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.	• platform to communicate widely ○ with strangers • Need tools to accomplish their tasks • Needs faster and better methods to share knowledge
☐ **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?	
Constitution		
Diversity: How diverse is the community?		
Topic	**Your notes**	

What are the different types of members and what are their levels of participation?			
	Members	Participations Level	Comments
	Teacher	High	The level of interactions with platform will be high
	Students	less	Minimum to no interaction, but the platform depends on it
	Suppliers	High	The level of interactions with platform will be high
	One time giver away user	medium	The level of interactions with the platform will be medium. Much like lurkers

How spread apart is it in terms of location and time zones?	Students and Teachers are closely related (place-space).
	Suppliers are preferred to be in a nearby location to help solve the problem better.
	supplier and Teachers and students preferred to be in the same city but suppliers could be connecting from outside the city.

What language(s) do members speak?	Global Language is English
	members have knowledge about other languages from all over the world.

What other cultural or other diversity aspects may affect your technology choices?	overwhelming response in the community.
	users organization believes(such as believes regarding aspects of technology they using must correlates with mine)

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	• Need enough regulations, so the community does not lose its original purpose but still welcome new ideas.
How does your community need to interact with other communities? Do you need common tools for sharing and learning with them?		• community need to be own its own, • communities should mimic patterns from other communities for ease of use. • Depending on MVPS, the community might need to interact with other chatting platforms. For this sharing tools might be needed

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?	Most use technology regularly, Laptop, Hand-held devices.
What is their capacity for learning new tools?	• Enough knowledge about utilization of tools.
What is the range of skills? If their interests and/or skills are diverse, could it cause conflict or distraction?	• Skills vary with different users, which could cause conflict within the community to move forward. • Need to look out for different user experiences.
How tolerant are members of the adoption of a wide variety of tools?	• Open but limited in a range, • Do not need to overload with tools, what to only solve the problem they have
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.	• Do not want to spend more time than required • Simple, one log in Suppliers: • One easy tool to sign in, require less effort
What are your members' technology constraints (e.g., bandwidth, operating systems, etc.)?	• Should not require huge operating systems • Should not require additional software download
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	• Could check once a day. • Able to use from home, workplace (wifi) Suppliers: • Limited time • Access from work, home

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	• Meetings depend on the teacher's time availability. • Try do work with asynchronous type
☐	☐	☐	☐	☐	🔲	**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	• Want to receive items and request items and comeback for updates
☐	☐	☐	☐	🔲	☐	**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	• Could use the ability to plan for collaboration to plan things for students.
☐	🔲	☐	☐	☐	☐	**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	• Should be useful, to display content about students backgrounds for help
☐	☐	☐	☐	🔲	☐	**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	• Access to expertise in a way of helping with requests of teachers for the classroom.

☐	☐	☐	☐	☐	☒	**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	• Teachers need ongoing support with suppliers, • Thing about ways to keep them connected	
☐	☐	☐	☒	☐	☐	**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	Individual participation could happen, need to design experience.	
☐	☐	☒	☐	☐	☐	**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	Need attention, community need to serve its purpose, kind of regulated.	
☐	☐	☐	☐	☐	☒	**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	• Teachers want to help students needs • Mission is very important to them.	

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