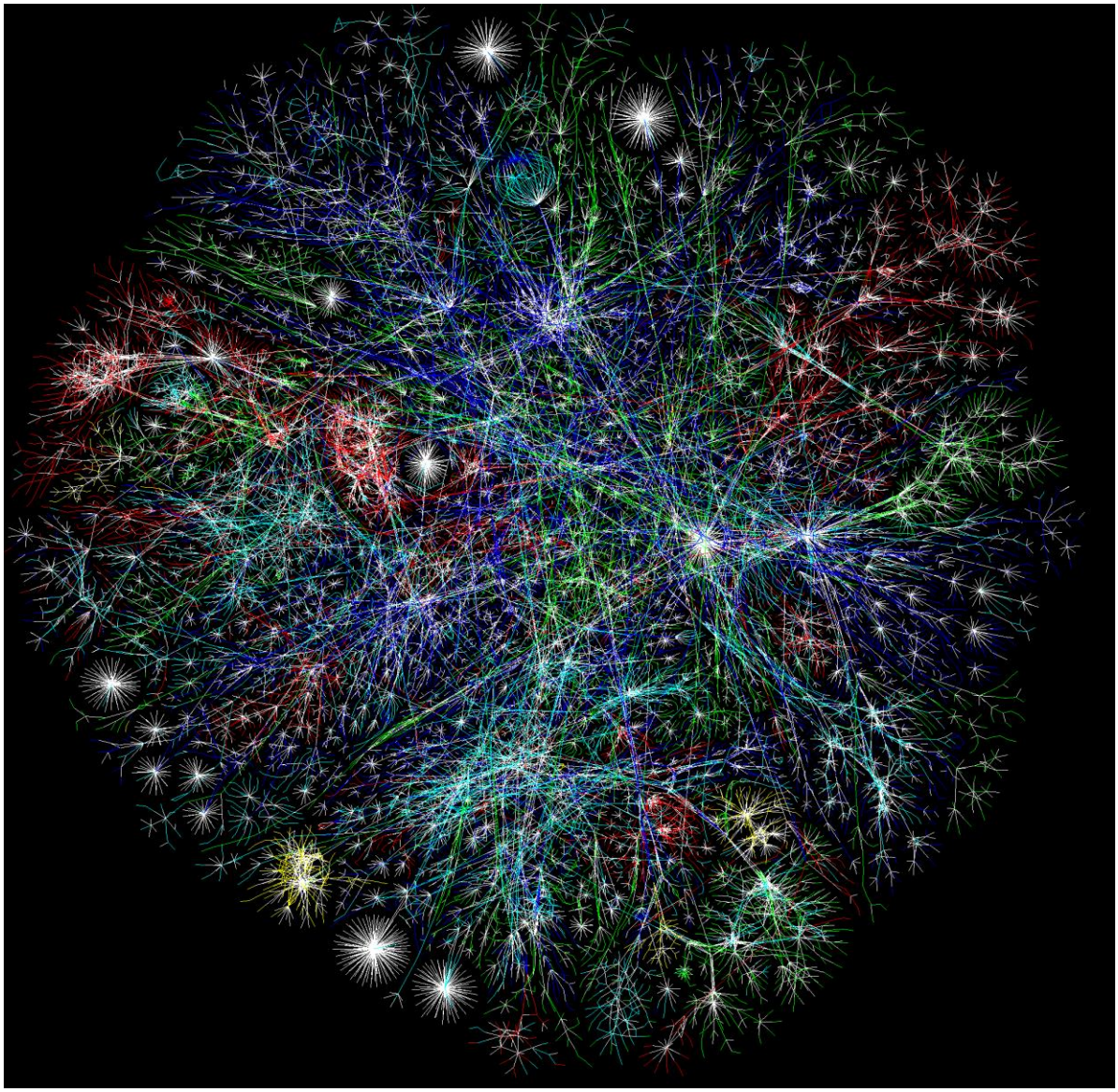
Annotated bibliography of e- platforms used in participatory and peer to peer exchange and learning



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Training and Research Support Centre (TARSC)

in the Regional Network for Equity in Health in East and Southern Africa (EQUINET)

December 2014

With support from OSISA

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Annotated bibliography of e- platforms used in participatory and peer to peer exchange and learning

December 2014

1. Background

Visual and information technologies are now more diversified and widely accessible. Digital images and mapping enhance access and exchange on local realities; social media (blogs, tweets and others) provide new methods for communicating experience for collective analysis, mobile phones facilitate communication and pooling of evidence across wider social networks and mapping and crowd-sourcing technology provide systems for citizen reporting, including in poorest communities. internet based resources point to the possibilities for information technology to support peer to peer learning and participatory action research to overcome the 'local' nature of processes and link groups with shared interest. To support discussion on these areas this work aimed to provide an annotated description of existing internet resources that have features that may guide out thinking in developing an e platform for participatory reflection and action across similar groups in different areas, to

i. map/ present and share experience on particular issues
ii. identify and prioritise shared problems and their causes
iii. discuss what can be done about the problems and identify actions
iv. reflect on actions taken and their impact on problems
v. reflect on changes and learning drawn from it

The work will:

1. Identify electronic platforms and methods published literature or from those made available on the internet that allow for peer to peer exchange and learning, especially but not5 limited to those that may be used in lower income communities and countries
2. Prepare and present an annotated list of these resources and their key features (as per information shown below) as background to developing an e-learning/ e platform for participatory action research

The document presents information on various platforms in terms of its

i. Name, location (url) and purpose, and
ii. A description of the platform, how it works/ functions, who uses it, where globally it is used, how people input to it, and whether and how it provides for any of the key processes on PAR, ie in
    a. Presenting and sharing information in verbal and other forms on an issues/ experience/ situation provided by people (in that situation), inputting or building visual evidence (photos, images, maps), building shared maps, commenting on images
    b. Dialogue across people, such as to review evidence, images, identify shared problems, discuss causes, actions
    c. Feeding in information on actions, on changes, on impacts; and gathering information
    d. Dialogue (moderated or open) and reflection on learning on issues, consensus building
    e. Documenting in some form, - visual, written- the process, changes and learning

This document provides information from a search that was done before and after input from a brainstorming meeting in December 2014. It has been produced by T Loewenson for TARSC.

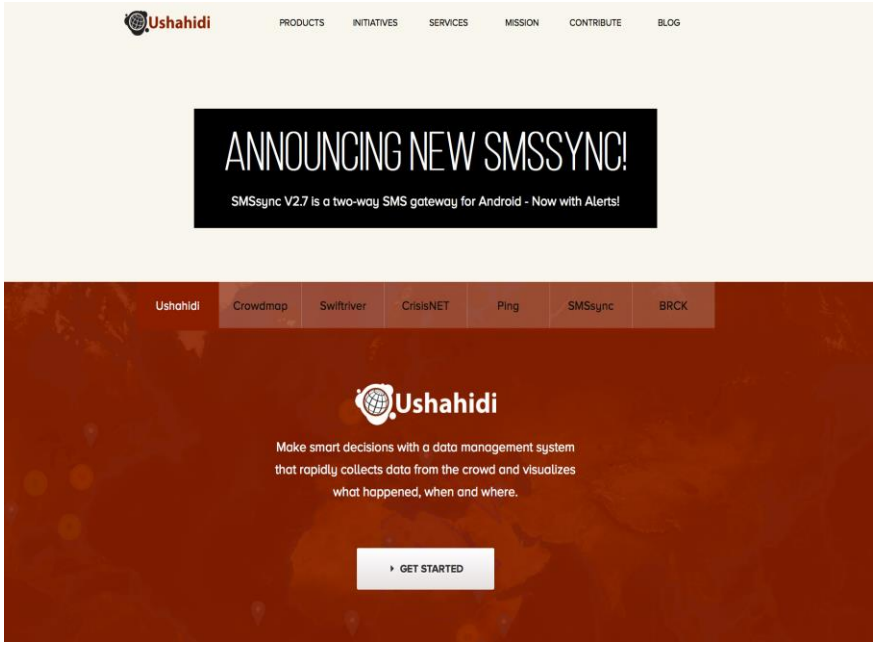
2. Website resources

2.1 Ushahidi, Inc.

URL: http://www.ushahidi.com

Purpose: Ushahidi is a non-profit software company that develops open-source software for sourcing and collecting information and visualising and mapping the collected data.

The organisation uses the concept of crowdsourcing, a process of obtaining services, ideas, content and information from a large population typically via the internet, for social activism and public accountability.



Institution, country, contact information: Ushahidi is a global platform, founded in Kenya.
twitter: https://twitter.com/ushahidi
facebook: https://www.facebook.com/ushahidi
email: **info@ushahidi.com**, consulting@ushahidi.com

Description:
Ushahidi, Inc is free to download and use and released under the GNU Lesser General Public License (LGPL). The LGPL does not guarantee complete access and freedom in the use of software. Whilst the software may be available for full download, the freedom to modify the software is only guaranteed for the parts governed by the LGPL and not for any parts of the software which the creator has retained proprietary control over. Ushahidi, Inc creates software for what has been termed “activist mapping”. This combines social activism, citizen journalism and geospatial mapping. Ushahidi software works in two ways. Firstly, it functions as a platform for people to submit evidence and accounts using mobile phones and the internet. This collected information is then processed by the software and represented geospatially by positioning icons which communicate the submitted information onto maps of the area. The information can be sorted temporally via a ‘dynamic timeline’ which allows the mapped data to be filtered by time, showing when incidents occurred and where.

Ushahidi’s software places particular emphasis on being usable and accessible to those where internet access is costly and unpredictable. This is done particularly in the way Ushahidi’s software is able to harvest location and time data from information which is easily submitted through mobile phones. Ushahidi’s software is used widely across the world and particularly in areas of conflict or violence such as monitoring of election violence in Kenya, and mapping conflict in Syria via social media and BBC news data.

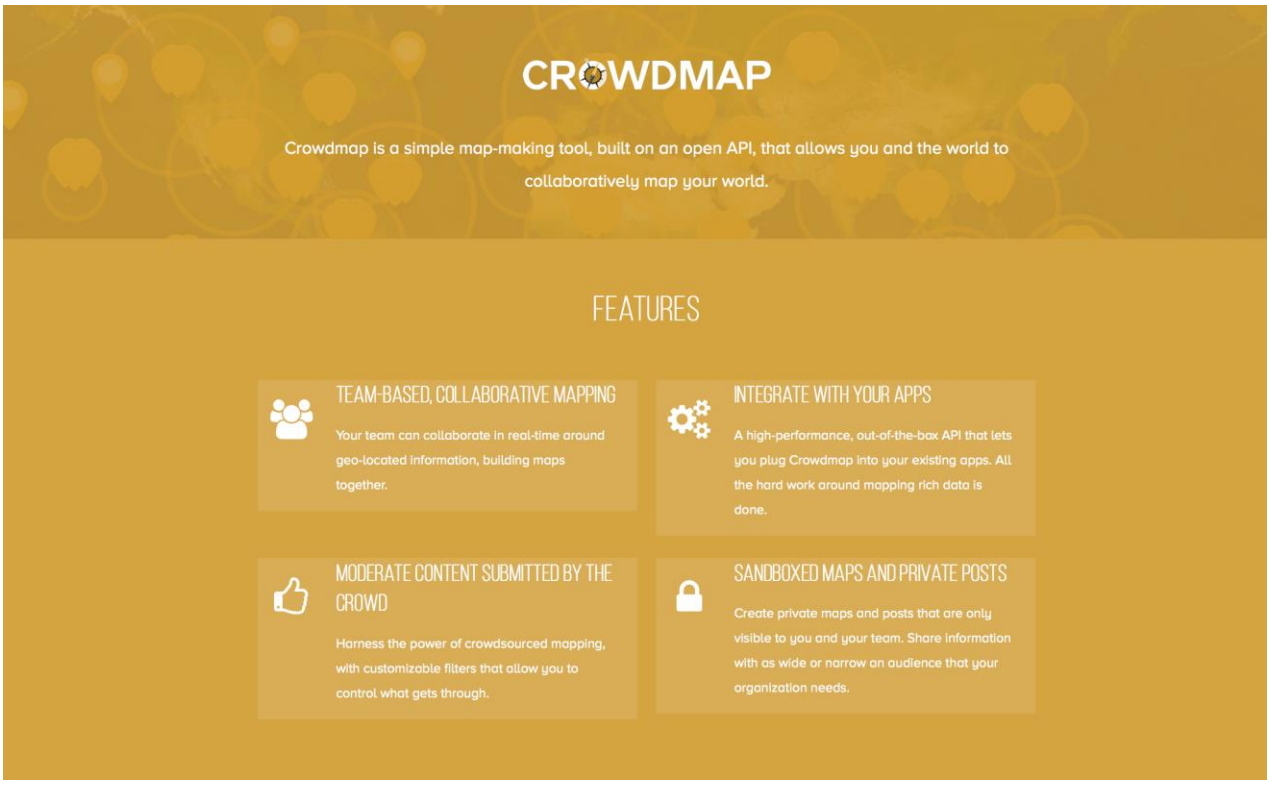
Visualising information:
Ushahidi’s existing visualisation platforms are listed below. They are useful for presenting and sharing information on issues and events and showing this information visually in various ways.

The presentation of this information can also be manipulated with customisable tools which allow for date and time parameters to be adjusted as well as through filters such as key words.

2.1.1 Crowdmap

PAR process	Does it enable this? YES/NO	If yes, what does it do for this process and how
Presenting and sharing information in verbal and other forms on an issues/ experience/ situation provided by people (in that situation), inputting or building visual evidence (photos, images, maps), building shared maps, commenting on images	YES	Ushahidi's 'Crowdmap' software allows groups and teams to collaboratively map content. This information can be selectively made public or private and allows for content to be submitted by those outside of the group and moderated through customisable filters.
Dialogue across people, such as to review evidence, images, identify shared problems, discuss causes, actions	NO	
Feeding in information on actions, on changes, on impacts; and gathering information	NO	
Dialogue (moderated or open) and reflection on **learning on issues, consensus building**	NO	
Documenting in some form, - visual, written- the process, changes and learning	NO	

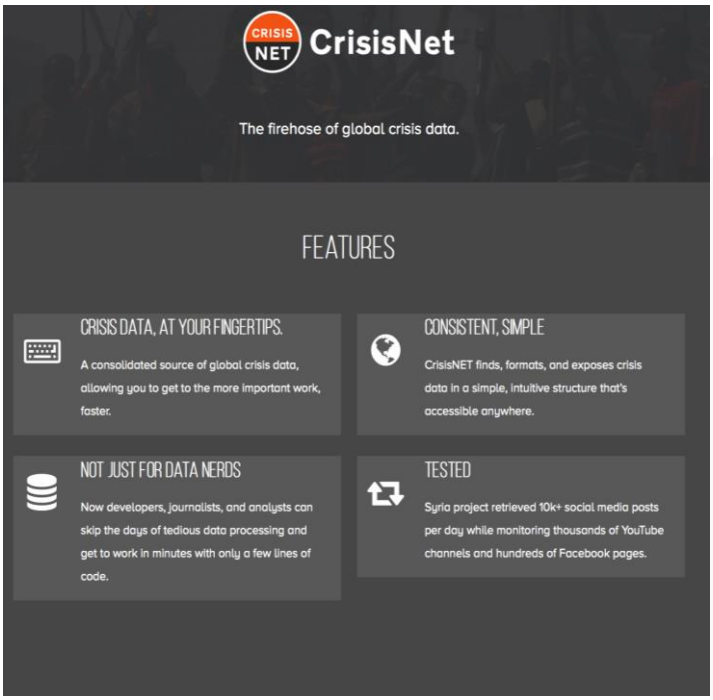
Screenshot:

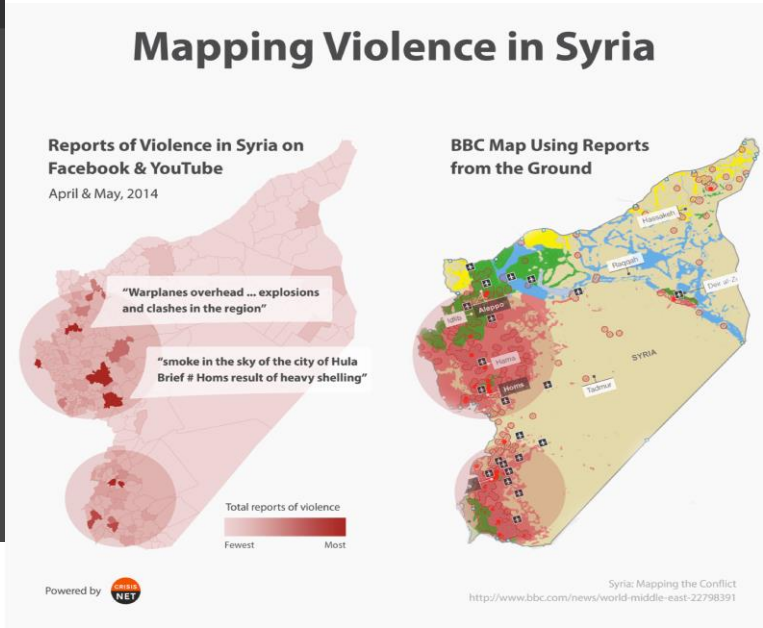


2.1.2 CrisisNet

PAR process	Does it enable this? YES/NO	If yes, what does it do for this process and how
Presenting and sharing information in verbal and other forms on an issues/ experience/ situation provided by people (in that situation), inputting or building visual evidence (photos, images, maps), building shared maps, commenting on images	YES	CrisisNet is a platform for international crisis data with information sourced from government, business, humanitarian and crowdsourced sites which is available to the public customise. Ushahidi also offer the possibility of tailoring a CrisisNET platform to an organisations aims. The CrisisNet platform offers a map visualising submitted incidents with a circular blue icon which identifies the number of reports which can be filtered by location, text search, date range, tags relating to natural disasters and social violence and by turning on and off various sources.
Dialogue across people, such as to review evidence, images, identify shared problems, discuss causes, actions	NO	
Feeding in information on actions, on changes, on impacts; and gathering information	NO	
Dialogue (moderated or open) and reflection on **learning on issues, consensus building**	NO	
Documenting in some form, - visual, written- the process, changes and learning	NO	

Screenshots:





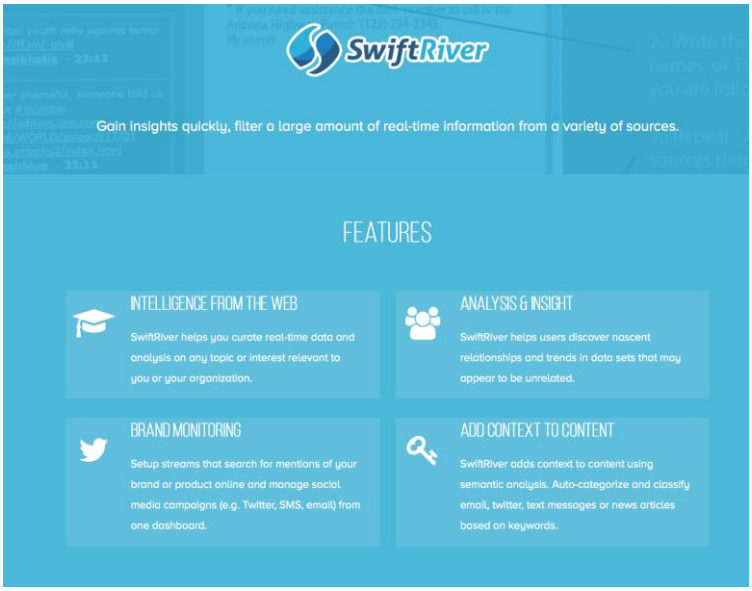
2.1.3 Data platforms:

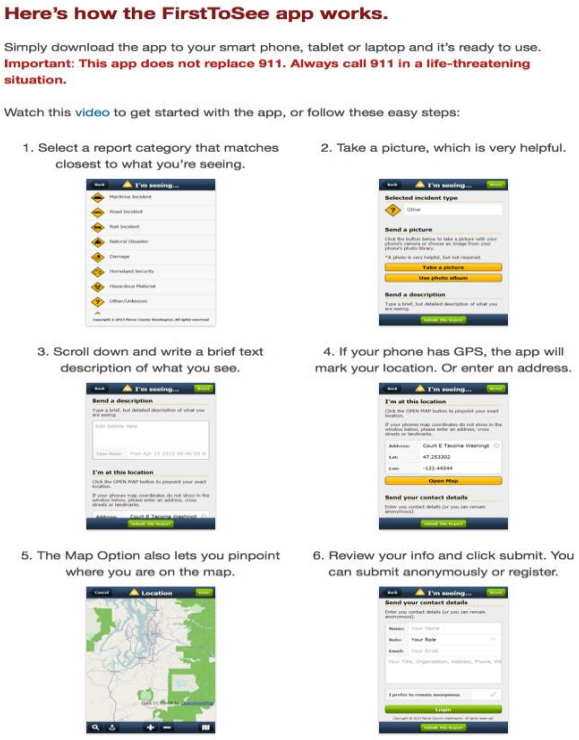
Ushahidi's existing dialogue platforms are listed below. They are useful for facilitating dialogue across people using social media, email and SMS and allow for the collection and discussion of evidence, images.

