.

To determine how NGOs might benefit from a volunteer match program, we looked into other NGO-university relationships that utilized a web portal for communication. An example of a site that functions as a communicational and organizational tool at many universities in the United States is OrgSync. One facet of this service is OrgSync Service Module, which is a widely used web platform that facilitates communication between universities and nonprofit organizations worldwide. One such institution that uses OrgSync is Boise State University, which is also very engaged with the local community through service learning. We interviewed Mike Stefancic, the coordinator of Student Support and Service Learning at Boise State. He works with non-profit organizations in the Boise, Idaho area building relationships with the university, using OrgSync as a tool. The interview can be found in Appendix C. We learned how he forms relationships between the school and these volunteer organizations, and applied the best practices to forming relationships between AUI and NGOs in the Middle Atlas Region of Morocco. In addition, we asked what the NGOs in his area have gained through a partnership with Boise State. This interview provided detail about how NGOs benefit from collaboration with universities.

An NGO will benefit from this volunteer-match relationship regardless of their technological capabilities. In a 2012 study by TechSoup, over 10,000 non-profit organizations were surveyed about their use of cloud computing technologies. TechSoup (2012) concluded that sixty percent of the respondents said that their lack of knowledge for how to use the technology was the greatest barrier against using cloud technology (n.p.). Furthermore, in a 2011 survey from Marketing Weekly News, the surveyor found that “40 percent of non-profits do not have a website and 68 percent do not use social media to help market or run their organization” (n.p.). Here, it is shown that many NGOs lack the knowledge to use new information technology, in this case cloud technology or general website usage. Nevertheless, these organizations are still able to conduct business and serve their communities, demonstrating the importance of relationships of technological tools. The technical abilities of NGOs in the Middle Atlas Region are not nearly as important as their relationship with AUI. As long as a strong relationship is in place between both parties we can work around their inabilities to use this volunteer website. Through interviews with various NGOs we assessed their relationships with AUI and their opinions on the volunteer-match website. We asked them if they think their organization could benefit from representation on the site, what information they would like to publish about their organization, and if they wanted to manage their own profile. If they did not want to manage their own website, one suggestion we made was to have a third party manage their profile, such as an AUI student volunteer. From there, all the organization would have to do is relay information to the volunteer in a manner most convenient for them, such as phone, mail, email, etc. This mediator would act as a

link between the organizations and the university and facilitate NGO representation in the program.

If an NGO has the technological capabilities and chooses to maintain their own web profile, it is important to have tutorials available so that NGOs may teach themselves the best practices of the system. Humphries et al. (2011) upheld that “A program may be considered sustained when the coalition formed for its implementation continues to operate after the professionals have withdrawn from it. Based on this framework, sustainability is seen as the implementation of a standard practice, and is considered to exist when an innovation becomes a regular part of organizational procedures and behavior” (p. 86). We investigated, through interviews with local NGOs, the most effective way to teach these organizations the system and provide easily accessible resources for self-improvement within organizations. In addition, these user-friendly forms of training could be used as advertising for NGOs not yet involved with the system. We wanted to emphasize that it is not required that NGOs use computers and maintain their own page. But, if they chose to do so we just want to make sure appropriate resources were available for the education and advancement of the NGOs.

SUMMARY

Thus, the goal of this Interactive Qualifying Project was to successfully implement this website to the point where many AUI students use it and NGOs participate in the volunteer match program. To get students to use it we looked at their motivations, which we did through focus groups. We looked at three groups of students: those who have not yet started their community service, those who are currently working on community service, and those who have completed their community's service.

Through NGO visits, we began building a relationships between the NGOs and AUI using the website as a tool to fulfill the volunteer needs of the organizations. We looked into building and maintaining these strong, symbiotic relationships between AUI and NGOs so that this volunteer match program may be sustainable over the years. Finding a way to bring both students and NGOs to this volunteer match program allowed us to successfully implement this website and foster a promising community service program at Al Akhawayn University in Ifrane.

CHAPTER 4: FINDINGS & DISCUSSION:

This volunteer match website has the potential to do a lot of great things. Through focus groups with AUI students, interviews with NGOs in the local area, and an interview with the Coordinator of Student Support at Boise State University, we looked at the motivations of students and NGOs to adopt a new volunteer match website. After a careful review of all of the responses we got in our focus groups and interviews, we found a lot of recurring themes in each answer. Our findings include:

- NGOs Will Benefit From Publicity
- NGOs May Not Have a Strong Relationship with AUI
- Students at AUI Already Need To Learn a Lot of New Technology
- Large Group Demonstrations Can Be an Effective Way of Advertising a New Website
- Social Media Can Act as a Motivator For Students
- This Community Service Requirement Can Be Procrastinated
- NGOs Are Most Susceptible To Technological Challenges
- Strong University-NGO Relationships Can Replace Technological Skill
- There Should Be Training Resources For Those Who Want To Directly Use The Website
- AUI Lacks Some Resources To Build These Relationships

We have organized these findings into four categories: NGO Findings, Student Findings, Technological Findings, and Institutional Findings. Understanding these findings will allow us to make recommendations on how to effectively implement this volunteer match program and have widespread adoption among students and NGOs.

NGO FINDINGS

NGOs Will Benefit From Publicity

We found that this volunteer match website offered publicity for NGO's events and advertising for volunteer needs among NGOs. During our interview with Mike Stefancic, the Coordinator of Student Support at Boise State University, he said that OrgSync Service Module allowed for publicizing their community partner's events. This ability was like a "big carrot... they can post an event and the whole Boise State Community can see it. And so lots of people can sign up for a project." More people being able to sign up for a project were beneficial for the NGOs and acted as a motivator for them to join this program.

When we visited various NGOs, the organizations saw this advertisement as a good thing for them. We looked at their needs and challenges and they always had a need for volunteers. This website will help them advertise their events and recruit volunteers. According to Jha (2009), many NGOs face financial issues and any publicity they can get helps them in their activities by minimizing their promotion costs (p. 354-355). All of the NGOs we visited expressed that they had financial troubles and this website will work to promote their events and attract volunteers at no cost to the organization.

NGOs here are almost always in need of volunteers, and all the ones that we talked to would eagerly accept volunteers from AUI. This website has the ability to match students to volunteer opportunities based on their skills and the needs of the organization. This will prove especially useful for the NGOs that are looking to have volunteers to teach classes or do tutoring. Dar Chebab Youth Center and PAM Women's Center were both looking for skilled volunteers to teach classes to women and children.

These classes covered subjects such as languages (French, Arabic, and English), computer literacy, and sports for the kids. If an AUI student has any of those skills and the ability and desire to teach them, this website will be very beneficial for the NGOs and students.

Conversely, not all NGOs are looking for skilled volunteers; some are just looking for motivated individuals who will be reliable and can work in areas that do not require special skills. Association Forêt Modèle expressed that they would be happy to host AUI student volunteers and could always use help out in the field. This fieldwork includes collecting branches for firewood or harvesting safran from the fields, nothing that is very skill-intensive. The National Park Center in Azrou will also always accept volunteers to do projects in the park. Sometimes the volunteers clean up garbage and for any other projects volunteers are accompanied with a park employee to train them how to do the project.

NGOs May Not Have a Strong Relationship with AUI

A lot of NGOs that we visited said they never talked to anyone in the administration at AUI. If they had contact with the university it was often through community oriented organizations within the school, such as Hand in Hand or Design for Change. Everyone wanted communication with administration and saw that as a way to improve their relationship with AUI. Frank et al. (2000) wrote how every relationship faces challenges at one point and real problems can be evaded by addressing the problem through open communication and working together to improve relations (p.61). AUI must understand the importance of communication in building and maintaining relationships with NGOs. This relationship will be necessary when an NGO wants to

participate in this volunteer match program but lacks the technological capacity to manage its own profile.

STUDENT FINDINGS

Students at AUI Already Need to Learn a Lot of New Technology

When students first begin their academic career at AUI, they are required to learn and start using many new information technology services. Such services include Jenzabar, Turnitin, and AUI Webmail. All of our focus groups agreed that these services presented some challenges to them, at least initially. An idea that emerged in the focus groups was integrating this website into an existing AUI web service. Students feel that they have a lot to learn already and if this volunteer match website is not required, they may not utilize it. Integration to a current web service, such as Jenzabar, would cut down on all of the accounts they must keep track of.

This is concurrent with what we learned from our interview with Mr. Stefancic. At Boise State they implemented OrgSync as a system across campus where all organizations on campus, such as clubs, fraternities, and sororities, had to use OrgSync and had to submit forms to administration through it. With such widespread required use of OrgSync, adoption of the Service Module much easier for students since they already had an account.

Large Group Demonstrations Can Be an Effective Way of Advertising a New Website

In addition to NGOs using this website, we must consider another big user: students. It is expected that students use this website on their own. As we established, students have to learn a lot of new information technology upon arriving at AUI. Abbad et al. (2009) points out how important perceived ease of use and usefulness are in the

Technology Acceptance Model (TAM) (p.2). Our focus groups said that a demonstration during student seminar courses might be a good way to advertise the website and show how it works. Beasley et al. (2001) wrote about a website being implemented for continuing medical education (CME) and the group implementing it tried many methods to educate people about its existence, such as emails, routine mailings, and a large group demonstration at a conference. The large group demonstration was found to be the most effective in that there was the greatest spike in usage of the CME website after the conference (p. 159-161). While these large-group demonstrations have the ability to show off new services, there are other motivators involved in attracting students to this volunteer match service.

