



## ENSE 405

### Activity #2: Community characteristics & orientation

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Community (UN SD goal): Goal 3 – Good Health and Well-being

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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
<input type="checkbox"/> <b>Just forming</b> 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.	
<input checked="" type="checkbox"/> <input type="checkbox"/> <b>Self-designing</b> 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 problem is already defined by the UN. The goals that were given prompted the idea of having a system that helps create diet plans that correlate with their medications.
<input type="checkbox"/> <b>Growing &amp; restless</b> 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?	
<input type="checkbox"/> <b>Stable and adapting</b> 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?	<p>Dieticians – these are the certified members who will be responsible for creating tailored diet plans for the affected members of the community.</p> <p>Patients/Clients – these are the members of the community who have been affected by an illness that needs a healthy diet to help aid recovery and their immune system.</p> <p>These are the two important members of the community.</p>
How spread apart is it in terms of location and time zones?	Since this is going to be an online tool, the time zone and location does not matter, as it can be reached by all, except for those in remote areas of the world.
What language(s) do members speak?	The main language that is universal will be used, and that is English. It will be understood by a large number of people than just a specific language
What other cultural or other diversity aspects may affect your technology choices?	Access to technological solutions by many in remote areas will be a barrier as there are lack of basic infrastructure that will help give access.

**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	<input type="checkbox"/> To be private/secure <input type="checkbox"/> Open boundaries <input checked="" type="checkbox"/> Both private & public spaces	<p>Everyone should be able to have access to the platform in order to achieve better health for better living.</p> <p>There will also be privacy as most members would require that for certain reasons, keeping their data private. Not everyone likes their business out there.</p>
How does your community need to interact with other communities? Do you need common tools for sharing and learning with them?		Communities can interact with each other by using integrated chat rooms in the system. Common tools that they are familiar with will be the best suit for 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 community should be open to learning about the new technology for the betterment of their wellbeing. I believe they are interested in technology.
What is their capacity for learning new tools?	I believe they are of an acceptable capacity in being able and willing to learn about the new tools.
What is the range of skills? If their interests and/or skills are diverse, could it cause conflict or distraction?	The range of their skills will vary. There is always a middle ground for diversity of interest or skills. That is why a simple solution will cater to all levels of learning capacity.
How tolerant are members of the adoption of a wide variety of tools?	All members in this community may not have that much tolerance. This is difficult to fully assess. This is yet another reason why one must create something simple that can be used by all.



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.	Synchronizing between apps or websites affords the users the ease of use, without having to do certain things more than once, like signing in and typing out info every time you want to use these systems. So, the users do not really have much technological boundaries to cross. This is also a reason for designing something simple that appeals to a wide variety of users
What are your members' technology constraints (e.g., bandwidth, operating systems, etc.)?	Members in this community may have constraints such as network interruptions, and this depends on where the members find themselves. Some of these available apps may just be available to just one operating system and the rest will not have access.  Poor infrastructure in remote areas is an easy technological constraint.
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 are able to be on the platform at anytime and anywhere, as long as they have access to the platform. There are no restrictions to how much time to be online or restrictions to specific time to be online.

## 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
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Meetings</b> 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	<input checked="" type="checkbox"/> <input type="checkbox"/> Face-to-face/blended <input checked="" type="checkbox"/> <input type="checkbox"/> Online synchronous <input checked="" type="checkbox"/> <input type="checkbox"/> Online asynchronous	All three variants are likely to be used by both the dietician and the patient/clients. These can be done through private appointments, classes that are organized, and also just through messaging.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Open-ended conversation</b> 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.	<input checked="" type="checkbox"/> <input type="checkbox"/> Single-stream discussions <input checked="" type="checkbox"/> <input type="checkbox"/> Multi-topic conversations <input checked="" type="checkbox"/> <input type="checkbox"/> Distributed conversations	There should already exist discussion platforms for different members in this community. But not everyone is up for discussions.



<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Projects</b> 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	<input type="checkbox"/> Practice groups <input type="checkbox"/> Project teams <input type="checkbox"/> Instruction	Users with the same situation can get involved with each other, also helping themselves become accountable to each other
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Content</b> 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	<input type="checkbox"/> Library <input checked="" type="checkbox"/> <input type="checkbox"/> Structured self-publish <input checked="" type="checkbox"/> <input type="checkbox"/> Open self-publish <input checked="" type="checkbox"/> <input type="checkbox"/> Content integration	There are well structured materials and contents that are available for members but not exactly structured for specific situations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Access to expertise</b> 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	<input checked="" type="checkbox"/> <input type="checkbox"/> Questions & requests <input checked="" type="checkbox"/> <input type="checkbox"/> Access to experts <input checked="" type="checkbox"/> <input type="checkbox"/> Shared problem solving <input type="checkbox"/> Knowledge validation <input type="checkbox"/> Apprenticeship & mentoring	The users/members within the community can ask questions and they are answered by experts.  Experts can easily be accessed if need be, in certain situations.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Relationships</b> 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	<input checked="" type="checkbox"/> <input type="checkbox"/> Connecting <input checked="" type="checkbox"/> <input type="checkbox"/> Knowing about people <input checked="" type="checkbox"/> <input type="checkbox"/> Interacting informally	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Individual participation</b> Learning together happens in the context of a group, but it is	<input checked="" type="checkbox"/> <input type="checkbox"/> Levels of participation	Different methods that will work for a variety of people



						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	<input checked="" type="checkbox"/> <input type="checkbox"/> Personalization <input checked="" type="checkbox"/> <input type="checkbox"/> Individual development <input checked="" type="checkbox"/> <input type="checkbox"/> Multi-membership	with just one common goal in place.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Community cultivation</b> 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	<input type="checkbox"/> Democratic governance <input type="checkbox"/> Strong core group <input type="checkbox"/> Internal coordination <input type="checkbox"/> External facilitation	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Service context</b> 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	<input type="checkbox"/> Organization as context <input type="checkbox"/> Cross-organizational <input type="checkbox"/> Other related communities <input checked="" type="checkbox"/> <input type="checkbox"/> Public mission	The goal/mission is to have a community of healthy members.

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