SwiftRiver

PAR process	Does it enable this? YES/NO	If yes, what does it do for this process and how
Presenting and sharing information in verbal and other forms on an issues/ experience/ situation provided by people (in that situation), inputting or building visual evidence (photos, images, maps), building shared maps, commenting on images	YES	SwiftRiver allows for information which is delivered immediately after collection, known as 'real time data', to be collected. Using SwiftRiver, it is possible to set up customisable rolling feeds of information updated in real time, known as streams, as new data is published either publicly on platforms such as Twitter or news sites, or privately such as by SMS and email.
Dialogue across people, such as to review evidence, images, identify shared problems, discuss causes, actions	YES	SwiftRiver is able to filter collected content using 'semantic analysis', looking for patterns in word use, to automatically categorise and classify email, twitter, text messages or news articles based on key words.
Feeding in information on actions, on changes, on impacts; and gathering information	NO	
Dialogue (moderated or open) and reflection on **learning on issues, consensus building** **Documenting in some form**, - visual, written- the process, changes and learning	NO NO	

Screenshots:

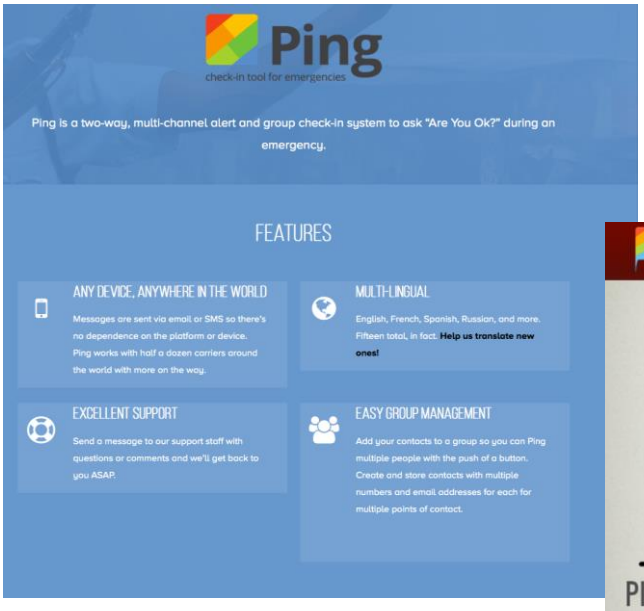


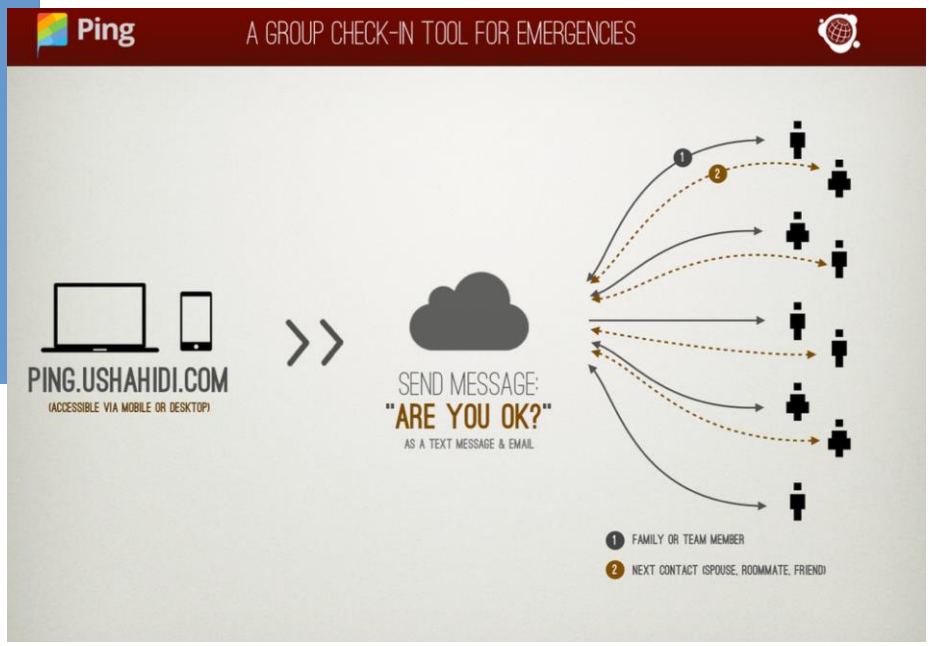


2.1.4 Ping

PAR process	Does it enable this? YES/NO	If yes, what does it do for this process and how
Presenting and sharing information in verbal and other forms on an issues/ experience/ situation provided by people (in that situation), inputting or building visual evidence (photos, images, maps), building shared maps, commenting on images	NO	
Dialogue across people, such as to review evidence, images, identify shared problems, discuss causes, actions	NO	
Feeding in information on actions, on changes, on impacts; and gathering information	YES	Ping is a system currently in development by Ushahidi which aims to allow two way, 'multi channel' alert and 'checking-in' system to ask if people are ok in an emergency. Groups of users can be created so multiple people can be checked with a single message and multiple contacts can be reached with a single contact. It is unclear how messages are received on the service, and if the line of communication extends further than this simple message.
Dialogue (moderated or open) and reflection on **learning on issues, consensus building**	NO	
Documenting in some form, - visual, written- the process, changes and learning	NO	

Screenshots:





2.1.5 SMSsync

PAR process	Does it enable this? YES/NO	If yes, what does it do for this process and how
Presenting and sharing information in verbal and other forms on an issues/ experience/ situation provided by people (in that situation), inputting or building visual evidence (photos, images, maps), building shared maps, commenting on images	YES	SMSsync allows for messages sent and received from an Android phone to be accessible from a local SIM anywhere in the world. This could be used for data collection and sharing in a PAR process.
Dialogue across people, such as to review evidence, images, identify shared problems, discuss causes, actions	NO	
Feeding in information on actions, on changes, on impacts; and gathering information	NO	
Dialogue (moderated or open) and reflection on **learning on issues, consensus building**	NO	
Documenting in some form, - visual, written- the process, changes and learning	NO	

Screenshot:

2.1.6 BRCK

BRCK is a product developed by Ushahidi which is a self-powered, mobile WiFi device. The device responds to the challenges of accessing connectivity around the world and is able to connect to multiple networks and devices, provides enough backup power to survive a black out and withstand drops, dust, and weather changes. It is designed to work in environments with fragile infrastructure and internet connections.

Screenshot:

Commentary:
On observation, Ushahidi is primarily a data collection and visualisation tool. The software would have to be augmented by other processes, or platforms, or the software itself recoded to suit, to allow for platforms for feeding in information on actions, changes, impacts, following the initial collection of data and identification of shared problems, causes and actions. Whilst the process of data collection is expertly visualised on Ushahidi's existing platforms, the processes of the resulting actions following this data collection are not provided for to date.

2.2 Geofeedia

URL: http://geofeedia.com/
Purpose: Geofeedia is a social media monitoring platform which enables the search, monitoring and analysis of real time social media content by location. It is available to, and covers content from, the whole world.

Institution, country, contact information:
Geofeedia, Inc., 444 N. Wells St., Suite 502, Chicago, IL 60654
phone: (312) 724-8900
email: **hello@geofeedia.com**
twitter: https://www.facebook.com/geofeedia
facebook: https://twitter.com/geofeedia

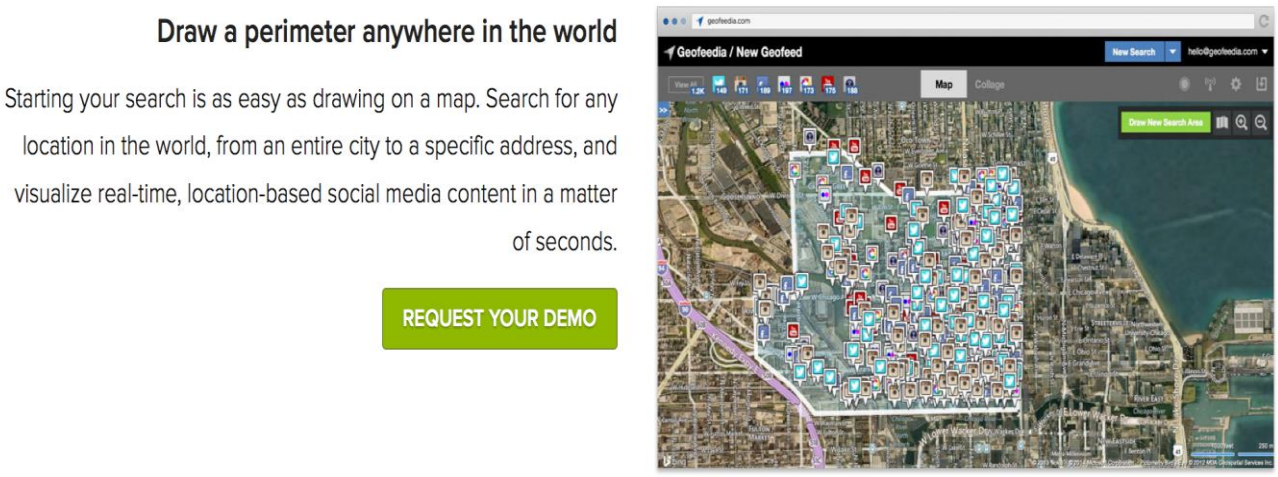
Description:

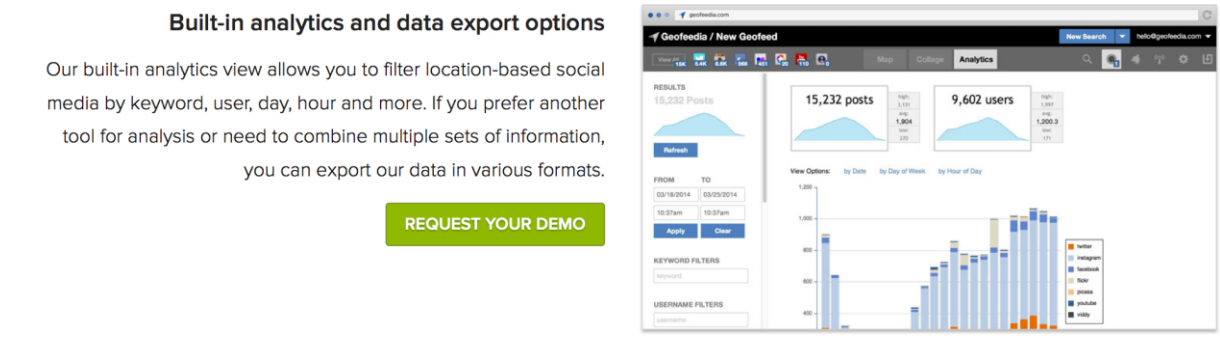
The Geofeedia platform allows a user to draw a perimeter on the map interface, selecting any area in the world and covering an area of an entire city to a specific address, and create visualisations, in real time of location based social media content. This means information which contains a 'geotag' which embeds a geographical location to a posting onto a social media site.

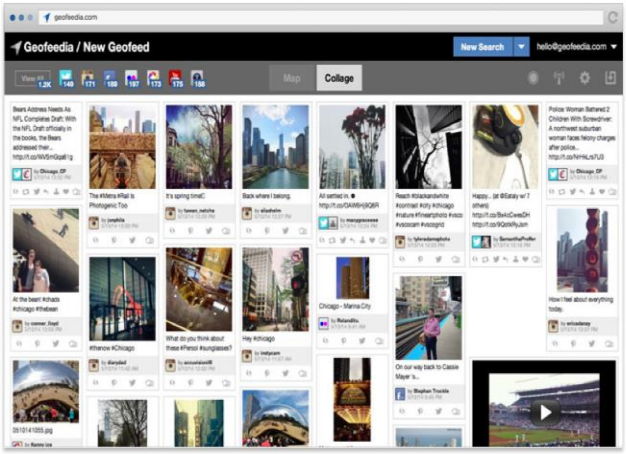
PAR process	Does it enable this? YES/NO	If yes, what does it do for this process and how
Presenting and sharing information in verbal and other forms on an issues/ experience/ situation provided by people (in that situation), inputting or building visual evidence (photos, images, maps), building shared maps, commenting on images	YES	Geofeedia is useful for presenting and sharing information on issues and events, documenting the process of collection and showing this information visually on maps. This information can also be viewed with customisable tools which allow for date and time parameters to be adjusted as well as through filters such as key words. Once a location has been identified, information can be visualised in multiples ways, as icons of categorised colours and symbols on a map, on a chronologically updating list, known as a feed. Multiple sites can also be analysed simultaneously using the Geofeedia Streamer. Map view shows the precise location of curated content, collage view shows the timing and sequence of posts and live streaming displays new content in real time from multiple locations on a single screen.
Dialogue across people, such as to review evidence, images, identify shared problems, discuss causes, actions	YES	Geofeedia holds promise for use as a tool for facilitating dialogue across people to review the collected evidence to enable groups to identify shared problems, causes and actions. The location based collected information can be analysed further by keyword, user, time of posting. The software collates and presents a list of the top recurring keywords amongst the information. It presents information on the quantity and frequency of posts and number of contributors to the field. The data can be exported for further manipulation in other programs (*exactly how/which is unclear)* Data is archived so it can be accessed and further analysed at any time. This data is virtually stored so it must be accessed via the internet, and does not take up space on a users local drive.

PAR process	Does it enable this? YES/NO	If yes, what does it do for this process and how
Feeding in information on actions, on changes, on impacts; and gathering information	NO	Geofeedia software allows for the continual collection of information. This could be used to feed in information on actions, changes, impacts to research. The software can be set to send automatic email alerts in real time based on specific keyword or username triggers. Whether or not logged in to the system, a notification of content identified as important will be sent out immediately. Search results can also be translated into 'almost any language' with a single click.
Dialogue (moderated or open) and reflection on **learning on issues, consensus building** **Documenting in some form**, - visual, written- the process, changes and learning	NO NO	

Screenshots:







Easily discover content using multiple views

Multiple views of the data allow you to customize the discovery process based on what works best for you. Visualize social data on the map, discover rich content within the timeline collage, or stream multiple locations in real-time with the Geofeedia Streamer.

REQUEST YOUR DEMO

Commentary: Geofeedia is a useful tool for visualising data and may hold useful tools for data analysis facilitating dialogue across people of the collecting data. The software provides for data to be continually collected allowing for updated information on actions and impacts to be collected and fed in. The Geofeedia Streamer also allows for the processes to be captured both visually, and through written posts. Geofeedia is currently not an open access platform and users must sign up in order to access it's content. It is unclear if this must be paid for - *a demo request has been sent, TBC.*

3. Botswana Speaks!

URL: http://www.botswanaspeaks.org/main

Purpose: Botswana Speaks is an 'e-democracy' initiative launched by the Botswana Parliament in conjunction with the Swedish Trade Council, Swedish Aid Agency (SIDA), Gov2U and Stockholm University. It aims to draw from the traditional Kgotla proceedings in Botswana where communities hold public meetings, community councils and traditional law courts, especially in rural areas and headed by village chiefs, where community decisions are always arrived at by consensus. It does this by addressing a perceived communication gap between Members of Parliament and citizens by creating internet based platform through which people can SMS and input via the website their opinions for discussion and debate on legislation with politicians.

Institution, country, contact information: Botswana Parliament, Swedish Trade Council, Swedish Aid Agency (SIDA)
facebook: https://www.facebook.com/BotswanaSpeaks
twitter: https://twitter.com/BotswanaSpeaks
linkedin: http://www.linkedin.com/pub/botswana-speaks/59/a08/1b9

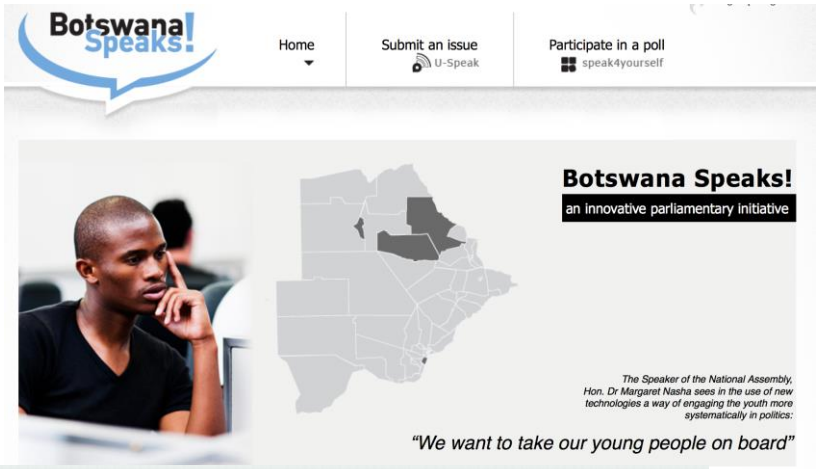
Description:
Members of Parliament, constituency officers and staff in the Parliament involved in the project were trained during the pilot phase by the project partners on how to use the online platform and a mobile version was also created for increasing the possibilities for citizens to access it.The platform has undergone a pilot phase in four constituencies of Nata/Gweta, Boteti North, Maun West and South East South.

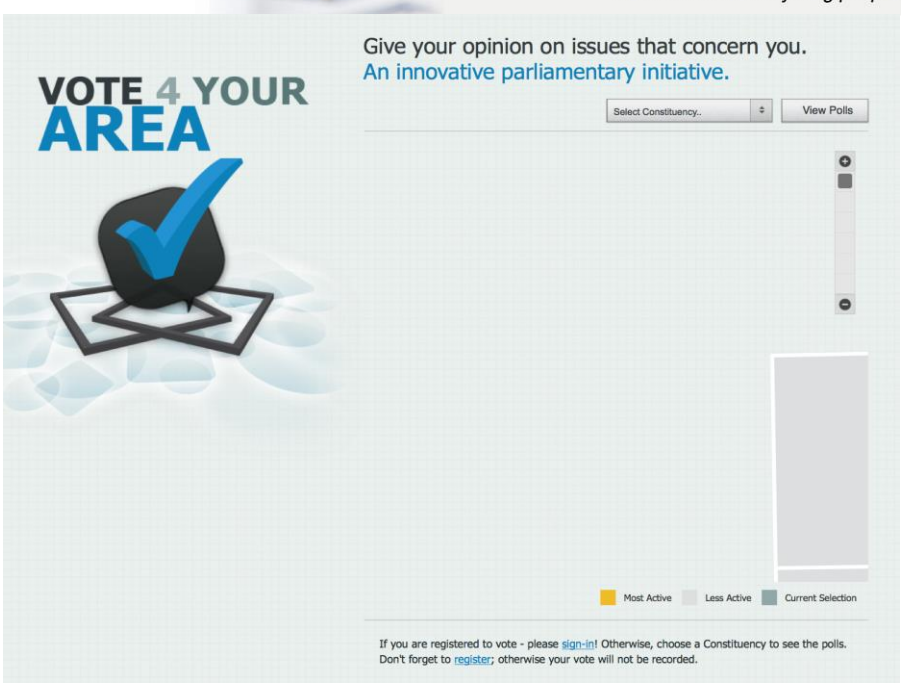
PAR process	Does it enable this? YES/NO	If yes, what does it do for this process and how
Presenting and sharing information in verbal and other forms on an issues/ experience/ situation provided by people (in that situation), inputting or building visual evidence (photos, images, maps), building shared maps, commenting on images	YES	Citizens are able to use the 'U-Speak' section of the website to share an issue, opinion or request information from their Member of Parliament. It is also possible to submit via SMS. Members of Parliament from the four constituencies are able to receive input and to reply directly via the online platform or via SMS.
Dialogue across people, such as to review evidence, images, identify shared problems, discuss causes, actions	YES	Constituency meetings are organised as part of the project in villages in Nata/Gweta, Boteti North, Maun West and South East South to discuss issues that are raised with the dates, times and locations of these meetings also posted on the website. Separate constituency meetings were also used to gather citizens' inputs offline to then be made available to MPs online. The platform also provided space for people living in other constituencies to get involved through the 'Speak4Yourself' section of the website. This section of the website offers a map of the country, with citizens able to vote on polls to allow for public opinion to be assessed in real time. However, there were no available polls at the time of writing. The website claims that it is possible to discuss and debate issues and legislation currently being discussed in Parliament amongst citizens and with Members of Parliament, however it was unclear where on the website this is possible.

