

## ENSE 405

### Activity #2: Community characteristics & orientation

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Community (UN SD goal): 4.7, sub goal of #4 Quality Education. Ensure that all learners acquire the knowledge and skills needed to promote.

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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 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.	
<input checked="" 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?	A new platform is exactly what we hope to accomplish. The easiest and most well ordered way to find high quality education resources.
<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		
<b>Diversity:</b> How diverse is the community?		



Topic		Your notes
What are the different types of members and what are their levels of participation?		Our community is divided into three groups and members can be any one of these or all three. Creators: these members have some knowledge that is desirable to the community and they are willing to share it electronically. Curators: these members can be students or teachers, either way these members are willing to give their input as to where to find the highest quality educational resources. Consumers: these are members of the community that are primarily seeking the highest quality educational resources and wish to find them in a timely fashion.
How spread apart is it in terms of location and time zones?		The community is in every time zone across the world.
What language(s) do members speak?		The members of this community speak all sorts of languages (human, programming, musical and beyond).
What other cultural or other diversity aspects may affect your technology choices?		We assume that members of this community are culturally familiar with computers and the use of digital resources. Therefore we hope to design a tool that will feel similar to another tool that members may be accustomed to.
<b>Openness:</b> 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 checked="" type="checkbox"/> Open boundaries <input type="checkbox"/> Both private & public spaces	Every member has the right to contribute their thoughts on the quality of a digital resource.
How does your community need to interact with other communities? Do you need common tools for sharing and learning with them?		Our community interacts with other communities primarily by sharing content from communities such as YouTube. The ability to view a video in and of itself is a great tool for sharing with other communities.
<b>Technology aspirations</b>		
<b>Technology savvy, tolerance, &amp; constraints:</b> 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?		Our community has at least some interest in technology if they desire to discover digital education resources.
What is their capacity for learning new tools?		Our members have a desire to learn something, but that something is likely not a new tool. Therefore, our tool should be as easy as possible to learn.
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 extremely great. This could cause chaos on our tool. We will have to implement a very rigid yet logical way to sort things to avoid chaos.
How tolerant are members of the adoption of a wide variety of tools?		Some users may be very tolerant of adoption of new tools, but the tolerance of the community as a whole is impossible to gauge. To mitigate this we should strive for simplicity with an option for more complex 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.	To make our tool as accessible as possible we should strive for a very low boundary to entry to interact with our community.
What are your members' technology constraints (e.g., bandwidth, operating systems, etc.)?	It is assumed that each member of the community has the infrastructure to access the internet and watch videos.
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 should be able to be online as much or little as they desire.

## 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 checked="" 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 type="checkbox"/> Face-to-face/blended <input type="checkbox"/> Online synchronous <input type="checkbox"/> Online asynchronous	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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"/> Single-stream discussions <input type="checkbox"/> Multi-topic conversations <input type="checkbox"/> Distributed conversations	The ability to give small supplementary tips with an educational resource is what our tool strives for.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>Projects</b> In some communities' members want to focus on particular topics,	<input type="checkbox"/> Practice groups <input type="checkbox"/> Project teams	Instruction is the main goal of our tool.



						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"/> Instruction	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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"/> Structured self-publish <input type="checkbox"/> Open self-publish <input type="checkbox"/> Content integration	Our tool makes it easy for members to share the knowledge that themselves and other possess for use by everyone.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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"/> Questions & requests <input type="checkbox"/> Access to experts <input checked="" type="checkbox"/> Shared problem solving <input checked="" type="checkbox"/> Knowledge validation <input type="checkbox"/> Apprenticeship & mentoring	Our tool aims to be an open discussion board where people can share ideas.
<input type="checkbox"/>	<input checked="" 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 type="checkbox"/> Connecting <input type="checkbox"/> Knowing about people <input type="checkbox"/> Interacting informally	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Individual participation</b> 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 checked="" type="checkbox"/> Levels of participation <input type="checkbox"/> Personalization <input type="checkbox"/> Individual development <input type="checkbox"/> Multi-membership	As stated earlier in this document levels of membership are very important for our tool.



						People have different levels of commitment, they take on different roles, and they use tools differently		
<input type="checkbox"/>	<input checked="" 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	Our tool should evolve in the way that the members see fit.
<input checked="" 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 type="checkbox"/> Public mission	
Scratchpad (other interesting insights, questions/answers, etc.)								