



## Community characteristics & orientation

Name: Adam Metz

Community & UN SDG(s): Youth Learners/Gamers learning about Climate Change: SDG 13 - Climate Action, SDG 7 - Affordable and Clean Energy, SDG 12 - Responsible Consumption and Production

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### Instructions

Research the community you are most interested in exploring using links from the UN Sustainable Goals website (<https://www.un.org/sustainabledevelopment/>) and others. In your exhaustive research, answer the following.

Community characteristics		
Community life-cycle (current state)		
Where is your community in its life-cycle?	What you need to focus on:	Special needs
<input type="checkbox"/> <b>Just forming</b> Need basic tools to connect, but not sure from there	Research and/or discuss the potential of some basic tools with members, explore what ideas it might give them, and see what they might bring in with them.	
<input type="checkbox"/> <b>Self-designing</b> Information stage, but with a strong sense of what it wants to accomplish	Contribute ideas to the design. Analyze systematically the implications of their community design for technology, infrastructure, and technology skills.	
<input type="checkbox"/> <b>Growing &amp; restless</b> Ready to add new functionality to its tool configuration	Try to make this a community reflection and self-design event. Does their restlessness suggest a major change, such as a transition to a new platform?	
<input checked="" type="checkbox"/> <b>Stable and adapting</b> Just needing some new tools	How much disruption will the community tolerate? How will the new tools be integrated into or affect existing practices?	I wouldn't consider this game to be a disruption, as tools/games within the community are not mandatory to be adopted in any sense. Making the game easily accessible through sites such as itch.io (website for indie game developers to upload their games), would make it easy for young gamers to play it on a web browser.
Constitution		
Diversity: How diverse is the community?		
Topic	Your notes	



What are the different types of members and what are their levels of participation?	There is no restriction to who can play the game, so any members could be part of the community. Although the targeted audience is young gamers, any member could play the game (children, teenagers, adults). The degree of participation will heavily rely on the enjoyability and quality of the game.
How spread apart is it in terms of location and time zones?	Global community. There are no geographic constraints/restrictions to this game.
What language(s) do members speak?	With the community being global, any language is a possibility.
What other cultural or other diversity aspects may affect your technology choices?	Accessibility features for those with visual or hearing impairments, appealing to different learning styles, and language, could affect my choice of technology,

**Openness:** How connected to the outside world is your community?

Topic		Your notes
How much do you want to control the boundaries of your community? Does your community need	<input type="checkbox"/> To be private/secure <input checked="" type="checkbox"/> Open boundaries <input type="checkbox"/> Both private & public spaces	For a singleplayer iteration of the game, the boundaries are quite open as players can't communicate with other players within the game itself. Players could freely communicate with other players in public/private spaces such as Reddit, Discord, etc.
How does your community need to interact with other communities? Do you need common tools for sharing and learning with them?		Tools such as Discord/Reddit are common for gaming communities to discuss with other communities or within the community. If this game was to be uploaded to itch.io communication could be facilitated on here as well through comments, reviews, and forum posts.

**Technology aspirations**

**Technology savvy, tolerance, & constraints:** What are your community's technology interests and skills and patience thereof? What are the constraints imposed by technology factors?

Topic	Your notes
How interested is your community in technology?	The cookie-clicker game genre is a fairly popular genre, but has only a few dozen notable games (still quite a bit, but nothing compared to other major genres). Ideally the game will garner quite a bit of interest, as long as the game is enjoyable, and the game can help to educate players on the three SDGs this game focuses on.
What is their capacity for learning new tools?	The capacity for learning new tools is quite large I would say in the youth gaming community. With how prominent technology is in today's youth (way too prominent I'd say), downloading and trying a new game is quite trivial. Although once a player begins to play the game and learn it, it could be quite difficult to retain playership if the game lacks an informative tutorial to how the game is played or is not enjoyable to play.
What is the range of skills? If their interests and/or skills are diverse, could it cause conflict or distraction?	With the community in target being fairly broad, the range of skills is too. To account for this, the game should be quite simple and easy to approach, but also have a reasonable amount of complexity for players to explore.



How tolerant are members of the adoption of a wide variety of tools?	<p>Very tolerant. Having a wide variety of tools is more of a benefit than not in most cases for this community, as a larger variety of games and tools/platforms for such games provides more choice.</p> <p>An important factor here is that the game is easy to download, and small in file size, to make the adoption of the tool easy.</p>
How many technological boundaries are they willing to cross, e.g. sign in to more than one web-based tool, learn to use new tools, or give up old favorites? This helps you understand what level of integration you need.	<p>Likely not too many. If the game is not easily available and accessible on a widely used game platform (i.e. Steam, Epic Games, itch.io), this can cause some annoyance when a new player wants to try out the game.</p> <p>As well within the game itself, it's ideal that there is no need to have to signup and login unless absolutely necessary, which won't be something needed for this game.</p>
What are your members' technology constraints (e.g., bandwidth, operating systems, etc.)?	The constraints can vary a lot depending due to the broadness of the community. Games can be developed for various platforms such as: Desktop, mobile, web, VR, and console. Another constraint that varies quite a bit is hardware performance.
How much time are members able to be online and from where (office, home, field)? Some people have limited online time, or are able to be online only in specific locations. Others are always on. Very diverse situations can affect participation	Varies quite heavily. When designing my game, playing time will be an important focus, and it can be controlled by providing flexible difficulty options for the player to configure.