Social Media Can Act as a Motivator For Students

Social media integration can play a big role in the adoption of a new web service among college students. Through our focus groups, we found that students do want social media integration in this website and see that as a motivator for them to start using it. According to Mr. Stefancic, one of the reasons that Boise State chose OrgSync over other services was that it “had that social media-kind of feel kind of like Facebook and things like that... students would be able to identify with it more.” Silius et al. (2009) (as cited in Silius et al. 2010) wrote about most learning and studying websites not containing any social features and that “students could achieve more effective cooperation in their studies if they could make friends outside tutor groups...Social media can be seen as one answer to this problem” (p.53). Websites used in education usually lack social features even when social interaction could be beneficial. In the focus groups we learned how students mostly find community service through clubs on campus and

that there is a social aspect involved with that. Bringing a social aspect to this website where friends can connect with each other and volunteer together could act as a motivator for students to adopt this website.

This Community Service Requirement Can Be Procrastinated

A lot of the AUI faculty members we talked to about our project expressed how there is a lack of volunteerism in Moroccan culture. As such, this service learning program was enabled to try and change that and graduate students who are responsible, independent, and civically engaged. Despite this requirement, the culture of volunteerism is still not there and some students seem to procrastinate doing their community service. In order to recruit students for focus groups, we visited a few clubs on campus since we heard that many members would be in the middle of their community service. At one of the club meetings we found one student who was beginning his senior year and had still not started his community service. He was not alone in his situation; many students in the club commented that that was fairly common at AUI. Some students will put off their community service and do all of their volunteering over a break. This is not surprising given the tendency of college students to procrastinate. Schouwenburg (1995) (as cited in Klingsieck 2013) wrote that 70% of admit to being procrastinators (p.397). With procrastination being such a big issue in college, it makes sense that college students would put off doing their community service requirement. This volunteer match service seeks to get students involved by matching them to volunteer opportunities that utilize their skills and stimulate their interest.

TECHNOLOGY FINDINGS

NGOs Are Most Susceptible To Technological Challenges

As we established earlier, AUI student have to start using a lot of new and unfamiliar information technology upon arriving at the university. This can present challenges, at least initially, but students are always able to figure it out after some time. Through our NGO visits, though, we realized that NGOs are the ones that usually have the most limited technological capabilities and encounter the most challenges with new technology. Mr. Stefancic said they encounter similar challenges at Boise State and they try to offer a lot of support for NGOs. They offer support through online and document tutorials, as well as direct support from the Student Support department at Boise State. The key difference between how we want to implement CrowdAtlas at AUI and how OrgSync was implemented at Boise State is that we do not want to require that NGOs directly interact with the website. If an NGO does not have the capacity to use this website directly they should still be able to participate in the volunteer match program and that is where a strong relationship with AUI will become beneficial.

Strong University-NGO Relationships Can Replace Technological Skill

We have established throughout this paper that the most important thing for an NGO to benefit from this volunteer match website is a strong relationship with the university. At Boise State there is a person in charge of partner recruitment and their job is to get more community partners involved in their service-learning program. This individual brings in about five community partners per semester.

During our interviews with NGOs we also learned how eager most of them were to strengthen their relationship with AUI. While most of them had not had direct contact with the administration at the university, they all were interested in having AUI students

volunteer at their organization and though participating in this volunteer match service would be beneficial for them. The idea of a mediator between the NGO and the website was brought up in the interviews with each NGO. If an NGO did not have the technological capacity to directly use the website they said they would like for someone else to manage their own profile. With a strong relationship with AUI they would have a person of contact that the organization could call to post events and volunteer needs on their behalf.

There Should Be Training Resources For Those Who Want To Directly Use The Website

While relationships are an important factor in NGO adoption of this volunteer match service, there are some NGOs that have the technological capacity and desire to manage their own online profile. In that case it is helpful for NGOs to have training resources available. As we mentioned above, Boise state offers video and document tutorials for NGOs on how to use OrgSync Service Module. These training materials have mostly proven to be helpful for the NGOs in learning to use OrgSync.

INSTITUTIONAL FINDINGS

AUI Lacks Some Resources To Build These Relationships

In Chapter 2 we discuss all of the reasons that building relationships between universities and NGOs is important. Earlier in this chapter we also established that many NGOs did not feel like they had a strong relationship with AUI. A common answer among most of them was that there was not too much contact between them and the administration at the university. As Bringle and Hatcher (2002) wrote, there are many conditions that universities with civic engagement programs should exercise, one of which is effective communication. They go on to write that the campus should be aware

of community issues and be able to respond to their concerns, such as returning phone calls (p.507-508). During a meeting with the Community Service Coordinator at AUI we learned that her office phone is unable to make calls outside of the university. This presents a major obstacle as most NGOs preferred phone communication. AUI should provide sufficient resources to their administration for them to be able to effectively communicate with these organizations and form strong connections.

There were many recurring themes among responses in our focus groups and interviews. For NGOs we found that they have many benefits to gain from representation on this volunteer match website, such as publicity for their events leading to increased recruitment for volunteers. NGOs also may not have a strong current relationship with AUI and the importance of that relationship has been a theme throughout this report. With students at AUI, we found that they already had a lot of technology to learn upon arriving at AUI and required extra motivation to use CrowdAtlas. Our technological findings revealed that NGOs are the ones most likely to encounter challenges in adopting new technology but forming strong relationships with AUI can replace the need for any technological skill. Finally, our institutional findings showed us how AUI lacked all of the proper resources for building relationships with NGOs, such as providing a phone to the administration in charge of contacting NGOs. After discussing our findings we will go on to make recommendations that we believe will lead to a successful implementation of this volunteer match service.

CHAPTER 5: CONCLUSION & RECOMMENDATIONS

The aim of any institute of higher learning is to aid in and advance the development of its students. To that end, Al Akhawayn University has implemented the mandatory completion of at least sixty hours of community service for its students. Students currently find service opportunities through a variety of on-campus organizations (which do volunteer work) or through direct contact with the Community Service Office at AUI. The goal of this project was to find the best way of implementing this new volunteer match website so that it would be widely adopted among AUI students and local NGOs. Our hope is that the student body will extensively use the CrowdAtlas volunteer-match website in order to find service opportunities that stimulate their interests and align with their skills. CrowdAtlas will serve as an invitation for students to join the partnerships that AUI has built with the community.

At the end, we conclude that the relationships that can be built between AUI and NGOs will be the most important factor in NGOs participating in this new volunteer match program. On the student side, extensive advertising and proper demonstration of CrowdAtlas' features will get the most students to start using it.

Some limitations that we have found in this project include the lack of volunteerism in the culture in Morocco. The community involvement program at AUI seeks to change that among students here and this volunteer match program will ideally play a role in that change by making the process of finding community service easier.

This website acts as a tool for a much larger volunteer match program and while this website is not yet complete, there are some steps that can be taken immediately. First, the process of building relationships with NGOs should begin right away. We

recommend that AUI provide proper resources to their administration for building these relationships. The immediate need, as we see it, is providing the community service department with a phone that can call off campus. The community service coordinator should make the first call to NGOs that do not currently have a strong relationship with AUI and just open the lines of communication.

While the website is still under construction, we recommend that the web developer seriously considers involving HCI in its development. In chapter 2 we established the importance of involving the end user in web development and we suggest that happen so the website may be well understood and adopted after its initial rollout. The website should also integrate some social media features, as that will act as a motivator for students. The developer should also look into integrating CrowdAtlas with Jenzabar so students start out already having an account.

Upon completion of the website work will have to begin with recruiting users. We recommend starting with the NGO side and start by calling each one and informing them of this new system. Some NGOs lacked the capacity to manage their own profile so we suggest starting a system here where students can volunteer to act as mediators between NGOs and the website. These students could act as a point of contact that NGOs could call when they want to update any of their information online.

Then, we feel the most effective way of recruiting students will be having demonstrations during the seminar courses all students take before beginning their fieldwork. This will show off the important features to a group of individuals who can benefit most from using it.

Other training resources should also be made available to both students and NGOs. An idea for a future IQP would be to have the WPI students explore the most confusing aspects of this website and develop video and written tutorials that will teach AUI students and NGOs how to use and best utilize CrowdAtlas.

Through proper consideration of these recommendations we feel that CrowdAtlas can be effectively implemented at AUI and have widespread adoption among students and NGOs. Through our data collection we learned that all of the students and NGOs are excited about the potential this website contains. It is our hope that over time this website will act as a tool in building and maintaining strong relationships between AUI and NGOs in the Ifrane region.

APPENDICES

APPENDIX A: FOCUS GROUP TRANSCRIPTIONS

FOCUS GROUP 1: STUDENTS WHO HAVE NOT STARTED SERVICE

Moderator: So we're going to record the audio for this, just for our purposes, to review this later on.

Interviewees: Yeah

Moderator: Your responses will be used for our report which will be publicly published on our schools website, but your names won't be in it, you'll all remain anonymous. So do you all agree to that?

Interviewees: Ok

Moderator: So anyway, you've all heard about our project? About implementing this website for AUI students that would connect them to volunteer opportunities?

Interviewee 1: So you're going to develop an AUI website?

