**Community characteristics & orientation**

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| Name: | Nicolas Ansell |
| Community & UN SDG(s): | 12, Responsible Consumption and Production |
| Date: | Oct 20th |

**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.

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| **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. | | | there will be a need for a guided tutorial or introduction to acquaint players with the game mechanics, controls, and why recycling is important, I think there is importance in having a feedback loop to allow a place for players to report bugs and issues with the game, whether this is a blog or a reddit or something of that nature. Personalization is also important to allow players a to visualize and see their recycling turn into a reward that they can keep and drives them to continue playing | |
| **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. | | |  | |
| **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? | | | | | | | | Newbies: Just started playing, learning about recycling and game mechanics. Play on occasional but increasing as they delve into the game.  Regular Players: Engage daily or weekly, have a solid understanding of the game its mechanics and maybe have some goals they are striving for or some items they would like to unlock.  Mastery Players: players looking to maximize every facet of the game, they know all the best ways to move forward in the game at the fastest pace. They are deeply involved in both the game and the community, participating in discussions, and guiding newbies. | | | | |
| How spread apart is it in terms of location and time zones? | | | | | | | | The game can ideally be played anywhere in any place at any time, it has no effect as it’s a single player game that requires no connections to play, but will only be made in English for the first iteration of the game | | | | |
| What language(s) do members speak? | | | | | | | | Members may speak any language but due to the constraint in this class the game will only be available in English | | | | |
| What other cultural or other diversity aspects may affect your technology choices? | | | | | | | | Some players access the game from high-end devices, while others might be on older models or less common platforms. Ensuring the game's compatibility across a range of devices is crucial to allow for anyone to play regardless of the performance capabilities of their device | | | | |
| **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 | | | | An open community encourages growth, where new players can join and participate freely. Since there is no multiplier aspect the communities focus is to help each other understand the game and suggest how to make it a better experience by providing feedback to the developers and fostering discussion in open forums | | | |
| How does your community need to interact with other communities? Do you need common tools for sharing and learning with them? | | | | | | | | | This game will most likely be a mobile game, this means interacting with communities within the realms of the device the games are played on, this means making the game available across android and ios devices would be ideal but maybe a future MVP if cross compatibility proves difficult | | | |
| **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? | | | | | | | | Most players are moderately tech-savvy, especially being geared towards a younger audience, kids are very understanding of technology. Some might have more technical interests, especially those who participate in forums or suggest game improvements. | | | | |
| What is their capacity for learning new tools? | | | | | | | | The majority of players prefer intuitive tools that don't have a steep learning curve. Regular players and enthusiasts might be more open to exploring advanced features and tools, especially if they enhance the gaming experience. | | | | |
| What is the range of skills? If their interests and/or skills are diverse, could it cause conflict or distraction? | | | | | | | | There's a diverse range. Newbies may have basic tech skills and require a more guided approach, while more advanced players might want more diversity and skilled aspects. This diversity could lead to difficulty balancing between a challenging fun game and something that’s easy to pick up | | | | |
| How tolerant are members of the adoption of a wide variety of tools? | | | | | | | | I think having too many tools is an issue for a simple game like this, new players need to understand and grasp it or they wont stick around but the game can ease you into more complex mechanics the longer you play | | | | |
| 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. | | | | | | | | N/A | | | | |
| What are your members’ technology constraints (e.g., bandwidth, operating systems, etc.)? | | | | | | | | Bandwidth constraints shouldn’t be an issues as it is a single player experience, but device operating system needs to be taken into account, the goal is to have it playable on all mobile devices but this scope might shrink. | | | | |
| 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 game is meant to be a one that can be picked up and played for 30seconds or 30 minutes, and easy to put down if something else comes up. Just meant to fill the time with some educational simple fun that can be pickup up and dropped easily | | | | |
| **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 | | I don’t think its important to have meetings between players but if they need a place to discuss things like game mechanics it can be done on something like reddit. |
|  |  |  |  |  | |  | **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. | | | Single-stream discussions  Multi-topic conversations  Distributed conversations | | The discussion should remain to simple discussions regarding a topic such as improvements to the game, understanding of mechanics, reporting of bugs, ect. |
|  |  |  |  |  | |  | **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 | | N/A |
|  |  |  |  |  | |  | **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 | | I think this community will be mostly content, it is based on providing entertainment and education through the content of the game |
|  |  |  |  |  | |  | **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 | | If community members need help they will most likely turn to forums for help with regards to stuff like game strategy and mechanics |
|  |  |  |  |  | |  | **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 | | People can connect through a joined likeness the the ideas that the game promotes, helping show others the game and teach about recycling |
|  |  |  |  |  | |  | **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 | | There are different levels of players, ranging from new players and occasional players to daily players who are more advances, this game is meant to be fun for all of them. The personalization throughout the game keeps things interesting and gives the player a goal to look forward to while playing. This game is single player so the player will learn and understand how to play the game better through individual development |
|  |  |  |  |  | |  | **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 | | The community around the game will be formed loosely by the players not facilitated by the development. Any form of community cultivation is external to the platform of the game so if players wish to do it it will be done on their own accord |
|  |  |  |  |  | |  | **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 | | The game's primary mission could be to raise awareness about recycling, making it not just an entertainment platform but also an educational tool.  By framing the game as serving a public mission, the community can be more proactive in recruiting members, emphasizing the game's impact on raising recycling awareness |
| **Scratchpad (other interesting insights, questions/answers, etc.)** | | | | | | | | | | | | |
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