PAR process	Does it enable this? YES/NO	If yes, what does it do for this process and how
Feeding in information on actions, on changes, on impacts; and gathering information	NO	
Dialogue (moderated or open) and reflection on **learning on issues, consensus building**	NO	
Documenting in some form, - visual, written- the process, changes and learning	NO	

Commentary: Botswana Speaks appears useful for presenting and sharing information on issues and events and inputting opinions via text in order to facilitate dialogue between citizens and Members of Parliament. A feedback system between MPs and citizens is designed into the software in order to allow actions taken following the dialogue to be communicated. It is hard to gauge the success of Bostwana Speaks, and no official reports on its trial phase have yet been sourced (*I will continue to look, but on initial searches couldn't find anything).* It is also not possible to see the purported dialogue available on the site as it is only available to registered residents of Botswana - *Do you have contacts in Botswana who could look into it and take screenshots? or perhaps even just comment on it's success? Also on how accessible it is via mobile phone in Bostwana.* Unlike the other platforms researched, Botswana Speaks includes a feature of offline interaction in the community meetings which enables those disconnected to engage in the dialogue but also retains the physical personal tradition of the Kgotla proceedings. This is an interesting, and unusual feature of online crowdsourcing platforms.

Screenshots:





2.4 Ebola Mapping

URL: http://ebolamapping.com/w

Purpose: Ebola Mapping is an online platform for understanding and analysing what people are saying about Ebola on social media around the world. The platform aims to provide a global view of public reactions to the disease by bringing together various sources and and visualise various geospatial data.

Institution, country, contact information:
Connecting People & Connecting Communities with GIS, New Brunswick, USA
phone: 732-418-9135

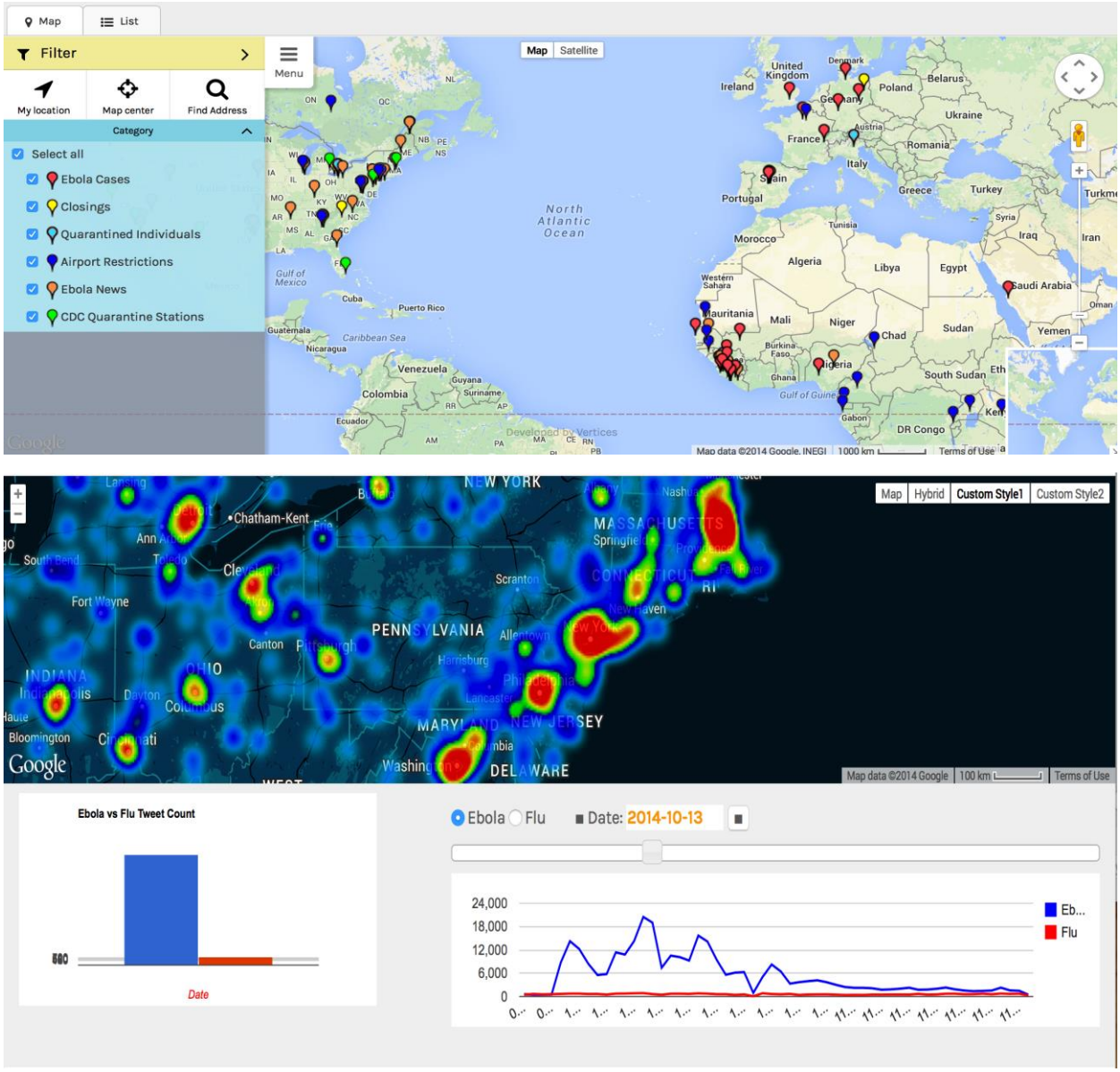
Description:

Ebola Mapping currently shows two maps being updated in real time and reflecting public reactions to the disease around the world. The maps visualise information gathered from a series of data sources, further elaborated below.

PAR process	Does it enable this? YES/NO	If yes, what does it do for this process and how
Presenting and sharing information in verbal and other forms on an issues/ experience/ situation provided by people (in that situation), inputting or building visual evidence (photos, images, maps), building shared maps, commenting on images	YES	To date, there are two maps being updated in real time on the website.The first map, Ebola Pulse, shows the actual breakout cases, high-risk locations, and news stories related to Ebola. It offers icons which show ebola cases, health centre closings, quarantined individuals, airport restrictions, ebola news stories, and Centre for Disease Control Quarantine Stations. These icons can be turned off and on in order for patterns (or lack thereof) to be observed in the way these incidents and phenomena manifest themselves. A second map, Ebola Tweet Map, provides two different ways of looking at time and location-specific patterns of Ebola (and Flu) in social media. Using data collected from the 14th of September 2014 to date the Ebola Tweet Map graphically shows locations of discussions of Ebola and Flu on twitter. It is possible to select a specific location and date to garner location and time specific data of the prevalence of these two terms in social media. This map is combined with a chart and graph which visualises the relative number of tweets between Ebola and Flu.
Dialogue across people, such as to review evidence, images, identify shared problems, discuss causes, actions	NO	
Feeding in information on actions, on changes, on impacts; and gathering information	NO	

PAR process	Does it enable this? YES/NO	If yes, what does it do for this process and how
Dialogue (moderated or open) and reflection on **learning on issues, consensus building**	NO	
Documenting in some form, - visual, written- the process, changes and learning	NO	

Screenshots:



Commentary: The Ebola Mapping platform is useful as a visualisation tool for presenting and sharing information, and analysing the disparity between perception, social reaction and lived realities. It is a useful tool for gathering evidence using empirical data and social media, and for analysing the parallels between the two. This platform is specifically built for this purpose and so does not include any features for facilitating dialogue, or allowing direct input into the collection of data.

2.5 SAS2 Dialogue Inc

URL: http://www.sas2.net/

Purpose: SAS2 Dialogue Inc have developed software to help practitioners scale up, visualise, and formalise the findings of group discussions and share results in ways that engage participants.

Institution, country, contact information:
SAS2 Dialogue Inc, 201 Daniel Ave. Ottawa, Ontario K1Y 0E1, Canada
phone: 732-418-9135

Description:

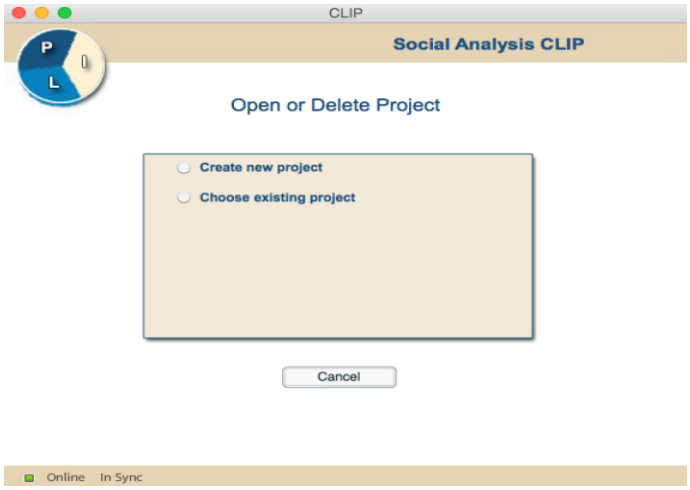
This software has been developed and used in North America to date. It is designed to be used in conjunction with a handbook which has been produced to help facilitate PAR processes. The Handbook is divided into six modules. Three of the modules reflect basic questions that apply to any situation: what are the problems people face and must explore, who are the stakeholders or actors affected by a situation or with the capacity to intervene, and what options or alternatives for action do people need to consider and assess? Practitioners can combine these tools with all-purpose tools for fact-finding and listening. All-purpose tools apply to any topic where there is a need to gather, organise, analyse and communicate information on peoples' knowledge and views of reality. They also help select the best forum and participation strategies to meet specific needs.

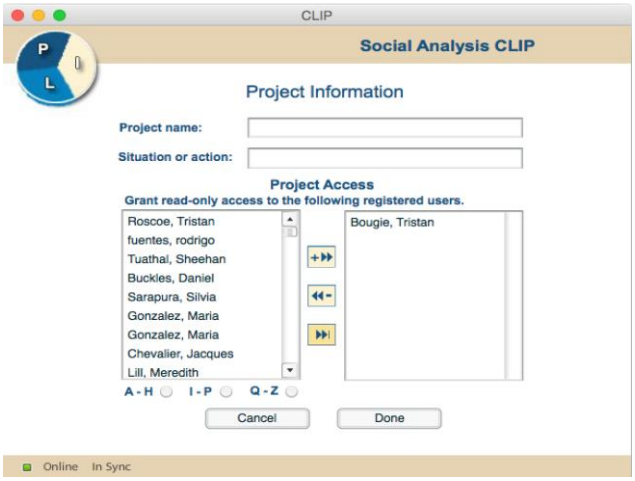
Another module of tools in the Handbook is for understanding systems. This includes Domain Analysis and social adaptation of Personal Construct Psychology developed by George Kelly. Domain Analysis shows how stakeholders view a domain or topic area; it allows participants to create and organise elements, and their characteristics, within the domain. The method uncovers ways people make sense of reality in context and helps create opportunities for problem solving and learning. Systems Dynamics is an adaptation of input-output reasoning used in economics. It helps identify entry points into a system, based on an assessment of how elements interact to create specific behaviours and situations.

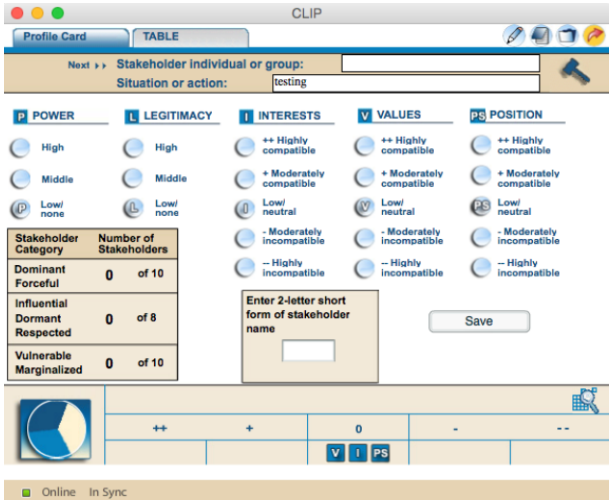
The last module focuses on creating systems that learn and developing skills to mix, balance, and integrate tools, dialogue, and careful reasoning. Since the basic questions on problems, actors and options depend on and interact with each other, there can be no fixed point of entry into a diagnostic process for all situations. The means described in this module help participants to select the point of entry that best suits their context. They show how to sequence and adapt the tools in a way that is meaningful and deals with complexity. This addresses a tendency which the authors believe within PAR to focus on quick-and-easy techniques, and to ignore thinking about what tool to use, when, and why.

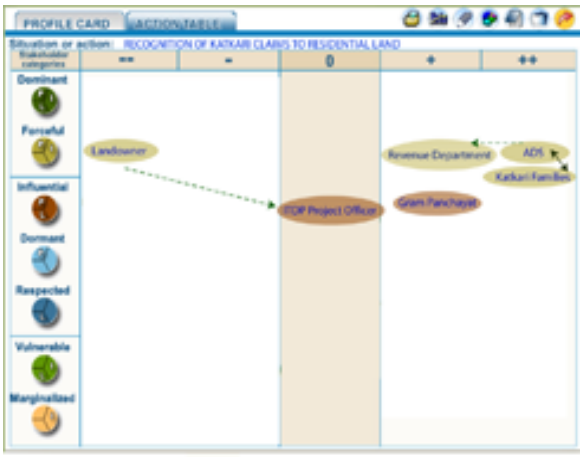
PAR process	Does it enable this? YES/NO	If yes, what does it do for this process and how
Presenting and sharing information in verbal and other forms on an issues/ experience/ situation provided by people (in that situation), inputting or building visual evidence (photos, images, maps), building shared maps, commenting on images	YES	CLIP is an original web application to support use of the tool Social Analysis C.L.I.P. in the Knowing the Actors module of the handbook. The tool helps participants create profiles of the parties involved. SAS2 advise that common spreadsheet software such as MS Excel includes a graphics function that supports visualisations of various SAS2 Dialogue tools. For example, it is possible to use the graph Radar in Excel to display and compare ratings generated with The Socratic Wheel, in the Fact-Finding and Listening module. SAS2 offer templates to complement their handbook such as an MS Excel template which can be modified to meet needs of specific projects.
Dialogue across people, such as to review evidence, images, identify shared problems, discuss causes, actions	YES	CLIP enables dialogue to review evidence in a core problem or proposed action based on four factors: 1) existing relations of Collaboration and Conflict 2) Legitimacy, 3) Interests, and 4) Power. CLIP is an open-source application using Adobe Air, a free platform for web applications which needs to be downloaded. This allows registration to the CLIP application. Once the web application is running, it is possible to enter and save data directly online for display and remote sharing with others who have been authorised. The data is stored on the SAS2 Dialogue Inc server for online use and on the users computer for offline use.
Feeding in information on actions, on changes, on impacts; and gathering information	NO	
Dialogue (moderated or open) and reflection on **learning on issues, consensus building**	NO	
Documenting in some form, - visual, written- the process, changes and learning	NO	

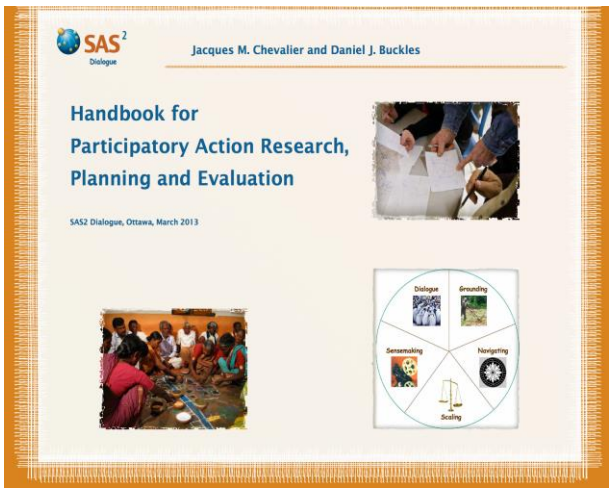
Screenshots:











Commentary: The CLIP software is useful as a tool for visualising information so that it can be shared and presented amongst groups. It allows for people to add and amend information within the group, enabling dialogue to review evidence, identify shared problems. It does not allow for images to be shared, or for feeding in information on actions, changes and impacts, nor does it allow the process to be documented.

2.6 Centre for Digital Story telling

URL: http://storycenter.org/

Purpose: The Centre for Digital Storytelling (CDS) aims to promote the value of story as a means for compassionate community action. They partner with organisations around the world to develop programs which support individuals in rediscovering how to listen to each other and share first person stories.

Institution, country, contact information: Center for Digital Storytelling, 1250 Addison Street, Suite 104, Berkeley, CA 94702 USA email: info@storycenter.org

Description:

The CDS uses methods of group process and story creation to assist participants in producing short, first-person narratives that can be presented in a variety of traditional and social media formats. The CDS work with organisations in North, Latin America and in Africa. For example, in sub Saharan Africa, the CDS worked with the Sonke Gender Justice organisation in South Africa to enable young people and adults affected by violence and HIV and AIDS to share their stories. Other digital stories have been produced with former prisoners who experienced sexual violence in jail. The MenEngage African Youth Alliance and Sonke partnered with UNFPA to produce "Youth Stories of Change" along with a discussion guide. Sonke and Silence Speaks have over the past few years coordinated a series of seven digital storytelling workshops.

PAR process	Enable this?	If yes, what does it do and how
Presenting and sharing information in verbal and other forms on an issues/ experience/ situation provided by people (in that situation), inputting or building visual evidence (photos, images, maps), building shared maps, commenting on images	YES	Working with a team of trainers, participants share their own and listen to each other's stories; record first-person voiceover narration; selected and/or photos and drawings with which to illustrate their work; and either themselves learn to create (through hands-on editing tutorials and computer work) or offer varying degree of input into their finished stories and/or into their potential use as tools for education and advocacy.
Dialogue across people, such as to review evidence, images, identify shared problems, discuss causes, actions	YES	In the digital storytelling workshops, the process of making media, with its potential to support reflection and skill building for participants, is just as important as the final media products that emerge. Potential participants are briefed before the workshops on the production method to be used and on the fact that their stories will be shown publicly, so that they can make informed decisions about whether or not to attend.
Feeding in information on actions, changes, impacts; gathering information	NO	
Dialogue and reflection on **learning on issues, consensus building**	YES	Through workshops and briefings, as above.
Documenting in some form, the process, changes and learning	YES	Through visual recordings, as above.

Links to videos:
http://gojoven.org/digital-stories/
http://www.genderjustice.org.za/digital-stories/
http://storycenter.org/nurstory

Commentary: The CDS provides an innovative tool for sharing and recording oral recordings. It provides space for first person narratives to be recorded and shared for further analysis and for communities to get involved in the digital processes of recording those narratives. The process facilitates dialogue through workshops and briefings and the process is documented through the visual records produced as outcomes. It is not evident how the process allows for feeding in information on actions, changes, impacts and further gathering of information.

2.7 Community WorkStations

URL: http://ctb.ku.edu/en/community-workstations

Purpose: Tailored online Community WorkStation websites for local, national, and global initiatives enable users to easily share materials, make announcements, access tools, learn from others' success stories, and access guidance from peer discussions. They provide tools for online collaboration.

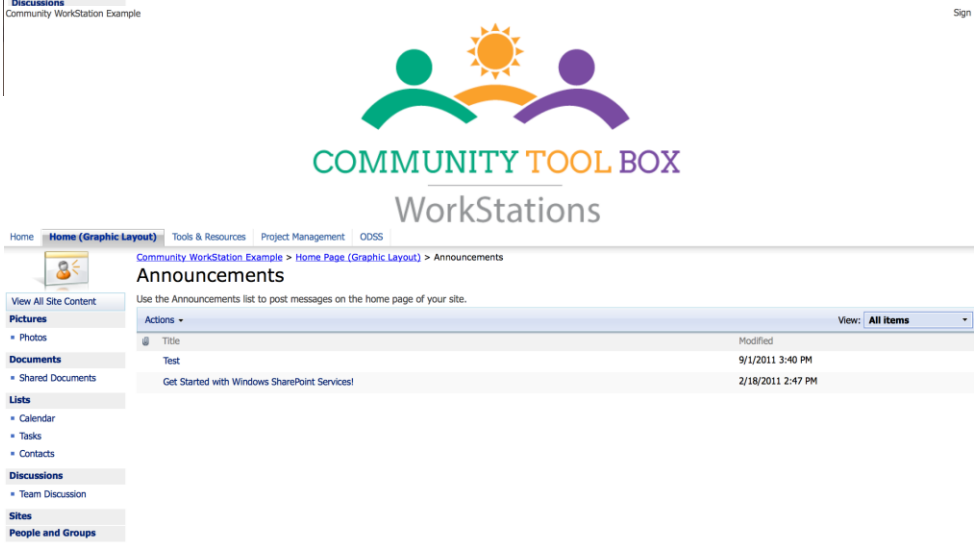
Institution, country, contact information:
Work Group for Community Health and Development, 4082 Dole Human Development Centre, 1000 Sunnyside Avenue, University of Kansas, USA
email:toolbox@ku.edu
phone: (785) 864-0533

Description:

To date the Community WorkStation has only been used in the USA. It functions as a platform designed to give groups collaborative tools for working together online. The site provides groups with a online pages for announcements, a calendar of events, contacts, document and photo sharing facilities and a discussion board.

