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Small Business Website Development: Enhancing the Student Experience Through Community-Based Service Learning

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Abstract

Small-scale retail and service businesses often do not have the knowledge, skills, time or money to develop an online web presence. These small businesses recognize that in order to be competitive they need to use technology and have an online presence in order to attract customers. At the same time, research suggests that students can benefit from projects that provide real world experience. Community-based, experiential service learning offers a way for students to work on realistic and valuable projects while benefitting small-scale retail and service business owners. Therefore, this research uses experiential service learning as a way to meet the web development needs of small businesses while providing students with a real world educational experience. This study presents the findings in terms of impact and lessons learned from a student partnership with small-scale businesses from a small community for experiential service learning website development.

Keywords: Experiential Service Learning, Community-based Projects, Small Business, Website Development.

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1. Introduction

Small communities or towns are generally populated with small-scale retail services and businesses. These small-scale businesses often don't have the time, money, or skills to develop an online web presence (Changchit & Klaus, 2015). However, small communities and towns recognize that in order to stay vibrant they need to help downtown areas and small retail businesses attract customers and use technology to aid in this, including making sure that businesses have an online presence (Artz & Stone, 2012; Simmons, Armstrong, & Durkin, 2008).

At the same time, research suggests that students can benefit from projects that provide real world experience (Schoenherr, 2015). Specifically, research has found experiential service learning to be one way to make sure that student work is realistic and valuable (Estep, Smith, & Zhao, 2010). Using experiential learning in the classroom allows all students (not only those with internships) to benefit from real world experience, while stimulating student interest and motivation through work with actual organizations on real problems (Gorka, Miller, & Howe, 2007). Some studies of service learning have even focused on community-based work as a way to reach groups of people that need service or assistance (Keane, Patten, Brookshire, Cardon, & Gerdes, 2009).

Therefore, the goal of this research is to explore community-based, experiential service learning as a way to meet the web development needs of small town businesses while providing students with a way to learn the types of skills (e.g., code development, team collaboration, working with clients) they will need to work in the field of information systems (IS). This research serves as a case study of experiential learning for IS faculty, as well as illustrates how a university's IS program can positively impact the local community and contribute to economic development in their region. A project is developed in which IS students partner with small town businesses in order to develop the online web presence of these businesses. The impacts on both the students and small business clients are explored. Specifically, the students benefit by learning web development concepts and the realities of working on a team and with a client, while the small businesses benefit by gaining a web presence and increasing their community recognition.

The following section presents the background for this research, including research on small business e-commerce adoption as well as background on community-based, experiential service learning. The subsequent sections present the methodology, research findings, and discussion. The final section presents the research conclusions and provides ideas for future work.

2. Background

The motivation for this research is derived from the intersection of the need for small communities to attract people and customers to their towns through an online presence with the attempts of universities to provide meaningful learning experiences for their students. Therefore, the background for this research focuses on research related to small business e-commerce adoption and the use of community-based, experiential service learning projects as a solution for small business web development.

2.1 Small Business E-Commerce Adoption

Small businesses account for the majority of organizations in the United States, making up 97.7% (27.9 million in total) of all business enterprises (Choi & Allison, 2017). Despite this fact, most research on the online presence of businesses has focused on large organizations with not enough attention focusing on small business website adoption (Changchit & Klaus, 2015; Simmons et al., 2008). Studies focused on small businesses find that perspectives regarding decision-making and technology adoption differ from larger companies (Harris, Aebischer, & Klaus, 2007; Jones, Simmons, Packham, Beynon-Davies, & Pickernell, 2014). For example, with regard to website adoption, research has found the main goal of small business owners moving online is not to conduct e-commerce activity, but to simply build a website as a way to promote and advertise (Grandon & Pearson, 2004). Research regarding the barriers for small businesses to move online include: lack of expertise and training (Kartiwi & MacGregor, 2007; Zilber & de Araújo, 2012), limited access to vendor support (Lip-Sam & Hock-Eam, 2011), lack of time (Walczuch, Van Braven, & Lundgren, 2000) and financial burden (Solaymani,

Sohaili, & Yazdinejad, 2012). Even with these challenges, research has suggested that small businesses recognize the value of having an online presence and have been increasingly moving online in recent years (Changchit & Klaus, 2015).

