



Community characteristics & orientation

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 Community & UN SDG(s): Quality Education – 4, Responsible Consumption and Production – 12, Climate Action - 13
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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"/> 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.	
<input type="checkbox"/> 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.	
<input type="checkbox"/> 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?	
<input checked="" type="checkbox"/> 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?	The community's tolerance for disruption will be influenced by several factors. Given the project's alignment with Sustainable Development Goals 4, 12, and 13, it's crucial to consider the community's readiness for change, which is already looking good as there are many Carbon Footprint calculators, just not for the audience that I'm trying to target. The level of tolerance will likely vary, with a higher acceptance of disruption among those already committed to climate action and responsible consumption practices. To minimize disruption, the new tools will be designed for seamless integration into existing practices. Ultimately, the goal is to

make the transition as smooth as possible while contributing to the achievement of the SDGs.

Constitution

Diversity: How diverse is the community?

Topic	Your notes
What are the different types of members and what are their levels of participation?	Various member types with differing levels of involvement. Core members lead the project, volunteers contribute time and skills, educators integrate tools into the classroom, and students use them with varying engagement. Parents and guardians support their children's efforts, community partners collaborate, and advisory board members offer strategic insights. Supporters and donors contribute financially. Recognizing these diverse participation levels is crucial for advancing sustainable development goals.
How spread apart is it in terms of location and time zones?	A diverse community often includes members from different geographic locations and time zones, reflecting a variety of cultural, social, and environmental perspectives. Which is exactly what this community is, meaning it isn't limited to any place or country.
What language(s) do members speak?	As the community is diverse worldwide, there is no one or two specific languages that the members speak. It ranges from all cultures and backgrounds.
What other cultural or other diversity aspects may affect your technology choices?	Cultural and diversity aspects that may influence technology choices include language diversity, cultural relevance, accessibility, digital literacy levels, local infrastructure constraints, privacy considerations, inclusivity, traditional knowledge incorporation, interactivity preferences, and community involvement. Adapting technology choices to align with these aspects ensures that the project is more inclusive, culturally sensitive, and responsive to the community's needs and values in the context of sustainable development and environmental education.

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 <div> <input type="checkbox"/> To be private/secure <input checked="" type="checkbox"/> Open boundaries <input type="checkbox"/> Both private & public spaces </div>	I should be open rather than limited since embracing openness, the community can foster collaboration, diversity, and the free exchange of ideas, which are essential for addressing complex challenges related to sustainable development and environmental education.
How does your community need to interact with other communities? Do you need common tools for sharing and learning with them?	Common tools for sharing and learning, including collaboration platforms, online networks, webinars, shared resources, data sharing, and social media outreach, play a key role in facilitating this interaction. Something such as Zoom, Discord, or even email.

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
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How interested is your community in technology?	Very, as something such as technology is only helping the community in collaboration and education.
What is their capacity for learning new tools?	The community's capacity for learning new tools can vary based on factors like digital literacy, prior tech experience, and age. To ensure inclusivity, the project will provide user-friendly tools and visual aid.
What is the range of skills? If their interests and/or skills are diverse, could it cause conflict or distraction?	A wide range of skills and diverse interests within the community can be an asset. However, if not managed effectively, this diversity could potentially lead to conflicts and distractions. Clear communication and a shared focus on project goals are essential for harnessing the benefits of diversity while minimizing disruptions.
How tolerant are members of the adoption of a wide variety of tools?	It can vary, some may readily embrace new tools, while others may prefer familiar or traditional methods. Understanding and respecting this diversity of preferences is important. It's essential to provide options for tools and ensure that their benefits and ease of use are clearly communicated. Children now, however, all have access to mobile phones in Saskatchewan, so this is good for the application.
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.	Community members' willingness to cross technological boundaries, such as signing in to multiple web-based tools, learning new tools, or giving up old favorites, can vary. To determine the required level of integration, it's crucial to assess the community's readiness for change and its comfort with technology adoption.
What are your members' technology constraints (e.g., bandwidth, operating systems, etc.)?	Since this will be a mobile application for iOS and Android, it will be very "light weight". It won't be intensive and will be something that can run offline and on all current devices.
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 may have limited online time or may only be able to access the internet from specific locations, such as offices, homes, or field sites. Others may have continuous internet access and can be online more frequently. Children in Saskatchewan however will have continuous access to be online and from anywhere, as there is free WIFI at almost every restaurant or shopping area IF they do not have cellular data.

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
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<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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	<input type="checkbox"/> Face-to-face/blended <input type="checkbox"/> Online synchronous <input type="checkbox"/> Online asynchronous	This is a calculator meant for children from grade 5-8 to educate themselves on carbon footprint, so there is no need for meetings.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.	<input type="checkbox"/> Single-stream discussions <input type="checkbox"/> Multi-topic conversations <input type="checkbox"/> Distributed conversations	Something like this would be good for children to talk amongst themselves and tell other children about it too. Educating not only themselves with this, but bystanders too.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	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	<input checked="" type="checkbox"/> Practice groups <input type="checkbox"/> Project teams <input type="checkbox"/> Instruction	In a scenario of being in a classroom, the kids could be in practice groups where they could run through the calculator together and then talk amongst themselves after.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	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	<input type="checkbox"/> Library <input type="checkbox"/> Structured self-publish <input type="checkbox"/> Open self-publish <input checked="" type="checkbox"/> Content integration	With the idea of adding "tips" for children to read up on, or even videos integrated into the app. This project is building off of content and knowledge that has already been created.
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	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	<input type="checkbox"/> Questions & requests <input type="checkbox"/> Access to experts <input type="checkbox"/> Shared problem solving <input type="checkbox"/> Knowledge validation <input type="checkbox"/> Apprenticeship & mentoring	Forums and such with experts is a great idea. There are also a wide range of videos and articles that give intensive knowledge, that ARE written/recorded by experts.



<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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	<input checked="" type="checkbox"/> Connecting <input type="checkbox"/> Knowing about people <input type="checkbox"/> Interacting informally	It's a great way to educate yourself and others. Talking amongst people about the same topic always has a positive impact
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	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	<input checked="" type="checkbox"/> Levels of participation <input type="checkbox"/> Personalization <input checked="" type="checkbox"/> Individual development <input type="checkbox"/> Multi-membership	Since the application is a calculator, there is only individual work. However, people would work in groups going in order, talking about what they should put down.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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	<input type="checkbox"/> Democratic governance <input checked="" type="checkbox"/> Strong core group <input type="checkbox"/> Internal coordination <input type="checkbox"/> External facilitation	It involves assessing community effectiveness and well-being and actively working to improve it.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	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	<input type="checkbox"/> Organization as context <input type="checkbox"/> Cross-organizational <input type="checkbox"/> Other related communities <input checked="" type="checkbox"/> Public mission	Northstar Customers are very well Grade 5-8 children, but everyone is welcome for whoever wants to learn more.

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



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