**Community characteristics & orientation**

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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.

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| **Community characteristics** | | | | | | | | | | | | |
| **Community life-cycle (current state)** | | | | | | | | | | | | |
| **Where is your community in its life-cycle?** | | | | | | | | **What you need to focus on:** | | | **Special needs** | |
| **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. | | | The user interface should be simple, and the exercises need to be easy to follow. This will help users quickly understand the application's functionality. To make the app more appealing for regular use, we'll offer unique features like a comprehensive eye care forum and quick relief from eye strain. Through targeted social media promotion and community-building within the app's forum, we aim to not just attract but also retain users. | |
| **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. | | |  | |
| **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? | | |  | |
| **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? | | | | | | | | The primary members of our community are students and office workers who experience eye strain from extended screen time. Their levels of participation may vary. Some might be active contributors to the eye care forum, while others may primarily use the app for the exercises. | | | | |
| How spread apart is it in terms of location and time zones? | | | | | | | | As the app is digital, we expect to have users from various parts of the world, spanning multiple time zones. | | | | |
| What language(s) do members speak? | | | | | | | | Due to the global reach of the app, we can expect multiple languages. However, to start, we may focus on English and consider adding multi-language support as the community grows. | | | | |
| What other cultural or other diversity aspects may affect your technology choices? | | | | | | | | Different cultures have different beliefs and practices around eye care, which could influence the types of exercises and advice that are well-received. | | | | |
| **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 | | | | | To be private/secure  Open boundaries  Both private & public spaces | | | | This community will have both private and public spaces. The eye exercises and basic features will be available to all users. The forum, however, may require users to create an account to participate, ensuring a more secure and controlled environment where users can freely share their tips and experiences. | | | |
| 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 can offer value, especially communities focused on general wellness, productivity, and tech-life balance. We may implement features like social media sharing buttons or collaborate on content with other wellness platforms to facilitate this interaction. | | | |
| **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? | | | | | | | | Given that our target audience is students and office workers who frequently use digital devices, we can assume a moderate to high level of interest in technology. | | | | |
| What is their capacity for learning new tools? | | | | | | | | Considering the technology experience and the time they spend on their devices, their capacity for learning new tools is likely to be moderate to high. However, simplicity and intuitiveness are key for encouraging usage. | | | | |
| What is the range of skills? If their interests and/or skills are diverse, could it cause conflict or distraction? | | | | | | | | The range of skills will likely be diverse, but the focus of the application is narrow—eye care and well-being. This focus should help minimize conflict or distraction. | | | | |
| How tolerant are members of the adoption of a wide variety of tools? | | | | | | | | As long as the tools are intuitive and enhance the user experience, tolerance should be high. | | | | |
| 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. | | | | | | | | Given that our target group already uses technology regularly, they may be willing to cross a few boundaries like signing into a web-based tool. However, the fewer steps required, the better. | | | | |
| What are your members’ technology constraints (e.g., bandwidth, operating systems, etc.)? | | | | | | | | Constraints may include varying bandwidths, different types of devices, and different operating systems. We need to ensure the app is lightweight and compatible across multiple platforms. | | | | |
| 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 | | | | | | | | Given that the primary users are students and office workers, most will have regular online access both from the office and home. Some might have limited online time due to work or study commitments. | | | | |
| **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** |
|  |  |  |  |  | |  | **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 | | | Face-to-face/blended  Online synchronous  Online asynchronous | |  |
|  |  |  |  |  | |  | **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. | | | Single-stream discussions  Multi-topic conversations  Distributed conversations | |  |
|  |  |  |  |  | |  | **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 | | | Practice groups  Project teams  Instruction | |  |
|  |  |  |  |  | |  | **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 | | | Library  Structured self-publish  Open self-publish  Content integration | |  |
|  |  |  |  |  | |  | **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 | | | Questions & requests  Access to experts  Shared problem solving  Knowledge validation  Apprenticeship & mentoring | |  |
|  |  |  |  |  | |  | **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 | | | Connecting  Knowing about people  Interacting informally | |  |
|  |  |  |  |  | |  | **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 | | | Levels of participation  Personalization  Individual development  Multi-membership | |  |
|  |  |  |  |  | |  | **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 | | | Democratic governance  Strong core group  Internal coordination  External facilitation | |  |
|  |  |  |  |  | |  | **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 | | | Organization as context  Cross-organizational  Other related communities  Public mission | |  |
| **Scratchpad (other interesting insights, questions/answers, etc.)** | | | | | | | | | | | | |
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