

ENSE 405

Activity #2: Community characteristics & orientation

Name: Project Vitality
 Community (UN SD goal): Goal 2
 Date: 29-3-2021

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.	We do not have access to our members.
<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.	The community's problem is well defined on the UN website. Our web app aims to be a tool to help track the progress of the community members (the mothers and kids) and help the community workers and community supervisors make informed decisions on what techniques are working and what techniques are not.
<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?	This is not applicable to our web app.
<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?	The tool will not disrupt current methods. It aims to aid in tracking if the current techniques are working the in favour of the community.
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. Community Educators 2. Community Supervisors 3. United Nations <p>The tool is directly being created for the community educators to help them track progress in their community. The tool can be used to show the progress to the supervisors and</p>
How spread apart is it in terms of location and time zones?	The tool can be used anywhere in the world in any community. It will be specific to the community worker's community.
What language(s) do members speak?	The languages of the world, specific to the countries the United Nations reaches.
What other cultural or other diversity aspects may affect your technology choices?	Our web app is meant to be a global app, however it is currently only in English. Our web app assumes that community workers are fluent in English.

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	The boundaries of the community will be decided by the community itself and what they are comfortable with.
How does your community need to interact with other communities? Do you need common tools for sharing and learning with them?		Our community does not directly require to communicate with other communities, unless in the future there is feature for supervisors to compare the growth of the communities under their supervision. However, the idea is that all communities will use the same tool to track progress in their own communities.

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 does not currently know of the technology being created for them.
What is their 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 educators are assumed to have an intermediate level of skill in technology. The tool is not designed to be complex with currently fairly few actions that can be performed on it. If for some reason the community educator needs help understanding the flow of the app, training can be provided based on UN discretion.
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 wide 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.	Our web app does not have similar competitors on the market so we hope that our community is willing to learn a new tool and see the advantage in it.
What are your members' technology constraints (e.g., bandwidth, operating systems, etc.)?	Our member's constraints are not known to us as they span worldwide and each country and their community workers may have different constraints. However, since our app is in English we can predict that it may be a problem for some members that are not fluent in English.
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	It is expected that members will use our web app during their working time, to help aid them in recording community progress. There is no need to use the web app outside of work unless they simply want to, to see results.

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 checked="" 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, especially face to face. The other two are simply dependant on whether the community members have access to online tools.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/> Multi-topic conversations <input checked="" type="checkbox"/> Distributed conversations	Our web app is meant to track progress over time so it is natural that a conversation will also continue throughout the entire process.
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Projects In some communities' members want to focus on particular topics,	<input type="checkbox"/> Practice groups <input checked="" type="checkbox"/> Project teams	We do not have a direct correlation to this on our web app. However in the future,



						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"/> Instruction	community members may be able to share their results and converse with each other to help each other out.
<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 checked="" type="checkbox"/> Structured self-publish <input type="checkbox"/> Open self-publish <input type="checkbox"/> Content integration	Our web app allows community educators to create and publish questionnaires, which is a main feature of our web app.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/> Questions & requests <input type="checkbox"/> Access to experts <input type="checkbox"/> Shared problem solving <input type="checkbox"/> Knowledge validation <input checked="" type="checkbox"/> Apprenticeship & mentoring	This is currently not a feature on our web app however in future MVP's we hope to add a social feature that allows community educators to talk to each other and for community supervisors to have a stream of communication to the community educators.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/> Connecting <input type="checkbox"/> Knowing about people <input type="checkbox"/> Interacting informally	There is currently no feature on our web app that supports relationship building. As mentioned, it will be part of our future MVP's.
<input checked="" 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.	<input type="checkbox"/> Levels of participation <input type="checkbox"/> Personalization <input type="checkbox"/> Individual development <input type="checkbox"/> Multi-membership	Our current web app is simply a tool for community workers to track progress of their communities.



						People have different levels of commitment, they take on different roles, and they use tools differently		
<input checked="" 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	Not applicable to our web app.
<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 of the northstar customer and stakeholders to better the lives of mother and children by helping in ending malnutrition.
Scratchpad (other interesting insights, questions/answers, etc.)								