PAR process	Does it enable this? YES/NO	If yes, what does it do for this process and how
Presenting and sharing information in verbal and other forms on an issues/ experience/ situation provided by people (in that situation), inputting or building visual evidence, building shared maps, commenting on images	YES	The photo and document sharing pages allow for evidence and collected information to be shared amongst the group.
Dialogue across people, such as to review evidence, images, identify shared problems, discuss causes, actions	YES	The discussion board allows for moderated discussion amongst the group. These discussions can be directed and given different topic headings.
Feeding in information on actions, on changes, on impacts; and gathering information	YES	This is possible to do on the discussion board.
Dialogue (moderated or open) and reflection on **learning on issues, consensus building**	YES	This is possible to do on the discussion board.
Documenting in some form, - visual, written- the process, changes and learning	NO	

Screenshots:



Commentary: The Community WorkStation provides a useful platform for communities to upload and share visual and written information. It provides discussion boards for dialogue and analysis of this information. Whilst the website is easy to navigate and the information clearly laid out, it is largely presented in an uncreative, unexciting way.

2.8 Community Walk

URL: http://www.communitywalk.com/
Purpose: CommunityWalk is an open source website for creating interactive maps.

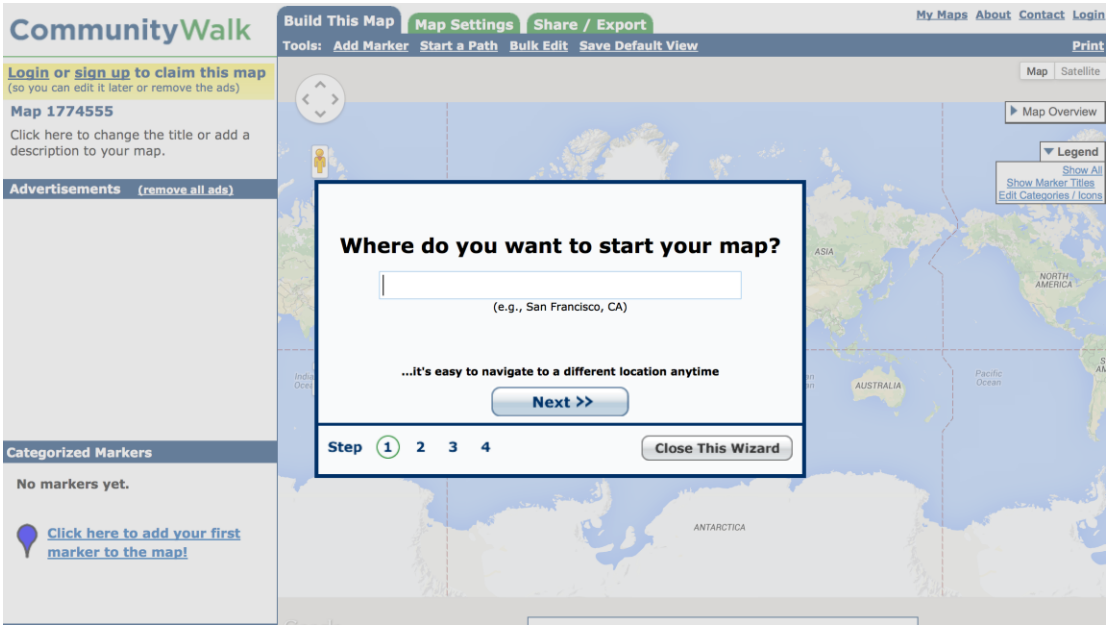
Institution, country, contact information:
Work Group for Community Health and Development, 4082 Dole Human Development Centre, 1000 Sunnyside Avenue, University of Kansas, USA
email:general@communitywalk.com

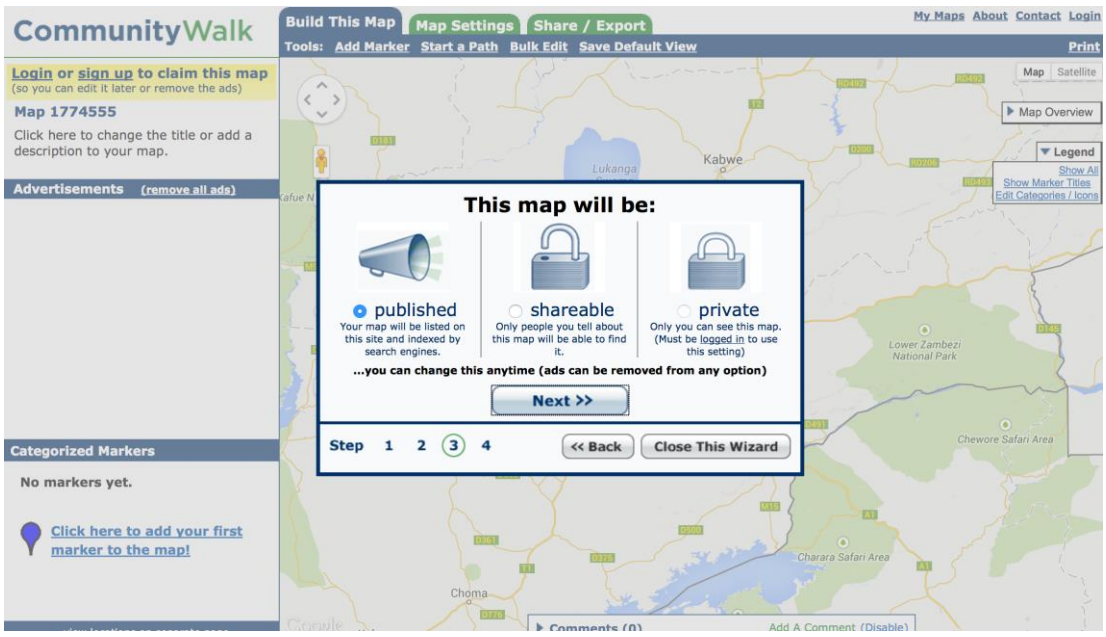
Description:

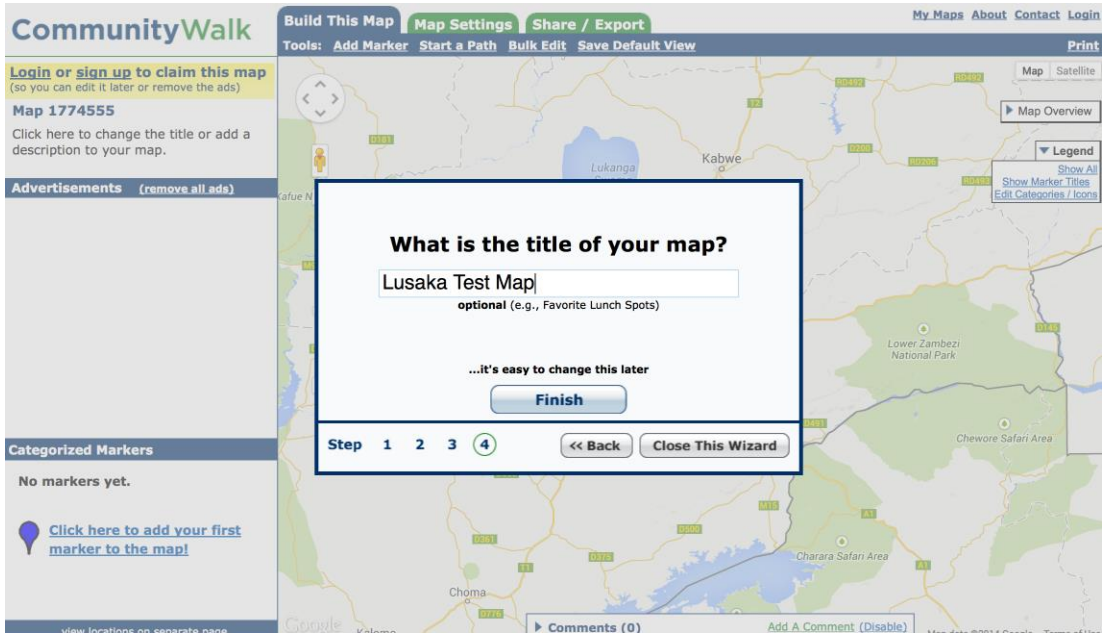
CommunityWalk is a website which allows users to draw routes onto a Google map. Any location mapped by Google can be selected with varying degrees of scale, from street to global scale. The website leads the author through the process of drawing the map, starting with a selected starting point to locate the beginning of the journey. The degree of privacy must then be selected - from published, open access maps to private maps which require a log in to view. The map is given a title and then the path of the route can be drawn on with a blue line by clicking points on the map with the mouse key. It is possible to annotate points on the map by clicking the 'Add Marker' tool. Icons for markers can be customised by uploading an image or by selecting different colours to identify different types of destination points. It is also possible to annotate a description onto markers, allowing them to carry notes and observational information.

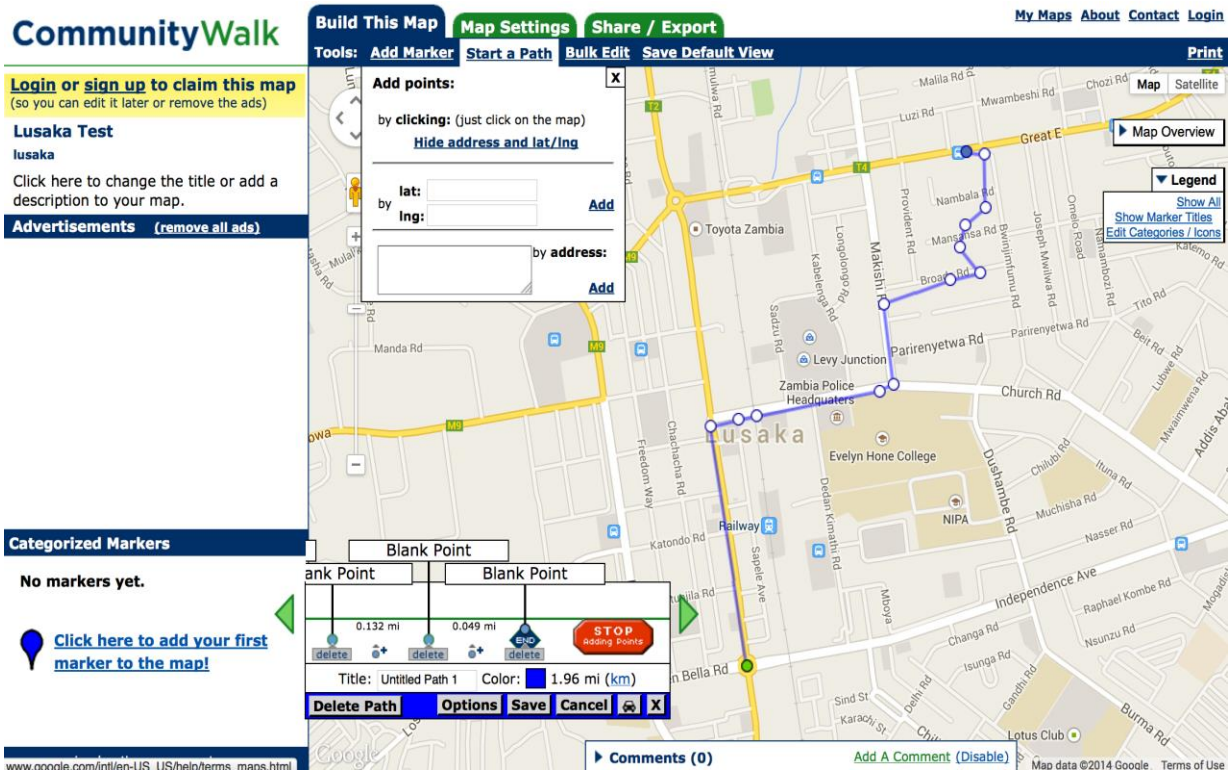
PAR process	Does it enable this? YES/NO	If yes, what does it do for this process and how
Presenting and sharing information in verbal and other forms on an issues/ experience/ situation provided by people (in that situation), inputting or building visual evidence, building shared maps, commenting on images	YES	The maps allow journeys, routes and observations about points in an identified space to be shared and communicated visually. This can either be done privately amongst groups or publicly.
Dialogue across people, such as to review evidence, images, identify shared problems, discuss causes, actions	YES	These maps can be edited provided log in details are shared, allowing people to annotate observations, or amend drawn maps.
Feeding in information on actions, on changes, on impacts; and gathering information	NO	
Dialogue (moderated or open) and reflection on **learning on issues, consensus building**	NO	
Documenting in some form, - visual, written- the process, changes and learning	NO	

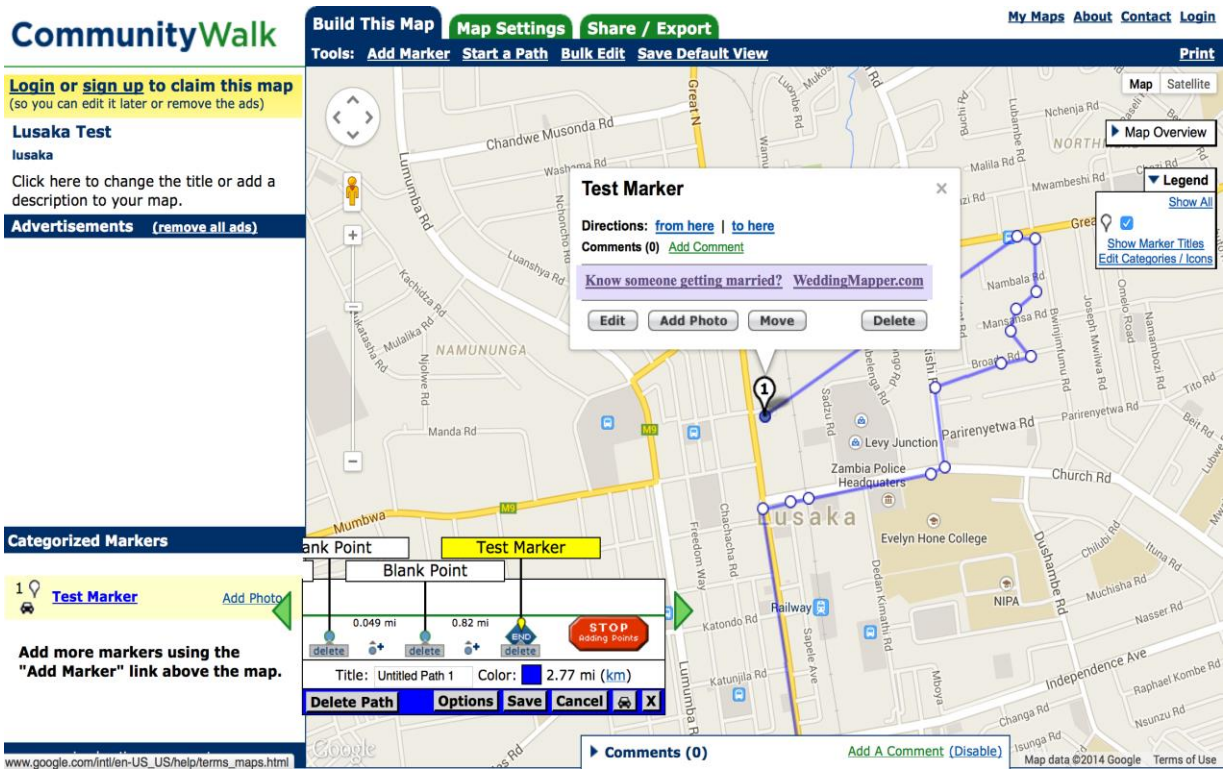
Screenshots:











Commentary: Community Walk provides an interesting means of collectively mapping routes and journeys. These maps can be annotated to reflect various identified issues, areas and sites of special interest allowing for knowledge to be collected from various stakeholders to create a picture of a place. This platform does not provide for further dialogue or documentation of process past this initial point. The interface is very simple which may be so it can easily accessed through poor internet connections. However, the interface is relatively uncreative and could be made more user friendly and aesthetically pleasing. The presence of adverts is also a distraction.

2.9 BayouVoices/ Third Ward Sustainability Project

URL: http://www.bayouvoices.org/about/

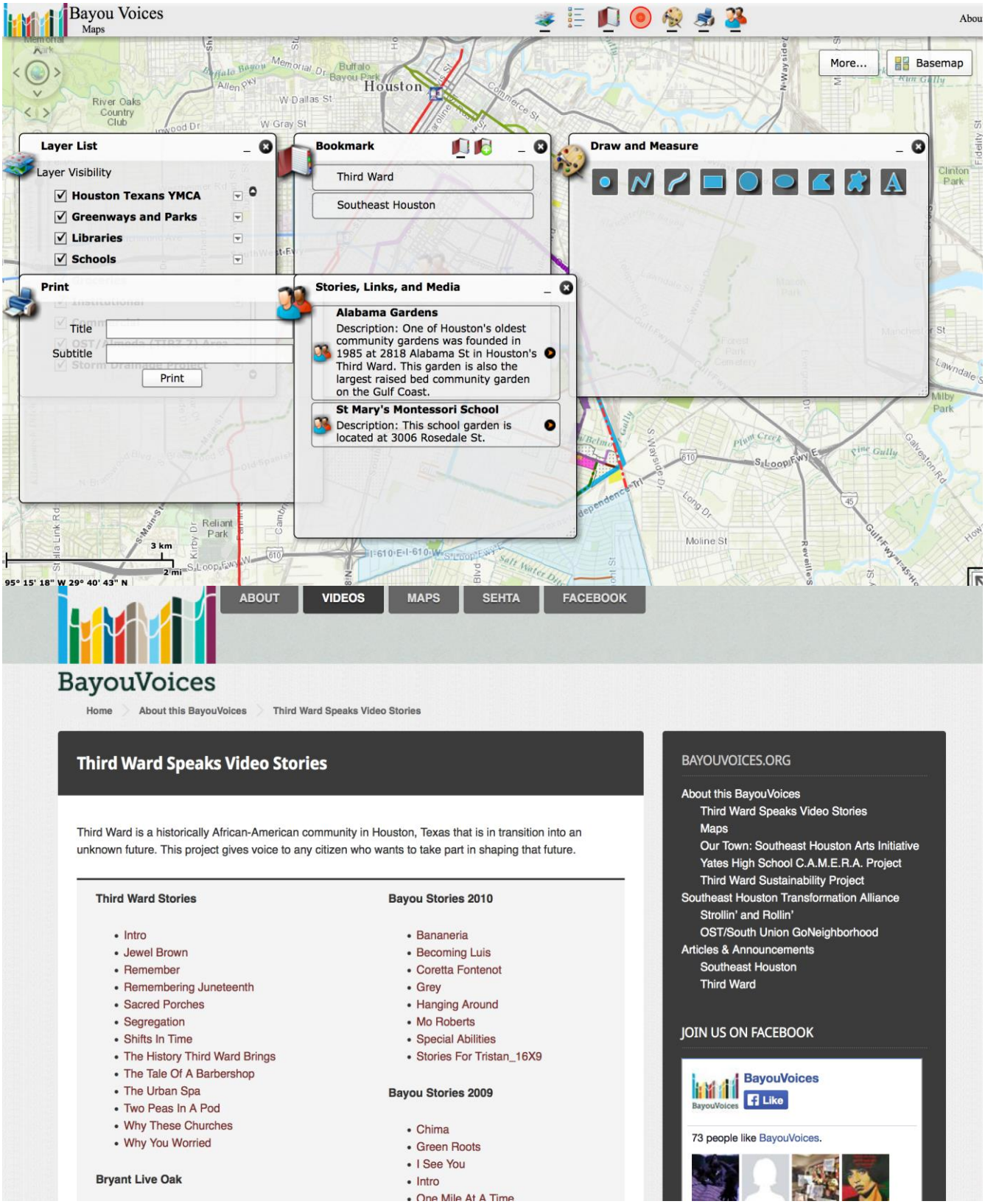
Purpose: BayouVoices is a community website initially developed by photography students, a Southeast Houston Arts Initiative, and the Yates High School CAMERA Project. This site documents environmental, economic, and demographic trends in Houston's historic Third Ward through the work of photography students at Jack Yates High School. This project complements existing quantitative environmental information with the memories and experiences of three generations of Third Ward residents through interviews and community storytelling.

Institution, country, contact information:
OST – South Union GO Neighborhood, South East Houston, Texas
facebook: https://www.facebook.com/BayouVoices

Description: The Third Ward is a historically African-American community in Houston, Texas that is in transition into an unknown future. This project gives voice to any citizen who wants to take part in shaping that future. Documenting The Third Ward Sustainability Project provides an important perspective on how the community has perceived the costs, benefits, and trade-offs of changes in their immediate surroundings. Addressing major changes in infrastructure, environmental justice concerns, and a history of extreme weather events and climate change, this study is the first comprehensive environmental history of the Third Ward conducted at the community-scale. Focused on socioecological resilience and vulnerability, the project aims to inform both Third Ward residents and City of Houston decision-makers as they address the need for a resilient and sustainable urban future.

