**ENSE 496ab, Social Software Systems Design. Fall 2019**

**Activity: Community characteristics & orientation**

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| Customer Focus: |  |
| Date: | 20-Sep-2019 |

**NOTE**: Each student will fill out this file given the responsibilities and deliverables in their “pod.” It might help to include whatever information you find interesting based on our discussion with our key customers on September 20.

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| **Community characteristics** | | | | | | | | | | | | | |
| **Community life-cycle (current state)** | | | | | | | | | | | | | |
| **Where is your community in its life-cycle?** | | | | | | | | **What you need to focus on:** | | | | **Special needs** | |
| **Just forming**  Need basic tools to connect, but not sure from there | | | | | | | | 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. | | | |  | |
| **Self-designing**  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. | | | | EGAD was developed by other universities for the same issue. UofR was last one to finish accreditation cycle.  UofR adopted some features and improved tools and use MS Excel.  12 Fundamental Areas for reporting. Life Long Learning is one of the missed areas. One or more area is built in a class and requires reporting on by the Professors. All classes in the curriculum completes the 12 area of Object Based Learning reporting.  Adding new functionality: need to remap new curriculum, ethics and equity missed, life long learning, continual improvement ( revisit course).  No process in place to see the outcomes, checks and plan.  Missing continual development process ( from business side). - Potential feature for the app. | |
| **Growing & restless**  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? | | | |  | |
| **Stable and adapting**  Just needing some new tools | | | | | | | | How much disruption will the community tolerate? How will the new tools be integrated into or affect existing practices? | | | | Cannot be too overwhelming for users.  Smooth switch from Excel/Spreadsheet to the new app.  Requires Excel understanding could be per-requisite? | |
| **Constitution** | | | | | | | | | | | | | |
| **Diversity:** How diverse is the community? | | | | | | | | | | | | | |
| **Topic** | | | | | | | | **Your notes** | | | | | |
| What are the different types of members and what are their levels of participation? | | | | | | | | **Professors from faculty** assessing the students – largest group users. (Important)  **Outcome bases Assessment Committe** makes survey for employers, students, alumni, - missing survey results. (Important)  All program chairs, lab instructor, Dean , Dean of Academic , office staff. ( may include admin or higher access than Professors)  Programs analysis their own data. Programs share a lot of classes. ENGG stuff. Professors and **Lab Instructors** collect data separately. Lab Instr only 3 labs a year.  **Non-engineering Professors** classes also contribute data - they need a simpler UI data entering solution cause they are outside of engineering ( low priority)  **Coop Office** folks  **Alumni Feedback**– 6 yrs after last accreditation | | | | | |
| How spread apart is it in terms of location and time zones? | | | | | | | | No problemo | | | | | |
| What language(s) do members speak? | | | | | | | | Anglophone | | | | | |
| What other cultural or other diversity aspects may affect your technology choices? | | | | | | | | English Language of easy understanding.  MS Office driven office.  ( UI should be designed with this in mind) | | | | | |
| **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 | | | | | x To be private/secure  Open boundaries  Both private & public spaces | | | | Not public. Internal Use only. Program chair, Dean  Prof having the ability to their own data.  (Secure access and storage , with multi level access required)  Coop office, staff (survey) , Profs, Lab Instructor, Evaluation forms from presentation day. Submit data. | | | | |
| How does your community need to interact with other communities? Do you need common tools for sharing and learning with them? | | | | | | | | | | Not sure, they do not participate unless they have data. Not a robust data model available at the moment.  **Additon!**  Sample of the data/exams/ in pdf provided by Profs. From 4 bins. Pdf files. | | | |
| **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? | | | | | | | | Simpler the better. Easy to learn . User Eccentric designed | | | | | |
| What is their capacity for learning new tools? | | | | | | | | Eloquent in learning | | | | | |
| What is the range of skills? If their interests and/or skills are diverse, could it cause conflict or distraction? | | | | | | | | Make it fast as possible and simple.  (Minimalist design) | | | | | |
| How tolerant are members of the adoption of a wide variety of tools? | | | | | | | | Good | | | | | |
| 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. | | | | | | | | Might be some resistance in giving up Excel. Many other excel functionality will be lost.  Q- Need to explore some same spreadsheets to highlight Excel functionalities commonly used and need to be designed/  Historical archived data needs to be analyzed!  Conversion from Excel into this App will be very nice to do. | | | | | |
| What are your members’ technology constraints (e.g., bandwidth, operating systems, etc.)? | | | | | | | | Firefox commonly used  IE 11 – possible (ES6 features are not all present in IE11!)  Safari – possible  Excel, Online Collaboration ,storage | | | | | |
| 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 | | | | | | | | Online all the time. | | | | | |
| **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** |
| x |  |  |  |  | |  | **Meetings**  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 | | | | Face-to-face/blended  Online synchronous  Online asynchronous | | Meeting minutes not required.  Adhoc meetings conducted |
|  | x |  |  |  | |  | **Open-ended conversation**  Some communities maintain ongoing conversations as their primary vehicles for learning. Open-ended conversations are common when a community is co-located and people keep the conversation going as they “bump” into each other. | | | | Single-stream discussions  Multi-topic conversations  Distributed conversations | | Fits into continual improvement.  Profs can enter their own interpretation.  Useful but not functional to record meeting |
|  |  |  |  |  | |  | **Projects**  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 | | | | Practice groups  Project teams  ☐ Instruction | | Training interface required.  Help docs should be available  Update able docs, by program chair or staff person, |
|  |  |  |  |  | |  | **Content**  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 | | | | Library  Structured self-publish  Open self-publish  Content integration | | Publishing limited internally, for data collected |
|  |  |  |  |  | |  | **Access to expertise**  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 | | | | ☐ Questions & requests  ☐ Access to experts  ☐ Shared problem solving  Knowledge validation  ☐ Apprenticeship & mentoring | | Internal helpers,  other available resource other than admins, colleagues. |
|  |  |  |  |  | |  | **Relationships**  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 | | | | Connecting  ☐ Knowing about people  ☐ Interacting informally | | Classes taken by multiple program is programmatic.  Chair can see what other profs with same classes are collecting  Proposal may conflict other programs |
|  |  |  |  |  | |  | **Individual participation**  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 | | | | ☐ Levels of participation  Personalization  ☐ Individual development  ☐ Multi-membership | | Instructor can be cross faculty  Simple enough and profs can ask peers for help if needed. |
|  |  |  |  |  | |  | **Community cultivation**  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 | | | | Democratic governance  Strong core group  Internal coordination  ☐ External facilitation | | Consistent data enforcement.  Flexible and dynamic in change.  OBA committee manages democoratic voice  Customization, Configurable system approach |
|  |  |  |  |  | |  | **Service context**  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 | | | | ☐ Organization as context  Cross-organizational  Other related communities  Public mission | |  |
| **Scratchpad (other interesting insights, questions/answers, etc.)** | | | | | | | | | | | | | |
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