



Community characteristics & orientation

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Community (UN SD goal): 14 - Life Below Water

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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"/> Just forming Need basic tools to connect, but not sure from there	-I could not find learning games that introduce multiplayer options -Further, no game has been made with the goal of being a non-profit revenue generator (at least for our SDGs) -My contribution would be a part of the education community, but a unique development in terms of the type of educational game/experience provided.	
<input type="checkbox"/> Self-designing Information stage, but with a strong sense of what it wants to accomplish	Most games do not include multiplayer options as a means of retention. For most children, a learning game is a one-off-experience. This means they are not exposed to resources on a daily basis. By return to our game, children may read more and become more aware. With repetition, they may gleam further understanding.	
<input checked="" type="checkbox"/> Growing & restless Ready to add new functionality to its tool configuration	Much of the online resources with learning games are nonfunctional, while others are primarily mobile. There is a large void in one area and an abundance in another. I do not believe mobile games are	While the majority of innovation appears to be mobile, there have not been great strides in education. There are many tools for the aware activist, but few up-to-date utilities for educators. Many sites are either dated or broken due to the loss of flash



	<p>frequently used in classrooms - but laptops are. More learning games should provide web AND mobile options to enable flexibility in the classroom.</p> <p>The community has an established network of educational websites, but few retain children's attention - far fewer have functional activities.</p>	<p>Activist utilities include</p> <p>https://oceanconservancy.org/trash-free-seas/international-coastal-cleanup/cleanswell/</p> <p>https://marinedebris.noaa.gov/partnerships/marine-debris-tracker</p> <p>https://mossy.earth/guides/waste/tidal-revival-app</p> <p>There seems to be a lack of elementary-school level activities. Many of these applications are for people in-the-know (tools/platforms our application might shine a light on)</p> <p>We need to replace existing resources on the web, or shift entirely towards mobile learning.</p>
<input type="checkbox"/> Stable and adapting Just needing some new tools	<p>The community will likely tolerate additional learning material, so long as the activities are accurate and truthful.</p>	

Constitution

Diversity: How diverse is the community?

Topic	Your notes
<p>What are the different types of members and what are their levels of participation?</p>	<p>See more in stakeholder analysis.</p> <p>Members include community leaders, adults, children, students, education, the education system, and activists. Anyone can use this application, which will direct to further reading. While intended as a children's game, it should be not so childish that it prevents other users from being included. I aim for a "Share with your friends" experience, which should further spread the word of this SDG.</p> <p>I imagine educators, activists/leaders would participate the most - thereby encouraging or forcing (eg. a class activity) usage out of children, students and adults. Retained participation from children, students and adults will depend on the quality of the activity/game. Retention may not be seen in the initial MVPs.</p>
<p>How spread apart is it in terms of location and time zones?</p>	<p>It can be a global activity (assuming server can support the traffic). Traffic should be a non-issue in these initial MVPs. Unless we add a forum or chat function in the future, the spread-out community should not make a large difference.</p> <p>Given that it could be a global community, it may be wise to consider the different ways other communities look at user interfaces. What design would accommodate every nation?</p>



		of course, if this game is to the scale of a global community, we would likely separate groups by nationality (NA W, NA E, EU, etc)
What language(s) do members speak?		Our initial focus will be for English speakers and individuals in the Canadian education system. However, this tool could be improved to accommodate other nations.
What other cultural or other diversity aspects may affect your technology choices?		<p>If my tool grows to other countries, I should be mindful of any etiquette possibly missed ingame. If required, unique versions could be made for a specific country.</p> <p>Further, my game being a web-game will enable the most use across the world (for those with access to the most basic computer). When thinking about countries that are just now getting computers in their schools, I am glad my platform can be accessible to them (unlike a purely mobile game)</p>
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 checked="" type="checkbox"/> Open boundaries <input type="checkbox"/> Both private & public spaces	<p>Until such a time that this game becomes monetized for charity, I see no reason to avoid open boundaries. Infact, it would be a grand endeavor if this became an open-source, community-made game. With such a development community, all proceeds could be used for charity.</p> <p>Since this platform will share existing information, I see it as a great benefit to integrate with existing platforms and charities. WE should share information and make each other more accessible. It is easy for children and students to get lost in this sea of information and give up on these awareness campaigns (there is admittedly a saturation of the same message being said the same way - hence the need for change).</p>
How does your community need to interact with other communities? Do you need common tools for sharing and learning with them?		<p>I do not currently require tools for sharing, but I do want to make other communities accessible as an opportunity for visitors to expand their understanding. My platform will initially direct to other platforms in a curated manner. In the future, we might expand to grant users share options</p> <p>Ultimately, the vision aims to embed newsfeeds into the website, which people will stumble upon while being drawn to the main attraction (our game). Similar to adspace, the goal here would be to draw user's attention towards more learning opportunities.</p>