Moderator: We're not developing the website, it's being done under the supervision of Dr. Harroud in the IT department and one of his Masters students. We're looking into implementing that and we want to get student opinions here on that website.

Interviewee 1: The website, like the email, is good, the structure, if you know what I mean, is good, but the, in general, it sucks.

Moderator: Okay, we'll come back to that actually. Just to start, none of you have started you community service fieldwork yet, right?

Interviewees: No

Moderator: So I guess, where were you all planning on finding you're community service as of right now, have you thought about this yet?

Interviewee 2: Yes, I've thought about Hand in Hand since I had come into AUI, because it has a nice reputation and all; that's all.

Interviewee 1: I was like, looking for a project, like a part time job in AUI. They told me that they pay you like 4000 dirhams in semester, and you work like, five hours in a week, I was looking for that. And I was looking for social work, helping kids, giving some classes, stuff like that.

Moderator: Do you know about the whole community involvement program here at AUI for the degree?

Interviewee 1: No

Interviewee 2: I guess the community service here you have to complete thirty credits, and then we can start it, and then we have mandatory sixty hours.

Interviewee 3: Sixty hours, we can do up to one hundred hours

Interviewee 2: We can do it here with whatever NGO we want, and there are clubs, and if you get in they give you ten hours, so there are the clubs that make it easier for you.

Interviewee 1: I have scoring sheet, and I think they told me I should have extra social work.

Moderator: So social work, like community service?

Interviewee 1: Yes

Moderator: Ok, so you've been looking at it from the stance that you have the scholarship and the university recommends you do that, or have you been looking at it as the degree requirement?

Interviewee 1: It's just, like, you have so much free time, and community service is a good thing to do with it.

Moderator: Yeah, what are all your perceptions of volunteer work?

Interviewee 3: Actually, I haven't thought about my community service yet

Interviewee 2: I think it's a good thing, when you help people, you feel better about yourself, it helps you meet new people, become a better leader, so it's a good opportunity, and from a certain perspective, your time is more valuable than money, so it's enriching, like a human experience.

Moderator: So, what is your motive just to work in community service, is it just for the requirement or is there other reasons?

Interviewee 2: Of course I like to be part of this because I think if I started here I can be able to finish it after I finish school and I want to know about this field, more about volunteering, I want to get involved, and I think the sixty hours is a good place to start.

Moderator: Just to start, but you are...

Interviewee 2: Yes, I want to continue on my own doing the community service because I think it's very important.

Moderator: So we're going to move the topic of our conversation a little more onto the technology side of things. So basic question just to start, do you all normally use a computer for personal use?

Interviewee 3: Not usually, I usually use just my phone.

Moderator: Usually use just your phone? Okay, but you're very involved on the Internet then.

Interviewees: Yeah.

Moderator: What type of activities do you use your computer or phone for; for personal use?

Interviewee 1: I use my computer for two things; youtube, to see videos, and news, because I don't have Facebook.

Moderator: That Facebook thing is interesting; we're going to come back to that one too.

Interviewee 3: Yeah, I use my computer a lot for social networks, and see what's up in the outer world, also for my webmail and such

Interviewee 2: I use the internet for social networking, for reading stuff, articles on the internet, also just on blogs, because, you know, it gives you an idea of what's happening there, the ideas are going, and of course, youtube and watching movies.

Moderator: Ok, now what about for academic use, how do you use computers, phones, and the internet for academic use?

Interviewee 1: I just, for academic use, use the AUI e-mail, and like for my academic use, I use books from the library, and newspaper, I'm like, old school, you know what I mean?

Moderator: Yeah, so you don't use it for any online research for the most part?

Interviewee 1: Just like, see definitions or something on Wikipedia quick, but, like, 80% of my research, I do with books.

Moderator: Yeah and what about you [Interviewee 3]?

Interviewee 3: For academic use, I use it for checking my webmail, doing some research, sometimes on books, sometimes on the internet, because it's faster, for submitting homeworks, and for the next semester and other semesters, choosing courses.

Interviewee 2: So I keep up with news usually, even in academic fields, you know, there's lots of news, so it's mostly for news, I don't like to use Wikipedia a lot, because it's not really a good source, but I look for books, for writers who write stuff, for people who are sharing their ideas for free on the internet, people like academics.

Moderator: So how confident would all of you say you are using the internet for academic and personal uses?

Interviewee 2: I'm sorry?

Moderator: How confident would you say you are using the internet?

Interviewee 1: Like, degrees?

Moderator: Like, very confident, alright, not that confident?

Interviewee 3: Not that confident.

Interviewee 1: Yeah, not that confident

Interviewee 3: Because the AUI anything you do, like they are spying on you. You can't keep something personal.

Interviewee 1: I don't think they're spying on you.

Interviewee 2: They can if they want to.

Interviewee 1: They can, but I don't think they do it.

Interviewee 2: It's not; our computer science teacher, he went here, he told us that when they was a trick, that they could get into networks and see what other students were doing, just students, who are in computer science, so maybe it's not something the administration does, but yeah there is a way...

Moderator: Just by stealing your password?

Interviewee 1: No, like, like, university should put example, you know what I mean. So if your university spies on you, like your university, I don't know, academic things? So they giving you, like, bad example, so university like, so students blame like CIA or Secret Services for that. Like, universities the example, you know what I mean? Like, you've grown up in university, and it's like academic and human, you know what I mean?

Moderator: OK...so, this idea of spying, does that decrease your trust in the university?

Interviewee 1: ...80%

Moderator: 80%?

Interviewee 1: Yeah, I trust 80%.

Moderator: So you trust them 80%, you would say this is kind of a minor thing?

Interviewee 1: Because I don't care if they're spying on me.

Interviewee 3: Because they do it just for security stuff.

Moderator: So they're going to spy just on your e-mail, or for other purposes, like your social media?

Interviewee 1: If they want to spy on my email, they can, I don't have nothing to hide, my e-mail's just like, professional e-mail, academic, so I don't care.

Interviewee 2: I think this is not administration, I mean, when you sign paper, they have a right to get certain amount of information, but it also states that they don't have the rights to get any without asking first, so yes they will know stuff but they are grown up enough to keep it to themselves and stuff. But what I don't trust is students, because there is a network, and it's a local network, so there are some students who can get to that network, so we have to pay attention, know what you are doing, who you are contacting and what you are saying because big brother is watching you, but in general, if you don't do anything bad, you don't have anything you need to be so confidential about.

Moderator: Ok, and do you have any last thoughts on the spying thing?

Interviewees: No

Moderator: Ok, so let's move on now to use of, just adopting new technology. So, how many of you have a Facebook? Two do, and one does not. So let's go around and say why did you decide to join Facebook or why did you not? Who would like to start?

Interviewee 3: I joined Facebook about five years ago, because it was just, like, a new fashion. It's, you can look weird if you don't have Facebook that time, 'cause your other friends have Facebook and are contacting each other but, if you don't have Facebook to contact them and to talk to your friends, they will look at you like you are not one of them.

Interviewee 2: For me, I was kind of a social media junkie I was on all the social media, I was on twitter, on Tumblr, on Facebook, on whatever there is, but then I stopped, realized it wasn't very important and started cutting down and now I'm on Facebook with a very small circle of friends, like 60 people that I all know and I meet them, so just for my friends, for communications.

Moderator: Ok, and then [Interviewee 1] so many people joining Facebook, why did you decide not to?

Interviewee 1: Because Facebook's not really that good, there's no real special things in Facebook, most of the people, like 80%, 90% of people, they like, they don't use Facebook for good reasons, you know what I mean? So what is the point of sharing my, like, my photos, my pictures, and have like, 2000, like 4000 virtual friends if you don't have like, one real friend, you know what I mean? And Facebook, they do, they spy on you, know what I mean? Yeah, they spy on you, because like, the administration of Facebook, it spies on you, know what I mean?

Moderator: Ok, so right now, we're talking about student's adoption of new technology here and we're talking about Facebook, so are you on Facebook?

Interviewee 2: Not right now, I was then I put it on hold.

Moderator: When you choose to join it, why did you do that? Why did you choose to begin using Facebook.

Interviewee 2: It's for a lot of things, like talking, sharing some things, uhh, yeah.

Moderator: And why did you choose to stop using it?

Interviewee 2: Because there's like, too many people, uhh, I don't know, it took me a lot of my time and I didn't see the point of having it anymore, I mean if someone want to talk to me, they can call.

Moderator: So it became a distraction so you decide to stop using it?

Interviewee 2: Distraction, you know, people posting uhh, anything, I mean everything, some stupid dumb thing.

Moderator: So you almost just, lost interest?

Interviewee 2: Yeah.

Moderator: Now for all of you, you started using Facebook, how easy was it for you to get used to it?

Interviewee 3: Took some time.

Moderator: Took some time.

Interviewee 2: Fairly easy.

Moderator: Fairly easy.

Interviewee 1: Very, very easy, because, like, I used to have one, but long, long time ago.

Moderator: Oh, so you did have one at one point.

Interviewee 1: Just for maybe, two years?

Moderator: Ok.

Interviewee 1: I delete my Facebook since 2011.

Moderator: Ok, but was it easy for you to start using it?

Interviewee 1: Yeah, very easy.

Interviewee 3: Yeah, it was easy, but every time I get used to it, they change it.

Interviewee 2: Yeah, it's true, there's a lot of updates, and I hate that.

