



ENSE 405

Activity #2: Community characteristics & orientation

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Community (UN SD goal): Goal 2

Date: 2-02-2021

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 checked="" 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.	The community's problem is well defined on the UN website. Our website aims to add our perspective on a more concise blueprint of how and what to do to eradicate the problem of malnutrition.
<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 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?	
Constitution		
Diversity: How diverse is the community?		
Topic	Your notes	

What are the different types of members and what are their levels of participation?	<ol style="list-style-type: none"> 1. The UN educators 2. The community educators 3. The locals <p>The UN educators provide knowledge the community educators about the techniques and methods that the communities will benefit from. The community educators go into the different communities and teach the locals about proper nutritional practices. The locals receive and hopefully implement the knowledge.</p>
How spread apart is it in terms of location and time zones?	We are currently going to focus on Kenya.
What language(s) do members speak?	Swahili and English
What other cultural or other diversity aspects may affect your technology choices?	Currently we don't have anything in mind.

Openness: How connected to the outside world is your community?

Topic	Your notes
<p>How much do you want to control the boundaries of your community? Does your community need</p> <p> <input type="checkbox"/> To be private/secure <input type="checkbox"/> Open boundaries <input checked="" type="checkbox"/> Both private & public spaces </p>	Both private & public places. We want the entire population to be aware and involved in the education about nutrition. However, private places make sense when education about breastfeeding to the women needs to be done.
How does your community need to interact with other communities? Do you need common tools for sharing and learning with them?	Interaction with other communities may be done by face-to-face interactions.

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?	We think the communities interest lies more in the knowledge that our technology can provide them rather than the technology itself.
What is their capacity for learning new tools?	The community would find the knowledge available through the technology more valuable than the technology itself. The community does not particularly need to learn the technology but rather just have access to the knowledge which is to be provided by the community educators anyways.
What is the range of skills? If their interests and/or skills are diverse, could it cause conflict or distraction?	The skill-level ranges from the very tech-savvy individuals to close to no experience at all with technology. We don't expect this to be a problem because we have no technical expectations from them.



How tolerant are members of the adoption of a wide variety of tools?	From our research so far, we can see that members are somewhat open to using a 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 favorites? This helps you understand what level of integration you need.	The locals (consumers) will not have to cross any technological boundaries they are unfamiliar with. The technological side of things (which requires basic knowledge on websites) will be done by the educators.
What are your members' technology constraints (e.g., bandwidth, operating systems, etc.)?	The educators using our website for delivery will have the constraints of a working device
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	We don't expect community members (locals) to be online. The online time for educators may vary based on importance.

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 checked="" 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 checked="" type="checkbox"/> Face-to-face/ blended <input checked="" type="checkbox"/> Online synchronous <input checked="" type="checkbox"/> Online asynchronous	All three variants could be used for meetings in this project. The UN educators could deliver content to community educators using any of these methods. Our proffered way of educating consumers(locals) will be the face-to-face method but provisions could always be made for delivering content with another variant.



<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 checked="" type="checkbox"/> Single-stream discussions <input type="checkbox"/> Multi-topic conversations <input type="checkbox"/> Distributed conversations	The final plan (or any other new findings from research) will be deliberated upon using single-stream discussions with educators.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/> Project teams <input checked="" type="checkbox"/> Instruction	All three variants will be used in this as learning about malnutrition and how to prevent it is a community-wide effort.
<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 checked="" type="checkbox"/> Library <input type="checkbox"/> Structured self-publish <input type="checkbox"/> Open self-publish <input checked="" type="checkbox"/> Content integration	All the content on our website is going to be heavily researched and supported by facts and so we need the validity of our content to remain intact, thus the content needs to be monitored and integrated by us.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/> Questions & requests <input checked="" type="checkbox"/> Access to experts <input type="checkbox"/> Shared problem solving <input type="checkbox"/> Knowledge validation <input type="checkbox"/> Apprenticeship & mentoring	Having experts doing the groundwork in the community is very vital as problems may arise that are subjective and would need critical-thinking to solve.



<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/> Knowing about people <input checked="" type="checkbox"/> Interacting informally	All variants are important to our community as the community educators can connect, know more about the people and also possibly interact informally with them.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/> Levels of participation <input type="checkbox"/> Personalization <input type="checkbox"/> Individual development <input type="checkbox"/> Multi-membership	Individual participation has a huge role to play in our community. Participation can be
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 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 checked="" type="checkbox"/>	<input 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	Public mission — as the goal is to better the lives of mothers and children and also recruit like-minded individuals to support this cause.
Scratchpad (other interesting insights, questions/answers, etc.)								