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

**Activity: Community characteristics & orientation**

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| 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. | | |  | |
| **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 community gives ideas.  No clue if the accreditation team like it or not.  We have visitors, we can know if it works or not.  Adopting the thing we like and create the new thing depending on accreditation circle. | |
| **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? | | | We came up with our own ideas, new functionality:  1. We need to program re-map curriculum, and how do you teach equity.  2. Continue the improvement, collecting the data, catalog the data, analogy the data, once you get the data, you need to think what are you going to do with it, how do you use it to improve.  3. Accreditation board will be back in Nov. 2021 for Software, Environmental, Industrial | |
| **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? | | | | | | | | We have non-ENGG classes, we try to gather data from business, science, art classes, try to let professors collect data.  Who represents committee? Program chair, lab instructors. | | | | |
| How spread apart is it in terms of location and time zones? | | | | | | | | It is hard to keep tracking or surveying alumni since the community can be spread globally. Employees are easier to keep contacting | | | | |
| What language(s) do members speak? | | | | | | | | All documents are in English. | | | | |
| What other cultural or other diversity aspects may affect your technology choices? | | | | | | | | Indicator. Not sure about this one. | | | | |
| **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 | | | | Basically, for internal use only. Like deans’ office and professors can only see their own data. | | | |
| How does your community need to interact with other communities? Do you need common tools for sharing and learning with them? | | | | | | | | | Data can be from assignments, labs, and class project. Professors can collect data from final exams, they don’t want to get data just from one specific question. | | | |
| **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? | | | | | | | | It is easy to finish the task by using technology in their work. | | | | |
| What is their capacity for learning new tools? | | | | | | | | No particular capacity for learning new tools. | | | | |
| What is the range of skills? If their interests and/or skills are diverse, could it cause conflict or distraction? | | | | | | | | If the tools are not complex, maybe we should be encouraged to use tools. | | | | |
| How tolerant are members of the adoption of a wide variety of tools? | | | | | | | | Overall 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. | | | | | | | | Resistance, cross login, outdated data on new system | | | | |
| What are your members’ technology constraints (e.g., bandwidth, operating systems, etc.)? | | | | | | | | Like using different web browser, safari, chrome, firefox, etc.  Or on different operating system like macOS, windows, linux, etc. | | | | |
| 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 like email. | | | | |
| **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 | | Not sure about this one. |
|  |  |  |  |  | |  | **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 | | Leave comments.  Face to face conversation. |
|  |  |  |  |  | |  | **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 | | Good Interface to guide people on collecting data. |
|  |  |  |  |  | |  | **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 | | Restricted on publishing. Some data only can be accessed by high-level authorized people. |
|  |  |  |  |  | |  | **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 | | One single click for help? Not sure. |
|  |  |  |  |  | |  | **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 | | Sharing data can be helpful for cross program classes. |
|  |  |  |  |  | |  | **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 | | Professors should have access to the data if they are not from the faculty. |
|  |  |  |  |  | |  | **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 | | Dynamic tools are flexible.  Administrators make the decision. |
|  |  |  |  |  | |  | **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 tools should be functional.  And there is something about excel files? Not sure about this one. |
| **Scratchpad (other interesting insights, questions/answers, etc.)** | | | | | | | | | | | | |
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