Moderator: So, you find these rapid changes, they just discourage you from using the website?

Interviewee 2: Not really, because they start updating it when we already got used to it, like it was already there, every time you get some time you just check Facebook, chat with friends, you know.

Interviewee 3: For me, every time they change it I become more and more curious to get used to the new site, the new functions, that's why I become addicted to it.

Interviewee 1: Actually, I think Facebook is like, company, so they're doing business, you know what I mean? So, like if the government tells Facebook, we need some information about someone, some groups, I think they're going to sell, the information you know what I mean; because they doing business, you know what I mean? They want money and stuff like that.

Moderator: I guess moving a little bit back to Facebook making these changes and that could make things difficult, but why did you all decide to keep staying with Facebook and keep learning how it was going to work with these new changes.

Interviewee 1: I didn't.

Moderator: The first time they updated, you left?

Interviewee 1: Yeah I did, I was on Facebook for like, one year or two years, and it was great to have Facebook, but it was like, a trend, in 2008, 2009, you have some train and I, like, I get on the train, everyone has Facebook, so I decide to create one, and I was using it too much, sometimes in class, sometimes I'd be on until 5 or 6 am, and I've got class at 8.

Moderator: But there was definitely some, peer influence with all of your friends using it that kept you all on it, or at least for a little while?

Interviewees: Yes.

Moderator: Ok, so now to move back over to the academic use for technology, since you all came to AUI have you had to use any new software, or new websites, just for your classes or academic reasons?

Interviewee 2: Yeah, the websites, for example, like Turnitin, those the academic websites, other websites? Not really, I mean, we don't have that much of people who tweet, it's not a thing, so I mean except, the academic sites, for me, no.

Moderator: Is Jenzabar another one? That you use?

Interviewee 2: Yeah, that one, for academic use.

Moderator: Ok.

Interviewee 2: For me there are links for the books and other websites that will give you extra information for all the books, almost all the books we bought from here, but those links are broke, mostly they are broken, so I wished they worked, cause they seem to

promise a lot of good things, but they didn't work, so I end up just using Jenzabar and the portal to get my courses.

Interviewee 3: Those are, for us newcomers, all the websites we need to use.

Interviewee 1: Could you repeat the question?

Moderator: Yeah; since coming to AUI, have you had to use any new software or new websites for academic reasons, and people have been mentioning things like Turnitin or Jenzabar or links out of textbooks.

Interviewee 1: I didn't know there was, like, turnitin or Jenzabar since I get here.

Moderator: You don't know about those?

Interviewee 1: Yeah, I mean, we don't use it in high school.

Moderator: So have you used it since you got here?

Interviewee 1: Yes, yes, I use it just to look my attendance, so if, like, cause sometimes I can't go to the class, so I see if the teacher took attendance or not.

Moderator: Ok.

Interviewee 1: Actually I use more, like, my AUI e mail, I use webmail, yeah, I use it like, every day. Plus, they said the teachers and homeworks in e-mails, so...

Interviewee 3: We submit them in Jenzabar sometimes.

Interviewee 2: And Jenzabar will also, allow you to uummm, well, because in high school we didn't get to choose our courses, now we do.

Interviewee 3: In Jenzabar, we choose them.

Interviewee 1: Actually, I would love to like, to know how you can add and drop courses, in Jenzabar, I don't know how.

Interviewee 2: You learn, you learn, but you have to be fast when you do, because the best professor, you can't get them, because in five minutes, it's full.

Interviewee 3: It doesn't depend on who's the faster, it depends on who has more credits.

Interviewee 2: Yeah, but if we have the same number of credits, but if I'm faster than you then I'll get it before you.

Interviewee 1: I don't care about the professor, but I care about the times, because this semester I have everyday class at 8 am. So I prefer to have 12 pm and no 8 am, if you know what I mean.

Moderator: So now, what year are all of you guys, I probably should've started with that.

Interviewee 2: My second year

Interviewee 1: Freshmen.

Interviewee 3: Same.

Moderator: So, I'll guess I'll start with all these academic websites like Turnitin and Jenzabar, how long would you say it took you to learn it to the point where you're feeling confident to use it.

Interviewee 2: I don't know, like half of a semester maybe?

Interviewee 3: I still have some confusion, it's complicated.

Moderator: Do you all feel that way?

Interviewee 2: I don't really use it for a lot of things, just to check my webmail, so I don't have homework on it or anything, mostly I just go check my webmail and that's it.

Interviewee 3: Yeah, me I'm curious to know everything about it, and I find it really complicated to use.

Moderator: You're saying you find Jenzabar really complicated?

Interviewee 3: Yeah.

Moderator: So if you had a question about Jenzabar, is there somewhere you can go to find information, or would you have to contact someone to have your questions answered?

Interviewee 1: I want to know how to add and drop courses in Jenzabar, I don't know how.

Moderator: But if you want to something else about Jenzabar that you don't fully understand, would you contact someone or is there some sort of reference.

Interviewee 2: There are some stuff on the website, so you can look up how to do stuff with it. I didn't go to any special staff or persons for it, just friends. Or you can ask your mentor, at the engineering school they have mentors, a person who has been here for a long time and they help you, yeah so you can go to advisor or student ambassadors, they helped me with my internet.

Moderator: So you feel like there's a good support system in place here already for any technology on campus?

Interviewee 3: Yeah.

Moderator: Before you just start the Jenzabar did you get any training?

Interviewees: No.

Moderator: You just, sort of learned by yourself?

Interviewees: Yes.

Interviewee 1: Yeah, just sort of discover by yourself, if you know what I mean.

Interviewee 3: When I just reading on Jenzabar, first time, I didn't have anyone to ask, didn't know anyone here in AUI, didn't know anyone who's been here, so I just learned it by myself.

Moderator: I understand most of you haven't been at AUI long, but so far, how do you learn about changes at AUI and new things that come onto campus?

Interviewee 3: Student news. Like, every two days, they send an e-mail about new things on campus.

Moderator: And do you all always read through the whole e-mail.

Interviewee 3: No, not always. We typically look through it for the interesting things.

Interviewee 1: Usually it's not interesting though.

Moderator: What about you? Do you read through the students emails?

Interviewee 2: I usually do the same thing, if there's something interesting, I check it out.

Moderator: Let's finish this up by talking about his website. This is a website being developed here to connect students with volunteer opportunities in the area. It will allow students here to make a profile with their skills and interests, and then these NGOs can post volunteer opportunities and the website will match students up with these opportunities. After hearing about this, what are your thoughts on this website?

Interviewee 3: IS it like a survey or...?

Moderator: No it's going to be a web portal where you would have an account and you can make a profile.

Interviewee 3: How are we going to make a profile?

Moderator: For the students you mean? Well, our current plan is to integrate the site with Jenzabar, so the student information from that carries over, so you don't have to make a new profile, you can use the same login.

Interviewee 2: What's the difference between this new site and Jenzabar?

Moderator: It's for finding volunteer work in the area, not internal academic use.

Interviewee 3: It's going to help us with the community service.

Moderator: Yes. This website is going to be its own thing focused on community service.

Interviewee 3: Just for NGOs in Morocco?

Moderator: For the moment, we're only focusing on the Ifrane region, the Middle Atlas; the site is still in its early stages, but that will expand later.

Interviewee 1: SO I think NGOs should create accounts in this new thing.

Moderator: Yes, there will be NGO accounts as well. So is this website a little clearer now in its functions?

Interviewee 2: Yes, I think it's a good idea, because most of the students don't pay attention to the community service things.

Moderator: What do you mean things?

Interviewee 2: Because most students don't pay much attention to the community service requirement and leave it kind of till the last minute. So I think it's a good thing to do, from the beginning, because that sixty hours, that's not nothing.

Moderator: And what are your thoughts?

Interviewee 2: I think it's important to know more about the work we're gonna do, and maybe the NGOs will be more selective, like, we need these people, not those. And I think it should be for everybody, not just students, so if people can just get there, and there can be time schedules and forums, it'll be like a little Facebook, but for NGOs and I think it's a great idea.

Moderator: Ok, so when you say open to people beyond AUI, you're saying how it should be open to all people in Morocco, to do volunteering.

Interviewee 2: Yeah, because I've never seen anything like it, and people who want to go to NGOs, they might have problems. I also think there should be all the information of the NGO, so you can see it's a real NGO, not just looking for donations and do nothing, or something.

Moderator: Ok, and what are your thoughts?

Interviewee 3: I just agree with [Interviewee 2].

Moderator: Ok, so you're just in general agreement about everything. Ok, so we don't know exactly when this website will be finished, but when it is done, and you all need community service, would you use this website?

Interviewees: Sure.

Interviewee 1: But you'd need publicity too, you know.

Moderator: So you think publicity for the website is important?

Interviewee 1: Yeah, it's a big one. Because students don't really read student news, so you need, like, some big announcement, a thing like that.

Interviewee 2: I agree with him, so I think if it's something useful, if it really has useful options, people will end up going to it and looking for it. Because they could say, ok I have two options for my community service, I could go into it without any information or I could use this site. So I think they will end up going to it. So publicity is a good idea, and maybe you could get people to help, like people from the marketing department.

Interviewee 3: So the people who are trying to do the community service, they don't know much about it, they need help, they need guidance to finish those sixty hours.

Interviewee 2: So what exactly do you need, from us, I mean.

