



## Community characteristics & orientation

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Community & UN SDG(s): SCWW Saskatchewan Community. UN SDG goal: 3; Good Health and Well-Being  
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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 checked="" 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.	SCWW came up with an idea to develop a Bingo game for the senior citizens but still not sure what would be the best way to achieve it. Need to guide them to finalize the functional requirements.
<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 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?	
<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		
Diversity: How diverse is the community?		
Topic	Your notes	



What are the different types of members and what are their levels of participation?	Management body of SCWW/Bingo caller/ Bingo game participants (Senior citizens) Synchronous (real-time interaction) participation
How spread apart is it in terms of location and time zones?	Within Saskatchewan only.
What language(s) do members speak?	English
What other cultural or other diversity aspects may affect your technology choices?	We need to consider the age of the target group as this game is intended for the senior citizen only.

**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 type="checkbox"/> Both private & public spaces	The community boundary is already there only 55+ aged people from Saskatchewan can be part of the community.
How does your community need to interact with other communities? Do you need common tools for sharing and learning with them?		No communication is required with the other communities. The community already have the common tool to communicate which is basic dial pad phone/land line.

## 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?	Not interested in technology
What is their capacity for learning new tools?	Limited capacity to adopt and learn new tools.
What is the range of skills? If their interests and/or skills are diverse, could it cause conflict or distraction?	Limited range of skills
How tolerant are members of the adoption of a wide variety of tools?	Can place cognitive burden.
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	They are not ready to give up old favorites.



favorites? This helps you understand what level of integration you need.	
What are your members' technology constraints (e.g., bandwidth, operating systems, etc.)?	High availability, Accuracy and Synchronous (real-time interaction)
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 will participate from home through dial pad phone

### 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"/>	<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 checked="" type="checkbox"/> Online synchronous <input type="checkbox"/> Online asynchronous	Members need to be online synchronous during the event/time of participating in Bingo game.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/> Single-stream discussions <input type="checkbox"/> Multi-topic conversations <input type="checkbox"/> Distributed conversations	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Projects</b> 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	<input type="checkbox"/> Practice groups <input type="checkbox"/> Project teams <input type="checkbox"/> Instruction	



						together in order to develop their practice. Projects usually involve a subgroup within the community		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/> Structured self-publish <input type="checkbox"/> Open self-publish <input type="checkbox"/> Content integration	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/> Questions & requests <input type="checkbox"/> Access to experts <input type="checkbox"/> Shared problem solving <input type="checkbox"/> Knowledge validation <input type="checkbox"/> Apprenticeship & mentoring	
<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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. People have different levels of commitment, they take on different roles, and they use tools differently	<input checked="" type="checkbox"/> Levels of participation <input checked="" type="checkbox"/> Personalization <input type="checkbox"/> Individual development <input type="checkbox"/> Multi-membership	Different stakeholders will participate/use this game based on their role. 1. SCWW management team with role of administrating the Bingo game. Such as creating bingo cards. 2. Bingo caller to check and confirm the bingo calls 3. Members as game participants/player



<input checked="" type="checkbox"/>	<input 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	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/> Public mission	SCWW intended to develop this bingo game in the context of raising funds for charity.
<b>Scratchpad (other interesting insights, questions/answers, etc.)</b>								