



## 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
<input type="checkbox"/> <b>Just forming</b> 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.	
<input checked="" type="checkbox"/> <b>Self-designing</b> 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.	This self-designing phase prioritizes collaborative design and feedback. By understanding their tech needs and preferences.
<input type="checkbox"/> <b>Growing &amp; restless</b> 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?	
<input type="checkbox"/> <b>Stable and adapting</b> 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		
<b>Diversity:</b> How diverse is the community?		
Topic	Your notes	
What are the different types of members and what are their levels of participation?	Members range from event organizers to participants. While organizers actively plan and manage events, participants engage by attending, contributing, and providing feedback.	
How spread apart is it in terms of location and time zones?	Given the digital nature of the platform, members can be from various locations and time zones, making it a global community.	
What language(s) do members speak?	Members communicate in English.	
What other cultural or other diversity aspects may affect your technology choices?	The design and user interface might need to be neutral and universally appealing, avoiding symbols or colors that might have specific cultural connotations.	
<b>Openness:</b> 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	<input type="checkbox"/> To be private/secure <input type="checkbox"/> Open boundaries <input checked="" type="checkbox"/> Both private & public spaces	"Eventeer" offers a mix of private and public spaces. Private areas ensure secure planning and discussions, while public zones invite broader student participation and transparency.
How does your community need to interact with other communities? Do you need common tools for sharing and learning with them?	"Eventeer" is designed for student events, making interactions with other academic communities crucial. To facilitate collaborations for events or workshops, tools for easy information sharing and joint planning are essential.	
Technology aspirations		
<b>Technology savvy, tolerance, &amp; constraints:</b> 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?	The "Eventeer" community, primarily consisting of students, has a keen interest in technology, given the digital age they've grown up in.	
What is their capacity for learning new tools?	Being students, they possess a high capacity for learning and adapting to new tools, especially if these tools enhance their event experiences.	
What is the range of skills? If their interests and/or skills are diverse, could it cause conflict or distraction?	The skill range is diverse, which could lead to potential conflicts or distractions if not managed effectively.	



How tolerant are members of the adoption of a wide variety of tools?	Members are generally open to exploring new tools.
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.	Members are comfortable using multiple web-based tools, but there is a limit. They would prefer a more easy integrated system where they can accomplish most tasks.
What are your members' technology constraints (e.g., bandwidth, operating systems, etc.)?	Most members have access to stable internet connections and modern devices. However, considering a few might have older devices, "Eventeer" need to be optimized for various conditions.
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	Given their student status, most members have flexible online hours, toggling between academic tasks and leisure. They can access the platform from diverse locations - dorms, homes, libraries, or even on-the-go.

## 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
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>Meetings</b> 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	<input checked="" type="checkbox"/> Face-to-face/blended <input type="checkbox"/> Online synchronous <input checked="" type="checkbox"/> Online asynchronous	"Eventeer" understands the importance of flexibility for students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Open-ended conversation</b> 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	<input type="checkbox"/> Single-stream discussions <input checked="" type="checkbox"/> Multi-topic conversations <input type="checkbox"/> Distributed conversations	The platform encourages diverse discussions around various student events.



						conversation going as they "bump" into each other.		
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Projects</b> 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	<input checked="" type="checkbox"/> Practice groups <input type="checkbox"/> Project teams <input type="checkbox"/> Instruction	While "Eventeer" is primarily event-focused, there's room for students to form practice groups around specific events.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>Content</b> 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	<input type="checkbox"/> Library <input checked="" type="checkbox"/> Structured self-publish <input type="checkbox"/> Open self-publish <input type="checkbox"/> Content integration	"Eventeer" offers a platform for students and event organizers to share content related to their events. This structured approach ensures that relevant information is easily accessible and organized.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Access to expertise</b> 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	<input checked="" type="checkbox"/> Questions & requests <input checked="" type="checkbox"/> Access to experts <input checked="" type="checkbox"/> Shared problem solving <input type="checkbox"/> Knowledge validation <input type="checkbox"/> Apprenticeship & mentoring	"Eventeer" enables students to pose event-related questions, directly connect with workshop experts, and seek mentorship for deeper learning and event planning. This ensures a holistic approach to knowledge sharing and skill development.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>Relationships</b> 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	<input checked="" type="checkbox"/> Connecting <input checked="" type="checkbox"/> Knowing about people <input checked="" type="checkbox"/> Interacting informally	"Eventeer" fosters connections among students, allowing them to know more about their peers and their interests. The platform encourages informal interactions, promoting trust-building essential for collaborative event planning and participation.



<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Individual participation</b> 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	<input checked="" type="checkbox"/> Levels of participation <input checked="" type="checkbox"/> Personalization <input type="checkbox"/> Individual development <input type="checkbox"/> Multi-membership	"Eventeer" acknowledges the diverse backgrounds of students. The platform supports varying levels of participation, catering to both passive attendees and active event organizers. Personalization features allow students to tailor their experience, ensuring each user feels uniquely catered to within the community.
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Community cultivation</b> 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	<input type="checkbox"/> Democratic governance <input checked="" type="checkbox"/> Strong core group <input type="checkbox"/> Internal coordination <input type="checkbox"/> External facilitation	"Eventeer" recognizes the importance of a cohesive community structure. A strong core group of dedicated student leaders and organizers ensures the community remains vibrant and active.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Service context</b> 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	<input checked="" type="checkbox"/> Organization as context <input type="checkbox"/> Cross-organizational <input type="checkbox"/> Other related communities <input type="checkbox"/> Public mission	"Eventeer" is deeply rooted within the academic institution, making the organization its primary context. This ensures alignment with institutional goals and values.

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