Moderator: We, making suggestions for how this website should be implemented at the university, but our goal is to have this site be widely adopted by students and NGOs, so we want a lot of people using it at both ends. Right now we're trying to look into what will motivate students at AUI to use this website.

Interviewee 2: Yeah, for the NGOs I need information, phone numbers, details, you know.

Moderator: Yeah, the NGOs will, hopefully, already have their profiles set up.

Interviewee 2: Yeah, so, besides the publicity and stuff, I don't think you guys have much to worry about. Because, like, it's an obligation, so it's logical that we chose the option that gives us more information we need. Maybe you can also, have something, like for attendance, to keep track of hours. So if they go to do work, it will be noted, if they don't it will be noted, so they will start to worry about their grades, fear for their attendance.

Moderator: Ok, so we're just going to finish this with one final question; after all you've heard about this website, what would you say is the most important thing students would want to know about this, what would maybe get them to start using this?

Interviewee 2: A free hour of community service to use it, some sort of incentive.

Interviewee 3: It's going to help you in the future and you need a CV to look for a job, and it's not just grade, it's also experiences.

Moderator: Ok, so any additional comments?

Interviewees: ...

Moderator: Ok, so thank you all for coming here and helping us today.

FOCUS GROUP 2: STUDENTS WHO HAVE BEGAN BUT NOT FINISHED SERVICE

Moderator: It is a kind of group discussion. So, like we said...we are a group here looking to implement a new website at AUI to connect students here with volunteer opportunity in local area and it'll just match up all your skills with the needs of these NGOs. So, you can hopefully find the volunteer opportunity stimulate your interest.

Interviewee 1: why you said in local area? Just Ifrane, Azrou?

Moderator: Yes, in Ifrane, Azrou area; the Middle Atlas region. Alright I guess to start off, you guys are all currently working on your community service, right?

Interviewees: Yes.

Moderator: would you like go round to say what you done so far in just a sentence or two; where have you worked and what have you done?

Interviewee 1: I have been volunteering with hand in hand association starting in my first semester here, beginning in 2011. At the beginning I was just volunteering with different activities and providing some tutoring for high school girls at night. And, I was helping to gather clothes and book donations and other stuff. I also volunteered in the fun run, it's a fund raising event...we usually organize this event in the Spring semester and it consist of celebrating the whole day, from the morning to the night. And, there are many committees we can work on volunteering and help them to organize the event. The first time I help them I was helping with the lunch committee and the kind of games they have for the children after lunch.

Interviewee 1: I've been volunteering with hand in hand since last year. I'm an active member, we worked in schools in Ifrane where we give tutoring lessons; I was teaching French. Also, we help gather books and everything for the school. And, now I'm coordinator of the school where I was a member.

Interviewee 2: I did exactly the same, so I was giving some French courses for children; with the hand in hand association.

Interviewee 3: Yes, I sort of did the same thing, we were all associated with the Zeniben school, we all started in the same group, in 2011, by giving tutoring sessions for the girls in the school, and last year, I think she was the coordinator of the housing committee.

Moderator: I have quick question; you all engaged for volunteers through hand in hand, correct?

Interviewees: Yes.

Moderator: Ok, so, a previous focus group we ran, members of it actually went see Alice Barnsdale to get a list of organizations to do their work with. Did you at any time go to Ms. Barnsdale to get such a list or was it just purely through hand in hand?

Interviewees: Purely from hand in hand.

Moderator: Ok, thank you.

Interviewee 1: Because many of the projects of NGOs, I think they are the same project and you can get by yourself of containing from hand in hand. Some project might not be found in hand in hand, but most of the projects can.

Moderator: And, are you all enjoying the volunteer work you do?

Interviewees : Yes.

Moderator: Does it stimulate your interest and use some of your skills to do that?

Interviewee 1: What?

Moderator: Do you need to use any special skills you have to complete this community service?

Interviewee 2: Just, you know interacting with people.

Interviewee 1: Yes, you don't need to have special skills but, I think it depends on the people. And, it is a good idea to have this sixty hours, because sixty hours is not very easy to accomplish, but when we are done with the hours, it becomes like a part of us, and you want to go back and keep doing more.

Interviewee 2: And I also think that it helps you develop your own skills, I mean giving lessons to a class, managing class and everything, so it was a challenge but, it is also helps with speaking in public and everything.

Moderator: And, you are did tutoring, is that correct?

Interviewees: Yes.

Moderator: I may have missed it, but what exactly did you tutor? Did you tutor in the same thing, in the same subject?

Interviewee 1: Yes, I was teaching French but, some of us would also help in other subject such as French, English, Spanish, Math, Physics, Economics and such, depending on the readiness and qualification of the students.

Moderator: So, there is a variety of tutoring options?

Interviewee 1: Yes, for example for High school it is different than for primary and secondary school; they do other activities. For primary school, we did reading books with children, painting and drawing, you know we do other things for them to enjoy other than studying.

Moderator: Alright, it sounds like you're all doing great volunteer work and it seems you really enjoy it, so that's a good thing. Now I want to move the focus a little more on technology. So now, do all of you use a computer for personal use?

Interviewees: Yes.

Moderator: You know, we're just starting at the basics, can't assume anything. What types of activity do you use a computer for for personal use; what things on the internet?

Interviewees 1: For studies everything, like using many software, many applications.

Moderator: So, do you mainly use your computer for academic purposes or personal uses?

Interviewees: Both of them.

Moderator: In equal amounts, or would you say one sort of, trumps the other?

Interviewees 2: Maybe for personal use are more than academic, because we are not really allowed to have the note taking with laptops in the classroom. We just take notes with a note book and maybe we can work with the computer outside class, not in the class.

Moderator: But, you are confident using computers and the internet?

Interviewees: Yes.

Moderator: So now, I want talk about just the use of new technology. So how many of you have Facebook?

Interviewees: All of us.

Moderator: So, why did all you choose to start using Facebook?

Interviewee 1: Because it's a very good way of staying connected around the world, to keep in touch with friends, communicate with them. So, it is very easy way to keep in touch with people around.

Moderator: Was there any peer influence on you, where you had a lot of your friends joining it so you decided to get on with that too?

Interviewees: Yes, definitely.

Moderator: So how easy was it for you to learn this originally? How to use facebook?

Interviewee 2: I think the learning comes with practice, me personally, I didn't know how to use it, just learned through many trials. And there are like some options that you can find, and they will show you how to use it.

Interviewee 3: And facebook at the beginning there was no lots of options, but it was very simple and easy to use. So with time we get used to it.

Moderator: So what kept you motivated to keep using this website? Even if you weren't completely sure in the beginning.

Interviewee 1: We were sure at the beginning; I mean you just use it. What is keeping use from using it now is probably just other work. But we still use it for stuff, like in hand in hand, it's how we keep connected, so it is really useful, and you might not feel sure about your photos and everything, but still, it's useful.

Moderator: So would you say you only check facebook from time to time, or do you spend a significant amount of time on there?

Interviewee 2: I personally check it just time to time, unless I have to talk to someone.

Moderator: So, unless you have a specific thing to do on Facebook, you don't check it that frequently?

Interviewee 1: I check it from time to time, but if I want to talk to someone then I could use it for a longer period of time.

Moderator: OK, so now, I'll look at some different technology. Since you came to AUI have you started any new software or new web services?

Interviewee 3: Yes, C, C++ for programming.

Interviewee 2: The same thing I use Python for programming, because we have too for classes.

Moderator: And what about Jenzabar, is that another one you use?

Interviewee 2: Yeah, but that's also because we have to.

Interviewee 3: Yeah, and also I have to say Jenzabar was not easy to use.

Moderator: Yeah, tell us a little about Jenzabar in the beginning? Just, like, when you first came here, how did you hear about it, why did you have to use this? How long did it take you to be comfortable with it or are you not comfortable yet?

Interviewee 3: The University organizes orientation sessions at the beginning but personally I didn't attend them.

Moderator: Why didn't you attend?

Interviewee 3: Personal issues, so yeah, it was difficult for me to figure out, but you have to use it.

Interviewee 2: So at the beginning it was easier, and now they try to add new options, to improve it, but it gets even worse. But there is a lot of important information they share, but the system, I didn't find it very useful. For example when someone posts something,

you don't receive any notification or anything, you have to just keep checking it until you find if a professor posted something.

Interviewee 1: I think professors also had trouble with Jenzabar, because now that they change the grading system. For example, at the beginning we had A, B, C, or D as a grade, but now we have A+, B+, and all that, so when they change it, it affects our GPA, because they used to just put the A, they didn't put the actual number.

Interviewee 3: They changed the system two days ago, because my management professor is responsible for the Jenzabar system and everything, and he told us two days ago, they fixed this problem.

Moderator: So now, when they added all these new features to Jenzabar, do you think they were trying to improve the system?

Interviewee 1: They were trying, but after improving it, I think they have to do some workshop or something to show how to use this modified Jenzabar. Otherwise, we will lose some important information since we don't know how to operate or use it.

Moderator: So, you are less likely to use this?

Interviewee 1: We have to use it to find our handouts, and everything is posted in this website. \

Interviewee 3: There are also some online quizzes to take using Jenzabar and it allows to access work on our mobile.

Moderator: So, with Jenzabar, would you say you check it from time to time, or do you check it regularly?

Interviewee 1: We have to check it regularly,

Moderator: But is that something you do naturally, or is it something your teachers make you do, or is it a habit you form?

