



## Community characteristics & orientation

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Community (UN SD goal): Regina (#16 – Peace, Justice and Strong Institutions, #4 – Quality Education)

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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"/> <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.	
<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 checked="" 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?	<ul style="list-style-type: none"> <li>- The community will tolerate a reasonable amount of disruption as long as it doesn't interfere with the general population's ease of life. If the disruption starts getting in the way of the general public's autonomous life, the community will fight against it.</li> <li>- The new tools would be integrated by taking advantage of a current rising technology, smart phone applications. It will take advantage of the public's willingness to try using new applications and market towards citizens of Regina most interested in trying new technology.</li> </ul>



- It would not affect existing practices at all, since it would not take the place of an existing technology or require any additional involvement from anyone in the community.

## Constitution

### Diversity: How diverse is the community?

Topic	Your notes
What are the different types of members and what are their levels of participation?	<p>Lots of diversity in Regina, the racial composition of the city is 79% White, 9.9% Aboriginal (5.8% First Nations, 3.9% Metis), 3.5% Southeast Asian, 2.6% South Asian, 2.2% East Asian, 1.6% Black, 0.7% Latin American, and 0.6% Arab and West Asian. (as of 2021)</p> <p>94% of people in Regina are Canadian citizens while 5.5% are recent immigrants.</p> <p>The levels of participation of these communities is mostly equal, with each community involved in different ways in the city, whether that be jobs in the public sector, volunteering, events, etc. However, considering the difference in the populations of white vs non-white people, there is a difference in opportunities available.</p> <p><a href="https://worldpopulationreview.com/world-cities/regina-population">https://worldpopulationreview.com/world-cities/regina-population</a></p>
How spread apart is it in terms of location and time zones?	The location, City of Regina, is 180 km squared, so not too big, and its time zone follows the Central Canada time zone, CST
What language(s) do members speak?	Languages in Regina vary based on different community members, however the primary language in the city is English and the secondary language is French.
What other cultural or other diversity aspects may affect your technology choices?	Considering the history of First Nations people in Canada and Regina, I will be thinking a lot about that when constructing the educational component of my app, specifically the topic of Missing and Murdered Indigenous Women and how the patterns in the missing people of Regina relate to it.

### Openness: How connected to the outside world is your community?

Topic	Your notes
<p>How much do you want to control the boundaries of your community? Does your community need</p> <p><input type="checkbox"/> To be private/secure</p> <p><input checked="" type="checkbox"/> Open boundaries</p> <p><input checked="" type="checkbox"/> Both private &amp; public spaces</p>	Regina has largely open boundaries, with both private and public spaces available in the community. While my app will focus on the Regina community, it will have the potential for expansion to the surrounding areas, where this kind of technology is even less common.
How does your community need to interact with other communities? Do you need common tools for sharing and learning with them?	As the community of Regina is very diverse, it already does a fine job with interacting with outside communities, whether that be through hosting a range of multicultural events, politician meetings, etc. However, one thing the Regina community would benefit from is



increasing inclusivity within the smaller groups in the community and increasing communication between them.

## 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?	<p>My community is fairly interested in technology and implementing new technologies in the community. A few examples of such technologies being introduced are having solar panel canopies installed at gas stations, implementing free QR code apps for businesses/residents to verify vaccinations, and automated bag valve masks at hospitals.</p> <p><a href="https://www.620ckrm.com/2021/10/04/solar-panel-canopy-installed-at-co-op-cardlock-in-regina/">https://www.620ckrm.com/2021/10/04/solar-panel-canopy-installed-at-co-op-cardlock-in-regina/</a></p> <p><a href="https://www.cbc.ca/news/canada/saskatchewan/proof-of-vaccine-qr-code-reader-app-saskatchewan-1.6193913">https://www.cbc.ca/news/canada/saskatchewan/proof-of-vaccine-qr-code-reader-app-saskatchewan-1.6193913</a></p> <p><a href="https://globalnews.ca/news/7753900/regina-engineering-technologists-health-care-technology/">https://globalnews.ca/news/7753900/regina-engineering-technologists-health-care-technology/</a></p>
What is their capacity for learning new tools?	The capacity for learning new tools is high with the university departments always encouraging new advancements and various certifications around the city introducing new technologies.
What is the range of skills? If their interests and/or skills are diverse, could it cause conflict or distraction?	<p>The range of skills is wide, with employees in various sectors and types of jobs as well as lots of volunteering options for younger students.</p> <p>These interests and skills are not likely to cause conflicts or distractions. Instead, they do the opposite by encouraging the population to try new things and further advance the community.</p>
How tolerant are members of the adoption of a wide variety of tools?	Members of the community are very tolerant of a wide variety of tools, with the municipal government taking part in decisions to employ a wide variety of tools in public sectors such as hospitals and schools and encouraging businesses to do so as well.
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.	TBD
What are your members' technology constraints (e.g., bandwidth, operating systems, etc.)?	The community is small compared to some of the other cities in Canada, and that leads to constraints in terms of resources available. As well, because it is a smaller city, it is not as internationally recognized as the larger ones like Toronto or