2.2 Community-Based Experiential Service Learning

The use of experiential learning in the classroom allows for student learners to benefit from a direct experience (Dewey, 1938). Specifically, experiential learning has been defined as a “process whereby knowledge is created through the transformation of experience” (Kolb, 1984, p. 38). Experiential learning allows students to be involved in an activity and reflect on the value from that experience prior to performing another activity (Kolb, 1984). The experiential learning cycle enables learners to move through four specific steps: 1) abstract conceptualization, 2) active experimentation, 3) concrete experience, and 4) observational reflection (Kolb, 1984). Experiential learning has been used in a number of different disciplines in order to provide students the opportunity to understand concepts, improve skills, and ultimately learn (Wu & Sankar, 2013).

The concept of community-based service learning stems from experiential learning in that students apply their knowledge and work within a community context (Bennett, Sunderland, Bartleet, & Power, 2016). Specifically, service learning has been defined as “what happens when students are afforded the opportunity to practice what they are learning in their disciplines, in community settings where their work benefits others” (Applegate & Morreale, 1999, p. x). Community-based service learning benefits students by providing them with a real-world scenario that they can use to transition into practice, while a community of clients benefit by having their needs met at little or no financial cost (Estep et al., 2010; Johnson & Johnson, 2005; Keane et al., 2009).

Experiential service learning is becoming a popular instructional technique in many IS courses (Estep et al., 2010). Moreover, previous studies have utilized experiential learning website development projects in IS capstone courses with successful results (e.g., Abrahams & Singh, 2010; Chilton, 2012; Estep et al., 2010). Some research has even made the case that these types of projects are essential for undergraduates (Gorka et al., 2007). In fact, the 2017 ACM/IEEE Information Technology Curricula guide concluded that experiential learning is “essential for information technology” students (Sabin et al., 2017). In addition, the Association of American Colleges and Universities (2013) concluded business executives strongly endorse educational practices requiring students to demonstrate knowledge acquisition and application with over 75% looking for more emphasis on knowledge application in a real-world setting. This research expands on the use of experiential learning in an IS course by moving into the area of experiential service learning in order to provide students with an experience that benefits an entire community.

3. Methodology

3.1 Research Setting

The goal of this study was to investigate the use of a community-based service learning project as a way to meet the web development needs of small town businesses while providing students with a way to learn the types of skills (e.g., code development, team collaboration, working with clients) they will need to work in the field of IS. Specifically, 66 students (40 males and 26 females; 6 sophomores, 26 juniors, and 34 seniors) were partnered with 15 small businesses from a nearby small town. The students in this project were from the college of business at a university in the Midwest and enrolled in two different sections of a Website Technologies course. This particular course is a required course for all IS students. At the time of this study, the university was a part of a two-year economic development project through a partnership with the state’s Economic Development Authority. As a part of this partnership, the university was specifically working with two communities on a number of different projects. A leading representative from one of the communities (population approx. 1,500) identified the 15 small businesses who were interested in participating in this project. The businesses included a café, physical therapy office, three repair shops, bowling alley, child care, insurance, housing, pharmacy, chiropractic office, gas station, retail, DJ, and a VFW (Veterans of Foreign Wars). The goal of the businesses was to develop an online presence to include location, hours, services, contact and other general information. Specifically, business owners wanted potential customers to be able to find them using Google to answer general business questions. Promotion and marketing were also identified as some of the business owner goals.

3.2 The Project

The students enrolled in the Website Technologies course were learning about web development basics, languages, skills, and techniques (e.g., HTML, CSS, JavaScript, PHP, MySQL, SEO, Google Analytics, etc.) as well as preparing to work as an IS professional. In order to illustrate their understanding of these concepts, a community-based, experiential service learning project was designed asking students to work in groups to implement a real website for a client. The full details of this assignment are included in Appendix A. All students were required to complete this assignment, which accounted for 20% of their course grade.

