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

**Activity: Community characteristics & orientation**

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| Customer Focus: | Data collection |
| Date: | Sept 20, 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. | | | Data collection software that will help with decreasing the time required to collect data with the current practices. faculty will provide raw data that need to be added to the software | |
| ☐ **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. | | | simple to use software that will meet the community skills | |
| ☐ **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? | | | professors assign the improvement of their  students in class, survey. getting data from  other facilities. | |
| ☐ **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? | | | two sets of data for group analysis.  lab instructors used to collect data, and professors don't. now professors and lab instructors both work to collect data.  instructors can having data collected from graduates (lamni )  but they cant, because they don't know the lamni current position to contact them for data | |
| **Constitution** | | | | | | | | | | | | |
| **Diversity:** How diverse is the community? | | | | | | | | | | | | |
| **Topic** | | | | | | | | **Your notes** | | | | |
| What are the different types of members and what are their levels of participation? | | | | | | | | two sets of data for group analysis.  lab instructors used to collect data, and professors don't. now professors and lab instructors both work to collect data.  instructors can having data collected from graduates (lamni )  but they cant, because they don't know the lamni current position to contact them for data | | | | |
| How spread apart is it in terms of location and time zones? | | | | | | | | no problem | | | | |
| What language(s) do members speak? | | | | | | | | english | | | | |
| What other cultural or other diversity aspects may affect your technology choices? | | | | | | | | english language skills, instruction and clarity is an obstacle. word,  Excel ( microsoft environment ) | | | | |
| **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 | | | | | ☐ To be private/secure  ☐ Open boundaries  ☐ Both private & public spaces | | | | Dean office have the highest authority in controlling any changes in the software and then program dean. if professors can login to  see their own data. coop coordinators ( need data to help  them ). entry points for other sources to collect data  ( maybe an app that would help them to enter data ) | | | |
| How does your community need to interact with other communities? Do you need common tools for sharing and learning with them? | | | | | | | | | no need for a feedback data, one sample of each assignment  to collect (pinned data) | | | |
| **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? | | | | | | | | keep it simple, if there is a tool that will help finish their objective faster. | | | | |
| What is their capacity for learning new tools? | | | | | | | | easy to learn tool | | | | |
| What is the range of skills? If their interests and/or skills are diverse, could it cause conflict or distraction? | | | | | | | | simple and fast. they used to have simple and take time. | | | | |
| How tolerant are members of the adoption of a wide variety of tools? | | | | | | | | simple | | | | |
| 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. | | | | | | | | they have been managing their own data, so we need a tool that  will collect their data, rather than transferring them or starting from  scratch.  New tool | | | | |
| What are your members’ technology constraints (e.g., bandwidth, operating systems, etc.)? | | | | | | | | windows microsoft, firefox | | | | |
| 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 | | | | | | | | they are online most of 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** |
| ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | **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 | | update docs, providing docs readable |
| ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | **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 | | discussion about the current practices |
| ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | **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 | | Working in groups |
| ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | **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 | | the ability to access data anywhere at any time |
| ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | **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 | | restriction access to people like the dean, dean's office. |
| ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | **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 | | if there is a way to help colleagues to help them do their job. they might shy out of some ppl |
| ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | **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 | | looking for something to help making decision to things that are shared by other majors, courses 380.  the system should allow professors from other majors to access other majors data, only if they are teaching those classes. so not all professors |
| ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | **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 | | design something dynamic and flexible to be changed |
| ☐ | ☐ | ☐ | ☐ | ☐ | | ☐ | **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 | | having data shared with other organizations |
| **Scratchpad (other interesting insights, questions/answers, etc.)** | | | | | | | | | | | | |
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