	<p>Vancouver. This also adds on to the constraint of technological resources and opportunities available since there is less international interest.</p> <p>The operating systems face a similar constraint, with a personal example to help with information. My dad used to work at CTV Regina, and he now works at CTV Vancouver. He tells me that the equipment available in Regina, and the amount of money allowed to spend on advancing that equipment was significantly lower than the money the engineering department is allowed to spend in Vancouver. This can lead to some constraints in the different advancements they are able to bring into the city, as they cannot go out of budget.</p>
<p>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>	<p>The members of the community fall within a wide range of online participation. There are a lot of manual labour jobs in Regina, from farming to construction. These members have limited online time as they are mostly working outside. However, office works or members that work/study indoors will have much more time to be online.</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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>Meetings</b></p> <p>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</p>	<input checked="" type="checkbox"/> Face-to-face/blended <input type="checkbox"/> Online synchronous <input type="checkbox"/> Online asynchronous	<p>There are lots of activities to bring communities together in Regina. However, most community events are organized by a smaller community group, targeted mainly towards the smaller community.</p> <p>In terms of large city scale events, there are only a select few that cater to all members of the community (such as Queen City Ex or Mosaic)</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><b>Open-ended conversation</b></p> <p>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.</p>	<input type="checkbox"/> Single-stream discussions <input type="checkbox"/> Multi-topic conversations <input checked="" type="checkbox"/> Distributed conversations	<p>There are lots of conversations and opportunities for conversations in Regina. Alongside a free and communicative atmosphere in public spaces, there are also town halls in which members of the public are encouraged to</p>



								participate and watch and possibly ask questions.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 together in order to develop their practice. Projects usually involve a subgroup within the community	<input type="checkbox"/> Practice groups <input checked="" type="checkbox"/> Project teams <input type="checkbox"/> Instruction	There are lots of projects within the city, all part of a different sector. Each workplace has their own projects that focus on a certain aspect of the city, and different members can take a part of them. Some projects are open to the public such as school parent boards or protests, whereas some are closed off within a certain company or school.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/> Library <input checked="" type="checkbox"/> Structured self-publish <input type="checkbox"/> Open self-publish <input type="checkbox"/> Content integration	The communities in Regina are great with distributing content. Driven primarily with news/radio/newspaper opportunities, research and opinion pieces are encouraged and discussed upon. As well, there are local magazines that publish articles on local research and tools.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/> Questions & requests <input checked="" type="checkbox"/> Access to experts <input type="checkbox"/> Shared problem solving <input type="checkbox"/> Knowledge validation <input checked="" type="checkbox"/> Apprenticeship & mentoring	The access to expertise is good in Regina, as it is easy to find an expert in the field you are looking in and reach out to them. However, not all experts are interested in answering questions or sharing knowledge so it can be difficult to get in touch with someone willing to help.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/> Connecting <input checked="" type="checkbox"/> Knowing about people <input checked="" type="checkbox"/> Interacting informally	I've touched in this before, but the relationships between internal groups in Regina isn't the best. While there are efforts made to lessen the gaps by hosting events and inviting different groups of people to them, overall there is a divide in the internal relationships.



<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 type="checkbox"/> Personalization <input checked="" type="checkbox"/> Individual development <input checked="" type="checkbox"/> Multi-membership	There is lots of individual participation within Regina, and lots of opportunities for people to get involved and develop their skills and contribute more to the community. From programs for new immigrants and workers at Open Door, to various clubs and events and the different community centers, individual participation is encouraged often.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/> Democratic governance <input type="checkbox"/> Strong core group <input checked="" type="checkbox"/> Internal coordination <input type="checkbox"/> External facilitation	The main governing group in the Regina community is its municipal government. And while they are involved and focused on cultivating the community, the provincial government also plays a large part in the city's structure and proceedings.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/> Public mission	There isn't really one service context within the city. As there are many smaller groups in the community, the main city helps to cultivate those groups and equally encourage all of their services, rather than focusing on one service context for the whole city

Scratchpad (other interesting insights, questions/answers, etc.)