For this project, students selected their groups of 4-5 team members as well as the business they wanted to work with on a first come, first served basis. The project began in the midpoint of the semester to ensure students had the background necessary to complete the work. To kick off the project, the leading representative from the community partner visited the class to discuss the overall project goals, timelines, and to answer any questions. Once the project was underway, the students were required to produce three deliverables: 1) client interview, 2) initial website implementation, and 3) the final revised website, revision documentation, and maintenance instructions. Figure 1 illustrates the overall project timeline.



Figure 1: Project Timeline and Grading

The first deliverable for this project was the client interview. For deliverable 1, teams were required to connect in some way (e.g., in person, phone, Skype, or even email) in order to determine the client goals. This meeting not only served as the basis for the website design process, but students also used this opportunity to gather any necessary documentation (e.g., logos, color schemes, menus, etc.) for their work. During this step, students also walked through the website hosting process with their clients.

For deliverable 2, due at the midpoint of the project, students delivered a fully functional website for their clients to review and provide feedback. Additionally, the instructor provided feedback regarding the website development at this point.

To conclude the assignment, each group delivered a finalized business website. Along with the completed website, teams submitted a response document specifying how each of the client (and instructor) concerns were addressed in the final website version. Finally, students prepared a set of instructions that explained how to access and maintain the business website. These instructions could be in Word or PDF, video, or some other format.

3.3 Data Collection

Following the project, both students and the small business owners/clients were surveyed regarding their satisfaction with the course project. Appendix B details these survey questions. The students had a 98.5% (65/66) response rate, while the business owners had a 66.7% (10/15) response rate. Taken together, this collected data helped to inform impact on student learning as well as the clients and community. Common themes were identified and coded during an analysis of the survey data in order to identify reoccurring patterns. The following section presents the findings and discussion of these reoccurring themes that emerged from the data analysis. Furthermore, the lessons learned in the following section provide guidance for future community-based, experiential service learning experiences.

4. Findings and Discussion

As a result of this community-based, experiential service learning project, much was concluded regarding the impact on student learning as well as the impact on the client and community. In addition, the analysis of the survey data looked for common themes that emerged and provides lessons learned for future adopters of this type of project.

4.1 Impact on Student Learning

All of the student participants in this project were able to successfully complete a website for their small business clients (Figure 2 includes screenshots of some of the final deliverables). Specifically, students worked in groups to identify and address the concerns of their client and implemented complete and working code which showed the understanding of course concepts (e.g., HTML, CSS, JavaScript, SEO, Google Analytics, etc.). At the conclusion of the project, 86% of the students reported that creating a website for a client was a new experience for them (i.e., 9 of the 66 students reported having this experience prior to the class).

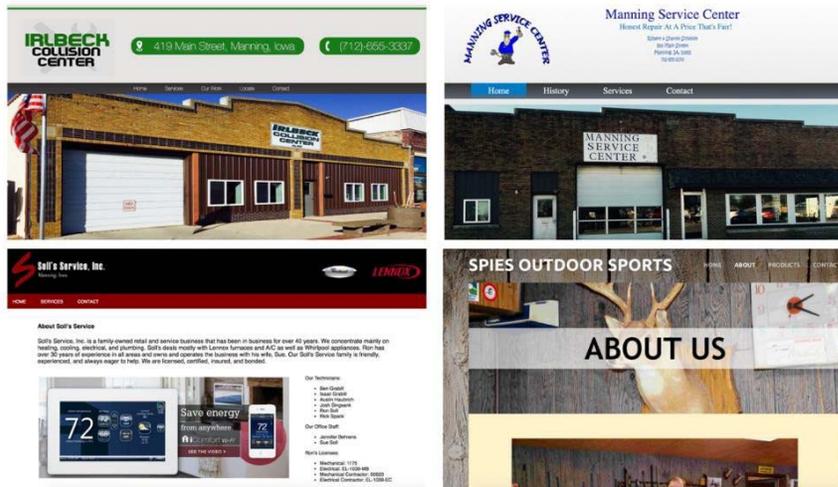


Figure 2: Final Client Websites

Despite the newness of this experience for most of the students, most of the student participants felt they were able to satisfy their client's needs. For example, 56 of the 66 students stated that they were able to successfully meet the needs of their business owner. Table 1 presents some of these reflections.