## Community orientation

**Relevance to community:** Use the range from 0 (no relevance) to 5 (high relevance) to determine what matters most to the community. Look at these from the perspectives of the different types of members (under "constitution"). Also discuss the "value-added" to each member group

0	1	2	3	4	5	Orientations	Variants	Key activities/your notes
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Meetings</b> Many communities place a great emphasis on regular meetings where members engage in shared activities for a specific time. Meetings, and the visible participation of members, assert the community's existence	<input type="checkbox"/> Face-to-face/blended <input type="checkbox"/> Online synchronous <input type="checkbox"/> Online asynchronous	
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Open-ended conversation</b> Some communities maintain ongoing conversations as their primary vehicles for learning. Open-ended conversations are common when a community is	<input type="checkbox"/> Single-stream discussions <input checked="" type="checkbox"/> Multi-topic conversations	A forum could be quite useful for the game, for players to discuss various topics related to it.



						co-located and people keep the conversation going as they “bump” into each other.	<input type="checkbox"/> Distributed conversations	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Projects</b> In some communities’ members want to focus on particular topics, go deep, and collaborate on projects to solve problems or produce useful artifacts. Learning is not just a matter of sharing knowledge or discussing issues. Members need to do things together in order to develop their practice. Projects usually involve a subgroup within the community	<input type="checkbox"/> Practice groups <input type="checkbox"/> Project teams <input type="checkbox"/> Instruction	
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Content</b> Some communities are primarily interested in creating, sharing, and providing access to documents, tools, and other content. Valuable and well-organized content is a useful resource for members	<input type="checkbox"/> Library <input checked="" type="checkbox"/> Structured self-publish <input type="checkbox"/> Open self-publish <input type="checkbox"/> Content integration	A wiki for the game would be beneficial for players, as it could facilitate the sharing and learning of knowledge related to the game.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Access to expertise</b> Some communities create value by providing focused and timely access to expertise in the community’s domain, whether internally or externally. Communities with this orientation focus on answering questions, fulfilling requests for advice, or engaging in collaborative, just-in-time problem solving	<input type="checkbox"/> Questions & requests <input type="checkbox"/> Access to experts <input type="checkbox"/> Shared problem solving <input type="checkbox"/> Knowledge validation <input type="checkbox"/> Apprenticeship & mentoring	
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Relationships</b> Some communities focus on relationship building among members as the basis for both ongoing learning and being available to each other. This orientation emphasizes the interpersonal aspect of learning together. Communities with this orientation place a high value on knowing each other personally, emphasizing networking, trust building, and mutual discovery	<input checked="" type="checkbox"/> Connecting <input type="checkbox"/> Knowing about people <input type="checkbox"/> Interacting informally	Multiplayer games can be a great way for people to connect with others and form new relationships. As well, many people find learning in a group more enjoyable and effective than learning alone. For the first iteration of my game I don’t intend on implementing multiplayer, but may be implemented in a later iteration.



<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>Individual participation</b> Learning together happens in the context of a group, but it is realized in the experience of individuals. People bring different backgrounds, communication styles, and aspirations to their participation in a community. People have different levels of commitment, they take on different roles, and they use tools differently	<input type="checkbox"/> Levels of participation <input type="checkbox"/> Personalization <input checked="" type="checkbox"/> Individual development <input type="checkbox"/> Multi-membership	Each player of the game is an individual participant, and through their decision making and problem solving throughout playing the game, they can learn about each of the aforementioned SDGs at their own pace.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Community cultivation</b> Some communities are happy with loose self-organization and unplanned evolution, while others thrive on attention to community cultivation. They have a need to reflect on the effectiveness and health of the community to make things better, joined with a willingness to work on it	<input type="checkbox"/> Democratic governance <input type="checkbox"/> Strong core group <input type="checkbox"/> Internal coordination <input type="checkbox"/> External facilitation	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Service context</b> In some cases, serving a specific context becomes central to the community's identity and the ways it operates. They may live inside an organization, whose charter their practice needs to serve. They may have a mission to provide learning resources to the world or to recruit members widely. Or they may seek interactions with other communities whose domain complements their own	<input type="checkbox"/> Organization as context <input type="checkbox"/> Cross-organizational <input type="checkbox"/> Other related communities <input type="checkbox"/> Public mission	

**Scratchpad (other interesting insights, questions/answers, etc.)**