ENSE 405

Activity #2: Community characteristics & orientation

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Community (UN SD goal):	Sustainable Consumption and Production
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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
☐ **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.	
☒ **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.	There are many applications that support the sustainability initiative which helps remind people of days to recycle, how to recycle materials, and where to recycle materials. Though many of the applications do not give educational information about the sustainability initiative.
☐ **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?	
☐ **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?	1. Educators 2. Students (Elementary to Post-secondary) 3. Parents Each type of member can participate on using this application to help educate others, learn, and apply what they have learned to help the sustainability initiative. As recycling is a global effort to help reduce our carbon footprint.
How spread apart is it in terms of location and time zones?	As the recyclable symbol on products are universal, so this application will work around the world with the constraints of non-supported geographical locations.
What language(s) do members speak?	The target for the community should be multilingual preferably to their local language. First developing for English speaking community
What other cultural or other diversity aspects may affect your technology choices?	How experienced are the users with technology may affect a user's desirability to use the application. The geographical locations and access to technology may affect their ability to acquire and learn from this application.

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	☐ To be private/secure ☐ Open boundaries ☒ Both private & public spaces	As this application is meant to be a community tool to help users dispose of waste material locally, location is an input that should be private and not shared with anyone else.
How does your community need to interact with other communities? Do you need common tools for sharing and learning with them?		Sustainable consumption and responsible production may affect other communities as the result of irresponsible waste disposal affects other habitats of life such as aquatics to suffer (UN Goal 14). Thus, through gathering information from other communities that are affected from irresponsible waste will be helpful.

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?	I would the community is extremely interested, although production of technological tools adds to the problem, many companies are using recyclable material to construct such technological tools. For example, many big companies such as Apple removing charging bricks in their phones and following suit Samsung to reduce the amount of material consumption.
What is their capacity for learning new tools?	The capacity to learn new tools can be attributed to one's own understanding of technology and how user friendly the application is. Relating to the threshold and functionality aspect where understandability and discoverability is key to learning a new tool's functionality.

What is the range of skills? If their interests and/or skills are diverse, could it cause conflict or distraction?	Technological skills are diverse and dependent on how envelope you are in technology and adapting to new tools.
How tolerant are members of the adoption of a wide variety of tools?	There are many tools that share a common functionality, which is the searching of waste material to recycle. Adopting a tool with similar functionality should not be too harsh on new users.
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.	Trying to find an application that satisfies all the needs of the community will always come with consequences as it may dissatisfy a fraction of the community but satisfy majority. New tools should invest in looking at what successful tools with community-centered design practice.
What are your members' technology constraints (e.g., bandwidth, operating systems, etc.)?	Constraints would have to be a modern smart phone to allow the camera to capture the recyclable symbols and have access to cellular data or internet. Geographical location may inhibit users to find any locations near them to dispose of waste material.
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	Members can be online whenever they need to use the tool to confirm waste materials to dispose or to educate themselves and others. Depending on the location of the user they may not have access to the information due to the constraints of not having cellular data or internet or if the location does not have any disposal locations.

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
☒	☐	☐	☐	☐	☐	**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	☐ Face-to-face/blended ☐ Online synchronous ☐ Online asynchronous	
☒	☐	☐	☐	☐	☐	**Open-ended conversation** Some communities maintain ongoing conversations as their primary vehicles for learning.	☐ Single-stream discussions	

☐	☐	☐	☐	☐	☐	Open-ended conversations are common when a community is co-located and people keep the conversation going as they "bump" into each other.	☐ Multi-topic conversations ☐ Distributed conversations	
☒	☒	☐	☐	☐	☐	**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	☐ Practice groups ☐ Project teams ☐ Instruction	
☐	☐	☐	☒	☐	☐	**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	☐ Library ☐ Structured self-publish ☐ Open self-publish ☐ Content integration	Most of the contents will come from verified sources that the community members will have access to learn.
☐	☐	☒	☐	☐	☐	**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	☐ Questions & requests ☐ Access to experts ☐ Shared problem solving ☐ Knowledge validation ☐ Apprenticeship & mentoring	
☒	☐	☐	☐	☐	☐	**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	☐ Connecting ☐ Knowing about people ☐ Interacting informally	

☐	☐	☐	☐	☐	☒	**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	☒ Levels of participation ☒ Personalization ☒ Individual development ☒ Multi-membership	This application does not have a lot of interaction with each other over the application, rather more of an educational tool to help others. This is more of an individual learning tool for the
☐	☒	☐	☐	☐	☐	**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	☐ Democratic governance ☐ Strong core group ☐ Internal coordination ☐ External facilitation	
☐	☒	☐	☐	☐	☐	**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	☐ Organization as context ☐ Cross-organizational ☐ Other related communities ☐ Public mission	

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