	Team Member Comments (Excerpts)
1	<i>"She wanted a basic site that looked clean, with basic information. We were easily able to provide this."</i>
2	<i>"Our business owner didn't really have any idea or input about what she wanted, so she was happy with what we did."</i>
3	<i>"Although there was some tension over stylistic choices for a while, all desired content, documents, and links were successfully displayed on the pages in an orderly and logical fashion."</i>
4	<i>"We were able to meet in person with our client and were able to address all concerns he had."</i>
5	<i>"Yes, our client had never thought about what a website could do for them and I though [sic] we successfully showed him/her what it could do."</i>
6	<i>"I believe we created a sleek, easy to use website. Our owner seemed very happy with the design as well."</i>
7	<i>"Our owner seemed to very [sic] pleased with the way our webpage looked. Originally he only had a Facebook page and he felt like this new website would be extremely helpful."</i>
8	<i>"They told us explicitly that the website looked good and had exceeded their expectations. They were especially adamant on that point, said they felt like they hadn't given us much to go on."</i>

Table 1: Positive Comments from Question Regarding Client Satisfaction

On the other hand, 10 students reported that they did not think they were able to meet their client's needs. Table 2 shows comments from this perspective.

	Team Member Comments (Excerpts)
1	<i>"It was very hard to get in contact with our client, as she was always busy with work or other things and never had the time to talk about things/email us back."</i>
2	<i>"We met the owners needs to the best of our abilities but they expected a lot more out of us and we had to get creative to meet a lot of their expectations."</i>
3	<i>"I feel that some of the things we were asked to do were beyond our level and we received a ton of last minute data. However, I believe that the owner was satisfied."</i>
4	<i>"They didn't know what they wanted and had too high of expectations for our skill level."</i>

Table 2: Negative Comments from Question Regarding Client Satisfaction

When asked about the positive aspects of this experience, 23 students commented on working with their client, e.g., *"I really enjoyed the interaction we had with the business owners and how excited they were about the project."* 17 positive comments were made about the website providing an actual value or being actually used, e.g., *"being able to do a project outside of the class; something that was more than just school work."* It was also common to read comments related to teamwork, with 15 students reporting the value in the team aspect of this experience, e.g., *"our teamwork was great and we all did quality work on our assigned pages. This project also gave me good experience and something solid to put in my portfolio."* Finally, there were 12 comments about the real-world aspect of this experience, e.g., *"felt like a real-world task it actually had importance and made us think on your own. There was no script."*

Along with the positive comments, students were also able to find negative aspects to this experience. Interestingly, most of the negative comments, like the positive comments, were related to having to work with a client. Altogether, there were 36 negative comments related to client communication (or lack of), client feedback, or client cooperation, e.g., *"the client was very particular about what she wanted her site to look like, but usually didn't tell us what she wanted, just what she didn't like about what we had done."* Ten student comments were related to the challenges of working in a team. Of particular importance were team comments related to coding in a team and version control, a concept that is very necessary and important in the real-world, yet challenging to get across in the classroom, e.g., *"coding in a group is hard, just sharing wise and making sure everything is saved right with the right names and their feedback, some we couldn't do and also just time wise with trying to do our websites but also this one and trying to meet at such a busy point in the semester."* Concerns over assignment grades received five student comments, e.g., *"trying to make a website based on thinking about what grade I will receive rather than other things."* Finally, there were three comments related to technology challenges, e.g., *"working*

with servers I did not control.” Table 3 summarizes the positive and negative themes identified from these student comments.

	Student Comments Regarding Positive Project Aspects	Count (%) n=66
1	<i>Working with a client</i>	23 (34.8%)
2	<i>Providing actual value/benefit</i>	17 (25.8%)
3	<i>Working with a team</i>	15 (22.7%)
4	<i>Real world experience</i>	12 (18.2%)
	Student Comments Regarding Negative Project Aspects	
1	<i>Lack of client communication, feedback, or cooperation</i>	36 (54.5%)
2	<i>Working in a team</i>	10 (15.2%)
3	<i>Assignment grading</i>	5 (7.6%)
4	<i>Technology challenges</i>	3 (4.5%)

