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

**Activity: Technology configuration inventory**

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| Date: |  |

**Instructions**

It is useful to inventory the current technology configuration of your community as a way to understand it better. If yours is a new community, it may not have any specific technology yet, but even for brand new communities, the current configuration may not be empty, for instance if general tools like email or phone are going to be used. You can use a version of the table on the next page to inventory and analyze the current configuration of your community:

1. Get the big picture. Make a list of all the platforms and stand-alone tools in your community’s configuration
2. For each platform, list the tools and check the ones that are being used. Why are some not being used? Are there duplicates? Are there issues around integration between tools?
3. To the left, make a note of which community activities/orientations the tools currently support in your community
4. To the right, identify the key features of tools. Are some of these features commonly or rarely used? What are the reasons for that?
5. Assess actual tool use. Identify which are dominant and which are only used by smaller groups and individuals.

**NOTE**: Copy/paste the tables below in the case of multiple platforms/tools (each platform/tool should be represented in its unique table. Each student will fill out this file out and “Pod A” will collect and summarize results. 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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| **Platform** | **CEAB Word doc** | | |
| **Supported activities** | **Tools** | **Key features** | **Usage notes** |
|  | Word doc |  | Minor changes every year, provided by Engineers Canada |
| **Platform** | **6a(student records), 6b(prof records, qualifications), 6c(all course information sheets)** | | |
| **Supported activities** | **Tools** | **Key features** | **Usage notes** |
|  | Let Grades, 6A, 6B, 6C  Excel spreadsheets was lots of macros |  | Lots of work needed in Exhibit 1, 6C, Graduate Attributes Dossier |
| **Platform** | **Accreditation Units** | | |
| **Supported activities** | **Tools** | **Key features** | **Usage notes** |
|  | AU’s | 900 total, split between math, natural science, complementary studies, engineering science, engineering design | Classes, labs, training. Labs and training are ½ AU, class is 1 au |
| **Platform** | **Graduate Attributes, Exhibit 1** | | |
| **Supported activities** | **Tools** | **Key features** | **Usage notes** |
|  | Excel doc |  | Can have empty or unusable descriptions for what grad attributes were explored in the class |
| **Platform** | **Questionaire, given to us by Engineers Canada** | | |
| **Supported activities** | **Tools** | **Key features** | **Usage notes** |
|  | Excel doc |  |  |
| **Platform** | **Exhibit 2,** | | |
| **Supported activities** | **Tools** | **Key features** | **Usage notes** |
|  | Excel doc |  |  |
| **Platform** | **Graduate Attributes Dossier (freeform portfolio, survey results, examples of project day pres)** | | |
| **Supported activities** | **Tools** | **Key features** | **Usage notes** |
|  | Excel doc |  | Can have empty or unusable descriptions for what grad attributes were explored in the class |

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| **Stand-alone tool** | **Tool type or name** | | |
| **Supported activities** | **Tool** | **Key features** | **Usage notes** |
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