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

**Activity: Community characteristics & orientation**

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**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. | | | OBA committee get info from external resources.  Visited Criterions from others’ website by a period and got useful info in order to create own idea/tools.  Next visit in November 2021 based on Software, Environmental Industrial program. | |
| **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? | | | Grow new tools/programs with new functionalities like remapping the process of processing data, analyzing data, and providing ethic evidence of teaching equity.  Continual improvement | |
| **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? | | | | | | | | Professors who are the major group of data collection, non-engineering class like natural science, program chairs, class instructors, Dean’s office, lab instructors as well. | | | | |
| How spread apart is it in terms of location and time zones? | | | | | | | | Time zones do not matter.  Does not have large bounds, spread apart globally. | | | | |
| What language(s) do members speak? | | | | | | | | All English documentations/instructions so that all staffs can get the same level of understanding basically. | | | | |
| What other cultural or other diversity aspects may affect your technology choices? | | | | | | | | English Language skills because the OBA committee wants to keep consistence of clarity on documents manual/instructions. | | | | |
| **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 | | | | Keep private for outside the world. Only internal access like Dean’s office and faculties have access to data which collects from professors, co-op, surveys or evolution on student presentation on the Project Day. | | | |
| How does your community need to interact with other communities? Do you need common tools for sharing and learning with them? | | | | | | | | | Need common tools to share and learn. Maybe sometimes communities require to view analyzed data each other. | | | |
| **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? | | | | | | | | Verifying the amount of work of their task so that they can finish quickly. | | | | |
| What is their capacity for learning new tools? | | | | | | | | Capacity is good.  No concerns for how to use tools. | | | | |
| What is the range of skills? If their interests and/or skills are diverse, could it cause conflict or distraction? | | | | | | | | They prefer or interest tools that collect and analyze data as quick as they can. | | | | |
| How tolerant are members of the adoption of a wide variety of tools? | | | | | | | | If tools are simple, they would like to accept them. | | | | |
| 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. | | | | | | | | Keep resistance on managing data via Excel tool.  Cross signs might be an issue for them but they are willing to learn and have a new system/tool that can access old data. | | | | |
| What are your members’ technology constraints (e.g., bandwidth, operating systems, etc.)? | | | | | | | | Operation Systems constrains,  Web Browsers constrains – choices on Firefox, Safari, Internet Explorer. | | | | |
| 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 | | | | | | | | Usually online wherever and whenever they are. | | | | |
| **Community orientation** | | | | | | | | | | | | |
| **Relevance to community**: Use the range from 0 (no relevance) to 5 (high relevance) to determine what matters most to the community | | | | | | | | | | | | |
| **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 | | Face to face meeting is no need/not significant. |
|  |  |  |  |  | |  | **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 | | Professors are able to make comments on data.  Open-ended conversations is not for program chairs. |
|  |  |  |  |  | |  | **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 | | Program chair will show maps of data analysis result and explanation in front of the OBA committee. |
|  |  |  |  |  | |  | **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 | | Private contents against outside of the world. The community just shares and provides access to internal members. |
|  |  |  |  |  | |  | **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 | | All internal or external communities who do surveys, collect data from different aspects resources can able to request help and access to expertise for problem solving like forms’ instructions etc. |
|  |  |  |  |  | |  | **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 | | Data can be shared to multi-programs. Systems also allow professors to access other programs that they might teach even though they do not belong to that program. |
|  |  |  |  |  | |  | **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 | | Class instructors could teach multi-programs so they are allowed to have multi-membership to provide different backgrounds info. |
|  |  |  |  |  | |  | **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 | | Having a strong and uniform framework and dynamic tool to be flexible.  Democratic governance administrators make decision on any map changes based on effect on other regions. |
|  |  |  |  |  | |  | **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 | | The developed tool of service context need to be more functional. Providing more useful resources or help to members so that the OBA committee can reach improvement on the collect, manage and analyze data process. |
| **Scratchpad (other interesting insights, questions/answers, etc.)** | | | | | | | | | | | | |
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