PAR process	Does it enable this? YES/NO	If yes, what does it do for this process and how
Presenting and sharing information in verbal and other forms on an issues/ experience/ situation provided by people (in that situation), inputting or building visual evidence (photos, images, maps), building shared maps, commenting on images	YES	The website provides a mapping platform allowing residents to draw routes onto maps of the area, adding and annotating markers to identify key points of interest and providing links to previously submitted stories and media available on the area. These maps can be filtered by various spacial features such as to highlight key public amenities like libraries and schools or greenways and parks. Recordings and videos conducted by students are also available on the website, communicating locally sourced recorded histories of various sites in South East Houston.
Dialogue across people, such as to review evidence, images, identify shared problems, discuss causes, actions	NO	
Feeding in information on actions, on changes, on impacts; and gathering information	NO	
Dialogue (moderated or open) and reflection on **learning on issues, consensus building**	NO	
Documenting in some form, - visual, written- the process, changes and learning	NO	

Screenshots:



Commentary: The BayouVoices project provides the community with a resource for mapping and uploading visual and verbal records. Whilst the acts of recording the maps and videos for upload may involve processes of dialogue and review, this is not possible to do on the website itself. BayouVoices is easy and pleasant to navigate and is a rich repository of social and cultural histories, however the processes of interaction appear to take place largely offline.

2.10 Creating Your Community

URL: http://creatingcommunities.denverlibrary.org/

Purpose: The Creating Your Community project was developed to engage the community to share and connect with their history in new ways using technology, partnerships and outreach programming.

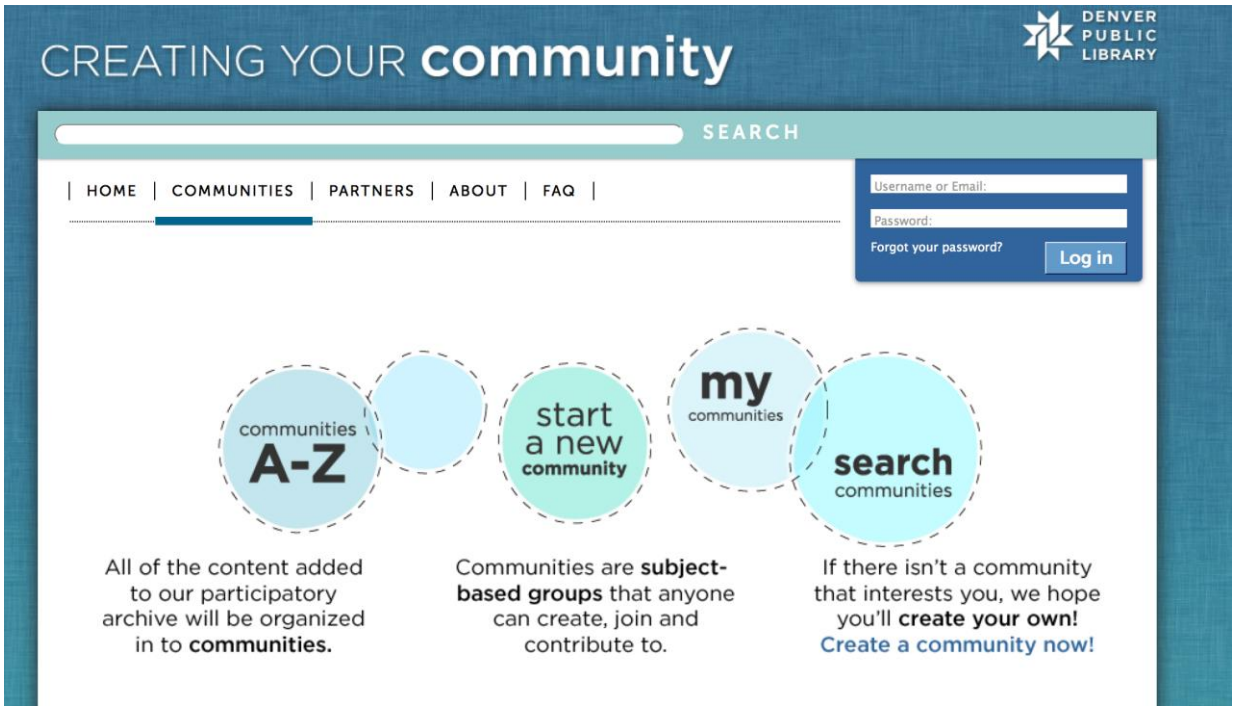
Institution, country, contact information:
Denver Public Library, Western History and Genealogy Department
facebook: https://www.facebook.com/WHGnews
twitter:https://twitter.com/whgnews

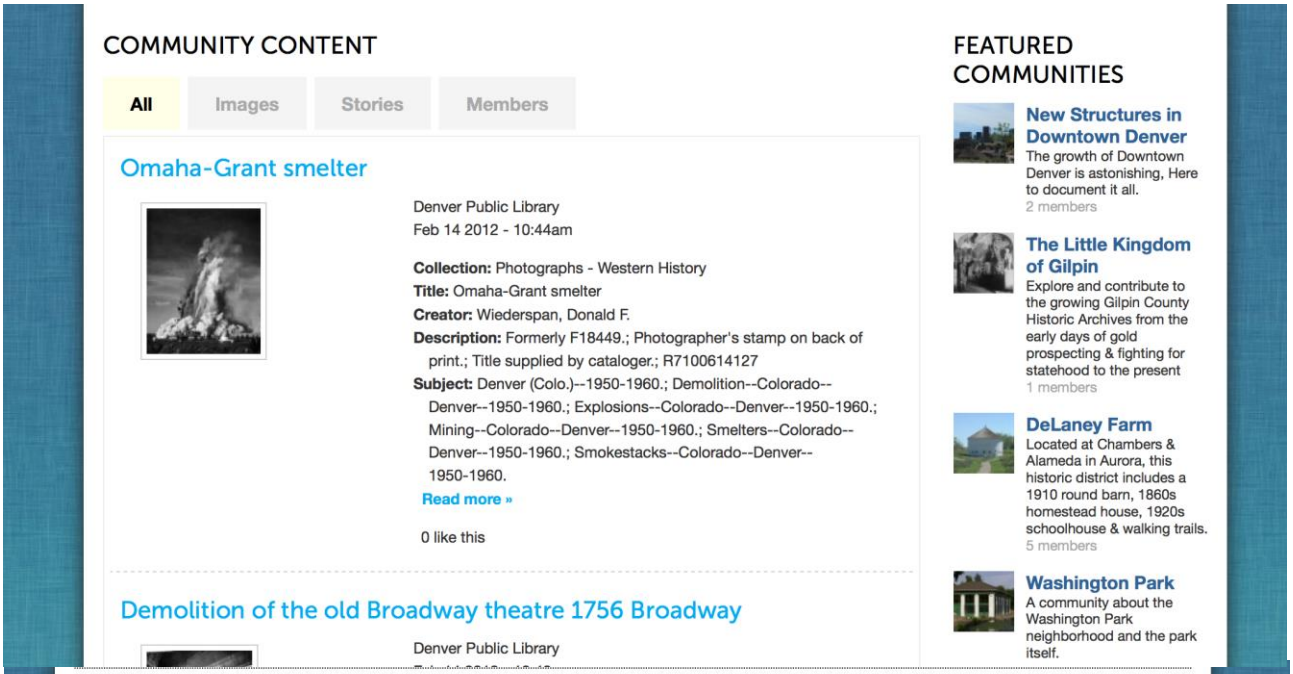
Description: The Creating Your Community project allows community members to log on and contribute to community archives for different topics related to the history of their local area. These range from building histories, food and culture to work life and transport. Residents are able to create new topics and create new subjects of discussion. Residents are able to contribute images, and written stories to the archive and the community library can be filtered by key words, images and categories.

PAR process	Does it enable this? YES/NO	If yes, what does it do for this process and how
Presenting and sharing information in verbal and other forms on an issues/ experience/ situation provided by people (in that situation), inputting or building visual evidence (photos, images, maps), building shared maps, commenting on images	YES	The image and story upload allows residents to compile visual and written information for discussion.
Dialogue across people, such as to review evidence, images, identify shared problems, discuss causes, actions	YES, PARTIALLY	It is possible for people to 'Like' uploaded images or stories. This means they can click a button which records their approval of the image. The number of 'Likes' is visible next to the image which allows for the most popular uploaded images to be seen. However, further comment or discussion is not possible.
Feeding in information on actions, on changes, on impacts; and gathering information	NO	
Dialogue (moderated or open) and reflection on **learning on issues, consensus building**	NO	
Documenting in some form, - visual, written- the process, changes and learning	NO	

Commentary: Creating Your Community provides a useful hub for community contributions to the archived history of the community. Opportunities for interaction past the initial point of upload are severely limited as contributors can only click to 'Like' uploaded images and references. The interface is interesting and creative, encouraging engagement and drawing visitors into exploring the uploaded records.

Screenshots:





2.11 Digital Dynamics Across Cultures

URL: http://www.vectorsjournal.org/issues/3/digitaldynamics/

Purpose: Digital Dynamics Across Cultures is an interactive project focussing on the cultural protocols of the Warumungu people from Central Asia.

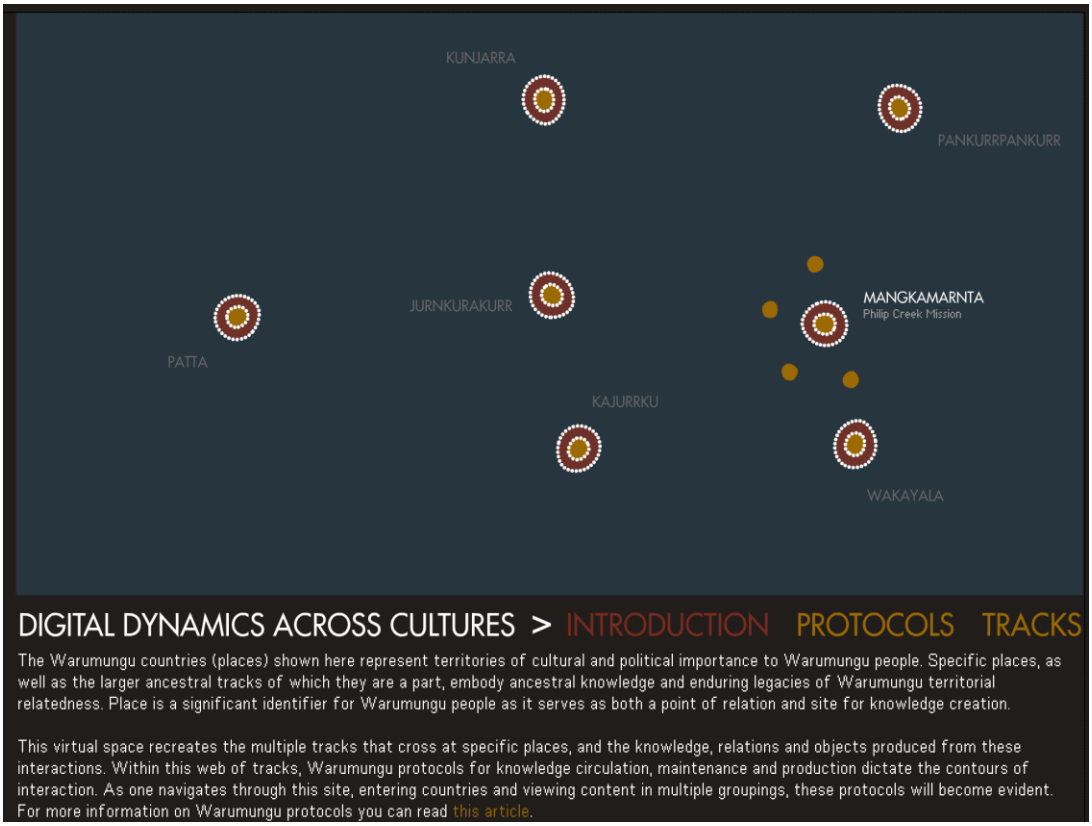
Description: The Digital Dynamics website represents spaces of cultural and political importance to the Warumungu people of Central Asia and the spatial relationships between the sites. The virtual space of the website recreates the tracks between the sites and their interactions. The information shown is gathered and identified from conversations which are recorded in video, stories and images and annotated onto the virtual mapping of the Warumungu territory. One navigates through the site by clicking the main circular icons which indicate the different territories. This opens up new pages related to those sites and reveals further icons which can be clicked to reveal stories, video and images related to the cultural and political implications of the site.

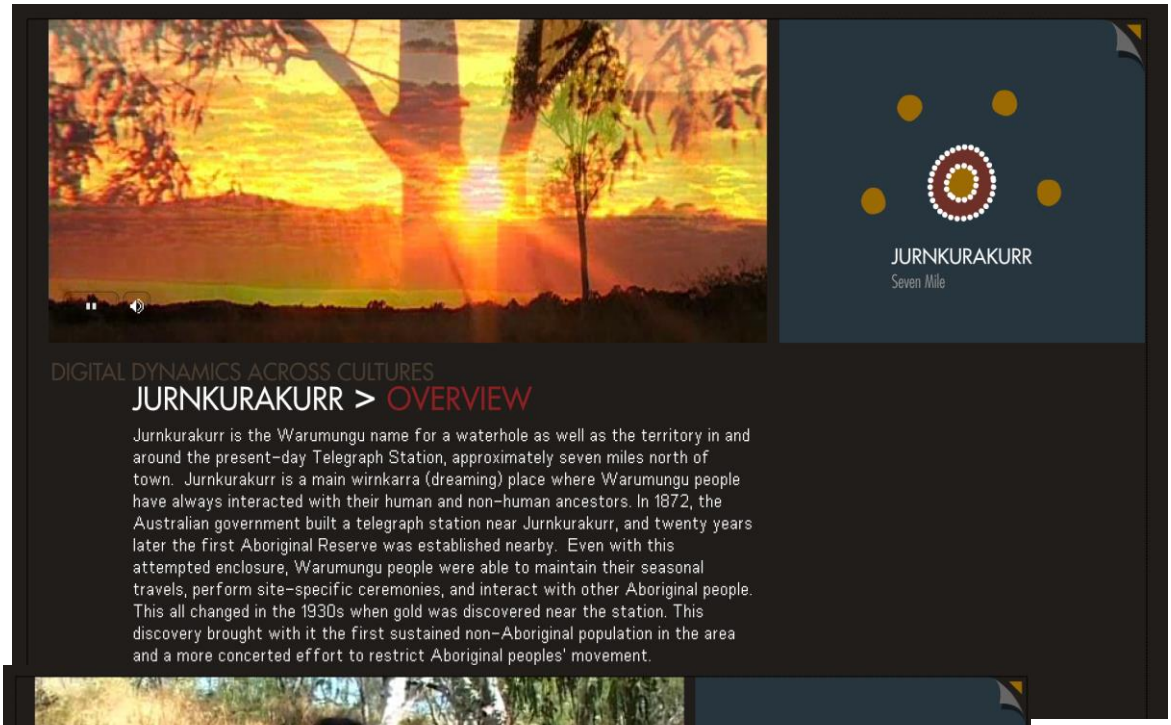
Due to Warumungu protocols, some parts of the site are restricted by gender.

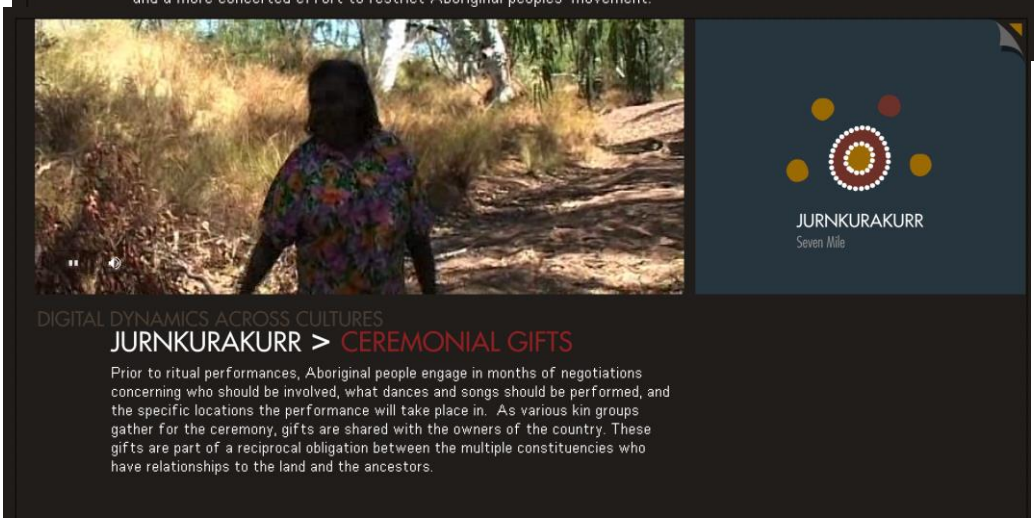
PAR process	Does it enable this? YES/NO	If yes, what does it do for this process and how
Presenting and sharing information in verbal and other forms on an issues/ experience/ situation provided by people (in that situation), inputting or building visual evidence (photos, images, maps), building shared maps, commenting on images	YES	This site presents a sophisticated mapping of the complex social and spatial relations of sites of cultural and political importance to the Warumungu people. The sites are shown by their spatial relationship to one another. The sites' cultural relevance are communicated through video, images and written stories. It is not possible to add to or comment on the information.
Dialogue across people, such as to review evidence, images, identify shared problems, discuss causes, actions	NO	
Feeding in information on actions, on changes, on impacts; and gathering information	NO	
Dialogue (moderated or open) and reflection on **learning on issues, consensus building**	NO	
Documenting in some form, - visual, written- the process, changes and learning	YES	As one explores the site, a line is drawn between the icons that the user has clicked on. This records the process one has undertaken in viewing the available information.

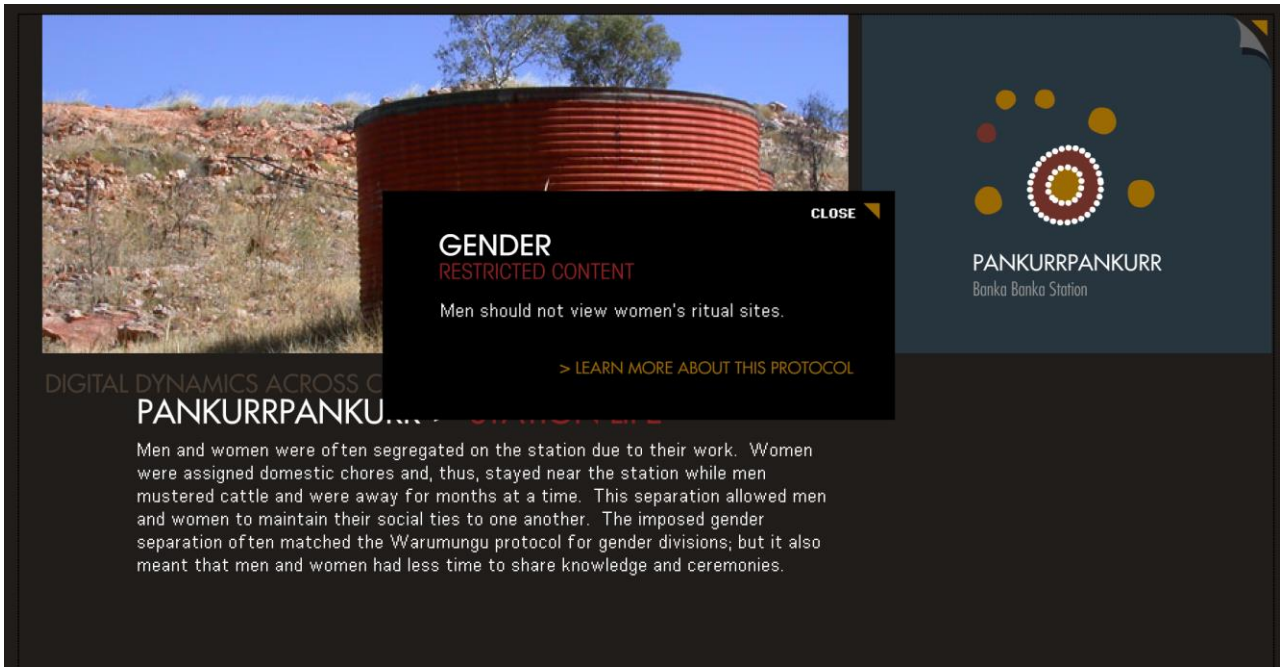
Commentary: Digital Dynamics Across Cultures offers a unique and fascinating mode of representation of the process of the collective mapping of sites of cultural and political importance. The presentation of the collected information is highly innovative, merging images, drawings, and videos to communicate the nuanced story of the spaces. The website does not provide for further interaction or contribution, however it does record the process of navigating the website by drawing visual lines over the virtual reconstruction of the Warumungu sites

Screenshots:








CLOSE
GENDER
RESTRICTED CONTENT
Men should not view women's ritual sites.
> LEARN MORE ABOUT THIS PROTOCOL
PANKURRPANKURR
Banka Banka Station
DIGITAL DYNAMICS ACROSS C
PANKURRPANKU...
Men and women were often segregated on the station due to their work. Women were assigned domestic chores and, thus, stayed near the station while men mustered cattle and were away for months at a time. This separation allowed men and women to maintain their social ties to one another. The imposed gender separation often matched the Warumungu protocol for gender divisions; but it also meant that men and women had less time to share knowledge and ceremonies.

