



Community characteristics & orientation

Name: Mackenzie Kot
Community & UN SDG(s): Teenagers/Young Adults + SDG 15 Life on Land
Date: Oct 18th 2023

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?	Specifically focusing on teenagers/young adults who enjoy casual games: <ul style="list-style-type: none"> - This will be a new game that shouldn't cause much disruption. - I could see people playing it because they like the type of game it is, or people playing it because of the lessons/message it is based around
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>Teenagers</p> <ul style="list-style-type: none"> - Mid to high levels of participation (depends on school and access to the internet/devices) <p>Young adults</p> <ul style="list-style-type: none"> - High to mid levels of participation (depends on work/school/amount of free time) <p>Teachers</p> <ul style="list-style-type: none"> - Can bring the game into the classroom to introduce the concepts to their students
How spread apart is it in terms of location and time zones?	This is a fairly broad group and can be considered worldwide, but I will largely be focusing on the Saskatchewan/Regina part of the group since that is where my play testers will be from.
What language(s) do members speak?	English
What other cultural or other diversity aspects may affect your technology choices?	Some countries don't have easy access to computers (this will be a desktop game). Younger teenagers usually don't have their own computers either, just at school or a shared family computer.

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	Security isn't a huge concern for an offline single player game unless there are in-app purchases.
How does your community need to interact with other communities? Do you need common tools for sharing and learning with them?		This community largely interacts with others via in-person conversations or through social media.

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?	By virtue of being young in a world that is getting more technologically advanced every day, this is a very tech-savvy group. That isn't to say there aren't outliers, but nearly everyone in this group is able to play video games or at least pick up the controls fairly easily once introduced.
What is their capacity for learning new tools?	Very high, for the same reasons as above.
What is the range of skills? If their interests and/or skills are	The skill range in this group can be fairly broad. On the younger/teenager side of this group I could see conflict or distraction occurring, but I don't think there is much



diverse, could it cause conflict or distraction?	opportunity for that over such a small simple game.
How tolerant are members of the adoption of a wide variety of tools?	This group is tolerant to using a 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 use new tools, or give up old favorites? This helps you understand what level of integration you need.	<p>Sign in to more than one web-based tool</p> <ul style="list-style-type: none"> - Reluctant and would find it annoying but would probably do it if absolutely necessary <p>Learn to use new tools</p> <ul style="list-style-type: none"> - Willing <p>Give up old favorites</p> <ul style="list-style-type: none"> - Reluctant but willing if the new tool suited their needs better
What are your members' technology constraints (e.g., bandwidth, operating systems, etc.)?	<ul style="list-style-type: none"> - The younger side of this group may not have access to a computer that they can (or are allowed to) physically download a game onto and would be more open to a browser based game - The older side is more likely to have a laptop or computer that they would download the game onto
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	<ul style="list-style-type: none"> - The younger side of the group has more free time than the older side - The older side has more access to computers

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 checked="" type="checkbox"/> Online synchronous <input type="checkbox"/> Online asynchronous	Teenagers: <ul style="list-style-type: none"> - Obligated to meet due to school - Friends meet fairly often Young Adults: <ul style="list-style-type: none"> - Work, if they have coworkers their age - Friends meet somewhat often
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Open-ended conversation Some communities maintain ongoing conversations as their	<input checked="" type="checkbox"/> Single-stream discussions <input checked="" type="checkbox"/> Multi-topic	This group is pretty good at having multiple discussions at once, especially over social



						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.	conversations <input checked="" type="checkbox"/> Distributed conversations	media.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/> Practice groups <input checked="" type="checkbox"/> Project teams <input type="checkbox"/> Instruction	When this group creates a community around a game, some people create projects dedicated to it (Fanart, animations, fan games, spinoffs). With an educational game like this, ideally they would be motivated for the cause
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/> Open self-publish <input type="checkbox"/> Content integration	Social media posts/videos, fanart and animations Posts promoting the cause that the game is standing for
<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 checked="" type="checkbox"/> Access to experts <input checked="" type="checkbox"/> Shared problem solving <input checked="" type="checkbox"/> Knowledge validation <input type="checkbox"/> Apprenticeship & mentoring	Being technologically smart means that this group has a lot of access to expertise and resources, and can even create their own within the community.
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/> Connecting <input type="checkbox"/> Knowing about people <input checked="" type="checkbox"/> Interacting informally	When it comes to games, this community tends to be online only, unless your peers are also interested in the same game. This does not bar online friendships from forming though.



<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	X Levels of participation <input type="checkbox"/> Personalization <input type="checkbox"/> Individual development <input type="checkbox"/> Multi-membership	People play the game individually, but this does not stop them from coming together over what they've learned. Some people with more interest may make posts online while others prefer to just read these posts as a lurker
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 X Internal coordination <input type="checkbox"/> External facilitation	This group leans more to the size of loose self-organization
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 X Public mission	With an educational game like this, some people will make it their mission to spread awareness.

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