Community characteristics & orientation

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Community & UN SDG(s):	Good health & wealth being, Life on land and Quality Education
Date:	08/02/2025

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.	The Regina Humane Society has a clear mission to educate the community on responsible pet ownership and animal welfare. The project will contribute ideas to the community's design, focusing on how technology, infrastructure, and digital tools can enhance learning about animal safety.
☐ **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?	Educators & Students (Primary users) – Engage with the game for learning purposes. Pet Owners – Learn about safe pet interactions to prevent incidents. Animal Welfare Experts – Contribute expertise to enhance content.
How spread apart is it in terms of location and time zones?	The project will primarily serve schools and communities in Canada, but can be expanded.
What language(s) do members speak?	English
What other cultural or other diversity aspects may affect your technology choices?	The game respects diverse cultural approaches to pet ownership and animal interactions.

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	Game will be available for all as it will be open source.
How does your community need to interact with other communities? Do you need common tools for sharing and learning with them?		

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 Regina Humane Society is open to new educational technologies.
What is their capacity for learning new tools?	The game is designed to be user-friendly for children and teachers.
What is the range of skills? If their interests and/or skills are diverse, could it cause conflict or distraction?	
How tolerant are members of the adoption of 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	Must run smoothly on school computers, tablets, and mobile devices. Must be **browser-based** (no complex installations required).

favorites? This helps you understand what level of integration you need.								

What are your members' technology constraints (e.g., bandwidth, operating systems, etc.)?	Requires low bandwidth to ensure accessibility in schools with limited internet speed and it will be no constrain for operating systems.
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	Teachers may allocate short classroom sessions for gameplay. Students can access the game at school or home for independent learning.

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	Teachers may introduce the game during lessons.
☐	☐	☐	☐	☐	☐	**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	
☐	☐	☐	☐	☐	☐	**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	☐ Practice groups ☐ Project teams ☐ Instruction	

						together in order to develop their practice. Projects usually involve a subgroup within the community		
☐	☐	☐	☐	☐	☐	**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	
☐	☐	☐	☐	☒	☐	**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	Animal safety experts may contribute to the game's development.
☐	☐	☐	☐	☐	☐	**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	

						Community cultivation	Democratic governance	
☐	☐	☐	☐	☐	☐	**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	The game aligns with the Regina Humane Society's mission and public education goals.

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

The Educational Animal Safety Game will serve as a valuable community-driven tool that educates children on safe animal interactions. By leveraging technology, the project will enhance engagement, increase safety awareness, and support responsible pet ownership in schools and beyond.