CLOSE
PROTOCOLS > GENDER
We have men's business and women's business. Women have songs and dances that are for women only. Men have songs and dances that are for men only. Sometimes men and women share ceremonies. Both men's business and women's business is important for the community.

KUNJARRA
PANKURRPANKURR
MANGKAMARNTA
JURNKURAKURR
PATTA
KAJURRKU
Blue Moon Mine
WAKAYALA
DIGITAL DYNAMICS ACROSS CULTURES > INTRODUCTION PROTOCOLS TRACKS

2.12 CompendiumLD

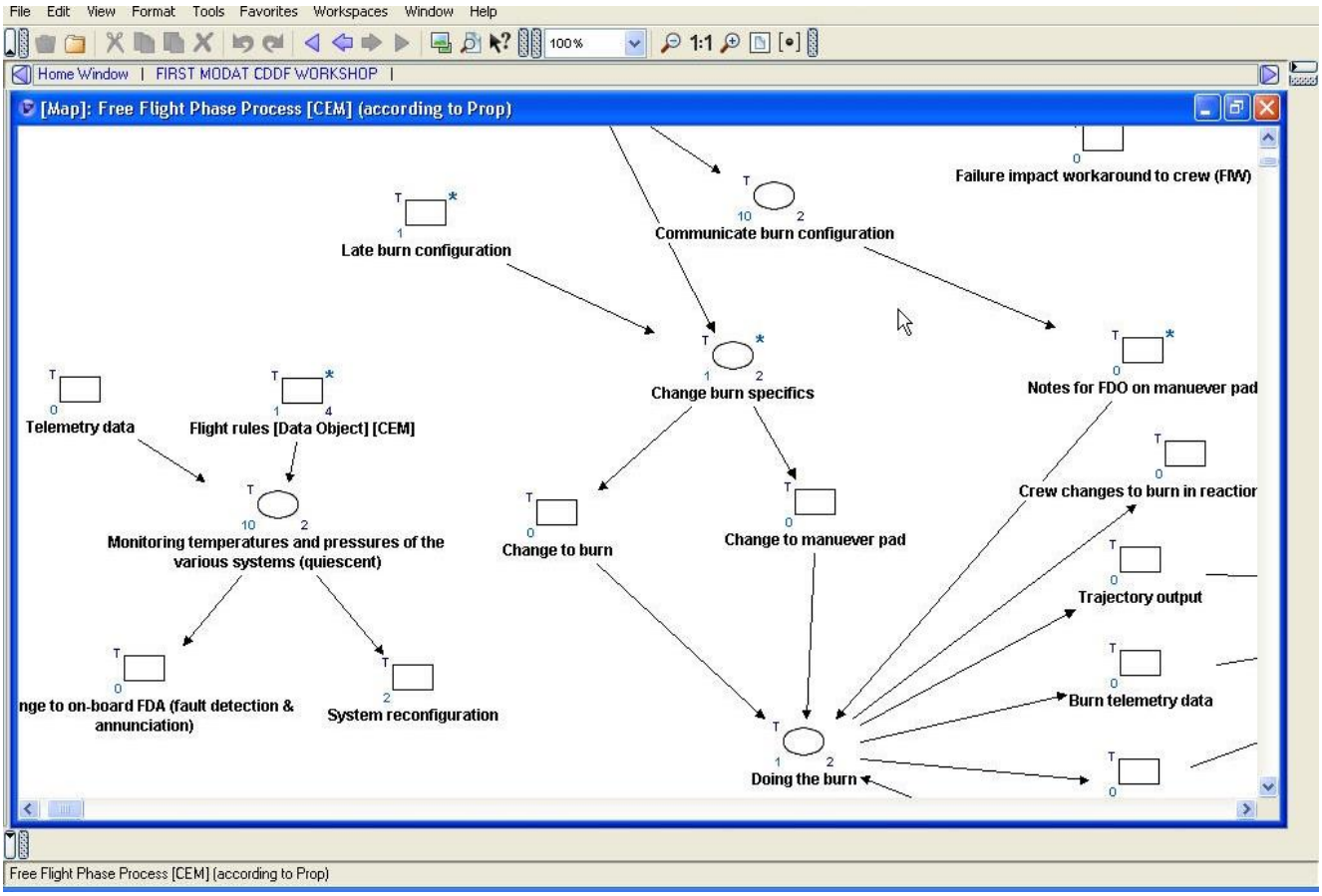
URL: http://compendium.open.ac.uk/institute/community/showcase.htm

Purpose: CompendiumLD is a software tool for designing learning activities using a flexible visual interface. It is being developed as a tool to support lecturers, teachers and others involved in education to help them articulate their ideas and map out the design or learning sequence. It provides a useful means of representing their processes.

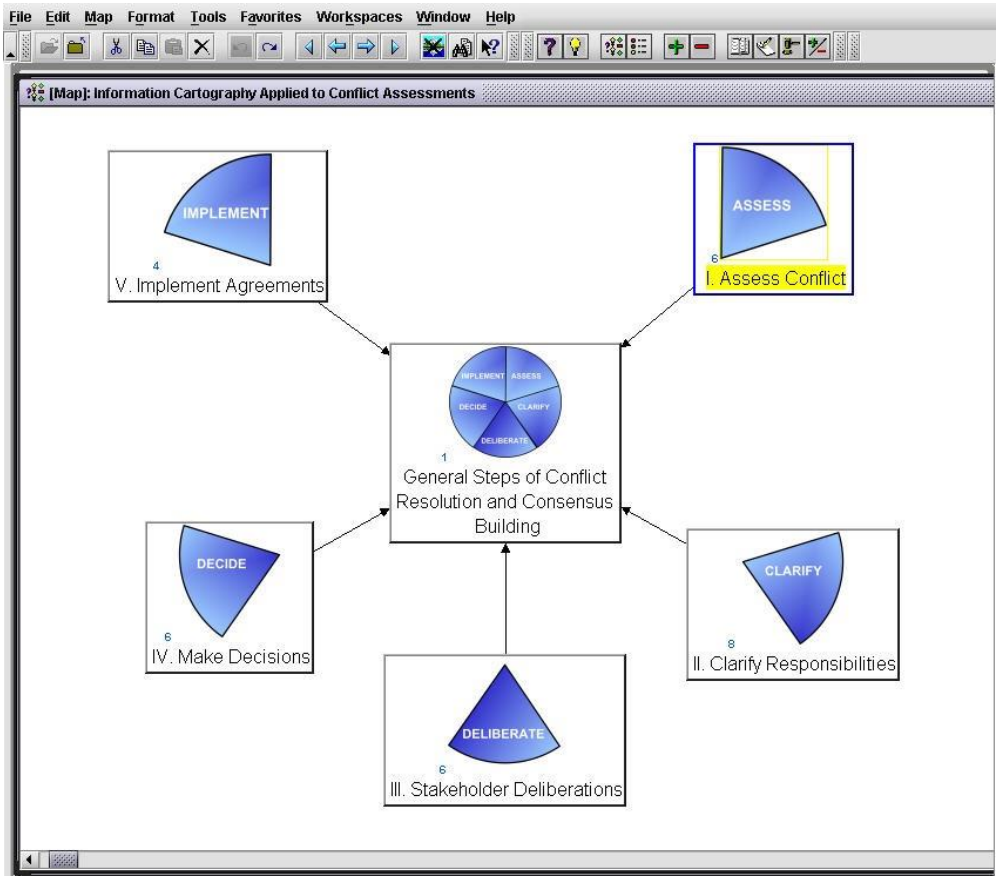
Institution, country, contact information:
email: kmi-compendium@open.ac.uk

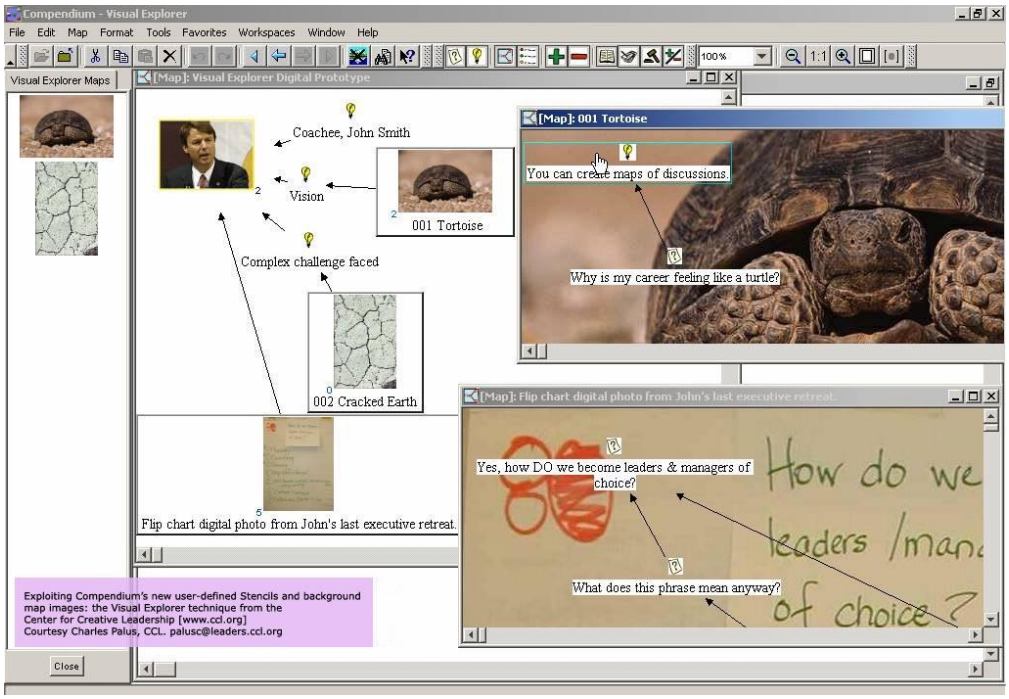
Description: CompendiumLD provides a set of icons to represent the components of learning activities; these icons may be dragged and dropped, then connected to form a map representing a learning activity. It is possible to create a repository of resources to be used in an activity by attaching media and text files to nodes in the diagram. Existing maps drawing in CompendiumLD can be annotated by adding captions, adding further details or notes to existing annotations. The maps created in CompendiumLD can be shared in various ways, from simple diagrammatic jpeg image files through to interactive web friendly versions of the maps. CompendiumLD was built in the UK by the Open University and is largely used in Europe and America. The CompendiumLD has been used in the following ways (more information here: http://compendium.open.ac.uk/institute/community/showcase.htm#WorldModeling):

1. NASA and NASA's Mobile Agents project simulating human+robotic surface exploration of Mars: using notes and creating detailed models of the Space Shuttle launch process working with NASA subject matter experts in collaborative sessions

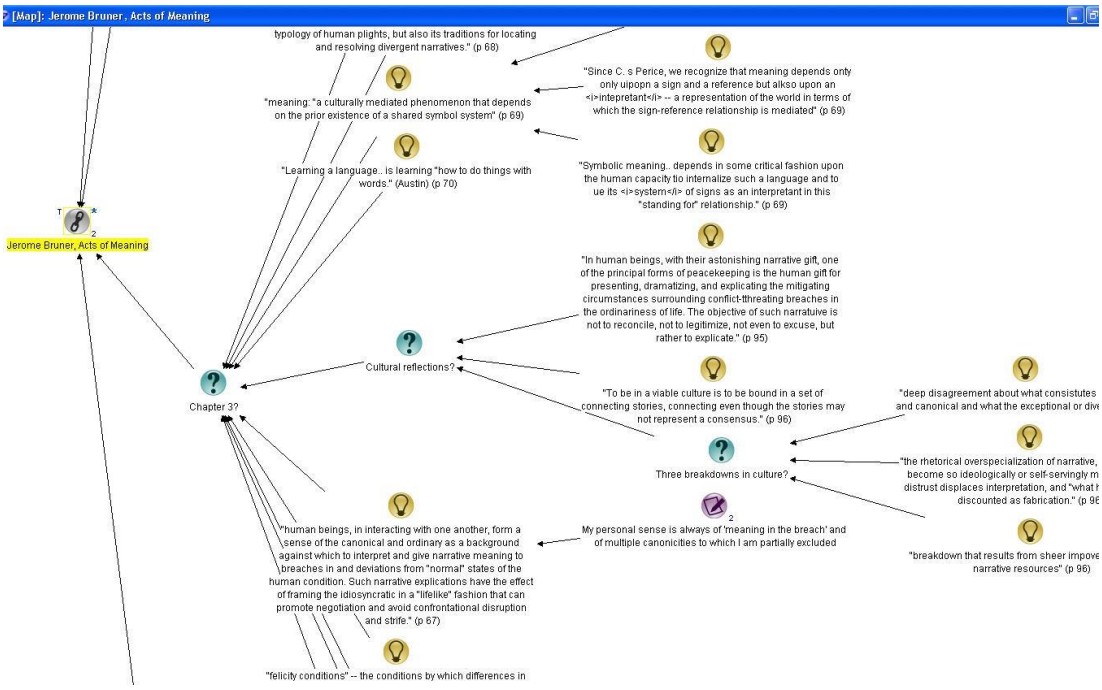


2. Center for Creative Leadership: using notes and background map images, integrated with photos of physical media (whiteboards; sticky-notes, flipcharts, etc) to annotate and draw on existing notes
3. ViewCraft has developed a methodology called Conflict Cartography: used in concert with other methods and tools to: design and conduct conflict assessments, organise and analyse disparate information, share stories and perspectives, and help parties achieve resolution and agreement.

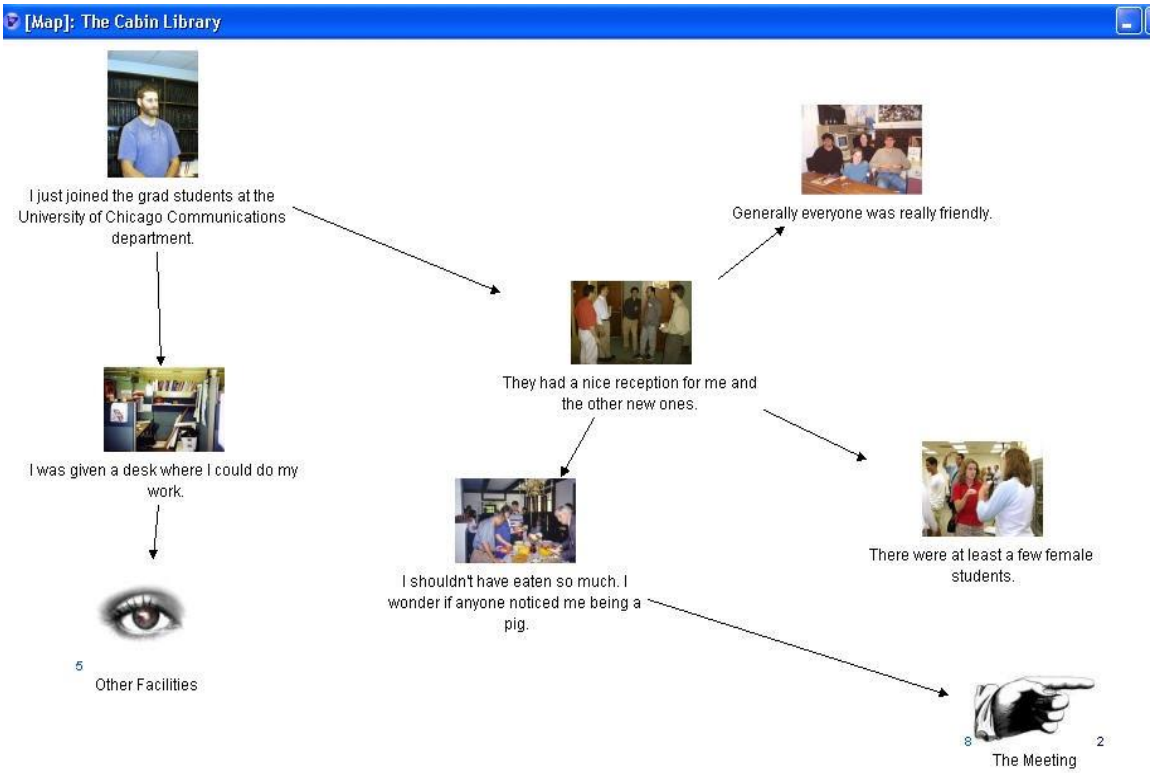




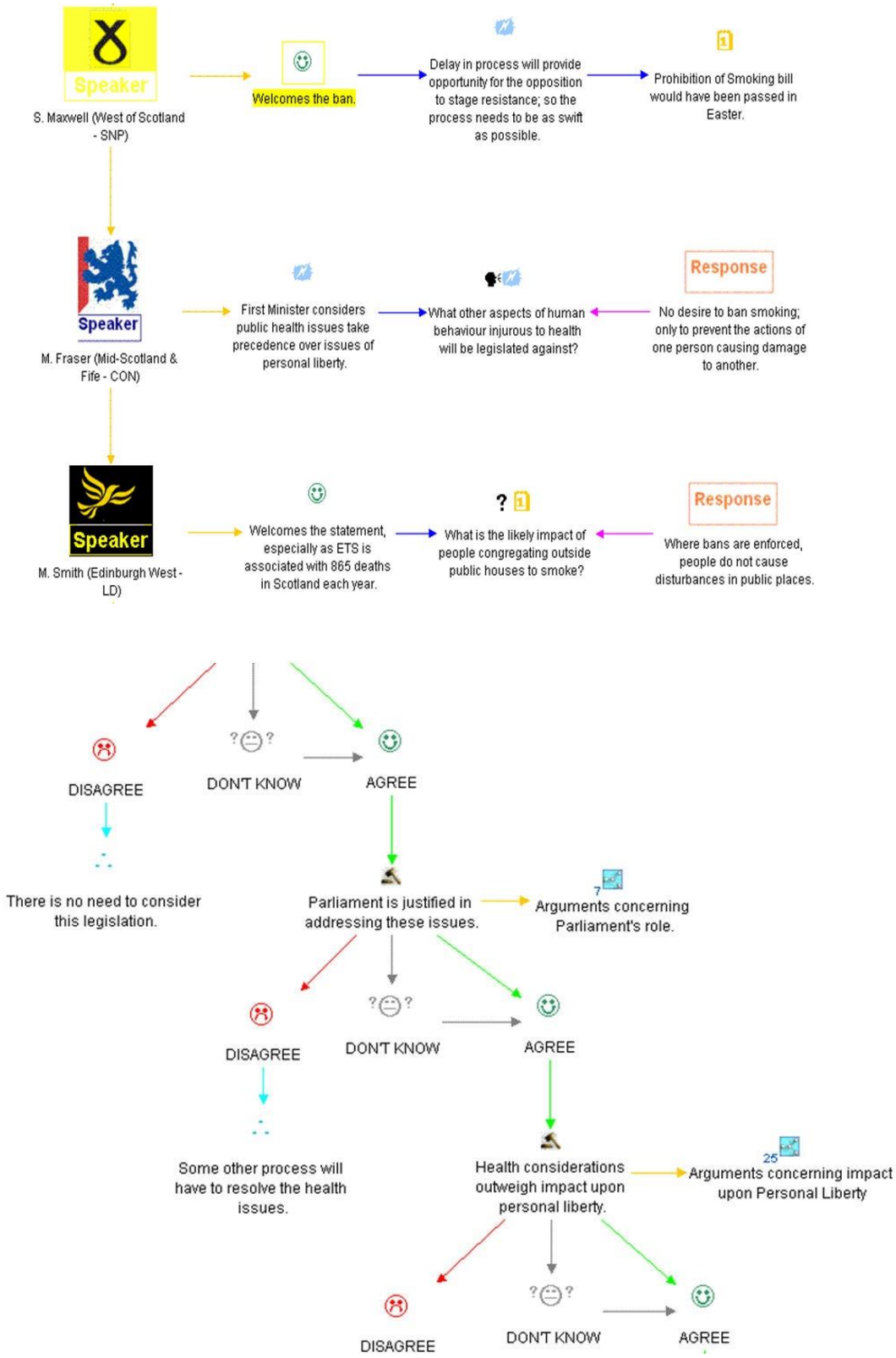
4. Literature analysis: use of Compendium to provide a richly hyperlinked body of notes, research, and analysis covering a body of scholarly literature.



