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

**Activity: Community characteristics & orientation**

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| Name: | Tim |
| Customer Focus: | Multiple customer focus |
| Date: | September 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. | | | Website called EGAD that is a resource for Eng schools to go to look at what other schools were doing. OBA committee looked at this site and were inspired and developed their own tools.  All of this data is new as of 2014  We created some tech and started collecting data  Adopting things from EGAD but adopting new things along the way  Definite areas for improvement – we should likely dive deeper here | |
| **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 need programs to remap curriculum  We got dinged on a few criteria items, e.g. equity  Some profs don’t understand equity, lifelong learning  Continual improvement – we need have processes in place and that they are followed so that accreditation folks know  Once we get data – what are we doing with it? Are we have a meeting to discuss, etc.? | |
| **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, biggest most active group. Programs analyze their own data  OBA committee – All program chairs, lab instructor rep, dean, associate dean academic  Employers  Alumni  NOTE: surveys out to Employers, alumni – catalogue survey results have not been done well  Non-Engineering classes (Business, Science, Arts) – if we could get data from these folks it would be cool | | | | |
| How spread apart is it in terms of location and time zones? | | | | | | | | Time zones = N/A  Not many concerns here  Surveying alumni is hard as we have no idea where these folks are. We lose track of folks after they graduate. Alumni would love to come back (from Dave and Gina)  Alumni focused on folks who graduated in the past 6 years (for accreditation purposes) | | | | |
| What language(s) do members speak? | | | | | | | | No – English is the primary language | | | | |
| What other cultural or other diversity aspects may affect your technology choices? | | | | | | | | English language skills – the instructions that folks get – instructions must be simple and clear (Hemingway app? – have a lower grade)  We might need a tool with some constraints – e.g. formats of upload should be limited  The office is a 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 | | | | **Data:**  Not public for the outside world  Internal use only (program chairs and dean’s office)  Professors (have access to own data). Some profs don’t like to share data/notes with folks. Profs need to submit a sample of student work (anonymized works)  **Data entry:**  Profs and Sessionals  Staff (if surveys come in)  **Capstone forms:**  Staff, Alumni (folks who rate projects) | | | |
| How does your community need to interact with other communities? Do you need common tools for sharing and learning with them? | | | | | | | | | Dave would like a simple tool to share data with us (Science, Arts, etc.)  Maybe these folks would like to see how the data relates to them | | | |
| **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? | | | | | | | | Folks want to simplify the amount work need – KISS is important | | | | |
| What is their capacity for learning new tools? | | | | | | | | Good | | | | |
| What is the range of skills? If their interests and/or skills are diverse, could it cause conflict or distraction? | | | | | | | | Good – if the tool is simple – as fast as possible | | | | |
| How tolerant are members of the adoption of a wide variety of tools? | | | | | | | | Good – see above | | | | |
| 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. | | | | | | | | Change management issue – there may be some resistance to folks giving up the excel spreadsheet  Having access to old data but help people adopt (incorporate old data into the new system – folks might like it)? | | | | |
| What are your members’ technology constraints (e.g., bandwidth, operating systems, etc.)? | | | | | | | | Microsoft, Mac, Linux – mainly Microsoft  Most folks use firefox – safari, chrome | | | | |
| 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 | | | | | | | | Ran out of time. Similar responses to above assumed | | | | |
| **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 | | Program meetings face ti face should always happen |
|  |  |  |  |  | |  | **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 | | Profs should be given the opportunity to say how they interpret the data  Comments on data could get logged |
|  |  |  |  |  | |  | **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 would be good  Making processes visible  Read access to whole program  Write just to Program chair, |
|  |  |  |  |  | |  | **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 | | Publishing of 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 | | Have a “help” button that goes to Dave …Dave can get pinged  If programs can id people that can be used as a resource for knowledge that would be cool |
|  |  |  |  |  | |  | **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 across multiple programs (chair perspectives), e.g. Fluid Mechanics is taken by Petro, Enviro – etc – What if the grad attribute is bad or changed – what happens to the whole thing? Does the “map” crumble”. Does everyone agree with changes? |
|  |  |  |  |  | |  | **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 allow the instructor of a course to enter data – we have to be careful of folks entering in bogus data – we need some control – what does this look like? |
|  |  |  |  |  | |  | **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 | | Programs get to do what he want  OBA tries to construct a framework – democratic governance happens here  OBA level meetings  How do faculty request changes?  Can the tool be flexible? (this is important)  If a change happens – how does the map change? (typically this happens at the OBA level) |
|  |  |  |  |  | |  | **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 | | Related to the mission of Eng  This is important (Dave) |
| **Scratchpad (other interesting insights, questions/answers, etc.)** | | | | | | | | | | | | |
| Dave mentioned excel files a lot – could be a primary focus | | | | | | | | | | | | |