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?	It will explore new features or changes based on community feedback
☒ **Stable and adapting** Just need some new tools	How much disruption will the community tolerate? How will the new tools be integrated into or affect existing practices?	Add new tools without disrupting current activities.

Constitution

Diversity: How diverse is the community?	
Topic	**Your notes**
What are the different types of members and what are their levels of participation?	Award winners, Awards nominees, RCE organization's people, voluntary network of individuals
How spread apart is it in terms of location and time zones?	Saskatchewan people and also including people who visit the site worldwide
What language(s) do members speak?	English (mostly), French
What other cultural or other diversity aspects may affect your technology choices?	Language Accessibility(WPML or Polylang), Connectivity Considerations(rural or low-bandwidth areas), and Utilize lightweight map frameworks (like Leaflet)

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	The boundaries should be open because users can explore the award information very easily. However, it should be private and secure for the Sensitive administrative functions to only authorized users
How does your community need to interact with other communities? Do you need common tools for sharing and learning with them?		Through this platform, users can explore and get the award information and recognize the regional achievement. Additionally, we need some common tools like interactive maps and data visualization to share and learn 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?	They are very much interested in using this technology because it provides them with interactive mapping and data visualization for exploring awards
What is their capacity for learning new tools?	They have moderate to high capacity for learning new tools.
What is the range of skills? If their interests and/or skills are diverse, could it cause conflict or distraction?	The community has different skill levels from beginner to advanced. Although, it can bring new ideas it needs a simple design so it can not create confusion.

How tolerant are members of the adoption of a wide variety of tools?	Members are open to adopting new tools if they are easy to use and add value to them.
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.	They are happy to cross boundaries like learning new tools or signing into multiple platforms as far as it is easy for them.
What are your members' technology constraints (e.g., bandwidth, operating systems, etc.)?	They can face limited internet bandwidth in rural areas, older operating systems, or lower device capabilities.
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	Some members have full access to the internet while they are at home or at the office. While others have limited access and are online while they are on the field. So this needs to be considered so that participation can be flexible and accessible to all of them.

Community orientation

Relevance to the 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	It will ensure real-time engagement
☐	☐	☐	☐	☒	☐	**Open-ended conversation** Some communities maintain ongoing conversations as their	☐ Single-stream discussions	It allows a wide range of discussion of awards, regions, and technology.

☐	☐	☐	☐	☐		primary vehicle 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.	☒ 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	It allows members to collaborate on specific initiatives like mapping awards, solving problems, and producing outcomes
☐	☐	☐	☐	☒	☐	**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	The content will be in an organized manner, it will ensure easy access to valuable resources like award data and documentation while maintaining consistency and quality.
☐	☐	☐	☐	☐	☒	**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	It enables collaboration on challenges, sharing knowledge, and solving problems together in real-time.
☐	☐	☐	☐	☒	☐	**Relationships** Some communities focus on relationship building among members as the basis for both ongoing learning and being	☒ Connecting ☐ Knowing about people	It will ensure networking and collaboration among members to build trust, share knowledge, and collectively

						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	☐ Interacting informally	contribute to the project's success.
☐	☐	☐	☐	☐	☒	**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	It will allow members to engage with oeach ther at their own pace.
☐	☐	☐	☐	☒	☐	**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	It will give direction, maintain engagement, and also ensure the community remains active and aligns with the goal.
☐	☐	☐	☐	☐	☒	**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	☐ Organization as context ☐ Cross-organizational ☐ Other related communities ☒ Public mission	It will focus on providing accessible information about awards in Saskatchewan.

					members widely. Or they may seek interactions with other communities whose domain complements their own		

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