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**
☐ **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.	
☒ **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?	The world started changing towards renewable energy. So, trying to create a new platform that helps to find different renewable energy sources in their community and also help to find energy-efficient household devices
☐ **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?	People or businesses in Moose Jaw, who are interested to reduce carbon footprint, save nature and like to build a renewable energy source in their premises are the members of this project. The community can be divided into three groups depending upon age. 1. Group A: Age below 20 years 2. Group B: Age above 20 years and below 55 years 3. Group C: Age above 55 years Anyone from this group can be the members and they can use the website to improve their knowledge and clear their doubts. The "group B" can be the active members in this project, because they are open to new technologies and they like to accept changes. For example, electric vehicles, Solar power, Recycled products. The "group C" helps to spread the information to other people and other communities, because most of them are in their retirement age, so they have time for their friends and community. The "group A" can be some school students, they can improve their knowledge too.
How spread apart is it in terms of location and time zones?	Locations Under this project are all in same time zone
What language(s) do members speak?	English is the main language in this proposed location
What other cultural or other diversity aspects may affect your technology choices?	The members in this community are culturally aware with smartphones, computers, and internet.

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	We should open our boundaries to the world because the people from this community can contribute user reviews, benefits and their thoughts through online platforms. So, the people from the other communities can find this information and that helps the other community to implement a better plan in their community.
How does your community need to interact with other communities? Do you need common tools for sharing and learning with them?		There is a user experience blog on the website. People can express their user experience with their login ID and also other people from the world can ask questions in the blog. They can also use social media, phone and email to communicate together.

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 of the people in this community know how to use internet, Computer and smartphones.
What is their capacity for learning new tools?	Around more than half of the members in this community have a desire to learn new tools and implement new things in their life. Also, they like to share their opinions.
What is the range of skills? If their interests and/or skills are diverse, could it cause conflict or distraction?	Group B have a great range of skills and if the other members have desire to learn new things, they must be a part
How tolerant are members of the adoption of a wide variety of tools?	Normally, people like to do things that help to make their life easier so the adoption of tools will be easy if they are interesting, useful and time-saving for the group.
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.	People like to learn and use new and easy things so they can use websites, blogs and emails instead of ordinary mail and flyers. The boundaries are wide open, so the members from anywhere can access the information to improve their knowledge
What are your members' technology constraints (e.g., bandwidth, operating systems, etc.)?	Most of the members in this community have smartphones, computers and internet.
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	Nowadays most of the members have smartphone with internet, so they can be online from anywhere at any time.

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. 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 website gives information and encourages the community to use the renewable energy
☐	☐	☐	☐	☐	☒	**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	Instruction is very important with this project
☐	☐	☐	☐	☐	☒	**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	Contents are proved bases and members can also share their reviews and knowledge in the blog.
☐	☐	☐	☐	☐	☒	**Access to expertise** Some communities create value by providing focused and timely access to expertise in the community's domain, whether	☒ Questions & requests ☒ Access to experts	The motive is to give enough information about renewable energy and encourage members to share their knowledge and questions.

						internally or externally. Communities with this orientation focus on answering questions, fulfilling requests for advice, or engaging in collaborative, just-in-time problem solving	☒ 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	As stated earlier, this website encourages people to adopt new technology and share their user experience between members using their login ID.
☐	☒	☐	☐	☐	☐	**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	☐ Organization as context ☐ Cross-organizational ☐ Other related communities ☐ Public mission	

					world or to recruit members widely. Or they may seek interactions with other communities whose domain complements their own		
Scratchpad (other interesting insights, questions/answers, etc.)							