Interviewee 3: I think it comes from habit; because you know if we don't check regularly we are going to miss something so we have to check it on a regular basis.

Moderator: To change the topic a bit, let's talk about learning new things on campus. How do you primarily learn about change in AUI, like if something new is happening here?

Interviewee 1: What do you mean?

Moderator: Like new events, services,

Interviewee 1: They send us news with emails through the AUI student email.

Moderator: So, do you check that regularly as well, or do you check in occasionally.

Interviewee 2: Yes, since we usually get the important information through the email we have to check our webmail to receive new information. Also, there is a new update so we can check out AUI email on our phone.

Moderator: So, would you say that the student news emails are the best way to find out about new things on campus?

Interviewee 2: Yes, and flyers and everything like that.

Interviewee 3: I don't think the news email is the best way.

Moderator: So what would you say is the best way?

Interviewee 1: In the computer lab, on the desktop, when we log on, we always see the flyers, like ads and what's happening in the current week.

Moderator: Who here thinks student news is the best way?

Interviewee 1: I do.

Interviewee 3: No, since I know many people who don't open their student news email, I think email is not the best way to reach students. I think the best way to reach students is going to the campus restaurant, play some loud music, and have posters up all around.

Moderator: I understand AUI has a radio and a television station. Do you check or watch these regularly?

Interviewee 2: No, not really.

Interviewee 1: In the beginning at AUI I used to check on it, but now personally I don't check them anymore.

Moderator: So, you've heard about this website we're trying to implement here, what is your opinion on this volunteer website?

Interviewee 2: I think it is good idea.

Interviewee 1: I don't know about it, actually.

Moderator: Ok, so, we are working with Dr. Hamid Harroud here and he's the head of the AUI IT department. And, he has this website where students make their profile by listing their interests and skills and then the NGOs in the local area can also make their profiles to post events, projects, and other things they need volunteers for. In addition, it is our hope that the student clubs here also can make their own profile. So, this program will just match volunteers with volunteer opportunities in accordance to particular skills or interests. So, after hearing this, what are your immediate opinions?

Interviewee 2: I think it is good because it could help people find volunteer work they're interested in more easily.

Moderator: So, you're all involved in Hand-In-Hand and happy doing work with that. But, if this site were implemented, would you use it?

Interviewee 2: Yeah totally, I think people would use it, I certainly think I would.

Moderator: Do you all agree?

Interviewees: Yes.

Moderator: what do you think would motivate students to start using this website?

Interviewee 2: It is important that it be easy to use and it should be included in the seminars that are taken before starting work, and talk about how it's organized because otherwise people wouldn't know about it. So, it should be given quite a lot of advertisement to let people know. Because people are lazy, they might not check their email, so it needs to be promoted properly.

Moderator: Ok, so, the 60hours community service requirement is mandatory currently, right?

Interviewees: Yes.

Moderator: Do you believe that as far as using this website goes, do you think that students would voluntarily use it or do you think it has to be mandatory for people to really use it in a widespread capacity?

Interviewee 2: In the beginning it shouldn't be a requirement, you should just see how people react and, then see if it is necessary to make it a requirement later on.

Interviewee 3: I don't know how this website offers the volunteer opportunity?

Moderator: So, the idea is that the NGOs in the area will be able to make an account and they can post when they have events and need volunteers, so AUI students can more easily find these projects with the NGOs. And, as far as the students account side goes, we are currently planning to try and integrate it with Jenzabar so students automatically have profile information set up. Do you think this is a good idea?

Interviewee 3: Maybe you should link it with webmail more than Jenzabar, I mean so we can login with our email account information, which I think would be better.

Moderator: Do you all agree with that?

Interviewees: Yes.

Moderator: Ok, so thank you for all your time and assistance.

FOCUS GROUP 3: STUDENTS WHO HAVE FINISHED SERVICE

Moderator: So you've completed your community service, right?

Interviewee 1: Yeah.

Moderator: So could you just tell us briefly what you did. Just in a sentence or two, where you worked and the type of work you did.

Interviewee 1: So I did two community service, one I was working with an orphanage, one I did for the nation, I was working with America Official Ambassadors, they're working with the Nasriff part of Ifrane, so I build for them a website and for the orphanage, we go there and we help tutor the children there, and we have some extra activities, fun activities with them there.

Moderator: So where did you find out about these community service opportunities?

Interviewee 1: For the orphanage, there is a club, the Islamic Art and Culture, they go every weekend there, so a friend tells you or they send an e-mail, if you are a member, then you know about that. For the other project, I was contacted by Alice, she's the head of community service involvement, and it's mandatory, so you go, and you see with Alice, and she gives you a list of associations or NGOs, then you just pick one, which is in your city, and then you try to go there.

Moderator: Ok, so did you enjoy this work?

Interviewee 1: Yeah, I'm still enjoying the orphanage project, I'm still working on it.

Moderator: So are you done with your hours and just continuing on your own?

Interviewee 1: The hours, they are counted from the website thing, I'm not even counting the orphanage, because I wasn't doing it for the requirement, so I'm still this semester going there.

Moderator: So this opportunity clearly stimulates your interest.

Interviewee 1: Yeah, sure.

Moderator: Do you need to use any special skills you've learned at AUI to do this community service? Like, you mentioned that website; are you a computer science major?

Interviewee 1: Yeah, I guess so, yeah. For the orphanage? No, you just need some time and will to go there.

Moderator: And did you feel like you had many options for finding community service?

Interviewee 1: Yeah, in AUI you have a lot of options, there's Hand in Hand Association, where they go and teach, they give teaching classes to old and young people, you can

work with this club, there's another club that goes to a nursery, so there are a lot of options, so if you are involved in some clubs, then you know automatically if they're doing some activities for community service.

Moderator: So I want to move the conversation a little bit, talk a little bit about technology, because, as you know, we're looking into implementing a new website, so do you normally use a computer for personal use?

Interviewee 1: Yeah.

Moderator: Yeah, so starting out basic here, so what types of activities do you use that for?

Interviewee 1: For personal? Just go to facebook, gmail, and youtube, like games.

Moderator: Now, what about academic use?

Interviewee 1: So, for academic use, you would use it for papers, Jenzabar, the learning management system, looking for universities if you're going for a masters, um yeah, that's basically everything.

Moderator: Actually, how often would you say you use Jenzabar? Is that something you regularly check?

Interviewee 1: No, that's just for when I need to upload the assignments. For me, at least.

Moderator: And how confident are you using the internet for these academic and personal purposes?

Interviewee 1: Very confident.

Moderator: Great, so, are you on facebook?

Interviewee 1: Yeah

Moderator: So, why did you start using it?

Interviewee 1: Well, at the beginning, everybody was using it, so I just signed up for it. Of course, now you can't be without it.

Moderator: How easy was it for you to learn how to use it?

Interviewee 1: Facebook?

Moderator: Yes.

Interviewee 1: In the beginning, it wasn't that sophisticated, so I didn't really know, what was the purpose, just signed up there, and you have nobody there. Everything is empty. I don't know, I was confident with computers since a young age, so kind of easy, yeah, easy, but it was confusing at the beginning.

Moderator: But you attribute a lot of that just to the basic build of it in the beginning, it wasn't as advanced as it is now?

Interviewee 1: Yeah, but it was hard at that time.

Moderator: So since you came to AUI, do you have to use any new software or websites for academic purposes?

Interviewee 1: Yep, so the day you start here, at the language center, they tell you about turnitin, how you have to use that. Yeah, so for the first time you don't know what to upload or whatever. And also Jenzabar, it's kind of confusing too, when you sign in for the first time, so yeah, these two turnitin and Jenzabar.

Moderator: How long would you say it took you to learn how to use it?

Interviewee 1: Um, maybe, let's say, two assignments? Because you don't go there frequently, so you use it the first time, and then the second one, you are used to it.

Moderator: So you don't find these websites engaging where you'd want to visit them regularly?

Interviewee 1: No.

Moderator: Ok then, and so why did you start using these websites?

Interviewee 1: I had to.

Moderator: Simple enough. So now, to go onto a section about learning of changes at the university, how to do you typically learn about changes at the AUI?

Interviewee 1: There is a newsletter, it's sent five times a day over e-mail, they send everything, something new, but mainly they're e-mails.

Moderator: So do you always look through them?

Interviewee 1: I used to. Now, no, I don't really open them anymore.

Moderator: So most people you know, are they the same way, in regards to these e-mails?

Interviewee 1: Yeah, I guess so, maybe because their way is kind of spamming, they send the same thing, twice a day.

Moderator: So, say freshmen year, people just getting here, they look at it, how long would you say until people stop looking at it?

Interviewee 1: One or two years. Then you just don't really care about the info.

Moderator: Are there any other methods, where you can learn about new things, service, events etc. at AUI?

Interviewee 1: Flyers, facebook, most of the time, it's facebook, friends, like writing a status about something; flyers, most of the time, if it's really big, and people telling you.

Moderator: To you watch any of the AUI TV or listen to the radio at all?

Interviewee 1: No.

Moderator: Do a lot of people you know, are they the same way?

Interviewee 1: They don't watch it either. Very few people watch them, maybe because it's boring? And most of the people, they don't have TVs in their room.

Moderator: So we already established, you think flyers and word of mouth are the most effective forms of communication?