Table 3: Comment Counts Regarding Positive and Negative Project Aspects

Overall, student feedback showed that students in this project were able to learn from an experience that most of them had not had before. In fact, multiple students commented that this experience helped them to more fully grasp the concepts taught in class. For example, one student stated: “*creating a web page for a business owner really reiterated what we had learned in class, which therefore helped me to realize that I knew the material and how to apply it.*” While teams had many positive client experiences, they also had some negative client experiences. Ultimately these types of experiences are very realistic. At the conclusion of the project, many students took the time to add this experience to their resume or portfolio as an actual business experience. In fact, after the course had ended, one student made the following comment: “*I got my first job offer recently in part because I was able to show a real-world example of a website I designed in this class.*”

4.2 Impact on Clients and Community

Not only did the students benefit from this experience, the clients were positively impacted as well. At the conclusion of the project, 100% of the businesses reported that this is the first time they had a website built for their business. Additionally, 90% of the businesses reported that the students were successfully able to meet their needs. Table 4 reflects some of these opinions.

	Client Comments (Excerpts)
1	<i>“They did everything I asked for and were very professional in the process.”</i>
2	<i>“Since this is the first time for a website and we lacked experience, we relied on the students’ knowledge to create the site with very little input from us. They included all the pertinent information. Their use of pictures of owner and products was good.”</i>
3	<i>“[Student] and his team members made a website exactly like what I was thinking and envisioning in my head!!”</i>

Table 4: Positive Comments from Question Regarding Website Satisfaction

Interestingly, there were 10 students who perceived they were not able to meet the needs of their client, yet there was only one business owner that was unhappy. The one unsatisfied business owner made the following comment about her dissatisfaction: “*my website is not aesthetically pleasing and doesn’t put the most important information front and center for visitors as they first access the page (i.e. phone number to contact me).*” However, when asked about the student responsiveness she made this comment: “*students called me the same day I asked them to when I had a question.*”

When asked about the positive aspects of this experience, seven of the clients made comments about the professionalism of the students, e.g., “*they were willing to switch some of our concerns and prompt in timely manner (emails and phone calls)!*” Surprisingly, despite the free cost of the website development, there was only one positive comment

about the price, e.g., “everyone was very helpful and it went pretty fast. The price is great.”

Along with the positive comments, the clients had negative comments as well. Four of the businesses struggled with the timing of the project, e.g., “because this project hit at the busiest time of year for me - I would say I was the most negative aspect in trying to get everything they need to them in a timely fashion.” This theme was not surprising given the research which suggests small business owners lack time for e-commerce implementation (Walczuch, Van Braven, & Lundgren, 2000). There was also one comment about upkeep and maintenance concerns: “I have no idea how to maintain it or add things to it!! I like the YouTube tutorials but I don't follow very well. Wish we had more time to interact with the students!!”

Overall, the small business owners seemed satisfied with the experience and that they now had an online presence. This project provided the clients with a better understanding of the website development needs, process, and expectations. Therefore, if clients decided they did want to do more with regards to their website and online presence in the future, they now had a basic understanding of the process.

Concluding the project, the community lead representative made the following comment: “for many of the businesses, this was their initial foray into a website, and they were overall very happy and appreciative of the design work. It's exciting to work with college students. They're very energetic and bring new ideas to the table.” Furthermore, it should be noted that this particular community was so happy with this experience and relationship that they have continued to identify other businesses who could benefit from this project in future semesters.

4.3 Community-Based Service Learning Adoption Recommendations

The project described above resulted in a number of key lessons learned from the faculty perspective in relation to project grading, project scope, travel and logistics, identification of clients, and workload. Each of these lessons are detailed below.

The first lesson learned is related to student grading. A few of the students were concerned that a dissatisfied client would result in a poor grade. Other students were concerned that lack of client cooperation would result in late deliverables and, again, poor grades. For example, in the case mentioned above where a client was unhappy, the client did reach out to the faculty member to share their unhappiness. At that point, the faculty member has to not only address the concerns of the client, but also consider and support the work of their students. Ultimately, students should be informed that unhappy or uncooperative clients would not necessarily lead to poor project performance. Specific notes and guidelines should be included in the assignment to give students the guidelines they need to make sure that these kinds of situations can be dealt with. Furthermore, faculty members need to be sure to regularly and consistently check in with each group regarding status updates and challenges.

