



Community characteristics & orientation

Name: Covid-19 awareness
Community (UN SD goal): Good healthy and Well being
Date: 05/08/2021

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.	
<input checked="" 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.	More questionnaire of knowledge about Covid-19 and how to prevention Covid-19 spread in community
<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?	
<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?	
Constitution		
Diversity: 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 target members are diverse and different languages, however currently main language is English.
What other cultural or other diversity aspects may affect your technology choices?	Language barrier. Community must understand question and knowledge that application provides. Design friendly interface that is easy to follow

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	
How does your community need to interact with other communities? Do you need common tools for sharing and learning with them?		I will integrate chat capabilities into the app and the knowledge graph related to Covid-19 to provide the status of the other communities or the necessary advices in the pandemic period.

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?	Good simple user-interface. Simple to use and easy to get knowledge
What is their capacity for learning new tools?	It will be based on the common tools which is quite easy to learn. In the Corona virus spreading strongly in the community, providing basic knowledge about symptoms or where to find support is necessary.
What is the range of skills? If their interests and/or skills are diverse, could it cause conflict or distraction?	The minimize and friendly user interface as well as presenting data clearly and unambiguously is the important factors to make this application more spread in the community
How tolerant are members of the adoption of a wide variety of tools?	This app is suitable for any tool. Based on the web design so it is easy to open by any Operating system



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.	With this app, users won't be required to sign in, however, they need to provide their location to update the specific information related to Corona virus cases or the telephone of support units in their area.
What are your members' technology constraints (e.g., bandwidth, operating systems, etc.)?	
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 can access whenever they want. The information will be updated regularly followed the official channel of government

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 checked="" type="checkbox"/>	<input 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 type="checkbox"/> Face-to-face/blended <input checked="" type="checkbox"/> Online synchronous <input type="checkbox"/> Online asynchronous	Depending on the epidemic situation, the user community is recommended to meet and connect via the internet.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/> Multi-topic conversations <input checked="" type="checkbox"/> Distributed conversations	To ensure and update more clearly pandemic situation in many areas, especially for people whose relatives are living in an outbreak area
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Projects In some communities' members want to focus on particular topics,	<input type="checkbox"/> Practice groups <input type="checkbox"/> Project teams	



						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"/>	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 checked="" type="checkbox"/> Content integration	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 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	
<input type="checkbox"/>	<input checked="" 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	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/> Levels of participation <input type="checkbox"/> Personalization <input type="checkbox"/> Individual development <input type="checkbox"/> Multi-membership	



						People have different levels of commitment, they take on different roles, and they use tools differently		
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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	
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/> Public mission	
Scratchpad (other interesting insights, questions/answers, etc.)								