Interviewee 1: Yeah, facebook as well.

Moderator: Now, I don't know if you remember, but we told you a little about this website, but it's something that was developed through the computer science department here and it'll connect AUI students with volunteer opportunities with a bunch of different Non-governmental organizations and other charities.

Interviewee 1: Yeah, I know the guy who works on it, I seen the website, but the About Us section is missing, and... what's the name?

Moderator: Crowd Atlas or CrownAtlas.

Interviewee 1: Yeah, I get the idea.

Moderator: What are your thoughts on this website?

Interviewee 1: It's a good one, because when you get here, you don't do a lot of volunteering work, but you start because of this sixty hour requirement, and then you just like it and keep doing it. If people can find a place where they can see projects for them to take part in, because here, you just sign up for an association, and when you get there, then they tell you what you're gonna do.

Moderator: Do you wish that this were available when you were first starting your community service?

Interviewee 1: I guess so, yeah. Yes, I would say I have some computer science skills, find somewhere where someone needs that, and apply for this. I wish it were there so it could better match my skills with the volunteer work.

Moderator: And if your skills were matched better, you think that would really engage your interest?

Interviewee 1: Yes.

Moderator: So how do you think we could get students to start using this website?

Interviewee 1: Let's say it's mandatory to apply through this website. You have to do your sixty hours, and you have to sign up for it because it's mandatory. And then once you learn about it, the description should not just be text, maybe a video that tells you about the organization. You know, stuff to make people interested. Because once you have a list of projects, only text, it's not that engaging.

Moderator: Now, would you say there's any other way other than making the use of this site mandatory that would get people to use it?

Interviewee 1: Yeah, I mean, just make it easier to use than the current system and people will want to use the website. Because, you know, now you either need to go through and AUI organization or go to Alice Barnsdale.

Moderator: Ok, so one thing we found in our research was that you have to take seminars to prepare for your community service fieldwork, so, if in the seminar class, the professor did a demonstration of this website, do you think that would help students?

Interviewee 1: Yeah, definitely, at least you'd have an idea, like when you think about your volunteer work, you'd think about this website, at least search for it. Or send info in an email through the Community Service office, because they already send out emails every semester to remind people about their work.

Moderator: So how do the seminars work?

Interviewee 1: You have to take two before you go and actually find your work from a club or from the community service office. And Barnsdale actually has to approve of your selected volunteer work.

Moderator: And video tutorials on how to use it; do you think those would help to?

Interviewee 1: Yeah, definitely.

Moderator: What do you think is the most important thing we need to focus on, in regards to this website?

Interviewee 1: Make it shiny, you know have some vides, some stories, make it easy to use, look nice and try to have it do the skill matching.

Moderator: Can you think of any reason why students would not use this website?

Interviewee 1: Don't block people with signup or anything, make it easily searchable, and make it look nice, because Jenzabar is ugly, and it's hard to use. And if you can make it mandatory, it would help.

Moderator: Not sure if we can do that, but it'd be nice. So do you have any questions?

Interviewee 1: No.

Moderator: Great, thank you very much for your time.

APPENDIX B: NGO INTERVIEW QUESTIONS

NGO Needs

1. Could you tell us about what your organization does?
2. What are the typical day-to-day activities at this organization?
3. What challenges do you face?
4. Do you need new volunteers?
 - a. If yes, how often do you need them?
 - b. If no, why don't you need them? Will you need them at any point in the future?
5. How do you currently find volunteers?
6. Would you rather have volunteers that are skilled at what you need or are passionate about what you need?
7. What kinds of skills do you prefer your volunteers to have?
8. Do you have to train your volunteers?
9. What are the challenges in accepting new volunteers?
10. Have you had any AUI students as volunteers before?
11. If so, how were they as volunteers; were they helpful?
12. Did they remain with the organization for a long time or leave after completing their hours?
13. How would you describe your ideal volunteer?
14. Have you ever had an ideal volunteer from AUI?

Relationship with AUI

Then we will explain the community service requirement at AUI and try to sell how a relationship with the school could be mutually beneficial. The school would be able to find volunteer opportunities to their students and the organization could find skilled and motivated volunteers.

1. How would you say your current relationship is with AUI is?
2. How often do you hear from somebody at AUI about volunteers?
 - a. If they hear from someone, whom do you primarily talk to?
 - b. If they do not hear from anyone, would they like more open communication with AUI?
 - i. If yes, would they like AUI to reach out to them or would they like to reach out to AUI themselves?
 - ii. What would be the best method of communication?
3. Would you like your relationship with AUI to change?
 - a. How so?

The Website:

Now we will talk to them about the website. We will tell them how both students and NGOs will have a profile on the website. The student inputs his or her skills and the NGO posts their needs for certain events and the website does matching.

1. What do you think of this website?
2. Could your organization benefit from representation on it?
 - a. If yes, what information about your organization would you like present on this website?
 - b. If no, why not?
 - i. Are there any changes that could be made so it will benefit your organization?
3. How could you best benefit from this program
 - a. If they have a computer we can talk to them about having a profile on the website. We can ask about their technology and Internet connection.
 - i. If they have a computer and can manage their own profile, what features would they like on their homepage?
 - b. However the computer is not essential to them benefiting from the website.
 - c. If they do not have a computer, we could talk to them about someone else managing their profile on the website, such as a student volunteer at AUI. They could relay their needs to the university through the mail, phone calls, email, etc.
 - i. Mention a computer donation might be possible if they are interested.

APPENDIX C: MIKE STEFANCIC INTERVIEW

Interview with Mike Stefancic of Boise State University: 4:00pm, September 4th, 2013

James: My name is James Hitchen and I am an Aerospace Engineering Major. I figured that we would start this off by introducing my group members.

Mr. Stefancic: Alright, sounds great!

Shane: Hi, I'm Shane Stenson. Major: Interactive Media and Game Development.

Tedla: My name is Tedla Temene. I am studying Biomedical Engineering. I come from the same school, WPI, Worcester Polytechnic Institute.

Kevin: And hi, I'm Kevin Reed. I am majoring in Electrical and Computer Engineering.

Mr. Stefancic: Nice to meet you guys.

Group: Nice to meet you too.

Mr. Stefancic: So my name is Mike Stefancic, I coordinate Student Support here at Boise State University and specifically, I work with the OrgSync Program to help facilitate service learning here at Boise State.

James: I figured I'd tell you a little bit about what we are doing here in Morocco. We are attempting to facilitate the communication between student volunteers and non-governmental organizations through the use of this website that will help students find volunteer opportunities that fit their profile and their strengths. We figured we'd discuss the implementation process of the OrgSync Service Module at Boise State and derive some kind of useful guidelines for us to be able to effectively recommend our similar type website at this university.

Mr. Stefancic: Do you want me to talk a little about that or do you have some more things..

Shane: Yea, I guess you could start out talking about this.

Kevin: Yea, could you talk a little bit about the OrgSync Service Module at Boise State?

Mr. Stefancic: Yea. So this is actually our first semester where all students are using it for service learning. We've used it on campus for almost two years now in facilitating

student groups, sorority and fraternity groups. And basically, those groups used it as a way to kind of manage their organization. And then this summer we brought in all of our community partners in the Boise Area and that allowed them to have their own portal within OrgSync and then post opportunities that any Boise State student can sign up for. So that's kind of the general open, you know, framework that we have. Basically it was implemented, of course, over two years, and basically building the student involvement within it. So we wanted students to feel comfortable using it and as a place to go to do some of their basic things they needed to do for their student groups. So communication, sending emails, and they can send text messages via OrgSync, posting events and opportunities was all in there, and numerous other features. And then this summer bringing in the community partners, we already had the students in there. They were already comfortable with it. However, we bring in, we brought in probably 2000 more students this semester with the service learning program. And what those students will be using it for is to sign up for student learning projects, which is kind of like volunteering. Service Learning is like a teaching method that is fully integrated into the classroom so the students have a choice of going out into the community and applying what they're learning in their classroom to a community issue and then the community benefits as well as the student learning more of their content based on that community issue. So does that kind of answer it, or do you have more specific questions on how we implemented it?

Kevin: Yea, could you talk a little about how you implemented it, because you said you did it over the course of two years and we're just looking into the successful ways to implement it so we can get the most students over at this university to start using our website. So is there a reason you did it over the course of two years rather than jumping into full implementation?

Mr. Stefancic: Yea, just kind of figuring it out ourselves, how *we* were going to use it, I think as we went. And Most of the two years, I wasn't behind it. I kind of jumped in in the last eight months in really gearing it up and bringing in the volunteering aspect. So over the course of this first two years, it was just trying to get comfortable with it as some of the staff that started it and also the students getting comfortable with what OrgSync can do. So we did it kind of gradually instead of here: everybody, we're off of what our old system is, and here's the new system, figure it out. So we did it in bits and pieces and now it's required. There is no other system that an individual can use to register and organization or to volunteer within the university.

James: So, why did you choose OrgSync over some other platform?

Mr. Stefancic: I think OrgSync was chosen because it has the social media pieces to it that are connected. It is something that is used across the country at various campuses. It allows certain flexibility, the students can really create their organizations' page and

make their profile and also access different things. Visually, it was much more appealing than some of the databases that are more access drives that are out there. They're very, kind of, black and white, cut n dry. OrgSync had images, it had that social media-kind of feel kind of like Facebook and things like that. So one of the reasons was that students would be able to identify with it more and it had flexibility in that it was growing, it had networking capabilities more so than some of the other databases that are out there.