The second lesson is related to project scope. Some student groups were partnered with clients that had no idea what their website should include or look like. At the same time, some student groups were partnered with clients who had very specific expectations. When faculty are identifying small business clients (prior to the start of the project), faculty should make the deliverables of the assignment and the skills of the students as clear as possible to the prospective clients. For example, faculty could provide the assignment documentation as well as one or two examples of student work from a previous semester. Faculty should also suggest the number of pages and or features of the website that could be implemented as a part of the project. This clarification should help to temper client concerns and dissatisfaction with the project outcomes. This practice can help to support the students and keep them from feeling as if they are not going to be able to meet the needs and/or wants of their clients. This practice also makes sure that the workload or expectations of each of the different groups is as fair as possible (e.g., one group cannot be expected to implement shopping cart features while none of the other groups have this expectation).

The third lesson learned is related to travel and logistics. For the first deliverable, students had to hold an initial interview with their client. Because the community location was not in the same city as the university, the logistics of this situation were difficult to deal with. The groups were given information regarding the proper processes and guidelines (e.g., liability waivers) for university travel in the instances where they did go to meet their clients for in-person interviews. However, in cases where this was not possible, groups used phone, Skype, or even email to connect with their clients. Going forward, an ideal scenario would be for faculty to coordinate one large class visit to a community. Additionally, it would work well to invite the business owners to campus, which would help to alleviate scheduling issues and address university travel rules.

For this project, small business clients were identified through a university partnership with a specific community. However, there are a number of other ways to identify or locate potential clients. Therefore, the fourth lesson learned is related to locating clients. Small business client partnerships can be found through individual personal or colleague contacts,

department connections (e.g., entrepreneurship, marketing, etc.), university offices (e.g., office of outreach and community engagement), or even professional associations (e.g., listservs, mailing lists, etc.). The recruitment process should take place early enough before the start of the project so that faculty can identify an interested group or groups but not so early that faculty will not know how many businesses they will be able to accommodate. In some cases, clubs or small groups can also be recruited if a specific community partner doesn't have enough businesses for student teams to work with. Alternatively, faculty could have a competition between two or more teams, with each team designing for the same client/business and then allowing the client to select a winner at the end of the project. Faculty can begin this process by spreading the word both around campus and their community that they are looking for small business clients for student projects. The more others are aware of this opportunity, the less work faculty will have to do to look for potential partners.

Finally, it is important to note the time commitment required for faculty interested in including community-based, experiential service learning projects in their classes. Previous research has certainly highlighted the importance of instructor commitment for these types of projects (Schoenherr, 2015) and indeed this was the case here. Faculty interested in adding these types of projects to their classes need to recognize these projects require both additional *prep work* to identify clients and projects and additional *ongoing work* to make sure both the clients and the students are successful. In comparison with the use of traditional case studies or even student projects (e.g., students making personal websites), community-based, experiential service learning requires more attention from an instructor. Not only do faculty have to address student challenges, but community and client challenges must also be addressed, as occurred during this project when an unhappy client did reach out to the faculty member to talk about her concerns.

5. Conclusion

The overall goal of this research was to explore community-based, experiential service learning as a way to meet the web development needs of small town businesses while providing students with a way to learn the types of skills needed to work in the field of IS. An assignment was designed that allowed student teams the opportunity to interview and work with a real client over the course of a semester in order to provide a website solution to meet the needs of a small business. This collaboration resulted in benefits to both student learning and client needs. Additionally, lessons learned from the faculty perspective were presented. This research provides clear evidence of the viability of using community-based service learning to encourage both student learning as well as addressing the needs of small business web development. This research does not propose that community-based service learning be used in every IS course but does show the value in one particular type of course.

