



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 checked="" 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.	In our Regina teaching community, so far in my research I haven't been able to find any openly available technology to teachers to express their concerns and frustrations.
<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 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?	
Constitution		
Diversity: How diverse is the community?		
Topic	Your notes	

What are the different types of members and what are their levels of participation?	<p>In the community I intend to focus on for my project there is a varying amount of participation amongst the various members in the community.</p> <p>There are the teachers who have a close involvement with the students and will ultimately have a very close and active level of participation with the project I plan to build.</p> <p>Then there are the parents, who I would assume may not know about this technology that I am building, and thus I feel as though they will have a low level of participation.</p> <p>Then there is the community, who have varying levels of participation. For most, the external members of the community have low participation or involvement with inner-city schools, and those who go to these schools or teach at them. There is the chance that these members may use or view the technology I build.</p>
How spread apart is it in terms of location and time zones?	The time zone will mostly be restricted to the Regina area. The location itself is also going to be limited to just the surrounding Regina area, primarily focusing on that of the inner-city schools but also branching out and being available to be viewed by
What language(s) do members speak?	There are many different languages being spoken as this is a diverse mix of backgrounds present in the inner-city school's community.
What other cultural or other diversity aspects may affect your technology choices?	I chose to make this a website in hopes of having it readily available to everyone. The only constraint for viewing my project would be the inability to have access to technology or a stable internet connection.

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 type="checkbox"/> Open boundaries <input checked="" type="checkbox"/> Both private & public spaces	I want this product to be openly available to all members of the Regina community, focusing and being catered to the teachers in the Regina community.
How does your community need to interact with other communities? Do you need common tools for sharing and learning with them?		The hope is that my application operates as a vehicle for sharing and learning. The hope is that if a person wishes to interact with people within or outside of their community using my application, that they create an account and participate, or if it requires real-life interaction, that they do that outside of the bounds of my application.

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?	From the research that I've done so far, I've heard a few say that they are interested in a resource like this, especially since the covid-19 pandemic.
What is their capacity for learning new tools?	For the technology that I am looking to create, I am hoping to create a technology that is familiar to most people. Not just teachers, but also everyday members of the city of Regina.



What is the range of skills? If their interests and/or skills are diverse, could it cause conflict or distraction?	For many from my target audience, the hope is that they should possess the skills to understand and comprehend the product I am building. Additionally, many people should have access to technology and hardware which is able to run my website.
How tolerant are members of the adoption of a wide variety of tools?	In my research and questioning, members would be tolerant to a limited number of tools and utilities. Ideally, they would prefer a singular service where a user only must log in once should they wish to post. Otherwise, they feel like they would benefit from not having to log in and still be able to lurk and experience the content.
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.	Referencing the block above, from my research members are willing, so long as there isn't an overload of new tools they would need to access. Should they wish to be contributors to this technology's community they wish to cross minimal technology boundaries to be able to use it.
What are your members' technology constraints (e.g., bandwidth, operating systems, etc.)?	For an everyday person using the project I develop, the only constraints would be their potential lack of access to a phone or computer, and their access to a stable internet connection.
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	This would be a website where the user's interaction is solely based off their own interest and chosen level of interaction. This website will be open to people willing to post their stories, but also those who are interested in just reading and listening to these stories.

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/> Face-to-face/blended <input type="checkbox"/> Online synchronous <input type="checkbox"/> Online asynchronous	I would say that regular meetings wouldn't exactly be relevant to the current project and community that I am focusing on.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Open-ended conversation Some communities maintain ongoing conversations as their	<input checked="" type="checkbox"/> Single-stream discussions	I'm hoping that my application will spark those open-ended conversations and stories to be



						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 checked="" type="checkbox"/> Multi-topic conversations <input checked="" type="checkbox"/> Distributed conversations	shared with other members of the community. I would say that getting information out into the community is the most important part of my project.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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. Members need to do things together in order to develop their practice. Projects usually involve a subgroup within the community	<input type="checkbox"/> Practice groups <input type="checkbox"/> Project teams <input type="checkbox"/> Instruction	I would say that there is the potential for my application to spark outside conversation and action in the community. That is my eventual hope, but I don’t see it happening immediately.
<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/> Content integration	I would like to see my project expand into also being a support and content-sharing resource for teachers, but at this current time I only see it acting as a discussion and story board.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/> Questions & requests <input type="checkbox"/> Access to experts <input checked="" type="checkbox"/> Shared problem solving <input checked="" type="checkbox"/> Knowledge validation <input type="checkbox"/> Apprenticeship & mentoring	Due to it being an online discussion and story board, members will be able to answer questions, share their opinions, and assist in providing support and answers for these teachers and these schools.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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,	<input type="checkbox"/> Connecting <input checked="" type="checkbox"/> Knowing about people <input type="checkbox"/> Interacting informally	One of the most important parts of my project is passing on that knowledge of inner-city schools’ inequalities to that of other people. Many people simply don’t know about it and thus they don’t do anything about it. I’m hoping to create that relationship and make people care through my technology.



						emphasizing networking, trust building, and mutual discovery		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/> Personalization <input type="checkbox"/> Individual development <input type="checkbox"/> Multi-membership	It will take the input and individual participation of teachers from across Regina to be able to make this application operational and worth it.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/> Strong core group <input type="checkbox"/> Internal coordination <input type="checkbox"/> External facilitation	I think this technology will thrive and evolve if it has a strong core group of initial posters. It can't solely thrive on just lurkers.
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/> Cross-organizational <input type="checkbox"/> Other related communities <input checked="" type="checkbox"/> Public mission	I would say that my hope is that this project inspires future service in the community. But I think due to the lack of knowledge from the city of Regina as a whole, I would say there is very minimal service present for these communities I am hoping to support.

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

For my project and for the community which I am trying to focus on (both specifically the inner-city schools and the teachers at the Regina area schools), it is difficult to answer and pinpoint the exact values within these communities. This is something I will need to continue to do research on.