**Community characteristics & orientation**

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| Community & UN SDG(s): | Earth Wells, Clean Water & Salination (UN SDG #6) |
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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.

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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. | | | The community is currently not really formed, there is some interests. There are quite a few parallel organizations and as well lots of articles about researchers or small scale DIY’s but nothing where they all come together and talk specially and concretely about the technology. There is some risk with this community in this stage of development because the community may never form, there may be a reason why it hasn’t occurred naturally which is something to take into consideration when developing for communities that don’t | |
| **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 community is currently merged with other similar communities. For example, water salination outreach is a common other community that the clean water community is joined with. | |
| **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? | | | Since there isn’t really a connected community, we need to begin with adding some basic | |
| **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? | | | There are some charity organizations that address UN SDG #6 as a whole or for larger established communities (like villages in this context) and I would like to focus in on a small scale to individual basis. | |
| **Constitution** | | | | | | | | | | | | |
| **Diversity:** How diverse is the community? | | | | | | | | | | | | |
| **Topic** | | | | | | | | **Your notes** | | | | |
| What are the different types of members and what are their levels of participation? | | | | | | | | There will be many different types of members within the community ranging from researchers, charity organizers, users in need of cleaner water solutions. And within these we could have a range of technical and academic backgrounds. | | | | |
| How spread apart is it in terms of location and time zones? | | | | | | | | They could be coming from all around the world, but I would like to focus on Canada so it would be geared towards Canadian time zones. | | | | |
| What language(s) do members speak? | | | | | | | | They would speak mainly English and French, because I am focusing on Canada, but I would like to make sure that whatever I create is easily accessible to translation services. | | | | |
| What other cultural or other diversity aspects may affect your technology choices? | | | | | | | | Accessibility, clean water technology should not be limited to a certain set of people it should always strive to be inclusive. | | | | |
| **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 | | | | I would like this to be a very open forum, there shouldn’t be many barriers to entry or qualifications as it is meant to be a reassures for everyone so naturally that means open boundaries. I might consider a private message function in a later mvp but the main focus is an open forum that provides knowledge for all. | | | |
| How does your community need to interact with other communities? Do you need common tools for sharing and learning with them? | | | | | | | | | The community should work well with similar communities especially the ones that are also focusing on SDG #6 as they will relate the most to this community and have the most value added by exchange of information/partnership | | | |
| **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? | | | | | | | | It varies, I would say the average because there are induvial at either extreme | | | | |
| What is their capacity for learning new tools? | | | | | | | | Their capacity is average, there will be some natural technology stewards as the users will be verying in their willingness to adapt. | | | | |
| What is the range of skills? If their interests and/or skills are diverse, could it cause conflict or distraction? | | | | | | | | The range of skills is from academics researching for new filters and new breakthrough technology. The other hand is humanitarian workers who ware enacting actual change may that be new filter installations or lobbying for more funding and governmental supports, to users in need of clean water. | | | | |
| How tolerant are members of the adoption of a wide variety of tools? | | | | | | | | They are average du to the wide diversity. | | | | |
| 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 would not be willing to cross many boundaries as the resource is meant to act as a one stop shop for most of the knowledge created or added to the community | | | | |
| What are your members’ technology constraints (e.g., bandwidth, operating systems, etc.)? | | | | | | | | The operating constraints is low bandwidth and low threshold to technology requirements. We wan to keep the application accessible to both those in remote areas and those who don’t use technology as much. | | | | |
| 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 | | | | | | | | There will be a mix bag, but the aim is that there shouldn’t be a large time commitment because we don’t want users to feel overwhelmed and therefore contribute less, the more info there is the more useful the platform will become. | | | | |
| **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 | | Mostly having discussion around new techniques and methods |
|  |  |  |  |  | |  | **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 | | We want users to discuss filters an new developments |
|  |  |  |  |  | |  | **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 | | We would like if the community worked to initialize project stemming form the knowledge gained from EarthWells |
|  |  |  |  |  | |  | **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 | | We want the users to be reifying articles of knowledge |
|  |  |  |  |  | |  | **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 | | The main goal of this platform is to exchange expertise on all types of filtration systems available within Canada |
|  |  |  |  |  | |  | **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 | | Just regular connectoin |
|  |  |  |  |  | |  | **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 | | We would like to see some high community participation |
|  |  |  |  |  | |  | **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 | | Mostly an exchange of knowledge so community cultivation isn’t necessary |
|  |  |  |  |  | |  | **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 | | We are not serving a context |
| **Scratchpad (other interesting insights, questions/answers, etc.)** | | | | | | | | | | | | |
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