The contributions of this research are several. First, in relation to small business website development, this research presented some practical implications. In terms of practical implications, this work can serve as an option for small business owners looking for website development skills and assistance. Specifically, this type of project allows small business owners the ability to work with web designers and developers for very little cost. Furthermore, this research provides a guide for faculty looking to identify businesses or communities who can benefit from assistance with their online presence (e.g., finding businesses who can benefit, outlining their commitment and expectations, etc.). Second, in relation to community-based service learning, this research contributes to the scholarship of teaching and learning. This work contributes to the scholarship of teaching and learning by not only presenting the perspectives of the students in this study but also by providing guidance to faculty who teach in this area (see Appendix A). Ultimately, this study showed that small businesses can have their website needs fulfilled, while students can walk away from a community-based service learning project with a better understanding of course concepts, team work, and dealing with the needs of a client/business. From the student perspective, this research showed that students both benefited from and enjoyed this exposure to the real world through the exploration of new experiences and concepts. This assignment presents a clear step in producing IS students who are more equipped to be a part of organizations today.

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Appendix A: Small Business Website Development Deliverables

Deliverable 1: Business Owner Interviews

Once teams are formed and assigned a business, it is necessary for the teams to work with the business owners in order to determine what the business website needs will be. Teams should schedule an owner interview in person or via Skype, phone, or email. Teams should prepare a list of questions that should be answered before the interview. The following list provides some examples:

- What is your business? What is unique about your business? What differentiates you?
- Does this business currently have a website? If so, what is the domain? If not, what domain name would you like?
- What are your expectations for this website?
- What kind of information do you think it would be important to include on your website (business hours, about us, history, leadership bios, photos, ambiance, menus, contact information, maps, etc.)?
- Do you have any logos, images, or other multimedia that you would like included?
- Are there any social networking sites that should be linked to your business website (Facebook, Twitter, Instagram, etc.)?

For this deliverable, students should submit the interview protocol used for the business owner interview. Include details regarding where, when, and how the questions were answered, as well as the answers that were provided from the business owner.

Deliverable 2: MidPoint Review

This deliverable should get you thinking about applying what we have learned to a real business website. This deliverable should show that you can address your client needs in relation to their website implementation.

This deliverable should include the initial implementation of your business website. The website URL should be functional and give a full impression of what the completed website would be like. The website should address the needs of the business owner that were identified in Deliverable 1. Business logos and other multimedia should be included in your design. For this deliverable, your website URL will be submitted as well as shared with your business owner for feedback.

Deliverable 3: Final Deliverable

This deliverable should include three parts: 1) a finalized website, 2) a response document which addresses any client concerns from Deliverable 2, 3) clear and packaged instructions for business owners to take over website ownership.

The final deliverable should include three parts. First of all, this deliverable should include the final and fully functioning business website. Secondly, this deliverable should address any feedback that the client provided regarding Deliverable 2. A document should be submitted that lists client feedback as well as a response summarizing how the feedback was addressed. Finally, this deliverable should include a document that provides clear instructions to the business owner for managing their website going forward. This document should include login directions, instructions for changing passwords, instructions for making any text changes on the site (changing business hours, contacting information, menus, etc.).

Appendix B. Survey Questions

Post Project Survey – Students

1. Is this your first time building a website for a client? YES / NO
2. Do you think that you were able to successfully meet the needs of your business owners?
YES / NO
 - a. Why or whynot?
3. Describe the most positive aspects of the experience you just had?
4. Describe the most negative aspects of the experience you just had?
5. If we were to do this project again, what (if anything) would you change?

Post Project Survey – Business Owners

1. Is this the first time you have had a website built for your business? YES / NO
2. Do you think the students were able to successfully meet your needs?
YES / NO
 - a. Why or whynot?
3. Describe the most positive aspects of the experience you just had?
4. Describe the most negative aspects of the experience you just had?
5. If we were to do this project again, what (if anything) would you change?

Author Biography



Dr. Alanah Mitchell is an Associate Professor of Information Systems in the Department of Information Management and Business Analytics in the College of Business and Public Administration at Drake University. Her Ph.D. is in Information Technology from the University of Nebraska at Omaha. Professor Mitchell's research focuses on the design, implementation, and use of information and communication technologies for collaboration, specifically in global virtual teams. Additionally, she researches in areas of e-commerce, analytics, and pedagogy. She has published in such journals as *Journal of the Association for Information Systems*, *Communications of the Association for Information Systems*, *DATA BASE*, *International Journal of e-Collaboration*, and *American Journal of Business* as well as others.