



Community characteristics & orientation

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Community & UN SDG(s): SDG 4 &13

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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 checked="" 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?	This community is in need of new technology as a lot of the existing platforms are not properly handled and lacking detailed attention. The community might need to transition to a new platform which is why my technology should be the perfect bridge
<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	The major community is very diverse, but the part of the community that this technology has direct impact is not very diverse as the technology is very laser	



levels of participation?	focused on a specific region where proper enlightenment is lacking
How spread apart is it in terms of location and time zones?	Majorly in two countries with 4 time zones that are very close
What language(s) do members speak?	English mostly
What other cultural or other diversity aspects may affect your technology choices?	Potentially some cultures that live in North America but don't believe kids should have access to technology

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	The boundaries need to be opened so anyone can have access because the major goal of UN SDG 4 is to remove barriers or blockades that may hinder a person from getting access to appropriate and standard education
How does your community need to interact with other communities? Do you need common tools for sharing and learning with them?		This community is responsible for general education to disadvantaged children and that includes the education of the UN SDGs to people who are uninformed. Also considering that my application hopes to incorporate information about other SDGs. I believe there would be need for interaction.

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?	The users that are part of the community are very interested in technology.
What is their capacity for learning new tools?	High capacity
What is the range of skills? If their interests and/or skills are diverse, could it cause conflict or distraction?	There are members who might not use the technology the application is based on. There is a potential for distraction as some people use basic android tablets as opposed to an iPad. But the focus still remains on iPad for now as it is the dominant tablet.
How tolerant are members of the adoption of a wide variety of tools?	Medium level tolerant as the users would be mature enough to understand somewhat an application with heavy variation of 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	Most of the potential members of the community that would use this technology might not have other accounts (like email) to sign up. They might not have the patience to use it on the web as that's not their comfort zone. Which is why my application just request users names and automatically saves progress on their device.



understand what level of integration you need.	
What are your members' technology constraints (e.g., bandwidth, operating systems, etc.)?	No major constraints. Only potential constraint are members that don't have the required technology.
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 members would mostly be online from anywhere with/without internet connection. However since this is for the younger population so there might be a screen-time limit. That should not affect the functionality of the application as it broken down into bits that shouldn't take time to complete

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"/> 1	<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	1- There would be no use for meetings. Except in a case where members would like to discuss incorporating this technology more into their mission.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 1	<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 checked="" type="checkbox"/> Distributed conversations	3- This could help further introduce the technology to new groups whom might benefit from it
<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/>	<input 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	<input type="checkbox"/> Practice groups <input checked="" type="checkbox"/> Project teams <input type="checkbox"/> Instruction	2-There could be potential for this if the community wants a project to educate people about some specific scenario or prevailing issue. Otherwise there would be no need for this to the members that use the technology



						practice. Projects usually involve a subgroup within the community		
<input type="checkbox"/> 1	<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	0- No relevance to this community
<input type="checkbox"/> 1	<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	0-No relevance as expertise requirements are almost non-existent
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 1	<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 checked="" type="checkbox"/> Interacting informally	1-There could be a need for relationship between members of the community that may encourage and assist each other to complete levels within the application
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 5	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 checked="" type="checkbox"/> Individual development <input type="checkbox"/> Multi-membership	This is where the application thrives as it is built on individual accomplishments and participation. It is based on independent engagement
<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Community cultivation Some communities are happy with loose self-organization and	<input type="checkbox"/> Democratic governance	There could be need for a community depending on how the application shapes the



						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"/> Strong core group <input type="checkbox"/> Internal coordination <input type="checkbox"/> External facilitation	community. Also depending on how the community shapes the application. The current iteration of the application has no relevance
<input type="checkbox"/> 1	<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	No relevance
Scratchpad (other interesting insights, questions/answers, etc.)								