Kevin: So how did you advertise this new service to all of your students and motivate them to start using it?

Mr. Stefancic: That was an interesting thing that student affairs did. They didn't really have to market it, they just said: "you have to use this". There is no other way that you could fill out our forms. And that was a nice thing. Instead of all these paper forms that student groups had to fill out, it was like: oh these are all electronic now, you have to be on OrgSync in order to fill them out. So it was like there is no choice.

Kevin: That's effective.

Mr. Stefancic: Yea, because from an administrator point of view, you don't want 5 different versions of the same thing coming in. So if you say "hey, this is your place to submit a form for an organization or to submit us your budget of your update or anything like that, you have one choice and we'll provide you training". And so they provided little training sessions for those student organizations. Now for service learning, it was similar in that: here's the only way that you can sign up for a service learning project and then we didn't necessarily provide training. But we created videos on how they should go about registering for their project. We created document tutorials for our service partners, so the community partners coming in. And actually, we probably provided the most amount of training for our community partners compared with what we did with our students. We find that our students can figure most things out if we provide them those resources and if we make it very simple for them. The community partners, there was a lot more that they were going to need to do in OrgSync, so we had to provide them more training. We provided them probably about an hour and a half worth of training and there are still more things that we would like to trail them on. So I think that was probably one of things that we're learning is that it involves some more training and it really just depends on how comfortable folks are with using different computer systems. If they're not very computer savvy, it tends to be more difficult for them. If they are familiar with Facebook or any other of the social media sites, it tends to be a little easier to use; it has some similar kind of intuitive procedures in it to those types of mediums.

James: So how many of your total community partners, would you say, are connected with OrgSync?

Mr. Stefancic: We probably have about 120 that are active in OrgSync right now for this semester. And we think that that will increase over the course of the year. There are some obvious benefits to the community partner. And that's why we will be bringing in a lot more community partners. It allows us to have a larger capacity for community partners than our old system. We had to run the database and we had to do all of the administrative things so our community partners couldn't easily access our database, we had to bring them in, build them all of this stuff so that they could post projects. So it was a lot on our staff's part and this is another reason why we chose OrgSync is that its easy enough that we give them permissions and most of them can figure it out for themselves. Its like creating a simple little web page and then you post events on it. And that's the big carrot for community partners is that they can post an event and the whole Boise State Community can see it. And so lots people can sign up for a project.

Shane: Were there any problems with the community partners in using the OrgSync Service Module or other than the training, did they kind of get into it fairly easily?

Mr. Stefancic: Some of them struggled just in remembering their passwords. We were broadening the computer literacy of our community partners, so depending on their level, just getting an email that was an invite to OrgSync was confusing to them. So we had to walk them through: Okay so you have to click on this link and then create a password and then you have to remember that password. And if you don't remember it, there's a nice feature that you can easily request a new password in the login. So that was an early hurdle, then also how we refer to things in our old system, we talk about how it's a service learning project or an opportunity, in OrgSync, they're called "events" so we had to change our terminology and I think sometimes that's confusing because we have to go with OrgSync terminology so that they understand what we're talking about. So if we say you have to create a service project, but then you go in there and don't see the word "project" anywhere, that can be confusing to our community partners. And as I said, this is still our first full year with our community partners active in the system so there's still some: "oh, we mean events and not a service project. That's why you're not finding it." Also another nice feature that has been challenging for some partners is that we're doing electronic timesheets. So students submit their hours and then the partner verifies that. In the past we had just paper timesheets. So that was a big leap. Some of our partners were like: "this is great". They totally understand it. Other partners are like: okay, well how do I really know that this student submitted his time or did this time. You have to be like: "well obviously, they're submitting it, that means they said they did this time and did you see them do this amount of time at your service site or not? Or did somebody else see it?". So some of them are just missing the ability to write things and sign things, and they say "just to approve some things, that's not me signing it". But in a way it is because its got a date and timestamp and actually it's a much more stronger system because we have a lot

of forgeries, a lot of paper forgeries on students side. Where in this, it's a lot more difficult to forge your time electronically than it is on a sheet of paper.

Shane: So do you think that the training sessions and training resources that you've been providing for the community partners have done a good job at addressing most of these issues or are there any that are still glaring problems?

Mr. Stefancic: I wouldn't say that there are any *glaring problems*, we just need to spend more time with certain partners. So, like I said, we have this spectrum. We have some that are early adopters, they figured it out real quick and they are kind of running with the system. Then we have a section of partners that say "we need a little more training" and we need to explain things and give them help step by step. And then we have a group at the end that throws their hands up in the air and they're like: "I can't handle this new system, I can't figure it out!" and that's where there will be a lot more training and a lot more handholding. Then we have to make the decision: can we continue to support this partner? How valuable is this community partner for the students and how valuable is this issue to our community as well and how much support can we put in? So I would say that it depends on who it is, and that is one of the things we are starting to learn because in our minds we said: "Oh, we'll just provide them these set trainings and they'll be good to go." Well, it is for some folks but it's not for everybody. So in a way, yes and no, it was successful. I think it just really depended on how comfortable those individuals were.

James: How do newer organizations get connected with Boise State and OrgSync if they're not already connected with the school in the past?

Mr. Stefancic: Yea, we have folks coming in all the time or calling our office. So at our service learning office, Office of Service Learning and Civic Engagement, we have an individual that does partner recruitment and brings in different partners and basically her capacity influences how many new partners we can bring in. And now with OrgSync, it's easier to bring in a new partner, especially someone who is eager to come in. So I would say there is about 5 per semester that we'll bring into the system. And as of right now, we just brought in 120 partners and it just depends on how quickly they're willing to adopt the system. But it also opens up a lot more opportunities. In the past we just brought in partners *for* service learning. Now we're bringing in partners but they can also offer volunteer opportunities where a lot of our old databases or other options, there wasn't that capability to access the larger population.

Tedla: To create an individual profile on OrgSync, what is the basic requirement?

Mr. Stefancic: The basic requirement is: you need a name, you need an email address and that's pretty much it. You need a username and an email address and then you create your

password. As administrators, you would get to decide how much information you want to collect. I think it allows you to submit a phone number, you can choose to do that or not because OrgSync can connect and send text messages to people if you'd like to enable that feature. That's it really, and then if you want to add any features like address, other alternate email address, student ID number, you can add all those other things in to create profiles for people when you create the system. So it can be very simple or it can be very complex depending on who your group is. Also consider, one of the things that we had to work around was all of our students have Boise State email addresses and that's their login to OrgSync. But our community partners don't and we didn't want to give them all Boise State email addresses to give them 5 or however many email addresses they're working with right now. So we had to create a shibboleth, is what it's called. It's basically a way that a partner can get in but not have access to *all* Boise State's system but just to OrgSync. So it's a way of verifying that they're certified and that's an IT piece and I'm not very familiar with how that works out, but basically we had to invite them and have a set email address for them so that they could come into the system. And that was something that I just had to ask for from my IT folks and they provided it. So it seemed simple, it took them a while to build it, and I don't know a lot of the details on that. So that would be an important question in how you guys are going to use your system is: how will people log into the system that don't have a university email or student ID or that type of credential.

Mr. Stefancic then demoed some of the basic features on the student side of the OrgSync service as well as the organization's side.

Kevin: With these student profiles, is there the ability to do any matching where it would take the student's interests and abilities and match them with certain volunteer opportunities that these organizations post on there?

Mr. Stefancic: No, I know a lot of other databases offer that ability where you fill out a profile and you say, "hey, this is my skillset" and they then recommend a service partner for you. This system doesn't have that ability but I think it's something that they would consider in the future to kind of build in that ability. But if a student was really interested in finding a service partner that had... actually I don't have that feature enabled right now, but they can search by category. So we've categorized all of our service partners. The unfortunate part is that there is only one category per partner. You can't give them a bunch of different categories. And so here are our list of categories (showed us his screen using Google Hangouts). So a student can search based on that category. If they wanted to work with veterans, military veterans, then they could find that we have two organizations that are involved with veteran assistance. So they can select those categories. Or if they want to work with addiction, we have two community partners that work around drug addiction and supporting rehab and those types of things. So it's more

of that kind of categories. Each one of them has keywords that can be searched and that can be searched up in the bar when those partners are enabled to be searched. So you can open and close certain partners based on their preferences. Some of them just want to work with service learning, others want to be open to the whole community.

Kevin: Thank you for taking the time to talk to us today, this has been very helpful.

Shane: Yes, thank you very much.

Mr. Stefancic: Yea, no problem. Let me know if you guys have any other questions and I can try to answer them. If you want I can get you in touch with more of the people that kind of implemented OrgSync. But like I said, it was pretty cut n dry: Here's our program. OrgSync was really designed for student groups and things like that. We're definitely pushing its limits bringing in community partners and service learning specifically. But if want to talk to them, like I said, pretty cut n dry: "Hey student groups, you have to use this system, there is no choice". And they didn't really have a whole lot of resistance to it. Most students love it because it gives them a lot more functionality than just filling out a paper form and then you have a student group. Well now you have a site and everything like that, it gives them a little more legitimacy.

Group: Thank you so much!

Mr. Stefancic: Take care!

Group: Thank you, have a nice day, bye!

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