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?	Very interested; there are many tools for people to organize community cleanups, track sea waste and sightings, etc. I believe they are hard to track down, however - and will make efforts to direct users to these amazing tools.
What is their capacity for learning new tools?	<p>Most tools - at least in the activist community - seem to be simple, mobile solutions. They allow the individual to make quick and decisive data contributions to the community around them (they may also easily take action with these tools).</p> <p>For children, it's likely the same. Students and children today are very capable users of the internet, and it should be no trouble introducing them to this platform. Instead, the difficulty will always be retention.</p>
What is the range of skills? If their interests and/or skills are diverse, could it cause conflict or distraction?	<p>Range of skills can vary from a third-grader to a master's degree. It is quite variable. If anything, a community this diverse could allow further contribution and information sharing. Pillars of the community might further add to the educational aspects (if forums or chats were implemented)</p> <p>all individuals' interests vary greatly, so it will be hard to retain every one of them in a game. Furthermore, the interests of individuals are precisely why retention will be a large hurdle for this project. We need to capture the elements of a game that keeps an individual coming back for more. To do this, I would take inspiration from https://en.wikipedia.org/wiki/Curiosity:_What%27s_Inside_the_Cube%3F</p>
How tolerant are members of the adoption of a wide variety of tools?	<p>Schools very rarely add unnecessary software to their machines. We cannot depend on them using bluestacks or MSstore to access our application. By making it a web-app, we can easily access students without forcing the burden onto a school's IT specialist. If a teacher wishes to use our application in a Unit, they may do so easily.</p> <p>I believe the community is tolerant so long as downloading the application is not a prerequisite and instead an option.</p>
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.	<p>It would vary depending on the teaching style of the professor. For a classroom of students, it could be inappropriate to require any kind of log-in at all.</p> <p>Instead, it may be possible to supply teachers with a number of requested temporary accounts, which users could then log-in to with a unique pin emailed to the professor. That is, assuming accounts are needed at all.</p> <p>Or, we could provide login options via facebook, google, etc.</p> <p>Further, only the multiplayer and charity aspect of the game needs to be locked by an account. Reading material and supplemental games/activities do not require accounts.</p>



	<p>If educators want to participate in the main activity, they will require an account</p> <p>I am considering solutions to enable gameplay without an account, but that would then be tied to an IP address (so this would not be usable by classrooms)</p>
What are your members' technology constraints (e.g., bandwidth, operating systems, etc.)?	My primary motivation for a web-game is due to technological constraints. Few classrooms are equipped with mobile devices. to reach a larger number of classrooms simultaneously, I want to include personal computers aswell.
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	<p>My tool should not capture too much of a user's time. It should be a quick activity that only takes longer if we capture their interest with further reading. In essence, I want to encourage a rabbit hole for people to eagerly follow. they may not - but the content is there. Every time an individual logs in is an opportunity for them to read an article about SDG14.</p> <p>Infact, I actually want to limit the time people spend on the main game - as they should instead be making community change or reading useful articles - not playing a game. The game should be an idle game, a daily check-in of sorts.</p> <p>We could enable further gameplay actions if they contribute to a charity (but that is far in the future). If a user wishes to break the confines of normal gameplay, they may - but only if we can use their gametime to better the community via charity</p>

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"/>	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 type="checkbox"/> Online synchronous <input type="checkbox"/> Online asynchronous	Initially, this platform should mainly be used in large groups (like events, classrooms, etc). There is little need for the community to "meet" in the game via manufactured/encouraged means. Likely large groups will interact with the game at the same time
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Open-ended conversation Some communities maintain ongoing conversations as their	<input type="checkbox"/> Single-stream discussions	In the future, it may be beneficial to include ingame chats or forums. While not



						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"/> Multi-topic conversations <input type="checkbox"/> Distributed conversations	necessary, it could spur further learning and community organization.
<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, 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 type="checkbox"/> Practice groups <input type="checkbox"/> Project teams <input type="checkbox"/> Instruction	My platform may direct to other platforms that enable *real* (not game) collaboration - but I do not anticipate mine being the host of such projects. Other platforms already do this effectively, and it is best that my platform directs accordingly. My platform should show what a community project is capable of, and then provide resources for doing those projects in real life.
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/> Structured self-publish <input type="checkbox"/> Open self-publish <input type="checkbox"/> Content integration	It can vary from the level of involvement. Again, my platform should instead point to those assets instead of adding more. My community should include a large demographic of ages. After providing the desired education and supplemental resources, it is then up to the individual to contribute in their own way on those branching platforms.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 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	Community clean-up and data collection apps are prevalent in this community. My platform should provide access or direct access to these resources. This would enable participants to join community cleanup events. A live feed from one of these community apps might be a useful “rabbit-hole” previously mentioned. For eg. a user opens the game to check in on things, interacts and is about to leave - but catches the feed of an event



								in their area hosted by a given app. That individual has now decided to join that event next weekend.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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	Since this is a community-driven game, the goal can only be achieved “together”. This application will aim to foster a friendly community. With The addition of chats/forums (not in this mvp), relationships could be fostered. Relationships would enable further community activities, thereby bringing the community ingame together in real life for REAL change.
<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. People have different levels of commitment, they take on different roles, and they use tools differently	<input type="checkbox"/> Levels of participation <input type="checkbox"/> Personalization <input type="checkbox"/> Individual development <input type="checkbox"/> Multi-membership	My platform should encourage individual participation, showing that one of many people in unison may make great change. This could be simply by taking a walk by the beach and picking up trash, etc.
<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	Both activists and educators vary in terms of their organization. Teachers are sometimes left to develop their own innovative units. Meanwhile, most activist communities vary from neighborhood to neighborhood.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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	<input type="checkbox"/> Organization as context <input type="checkbox"/> Cross-organizational <input type="checkbox"/> Other related communities <input type="checkbox"/> Public mission	



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					widely. Or they may seek interactions with other communities whose domain complements their own		
Scratchpad (other interesting insights, questions/answers, etc.)							