



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"/> 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.	
<input type="checkbox"/> 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.	
<input type="checkbox"/> 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?	
<input checked="" type="checkbox"/> 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?	Add new integration for children education about pets. The educative content will be provided in form of game.
Constitution		
Diversity: How diverse is the community? Community focuses on the pets and their well being through different programs like children education on pets and their behavior.		



Topic :		Your notes
What are the different types of members and what are their levels of participation?		The tool is mainly focused on children aging from 6-10 years (Grade 1 to Grade 5). The child would fully participate in the game themselves but under the guidance of their teacher and parents.
How spread apart is it in terms of location and time zones?		Currently we are focusing on the children community present in Regina under the same time zone.
What language(s) do members speak?		Primarily English
What other cultural or other diversity aspects may affect your technology choices?		
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	<input type="checkbox"/> To be private/secure <input checked="" type="checkbox"/> Open boundaries <input type="checkbox"/> Both private & public spaces	
How does your community need to interact with other communities? Do you need common tools for sharing and learning with 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?	Well versed with technology	
What is their capacity for learning new tools?	Highly capacitive in learning new tools with proper guidance.	
What is the range of skills? If their interests and/or skills are diverse, could it cause conflict or distraction?	The skill level in children is highly diverse. But can be achieved through proper tutorial on how to play this game.	
How tolerant are members of the adoption of a wide variety of tools?	Community does not need wide variety of tools.	
How many technological boundaries are they willing to cross, e.g. sign in to more than one web-based tool, learn to	Community can not afford multiple tools.	



use new tools, or give up old favorites? This helps you understand what level of integration you need.	
What are your members' technology constraints (e.g., bandwidth, operating systems, etc.)?	Age, devices compatibility, Game Engine, Game time
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	The ideal time for to complete the game is about 15 mins. But this is a soft constraint.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	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	<input checked="" type="checkbox"/> Face-to-face/blended <input type="checkbox"/> Online synchronous <input type="checkbox"/> Online asynchronous	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.	<input type="checkbox"/> Single-stream discussions <input type="checkbox"/> Multi-topic conversations <input type="checkbox"/> Distributed conversations	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	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.	<input type="checkbox"/> Practice groups <input type="checkbox"/> Project teams <input type="checkbox"/> Instruction	



						Members need to do things together in order to develop their practice. Projects usually involve a subgroup within the community		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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	<input type="checkbox"/> Library <input type="checkbox"/> Structured self-publish <input type="checkbox"/> Open self-publish <input type="checkbox"/> Content integration	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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	<input type="checkbox"/> Questions & requests <input type="checkbox"/> Access to experts <input type="checkbox"/> Shared problem solving <input type="checkbox"/> Knowledge validation <input type="checkbox"/> Apprenticeship & mentoring	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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	<input type="checkbox"/> Connecting <input type="checkbox"/> Knowing about people <input type="checkbox"/> Interacting informally	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	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	<input checked="" type="checkbox"/> Levels of participation <input checked="" type="checkbox"/> Personalization <input checked="" type="checkbox"/> Individual development <input type="checkbox"/> Multi-membership	



<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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	<input type="checkbox"/> Democratic governance <input type="checkbox"/> Strong core group <input type="checkbox"/> Internal coordination <input type="checkbox"/> External facilitation	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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	<input type="checkbox"/> Organization as context <input type="checkbox"/> Cross-organizational <input type="checkbox"/> Other related communities <input type="checkbox"/> Public mission	
Scratchpad (other interesting insights, questions/answers, etc.)								