5. Fictional stories: use of Compendium to allow groups to construct their own creative versions of fictional stories



6. International Teledemocracy Centre, Scotland: exploring how to use Computer Supported Argument Visualization to encourage debate and deliberation by citizens on public policy issues. They have used Compendium to create visualizations of a number of policy debates in Scotland and beyond.



PAR process	Does it enable this?	If yes, what does it do for this process and how
Presenting and sharing information in verbal and other forms on an issues/ experience/ situation provided by people (in that situation), inputting or building visual evidence (photos, images, maps), building shared maps, commenting on images	YES	Compendium allows users to upload photos, images, and written notes into a cache of resources to be reviewed and analysed by several engaged actors. This information can be further added to drawn maps which annotate and show connections between media.
Dialogue across people, such as to review evidence, images, identify shared problems, discuss causes, actions	YES	These maps can be annotated and added to by others. Notes can be added and areas highlighted for further discussion.
Feeding in information on actions, on changes, on impacts; and gathering information	YES	As above.
Dialogue (moderated or open) and reflection on **learning on issues, consensus building**	YES	As above. And further maps, for discussions on issues can also be created.
Documenting in some form, - visual, written- the process, changes and learning	YES	The maps which can be purely visual, purely written or a mix of both media, are created by the process of engaging with Compendium resulting in a record of the processes undertaken.

Commentary: Compendium is a sophisticated platform that allows for all elements of the PAR process. It combines the sharing of evidence, visual and written, and allows groups to interact, map, annotate and comment on the information. It provides for dialogue to review the evidence and in the process, provides a visual documentation of the process in the form of maps, annotated images and notes.

2.13 Flash Meeting

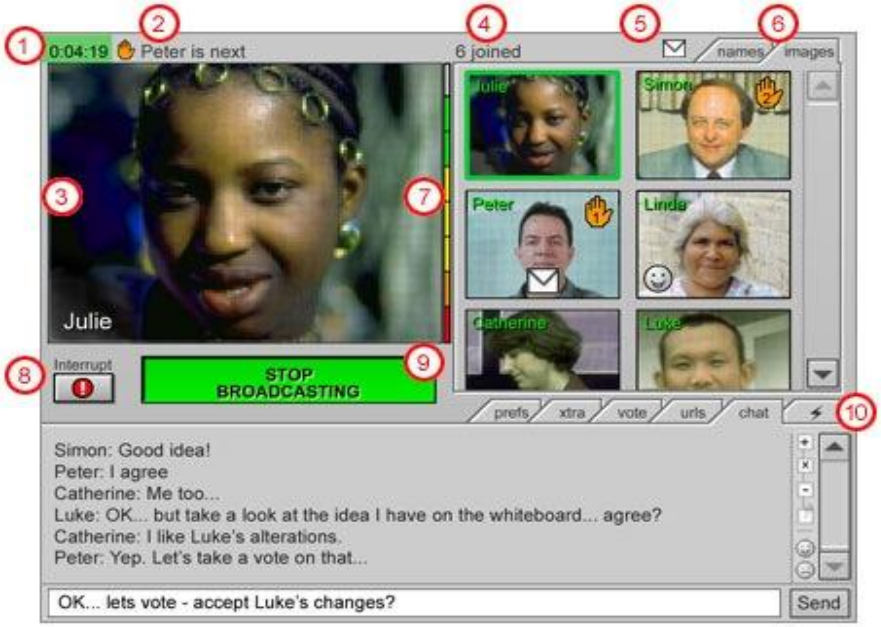
URL: http://flashmeeting.e2bn.net

Purpose: FlashMeeting is an easy to use online meeting application, it allows a dispersed group of people to meet from anywhere in the world with an internet connection through an audio and optional video connection.

Description: Typically a meeting is pre-booked by a registered user and a url, containing a unique password for the meeting, is returned by the FlashMeeting server. The 'booker' passes this on to the people they wish to participate, who simply click on the link to enter into the meeting at the arranged time. Meetings can be recorded. If so, the attendees are notified with a notice on the screen which indicates this.

PAR process	Does it enable this?	If yes, what does it do for this process and how
Presenting and sharing information in verbal and other forms on an issues/ experience/ situation provided by people (in that situation), inputting or building visual evidence (photos, images, maps), building shared maps, commenting on images	YES	It is possible to share links to websites to the group through the messaging tab. Files can also be uploaded for the group to download, allowing images and documents to be shared.
Dialogue across people, such as to review evidence, images, identify shared problems, discuss causes, actions	YES	Groups can have verbal conversations or type into the group messaging tab allowing discussions to take place and to be recorded for further reference. The 'vote' tab allows people in a meeting to vote on a topic. Click on the small square buttons to choose between 'Yes', 'No' or 'Abstain' to have a vote counted. A round 'marker' appears indicating the way one has voted. 'Emoticons' can also be used at any time, to display one of five indicators indicate a 'feeling' or 'state' to everyone at a particular point of the meeting. Click an icon to display or remove an Emoticon. All automatically disappear after about 10 seconds.
Feeding in information on actions, on changes, on impacts; and gathering information	NO	
Dialogue (moderated or open) and reflection on **learning on issues, consensus building**	YES	As above.
Documenting in some form, - visual, written- the process, changes and learning	NO	

Screenshots:



Commentary: Flash meeting is a useful online group meeting tool, allowing for dialogue, presenting and sharing information. This is a particularly helpful tool when combined with other platforms, such as Compendium as users can be logged on to multiple platforms enabling verbal dialogue in conjunction with mapping and visualisation tools.

This is explored further in, De Liddo, Anna and Buckingham Shum, Simon (2008). Knowledge media tools for capturing deliberation in participatory spatial planning. In: Directions and Implications of Advanced Computing: Conference on Online Deliberation 2008, 26-29 Jun 2008, Berkley, California. Accessed 20 November, 2014. http://oro.open.ac.uk/22295/1/DIAC-08-DeLiddoSBS.pdf

2.14 Facilitator Toolkit for Building and Sustaining Virtual Communities of Practice

URL:
http://books.google.co.uk/books?hl=en&lr=&id=4ANHY1c6b6YC&oi=fnd&pg=PP1&dq=communities+of+practice+online&ots=8Z8LLkhnQ2&sig=xA7i8vrJdPm4j5Okulc-GFo6-vs#v=onepage&q=communities%20of%20practice%20online&f=false

Purpose: In this chapter, the authors explore how online platforms can be made interactive environments that engage virtual Communities of Practice (CoP) to engage with other members through a series of tools such as chats, document postings and community discussions at any time from any place. In traditional CoPs, individuals often interact between meetings in one on one conversations. In a Virtual CoP, the group can continue to meet as a group in ways unbounded by time or location. This chapter explores tools for achieving this.

Institution, country, contact information: Lisa Kimball, Amy Ladd, Group Jazz USA in 'Knowledge Networks: Innovation Through Communities of Practice' edited by Paul M. Hildreth, Chris Kimble, Idea Group INC (IGI), 2004, 202-215

Description: The boundaries of a CoP have changed significantly because of changes in organisations and the nature of the work they do. Organisations have become more distributed across geography and across industries. Relationships between people inside an organisation and those previously considered outside (customers, suppliers, managers of collaborating

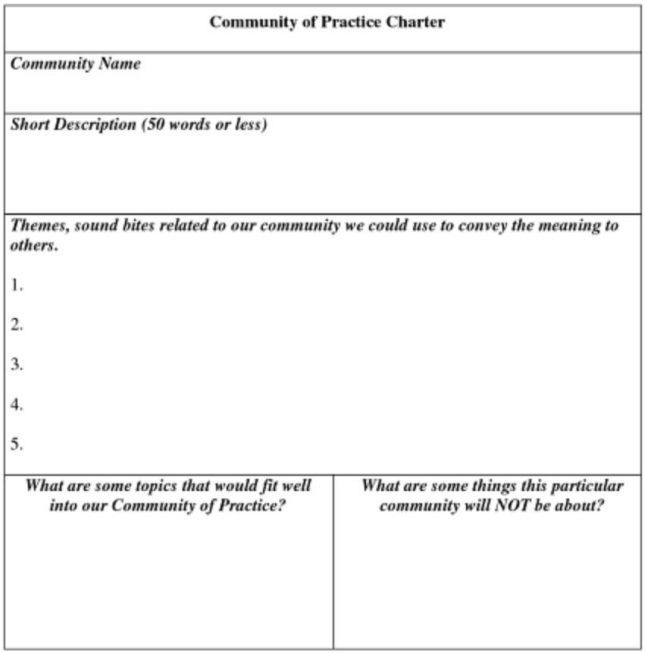
organisations, other stakeholders) are becoming more important. In addition, organisations have discovered the value of collaborative work due to the new emphasis on Knowledge Management- harvesting the learning and experience of members of the organisation so that it is available to the whole organisation. This chapter offers a practical toolkit of best practices, tips and examples from the authors' work training leaders to launch and sustain a virtual CoP, including tips for chartering the community, defining roles, and creating the culture that will sustain the community over time.

PAR process	Does it enable this?	If yes, what does it do for this process and how
Presenting and sharing information in verbal and other forms on an issues/ experience/ situation provided by people (in that situation), inputting or building visual evidence (photos, images, maps), building shared maps, commenting on images	YES	*Community of Practice Charter* - The Community of Practice Charter encourages participants to be explicit about the purpose of the community from the beginning. It invites participants to contribute a short description, how the community would be described to others and to identify topics which do and do not fit well into the aims of the community. *Reinforce participation* - The toolkit encourages moderators to reinforce participation by sending private feedback to contributors via email.
Dialogue across people, such as to review evidence, images, identify shared problems, discuss causes, actions	YES	*Membership Directory* - The toolkit encourages moderators to make clear who is an eligible member of the community, highlight participants and how this community may grow over time. The authors recommend creating a directory, with a built in profile feature, individual and group features, to allow members to review and communicate with each other. *Welcome Kit Template* - A welcome kit from a community facilitator encourages community members to participate in the group and provide tangible reminders to stay involved. This includes physical objects such as a 3x5 card with the url to the virtual CoP, contact and support information, rules of engagement and a list of frequently asked questions.
Feeding in information on actions, on changes, on impacts; and gathering information	YES	*Establishing Norms such as Checking in Every Day*- Facilitators are encouraged to check in regularly to engage disengaged parts to contribute to knowledge building. This can involve active prompting such as direct calls or emails. A calendar of milestones or deliverables can help communities focus around a common goal, especially if scheduled in a calendar format and made available to the community.
Dialogue (moderated or open) and reflection on **learning on issues, consensus building**	YES	*Create Community Connections* - In order to make the process relatable to large groups, facilitators are advised to assign each new participant one or two colleagues to be their "buddies". Each participant then can make sure that his or her buddy is informed about events and able to use all of the necessary tools. *Evaluate and Make Changes* - Include community membership in assessment and evaluation of the site.

PAR process	Does it enable this?	If yes, what does it do for this process and how
Documenting in some form, - visual, written- the process, changes and learning	YES	*Summarize the Discussion* - If a discussion thread generates a lot of discussion, summarize and possibly start spin off threads to manage the flow. *Housekeeping* - Delete or archive discussion that are out of date and put copies of postings in an accessible 'documents' folder

Screenshots:

Figure 1: Community of Practice Charter



Community of Practice Charter

Community Name

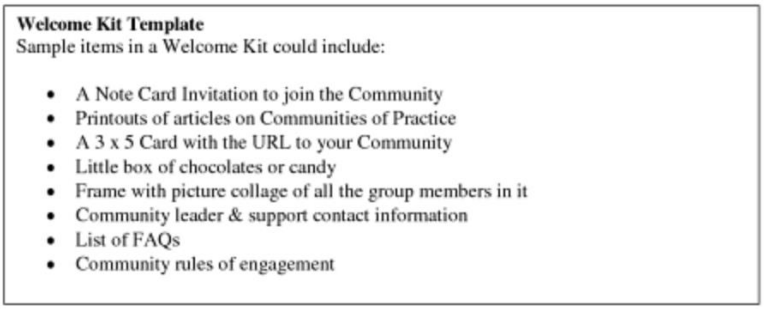
Short Description (50 words or less)

Themes, sound bites related to our community we could use to convey the meaning to others.

1.
2.
3.
4.
5.

What are some topics that would fit well into our Community of Practice?	***What are some things this particular community will NOT be about?***

Figure 2: Welcome Kit Template



Welcome Kit Template

Sample items in a Welcome Kit could include:

- A Note Card Invitation to join the Community
- Printouts of articles on Communities of Practice
- A 3 x 5 Card with the URL to your Community
- Little box of chocolates or candy
- Frame with picture collage of all the group members in it
- Community leader & support contact information
- List of FAQs
- Community rules of engagement

Commentary:

Facilitating a group of individuals who meet virtually in a CoP is not unlike facilitating face to face meetings or seminars: fruitful learning experiences do not happen by chance. While virtual communities can take on a life of their own, they benefit from attention to the design of the launch and ongoing facilitation of the community. The toolkit provides suggestions for activities to facilitate discussion on the CoP. These include storytelling, guest speakers, links to websites, conferences, community calendars, white papers and photo galleries, bibliographies, question and answer sessions, weekly reminders and newsletters.

2.15 Community Networks: Where Offline Communities Meet Online A study of Blacksburg Electronic Village

URL: http://onlinelibrary.wiley.com/doi/10.1111/j.1083-6101.2005.tb00266.x/full

Purpose: This study explores the design and practice of the Blacksburg Electronic Village (BEV), a mature networked community. The BEV offers a wide variety of Internet-based services to Blacksburg area citizens, civic groups, and non-profit organizations. The BEV is an outreach effort of Virginia Tech, in partnership with the Town of Blacksburg. The goals of the project are to continue to foster the virtual community that has been created to complement and enhance the physical community, further refine the model for creating electronic communities in other towns. The project further aims to investigate the factors that make community networks self-supporting and responsive to user needs and provide support and assistance to other communities that are trying to develop healthy community networks.

Institution, country, contact information: Kavanaugh A, Carroll JM, Rosson MB, Zin TT and Reese DD, Community Networks: Where Offline Communities Meet Online, Journal of Computer-Mediated Communication 10(4), 2005

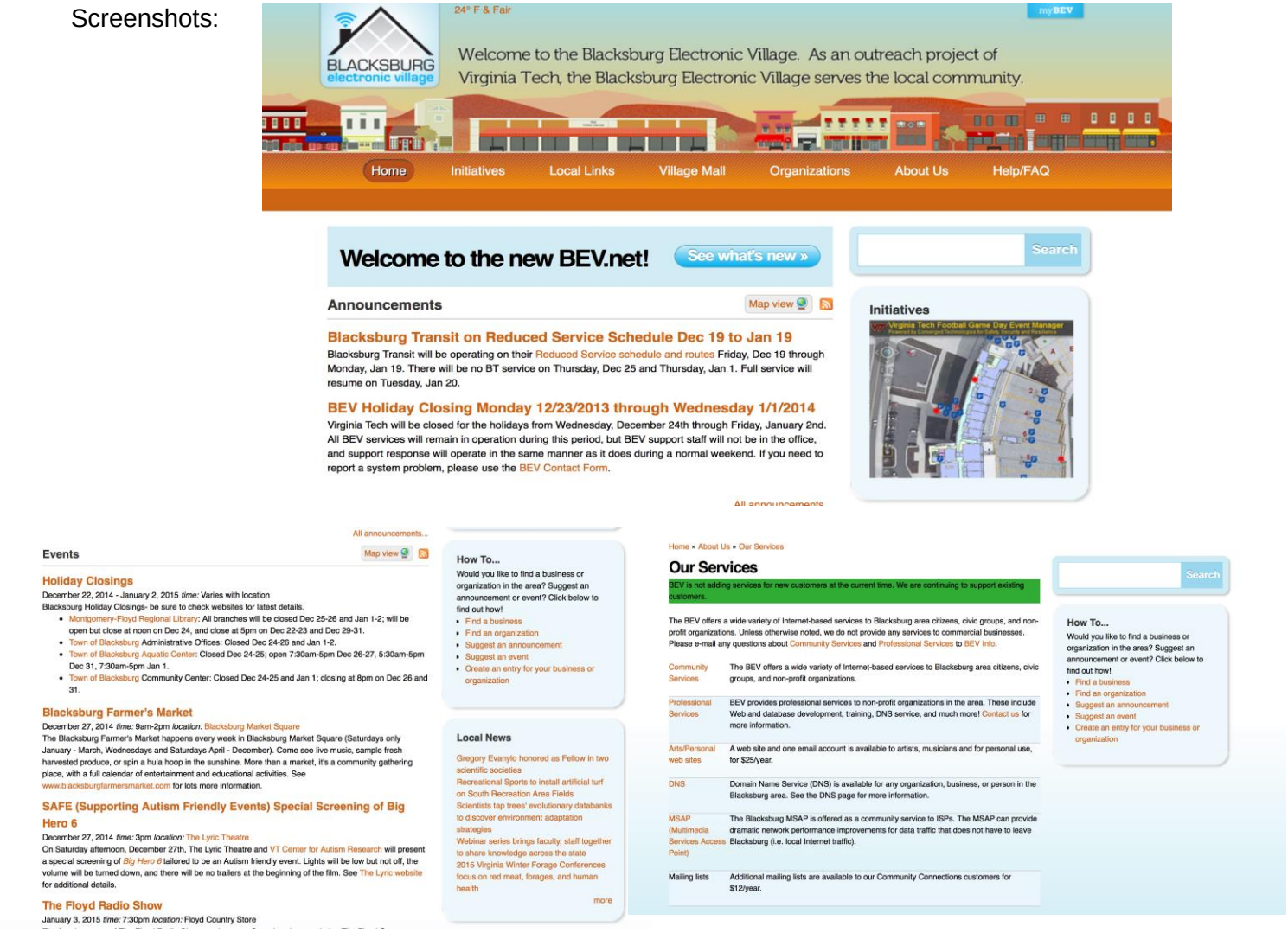
Blacksburg Electronic Village, Blacksburg, Virginia, United States of America

Description: The authors describe findings from longitudinal survey data on the use and social impact of community computer networking. The survey data show that increased involvement with people, issues and community since going online is explained by education, extroversion and age. Using path models, the authors show that a person's sense of belonging and collective efficacy, group memberships, activism and social use of the Internet act as mediating variables. These findings extend evidence in support of the argument that Internet use can strengthen social contact, community engagement and attachment. Conversely, it underlines concern about the impact of computer networking on people with lower levels of education, extroversion, efficacy, and community belonging. The authors suggest design strategies and innovative tools for non-experts that might increase social interaction and improve usability for disadvantaged and underrepresented individuals and groups.

PAR process	Does it enable this?	If yes, what does it do for this process and how
Presenting and sharing information in verbal and other forms on an issues/ experience/ situation provided by people (in that situation), inputting or building visual evidence (photos, images, maps), building shared maps, commenting on images	YES	The website manages local services such as web space, mailing lists, and email accounts, as well as specific community-oriented services like information and web-based forums for local town and county government, social services, public education, libraries, and health care. It has also provided some support for the commercial sector, by linking from its 'Village Mall' listing to merchant websites hosted elsewhere.
Dialogue across people, such as to review evidence, images, identify shared problems, discuss causes, actions	YES	Many community-oriented initiatives are maintained, including community newsgroups, organization lists which facilitate dialogue amongst the community. This is also possible on the web based forums for local town and county government, social services public education, libraries, and health care as above.
Feeding in information on actions, on changes, on impacts; and gathering information	YES	As above.

PAR process	Does it enable this?	If yes, what does it do for this process and how
Dialogue (moderated or open) and reflection on **learning on issues, consensus building**	YES	As above.
Documenting in some form, - visual, written- the process, changes and learning	YES	This is possible through features such as the senior citizens' nostalgia archive and video streaming of Town Council meetings. The web forums also keep a record of dialogues and debates.

Screenshots:



Commentary: The BEV is an advanced platform that allows for all elements of the PAR process. It combines the sharing of evidence, visual and written, and allows groups to discuss, debate and comment on uploaded information. It provides for dialogue to review the evidence. It also provides a visual documentation of the process in the form of archived photos, documentation and filmed footage.

2.16 International Children's Digital Library

URL: http://en.childrenslibrary.org

Purpose: This is a research project exploring how to develop software to support online communities for children who access the International Children's Digital Library (ICDL). These children are geographically scattered across the world and the goal of this project is to support communicative exchanges that include games, story telling, chatting with friends, collaborating on projects and doing history, geography, maths and reading. The children come from different countries and most do not speak the same language as the children that they meet online. Nor do they share the same culture. Another important goal of this research is foster cross-cultural understanding and tolerance.

