Community characteristics & orientation

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Instructions

Research the community you are most interested in exploring using links from the UN Sustainable Goals website (https://www.un.org/sustainabledevelopment/) and others. In your exhaustive research, answer the following.

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	Research and/or 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.	
☐ **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?	
☒ **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?	• Stable community (elementary school youth) where users will learn about the SDGs through gameplay. • User want to accomplish a greater understanding of sustainability in a gamified way.

Constitution

Diversity: How diverse is the community?

Topic	Your notes

What are the different types of members and what are their levels of participation?	• Students (grade 4-8/ages 9-13): high level of participation • Gamers interested in sustainability/SDG advocates/individuals wanting to learn/connect: medium level of participation • Educators: Low level of participation
How spread apart is it in terms of location and time zones?	Location and time zones vary. Typically, all within a 3-hour time difference. Location is North America as MVP1. Later MVPs must accommodate those from diverse locations.
What language(s) do members speak?	• English (widely spoken) • Some other members may speak other languages which means this must be accounted for in later MVPS to allow wide range inclusivity
What other cultural or other diversity aspects may affect your technology choices?	• Cultural sensitivity: cultural differences in how SDGs are perceived • Accessibility: consider features that accommodate those with disabilities • Inclusivity: Environment must be a welcome/respectful interactive space. Guidelines/policies that promote diversity/prevent discrimination • Local partnerships: Partnerships with educational institutions must be considered. Mobile vs computer game decision. • Technology choices: scalability, localization, mobile accessibility, real time interactions, and moderation tools are important considerations

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	• Target is to teach kids about the SDGs. This means that kids should interact with other kids, not adults. • Online mode may be unavailable for kids under a certain age. This makes knowledge sharing more difficult but protects the kids which is more important.
How does your community need to interact with other communities? Do you need common tools for sharing and learning with them?		• The community (younger kids) will likely not interreact with other groups for privacy and security reasons.

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?	• Very interested. Kids are relentless when it comes to screen time/being on their mobile devices.
What is their capacity for learning new tools?	• High capacity; It's all about what's new and can hold their attention before they switch to the next best thing.
What is the range of skills? If their interests and/or skills are diverse, could it cause conflict or distraction?	• Range of skills with technology will be diverse. Keeping the UI simple is important for those who are less tech savvy.

	• Keeping the games fast paced/strategic will be important to avoid distraction. A person cannot be bored if they are concentrating on something.
How tolerant are members of the adoption of a wide variety of tools?	• Varies among community members • Research shows kids are very adaptable for adopting new technology. During the covid era, they were forced to do everything online. So, kids who would have otherwise been less tech savvy than the average person at that age are now more tech savvy as a result of isolation.
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.	• Depends on individual preferences and perceived value of the game • Survey/user feedback needed • The success of this application is not based on long term use but rather, short term use where the user can pick it up once and learn something. If they enjoy it, they will continue to play. A successful app by my standards is if it is used at least once and the user learns while having an enjoyable experience. Similar to how Kahoot is used in school settings.
What are your members' technology constraints (e.g., bandwidth, operating systems, etc.)?	• Normal conditions would require an email for log in/signup purposes. Kids at this age may not have emails. Therefore, would not be able • Not all kids will have a cell phone. Ages 9-11: 78% tablet usage, 67% smartphone usage, 73% desktop/laptop usage, and 68% gaming device. Smartphone usage begins much earlier though. • Bandwidth can be a constraint but likely will only be improved in coming years (rural areas and star-link) so less of a constraint to focus on.
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	• Depends on availability/flexibility of schedule. • Typically, members will be available during the day 8:30-3:30 • Access will rely on education initiatives/at home initiatives through the parents

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	☐ Face-to-face/blended ☒ Online synchronous ☒ Online asynchronous	• Both async and sync. Async in that it can be picked up and played online whenever or sync when you want to play with a friend.

						participation of members, assert the community's existence		
☐	☐	☐	☐	☒	☐	**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	• Chat feature should enable this • Asking questions back and forth is a cornerstone of the game
☐	☒	☐	☐	☐	☐	**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	• Chats and/or forums should enable a wide range of topics to be discussed. This will be a later MVP • Projects will be less important as this app is aimed to be an introduction to sustainability for people unfamiliar with the topics
☒	☐	☐	☐	☐	☐	**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	• Content creation by the users will only be relevant in the context of asking questions to determine the other player's card
☒	☐	☐	☐	☐	☐	**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	• This game is aimed as an introductory tool to the sustainable development goals.
☐	☐	☐	☐	☒	☐	**Relationships** Some communities focus on relationship building among members as the basis for both ongoing learning and being available to each other. This	☒ Connecting ☐ Knowing about people ☐ Interacting informally	• Connections can be made between players, adding friends, and having chats are a future

☐	☐	☐	☐	☐	☐	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		development of this project
☐	☐	☐	☐	☒	☐	**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	• Strategy games require the user to think and reflect about how to best advance.
☐	☐	☐	☒	☐	☐	**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	• Playing with friends will require internal coordination from the users to decide when they play • Online play will still require the user to decide when he/she wants to play
☒	☐	☐	☐	☐	☐	**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	• N/A. Sharing resources is less of a focal point

Scratchpad (other interesting insights, questions/answers, etc.)

- Will have to address what the best way of learning information using the cards will be without causing barriers to the user while still enforcing they learn about that topic.
- Will have to address best way of designing character cards to have similarities and dissimilarities