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

**Activity: Community characteristics & orientation**

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| Customer Focus: |  |
| Date: |  |

**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 website used to view the graduation attributes and how they are used by other schools. Based current designs off that. Looking at other schools gave them a clear view of what was needed and what could be improved. | |
| **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? | | | Remap curriculum, lifelong learning needs to be improved  Ethics and equity need to be improved  No functional plan for continual improvement. Faculty needs to address that | |
| **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? | | |  | |
| **Constitution** | | | | | | | | | | | | |
| **Diversity:** How diverse is the community? | | | | | | | | | | | | |
| **Topic** | | | | | | | | **Your notes** | | | | |
| What are the different types of members and what are their levels of participation? | | | | | | | | Profs assessing students and graduating attributes, most worked/active group  Outcomes based assessment committee developed surveys for students and employers. Employers can touch back to life long learning, tells them how the students are doing. Surveys are being logged like trash, some lost.  Sent surveys to grads as well.  Outside of Engg, good to have simply tool for them to send feedback.  OBA committee all program heads, and lab instructor representative, dean, associate dean (chair of the committee), RESS VP Academic  Programs analyze their own data, but discussions with faculty shared classes would be good. Need a better mechanism to discuss and analyze class data for shared classes | | | | |
| How spread apart is it in terms of location and time zones? | | | | | | | | Faculty spread out between buildings, petro and the rest of us. The profs are all on the same floor though. Collecting data from alumni is hard, look at people who have graduated in the last 4 to 5 years. | | | | |
| What language(s) do members speak? | | | | | | | | English | | | | |
| What other cultural or other diversity aspects may affect your technology choices? | | | | | | | | Some barriers with instruction and clarity for the people using the tool. People modifying file is super annoying. Formats need to be kept consistent | | | | |
| **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 | | | | Not public for the open world. For internal use only, for program chairs and deans office. If the profs had a view for their own classes  Evaul forms on capstone, so maybe a level for them  Evaul forms on co-op, level for them | | | |
| How does your community need to interact with other communities? Do you need common tools for sharing and learning with them? | | | | | | | | | If they could get shared data from other faculties that’d be cool, usually they don’t care. Simple tool would be nice | | | |
| **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 tool that lets them complete the task fast is better | | | | |
| What is their capacity for learning new tools? | | | | | | | | Learning capacity good, but make it dummy proof. | | | | |
| What is the range of skills? If their interests and/or skills are diverse, could it cause conflict or distraction? | | | | | | | | Make it less time consuming, profs don’t really care about it | | | | |
| How tolerant are members of the adoption of a wide variety of tools? | | | | | | | | They are tolerant | | | | |
| 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. | | | | | | | | Resistance in giving up the excel file. Tool could incorporate the old data would be good. | | | | |
| What are your members’ technology constraints (e.g., bandwidth, operating systems, etc.)? | | | | | | | | Microsoft, more are FF | | | | |
| 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 | | | | | | | | All day bb | | | | |
| **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 | | Don’t see a need for minutes |
|  |  |  |  |  | |  | **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 | | Possibly, profs should be able to explain their data through comments  Prefer to actually have an in person meeting about the data, log the comments |
|  |  |  |  |  | |  | **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/process would be important  Shows people the maps if they’re curious  Information side of the tool  Especially for new profs/sessionals  Easy function to change map |
|  |  |  |  |  | |  | **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 | | Not very important, their data |
|  |  |  |  |  | |  | **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 help, every school is different  Apprenticeship and mentoring (going to colleague instead of dave) |
|  |  |  |  |  | |  | **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 programs would be useful if they talked more  They make proposals but other faculties might not want to do it |
|  |  |  |  |  | |  | **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 | | System should always allow instructor of the course to add data even if they aren’t part of the faculty  Need some kind of control for that semester only |
|  |  |  |  |  | |  | **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 | | They can do what they want but not everyone follows the framework  Can be done at the OBA meeting level instead of having its own interface  Dynamic tool maybe?  Don’t want tool to just be thrown out  Should be able to see domino effects if they want to make a change |
|  |  |  |  |  | |  | **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 | | Very important project  Contained systems |
| **Scratchpad (other interesting insights, questions/answers, etc.)** | | | | | | | | | | | | |
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