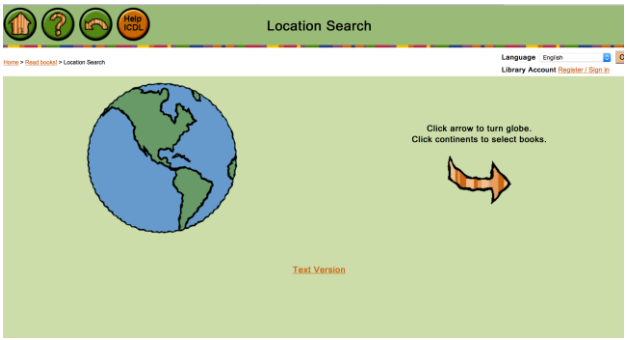
Institution, country, contact information: International Children's Digital Library, University of Maryland, 4105 Hornbake Building, South Wing, College Park, MD 20742, United States of America

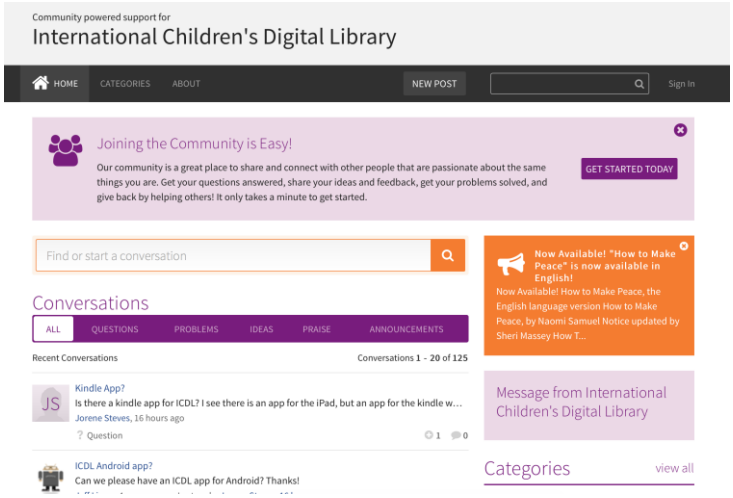
The website is accessible and appeals to children around the world. It includes submissions for North and South America, Europe, Asia, Africa and Oceania.

Description: The online ICDLCommunities project enables children's communities to develop around collection of books available to read online. Children will talk about the books that they read online, create their own books and create and share their own stories aided by teachers and parents. Using intergenerational design methods designed to appeal to adults and children, the sites creators aim to work with children to understand their online reading needs.

PAR process	Does it enable this?	If yes, what does it do for this process and how
Presenting and sharing information in verbal and other forms on an issues/ experience/ situation provided by people (in that situation), inputting or building visual evidence (photos, images, maps), building shared maps, commenting on images	YES	Using the community forum, children are able to talk about the books that they read online, create their own books and create and share their own stories aided by teachers and parents.
Dialogue across people, such as to review evidence, images, identify shared problems, discuss causes, actions	YES	As above. In addition it is important on the forum to create common ground amongst pariticpants. For example, early on the Hungarian children's team asked to send photos of themselves to the American children's team. They were intrigued to see what the other children look like, how they use technology, what they do at school, what kind of sports they play, which holidays they celebrate, and what kinds of foods they like.
Feeding in information on actions, on changes, on impacts; and gathering information	NO	
Dialogue (moderated or open) and reflection on **learning on issues, consensus building**	YES	As above, using the community forum.
Documenting in some form, - visual, written- the process, changes and learning	YES	As above, using the community forum.

Screenshots:





Commentary:
The International Children's Digital Library provides a useful resource for children and educators to compile a repository of open access online books. Opportunities for interaction and dialogue are available through the discussion forums and across moderated forums which allow for image sharing. The interface is specifically designed to be 'intergenerational' - appealing and accessible to both adults and children, encouraging engagement and drawing visitors into exploring the uploaded records. It does not allow for opportunities to feed in information to modify and change the interface.

3.17 Online Communities of Practice (CoPs) for Global Health

URL: http://www.globalhealthlearning.org/course/online-communities-practice-cops-global-health

Purpose: This course is intended for program managers who work in global health and development and would like to learn more about online CoPs and the potential for CoPs to help their teams, projects, and organizations achieve a shared goal.

Institution, country, contact information: Jarret Cassiniti, Soma Ghoshal, and Lisa Mwaikambo, JHU·CCP/K4Health, Johns Hopkins Bloomberg School of Public Health's Center for Communication Programs (JHU·CCP)/ Knowledge for Health (K4Health), USAID Global Health eLearning Centre, http://www.globalhealthlearning.org/

Description: Online communities of practice (CoPs) have become increasingly popular within the global health and development sectors as vehicles for capturing knowledge to ensure public health preparedness, managing information more effectively, enabling global health professionals to work collaboratively in a virtual environment, and improving effectiveness in the face of dwindling resources. Online CoPs provide a virtual space for people who share a common interest and are working towards a shared goal. This course aims to give the learner an overview of online CoPs, including the uses, benefits, and challenges of building, nurturing, and monitoring CoPs.

Session One covers the basics of CoPs and the specific characteristics on online CoPs. This includes discussion of the types of membership, essential elements and benefits and disadvantages of online CoPs. It also provides examples of Global Health and Development Online CoPs.

Session Two poses questions which enable one to build an online CoP tailored to a specific project or aim. These include:

1. What is the goal that you are trying to achieve by creating a CoP?
2. Who is the audience that you plan to target for participation in the CoP?
3. What is your strategy to capture and engage your audience?
4. What is the timeline in which to achieve the goal?
5. What level of privacy is needed in your CoP?
6. What will be the culture of the CoP?

Session Three introduces the key roles involved in nurturing and creating an online CoP, including a manager, technical expert and members, and their responsibilities. It identifies the common challenges to sustaining online CoPs and provides strategies and tools for maintaining networks and fostering collaboration.

Session Four discusses the need to monitor online global health CoPs, strategies for how this can be down and how adjustments can be made once it has begun. It provides a conceptual framework and tools for online analysis.

3.18 Global Alliance for Nursing and Midwifery (GANM) Community

URL: https://knowledge-gateway.org/GANM

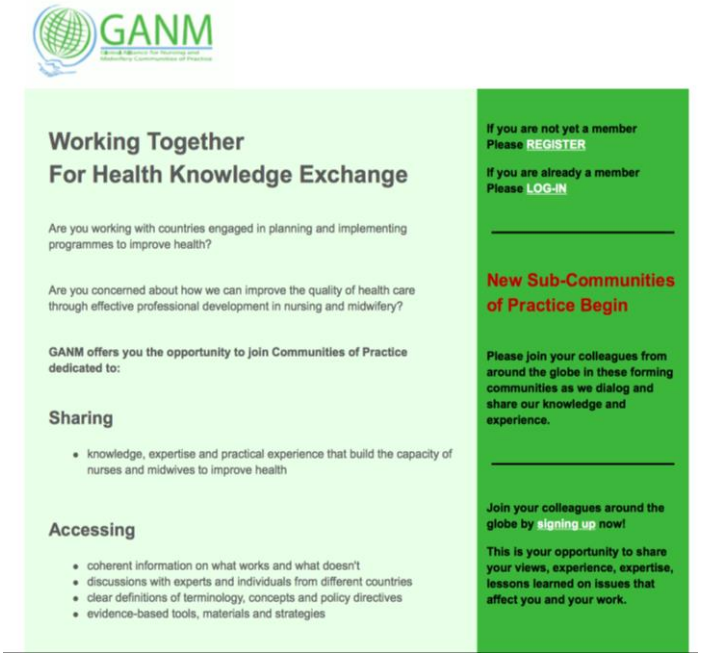
Purpose: Established in 2005 by World Health Organisation and its many nursing and midwifery collaborating centres, GANM has brought increased attention to the vital roles of nursing and midwifery in the global health agenda.

Institution, country, contact information: GANM, World Health Organisation
https://knowledge-gateway.org/GANM

PAR process	Does it enable this?	If yes, what does it do for this process and how
Presenting and sharing information in verbal and other forms on an issues/ experience/ situation provided by people (in that situation), inputting or building visual evidence (photos, images, maps), building shared maps, commenting on images	YES	The GANM website provides forums for sharing information, knowlegde, expertise and practical experience to build the capacity of nurses and midwives It provides clear definitions of terminology, concepts and policy directives to facilitate mutual understanding through knowledge sharing and evidence-based tools, materials and strategies
Dialogue across people, such as to review evidence, images, identify shared problems, discuss causes, actions	YES	The forums offer opportunities for discussions with experts and individuals from different countries There are also forums to ask questions, discuss issues, share opinions and work together to use collective knowledge and experience to improve and scale up effective practices
Feeding in information on actions, on changes, on impacts; and gathering information	NO	
Dialogue (moderated or open) and reflection on **learning on issues, consensus building**	YES	As above.
Documenting in some form, - visual, written- the process, changes and learning	NO	

Description: GANM connects over 2,000 members from more than 140 countries, providing opportunities to exchange knowledge, fill information gaps, and share experiences. This community is an example of the ways new knowledge can be created and shared via a CoP. In 2009, a team from GANM and the Johns Hopkins University School of Nursing developed and disseminated, via GANM, a downloadable educational module for use among globally dispersed nurses and midwives. The module, available in both English and Spanish, focuses on cervical cancer detection using visual inspection with ascetic acid, a simple and inexpensive screening test designed for use in low-resource settings.

Screenshots:



Commentary:

GANM is a user friendly platform that allows for knowledge sharing amongst industry professionals around the world. The forums allow for discussion and debate, however there are no options for documentation and feeding in information.

3.19 mHealth Working Group

URL: https://www.mhealthworkinggroup.org

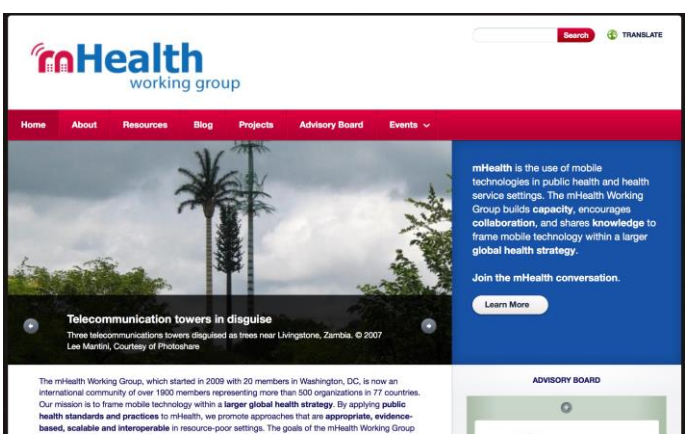
Purpose: Created in 2009 and facilitated by the K4Health Project, the mHealth Working Group brings together global health professional to discuss how technologies, particularly mobile technologies, can be leveraged to improve health outcomes.

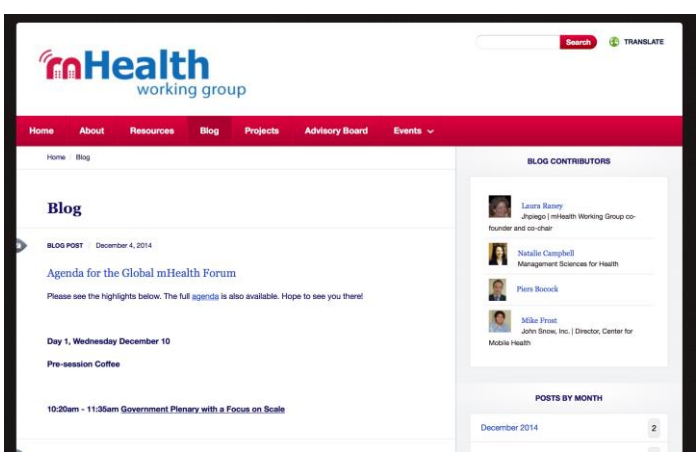
Institution, country, contact information: The Johns Hopkins University, Knowledge for Health (K4Health), USAID, United States of America

Description: The mHealth Working Group was created in 2009 by global health organizations for global health organizations. The Working Group provides a collaborative space for members to develop a shared perspective on mHealth implementation across a range of technical areas in developing countries. mHealth is framed within global health strategies, standards and practices. The working group emphasizes practical and flexible guidance for program implementation. The mHealth Working Group is a forum for members to share, engage, partner and provide leadership in mHealth. The working group has also collaborated to produce the mHealth Toolkit.

PAR process	Does it enable this?	If yes, what does it do for this process and how
Presenting and sharing information in verbal and other forms on an issues/ experience/ situation provided by people (in that situation), inputting or building visual evidence (photos, images, maps), building shared maps, commenting on images	YES	The mHealth working group oversees the mHealth email mailing list, a Listserv, which allows members to share information, documents and visual evidence. The 'Resources' section of the website shares useful documents and presentations and the 'Blog' is a platform for sharing opinions. These are moderated and controled.
Dialogue across people, such as to review evidence, images, identify shared problems, discuss causes, actions	YES	As above. This is possible via the mHealth Listserv.
Feeding in information on actions, on changes, on impacts; and gathering information	NO	
Dialogue (moderated or open) and reflection on **learning on issues, consensus building**	YES	As above. This is possible via the mHealth Listserv.
Documenting in some form, - visual, written- the process, changes and learning	YES	The 'Member Projects' section of the websites shares mHealth projects that the working group have conducted.

Screenshots:





Commentary:
Whilst the mHealth platform appears to cater to many different elements of the PAR process, the means for this are limited to an email Listserv forum. The options for publicly sharing projects are moderated and published by the mHealth working group, with no options for public debate on the website.

2.20 Healthcare Information for All by 2015 (HIFA2015)

URL: http://www.hifa2015.org/

Purpose: The HIFA campaign was launched in Mombasa, Kenya in October 2006, at the 10th Congress of the Association for Health Information and Libraries in Africa. The HIFA campaign shared vision is a world where people are no longer dying for lack of healthcare knowledge.

Institution, country, contact information:

Description: The HIFA campaign is composed of more than 10,000 members from more than 2000 organisations in 167 countries. The members interact via email discussion forums in 3 languages, in collaboration with World Health Organisation and others.

PAR process	Does it enable this?	If yes, what does it do for this process and how
Presenting and sharing information in verbal and other forms on an issues/ experience/ situation provided by people (in that situation), inputting or building visual evidence (photos, images, maps), building shared maps, commenting on images	YES	The forums function as the space for dialogue on the site. **HIFA Voices:** HIFA Voices is a knowledge base that captures the experiential knowledge of HIFA members, as expressed on the HIFA Forums. HIFA Voices are selected verbatim extracts that provide nuggets of understanding of information needs of citizens and health professionals, and how these needs can be addressed.
Dialogue across people, such as to review evidence, images, identify shared problems, discuss causes, actions	YES	**HIFA Forums:** Promoting communication among providers and users of healthcare information HIFA members are chosen to represent all stakeholder groups involved in the creation, exchange and use of information: health professionals, producers of reference and learning materials, librarians, technologists, researchers, policymakers, and the general public. Members interact via five email discussion forums: HIFA, CHILD2015, HIFA-Portuguese, HIFA-EVIPNet-French, and HIFA-Zambia.

PAR process	Does it enable this?	If yes, what does it do for this process and how
Feeding in information on actions, on changes, on impacts; and gathering information	YES	**HIFA Advocacy Programme:** The HIFA Advocacy Programme aims to use the experiential knowledge of HIFA Voices to support evidence-based advocacy and hold governments to account regarding their legal obligation to improve the availability of healthcare knowledge. The Programme aims to provide WHO and other leading international health organisations with valuable additional information sources to help formulate policy and practice guidelines, provide publishers, librarians, ministries of health and others with experiential knowledge to inform and improve their effectiveness in the provision of healthcare information. Additionally the information is further used to convince funders to invest more, and invest smarter, in healthcare information activities worldwide.
Dialogue (moderated or open) and reflection on **learning on issues, consensus building**	YES	The HIFA Forums, Voices and Advocacy Programme are available to all members to help them to be more effective in their action as providers and/or users of healthcare information.
Documenting in some form, - visual, written- the process, changes and learning	NO	

Screenshots:

Commentary:
The HIFA platform allows for a variety of PAR processes. Public forums allow for open discussion and debate and HIFA Voices curates these discussions to pick out key points, information and issues discussed. HIFA Forums allows for dialogue across key issues and on a global scale and the HIFA Advocacy Programme allows for information gathered in discussions to be fed into action. There are no options for documenting the process, despite the archived record of the discussions and forums.

3. Selected papers on website resources for PAR

3.1 Understanding Knowledge-Sharing in Online Communities of Practice

URL: http://www.ejkm.com/issue/download.html?idArticle=32

Purpose: Information Technology is no longer regarded solely as a repository within knowledge management but also as a collaborative tool. This change of role gives rise to online communities (OLCs), which extend the loci of existing communities of practice. To leverage the potential of these communities, organisations must understand the mechanisms underpinning members' decisions to share knowledge and expertise within the community. This paper discusses existing research and develops a theoretical model of factors that affect knowledge sharing in OLCs. The aim is to increase our understanding of the antecedents to knowledge-sharing in OLCs.

Institution, country, contact information: Sharratt, Mark, and Abel Usoro. "Understanding knowledge-sharing in online communities of practice." *Electronic Journal on Knowledge Management* 1.2 (2003): 187-196.

Description: Knowledge is widely recognised as a critical resource irrespective of economic sector or type of organisation. It is difficult, if not impossible, to maximise the value of this resource without adequate understanding of how to lever and share knowledge throughout the organisation. This paper seeks to promote this understanding by first discussing trends in knowledge management (KM) and examining the emerging role of online communities (OLCs). This review of existing literature leads to the development of various hypotheses as to the relationship between knowledge-sharing and its antecedent factors in OLCs. The factors include the ease of use and perceived usefulness of the KM system, trust, the perceived proximity of knowledge-sharing to career advancement, sense of community and perceived value congruence. These factors are operationally defined and are presented as a theoretical model. Groundwork is laid for a follow-up study that will test and validate this model.

3.2 Online communities of practice

URL: http://wp.comminfo.rutgers.edu/knowledgeinstitute/wp-content/uploads/sites/30/2014/04/Knowledge.pdf#page=114

Purpose: This is a chapter in a book on the potential of online communities of practice. The book begins with a theoretical framework for understanding knowledge-sharing behaviour among individuals and then moves to an exploration of organizations as complex adaptive systems. Organizational contexts represented in the book include libraries, law enforcement, sports communication groups, creative services organizations, child protection, medical practices, and nonprofit volunteer organizations. Standard knowledge management practices that are discussed include: storytelling, communities of practice, codification, and electronic (or distance) learning.

Institution, country, contact information: Estephan, Marguerite. "Online communities of practice." Knowledge Management in Organizations (2008): 114-120.

Description: While many reviews about online communities of practice have focused on those that communicate via listservs, electronic discussion groups, electronic bulletin boards, and chat facilities, there are perhaps more dynamic and interactive opportunities for communication that need to be explored as viable forums for communities of practice. "Web 2.0" is a term that has many definitions, but generally, is used in the context of the explanation of it as the current trend in World Wide Web technology and design that allows users to more easily contribute, share, and create knowledge on the internet. From social networking sites to blogs to wikis, Web 2.0 enables

users to have an increasingly rich online experience by downloading and uploading their own content—text, video, animation, audio, and more—for one another and from one another. This progression extends the possibilities of online communities of practice well beyond the limitations of more lean communication media such as listservs and electronic discussion groups because it allows knowledge to be shared, discussed, and clarified through a variety of channels that retain some semblance of the social cues and context that are typically found in face-to-face communication. The potential of these is explored further in this chapter.

3.3 A theoretical framework for building online communities of practice with social networking tools

URL: http://www.tandfonline.com/doi/abs/10.1080/09523980802588626#.VJ2ukD0A

Purpose: Journal article evaluating current literature on using social networking applications to develop online communities of practice

Institution, country, contact information: Gunawardena, Charlotte N., et al. "A theoretical framework for building online communities of practice with social networking tools." *Educational Media International* 46.1 (2009): 3-16.

Description: This paper proposes a theoretical framework as a foundation for building online communities of practice when a suite of social networking applications referred to as collective intelligence tools are used to develop a product or solutions to a problem. Drawing on recent developments in Web 2.0 tools, research on communities of practice and relevant theories of learning, and the authors' own action research experience in collaborative knowledge creation using Web 2.0 tools, this paper discusses a learning community's spiral process as it moves from a given sociocultural context through discourse, action, reflection, and reorganisation toward socially mediated changes in consciousness and knowledge.

GLOSSARY

crowdsourcing: a process of obtaining services, ideas, content and information from a large population typically via the internet

geotag: an electronic tag that assigns a geographical location to a online postings such as photographs or videos or posting on a social media websites

geospatial: relating to or denoting data that is associated with a particular location.

realtime: information which is delivered immediately after collection

social media: websites and applications that enable users to create and share content or to participate in social networking

navigation: the process of moving through a website following links

open source: free software that allows anyone to modify, read, or build new versions of the software

website: a collection of web pages.

web page: a single document, or page, on the Internet.

blog: a blog is a journal that is available on the internet.

download: transferring data (usually a file) from another computer to the computer you are are using. The opposite of upload

email: messages, usually text, sent from one person to another via computer. E-mail can also be sent automatically to a large number of addresses.