**ENSE 405**

**Activity #4: An emerging picture**

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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 sustainable development. |
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**Instructions:**

Using your researched information from activities 1-3, fill out the flowing comparing the current state of the art with what you think new (software) innovations could bring to the community

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| **Covering the orientations** | | |
| Compare the left-hand column of the document “Technology configuration inventory” table with the right-hand column of the document “Community characteristics & orientation” table. What do you notice about the match (or mismatch) between your dominant community orientations and the current configuration of tools? | | |
| How well does the technology inventory cover the orientations? What themes emerged from both the community orientations and the technology configuration from your colleagues’ notes | The community needs a tool to organize and pick the outstanding or qualified video tutorials. Community members can discuss regarding what is qualified from the tutorials on YouTube. The orientations of the current system (YouTube comments, forums, etc.) are similar to that of what we hope to implement. The user has the same basic actions such as upload comment and like/upvote. | |
| Are you almost there?  Are there big gaps? | YouTube is successful to have a large amount of video tutorials however, it is quite difficult to find good or qualified resources for supporting education. What we hope to do is implement something that feels familiar in a new and more productive way. | |
| What is the range of skills? If their interests and/or skills are diverse, could it cause conflict or distraction? | The range of skills in our users is very great. From those just starting their educational journey to those who are masters of their craft. In order to avoid chaos on our platform we will have to have very rigid organization between different topics and skill sets. | |
| **Achieving integration** | | |
| Look at all the pieces of your configuration | | |
| What level of integration and interoperability has been achieved? | Some creators on YouTube offer playlists of their own or other videos to form a series on education. | |
| Where are there big gaps | In the organization and community reinforcement of the quality of these videos and the order in which they are presented. | |
| **Balancing the polarities (Current state)** | | |
| How is the configuration balanced with respect to each polarity? | | |
| **Synchronous** >>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>  …Synchronous tools? | | <<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<< **Asynchronous**  More likely asynchronous tool |
| **Participation** >>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>  Towards participation | | <<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<< **Reification**  …Reification tools? |
| **Group** >>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>  Evenly balanced between group and individual | | <<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<< **Individual** |
| How well does this balance fit your community? | It is a supplemental tool for the YouTube tutorials and the project would fit well for the community if the tool could be used well enough. | |
| **Solution seeking** | | |
| In the new configuration, do you want your choice of tools to affect the polarities of your community in ways that differ from the current configuration? Which way? | | |
| **Synchronous** >>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>  …New synchronous tools? | | <<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<< **Asynchronous**  Refreshing the same asynchronous social methods |
| **Participation** >>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>  Our tool will bring a fresh take on participation within a community | | <<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<< **Reification**  …New reification tools? |
| **Group** >>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>  Our application is geared towards a group but… | | <<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<< **Individual**  Considering tools for the individual is important too |
| **MVP notes** | | |
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