



# Learning Team Charter

COURSE TITLE	E-EDUCATION IN THE GLOBAL ENVIRONMENT EDTC/575
INSTRUCTOR	Andrea Edmundson, Ph.D.
COURSE DATES	09/13/2005 - 10/24/2005

All team members participated in the creation of this charter and agree with its contents. (Please check)

## TEAM MEMBERS/PERSONAL INFORMATION

NAME	PHONE	FAX/CELL	E-MAIL
Cristina Fairhurst	H: 954-346-4020	C:954-415-2704	cheetapunk@email.uophx.edu
James Liggins	H: 310-885-5343	310-251-9355	jliggins01@email.uophx.edu
Maxine Lynch	H: 662-843-2514		Princesspip01988@aol.com
Christina Wellman			

## TEAM MEMBER SKILL INVENTORY

(Areas individual members can contribute/want to develop)

Maxine- researching, editing, writing

James: Project management, written communication skills, presentation skills, multimedia courseware design, interpersonal skills, Internet and Web development.

Christina: virtual host server, expediting web content development process, research and cross-reference, visualizing the big picture for progressive conclusions.

Cristina – I can edit but I am more visually creative than strong in writing skills. However, I am very determined to work for the benefit of the team.

## LEARNING TEAM GOALS

(May include project assignment goals, group process goals, quality level goals, etc.)

- Interact as a team effectively with open communication, without fear of retribution
- Foster relationships that will extend beyond the learning team environment
- Foster an environment of equal participation
- Work systematically and diligently to resolve any group disputes
- Work to prevent any team member from feeling left behind
- Work collaboratively on projects to reach our common goal of receiving an 'A' in the course
- Be respectful of each other's viewpoints and other time commitments.
- Stay committed to the team
- To work collaboratively, as measured by Team A's ability to use consensus-building strategies when it is time to make decisions.
- To create all assignments in a timely fashion.
- To meet all timelines as measured by Team A's prompt submission of assignments by their deadlines.
- To participate in team discussions and decisions regularly, as measured by the amount and frequency of team members' contributions to Team A's threaded discussions.
- To earn full credit for all assignments by following all APA writing guidelines.
- To create high quality work, utilizing correct grammar, usage, and mechanics.
- For every member to have equal participation (unique skills) in the creation of every assignment.
- To work as a team and support one another for the benefit of the well being of the team.
- Communicate openly with my team members
- Encourage the thoughts and ideas of my teammates
- Complete all assignments-individual and group

- Remain focused and team oriented
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### **What are potential barriers to the achievement of these goals?**

- Lack of communication among the team members
  - Individual time constraints beyond the classroom
  - Technological complications
  - Team members failing to remain responsible for portion of the team assignment
  - Members feeling afraid to ask for assistance from other team members
  - Inability for team members to compromise
  - Lack of motivation among member(s)
  - Circumstances beyond our control – unforeseen circumstances
  - Lack of understanding of role or task assignment
  - Poor communication among group members
  - Lack of participation, commitment and/or follow-through
  - Lack of encouragement from team members
  - Inability of one or more members to meet the time requirements.
  - Lack of knowledge of the APA guidelines on the part of one or more members.
  - Lack of knowledge of good grammar, usage, mechanical skills.
  - Team members forming sub-groups and working on their own papers
  - Unforeseen emergencies
  - Difficulty with APA formatting
  - Groups forming teams within the team
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### **GROUND RULES**

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#### **Meeting schedule, locations, attendance expectations, agenda, assignment completion, communication methods, etc.**

- When weekly assignment is given make agreement for individual portion
  - Set expectations and communicate with fellow teammates when work should be submitted for editing and completed
  - Assign one group member as final reviewer and submitter of group assignment
  - Make every attempt to keep all communications related to assignments within the U of P online environment
  - Notification of team if unable to meet set deadlines
  - If communication via UoP online environment fails communicate offline via telephone and document discussion in team folder.
  - Print this document, so info can be accessed and group members informed of technical difficulties that will effect assignments
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### **CONFLICT MANAGEMENT**

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#### **What are potential conflicts that might arise among or between team members during this course? How will team members deal with these and other conflicts?**

- Time management – group members will make every attempt to inform the group when issues beyond school may affect group work – this will allow other members to step in and ensure assignment success:
- Equal work – some specific assignments may not allow for equal work distribution among group members – the group as a whole will make every effort to equally divide the entire course assignment workload ensuring workload equality
- Differences of opinion – no one group member is the soul voice of the group – group members will do their best to reach a best case solution

- Personality differences – While each group member may not share the same personality traits – each group member will acknowledge that fact and do everything possible to show appropriate respect and understanding during the group work process
- Any conflicts that can not be resolved among the group members will be forwarded to the course instructor for resolution
- One or more team members not responding to team communications.
- One or more team members not meeting set submission deadlines.
- One or more team members not contributing their section of an assignment.
- One or more team members not following APA guidelines.
- One or more team members forming subgroups and deciding what the group will do without the full knowledge of the team members
- One or more team members participating less than is needed in teamwork

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**FACULTY MEMBER FEEDBACK TO STUDENTS**

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