Student Outreach Article Competition
Entry Packet

Congratulations on your interest in becoming published before you graduate! It is the sincere wish of the Instructional Design & Learning Special Interest Group (IDL SIG) of the STC that, if we publish your article before you graduate, it will give you a "leg up" in landing a great job in instructional design and/or technical communication.

In this entry packet you will find the following:

- An invitation to submit an article
- Frequently asked questions (FAQs) about our competition
- Instructional Design topics
- Contributor guidelines
- Final checklist

With this entry packet you have also received a Submission Form, which must accompany your article.
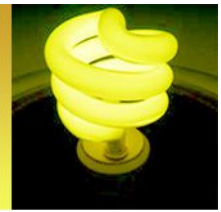
Please read the enclosed information carefully, and contact us with any questions.

Best of luck as you pursue the worthwhile goal of gaining recognition for your published work!

STUDENT OUTREACH ARTICLE COMPETITION

You could be published before you graduate!

Do you want to increase your chances of employment after graduating from your undergraduate or graduate program? Having your article published with a link in your résumé (or on your LinkedIn page) to your article might give you just the edge you need to land a great job in technical communication and/or instructional design!

Get your article in front of hundreds of professional readers

The Society for Technical Communication's Instructional Design & Learning special interest group (IDL SIG) invites undergraduate- and graduate-level students to submit an article related to Instructional Design for publication in our quarterly newsletter, *IDeaL: Design for Learning*. Besides having your article published in a professional publication read by hundreds of practicing instructional designers and technical communicators, you will receive a one-year complimentary STC student membership, which includes a membership in the IDL SIG.

And that's not all. With your permission, the IDL SIG will submit selected articles for inclusion in the Technical Communication Body of Knowledge (TCBOK). If your article is accepted for inclusion in the TCBOK, you will earn an *additional* one-year STC/IDL membership! You can also insert another link in your résumé to your article in the TCBOK, which is available for reference by thousands of professional technical communicators.

Here is what L. Stoe said about having his article published in our newsletter: *"Being published under the Student Outreach Program provided a forum for me to apply and test my skills learned in my classes in Technical Communication & Professional Writing. The competitive process was fun and increased my self-confidence. I printed the published article and showed it as I interviewed for a new position as a technical publications writer just last month. I got the job and definitely feel that the published article helped me. Having a published article to show others strengthens any portfolio. I encourage others to go for it . . . I cannot overstate how nice it was to show my article during my interviews."* (Read his article at http://www.stcidlsig.org/engaging-the-reluctant-learner/ .)

The process: How to enter the Student Outreach Article Competition

1. Go to http://www.stcidlsig.org/students/youcanbepublished/ and download the complete **Entry Packet**.

2. Read the **Frequently Asked Questions** for additional information. If you still have questions, email us at StudentOutreach@stcidlsig.org.

3. Read the **Contributor Guidelines** and select a topic from our list of suggested **instructional design** topics. Note that if you choose a topic not on our list, you need to request our pre-approval by email.

4. Write the article without exceeding two single-spaced pages or 1,000 words.

5. Use the **Final Checklist** to ensure your article adheres to all guidelines.

6. Download and complete the **Submission Form**.

7. Send your article, the Submission Form, and any graphics to StudentOutreach@stcidlsig.org by December 28, 2018.

Becoming Published: Frequently-Asked Questions

Q: **May I submit the same article more than once?**

A: Yes, but the second submission should include improvements you made to the article since you first submitted it; it still must not exceed the maximum length requirement.

Q: **May I submit an article written as part of a team project?**

A: Yes. Just be sure to include the names of all team participants when submitting the article. Professors may NOT be listed as a team participant. If we select your team's article for our newsletter, up to 15 team members can receive the award. Please note that only one person should submit the article for consideration.

Q: **How many STC/IDL student memberships will be awarded per year?**

A: We can award up to 15 per academic year.

Q: **What if I submit an article and then graduate and enter employment before I am awarded a membership? Do I forfeit the award?**

A: No. The cost of the student membership ($75 as of this writing) will be applied to the STC membership of your choice. (See www.stc.org for the various types of memberships available.) Your IDL membership will still be complimentary. You must be considered a student at the time the article is submitted.

Q: **Do I have to choose my topic from the list of suggested topics?**

A: If your topic is not on the suggested topics list, please send an email explaining your own topic idea to StudentOutreach@stcidlsig.org. If approved, you may submit your article.

Q: **Do I have to be enrolled in an Instructional Design-related degree program?**

A: No. You can be enrolled in any degree program OR an Instructional Design-related certificate or degree program.

Q: **Who can be on the team of the article I submit?**

A: Members of your team must all be undergraduate or graduate students; faculty may not collaborate.

Q: **What if I have already graduated with a certificate or degree in tech comm? May I still submit an article?**

A: Our program is designed to help students currently enrolled and not those who have already graduated.

Q: **Why would I want or need to be a member of the Society for Technical Communication and the Instructional Design and Learning Special Interest Group (IDL SIG)?**

A: Technical communicators produce technical pieces explaining how to perform a task, how to do something better, and much more. Practitioners are closely aligned with professionals in instructional design because both involve showing, illustrating, teaching, and guiding users in some way. Once technical communicators have a thorough grasp of a product or skill, they are often asked to develop both technical documentation and training pieces. So being a member of both STC and the IDL SIG could be very advantageous to you in the workplace.

In addition, here are some of the benefits of an STC membership per https://www.stc.org/membership/:

- Virtual Special Interest Groups, or communities, in which members share workplace knowledge unique to the group's focus. The IDL group is one such group.
- Monthly and quarterly publications that are professional, award-winning, and globally-recognized.
- A job bank that allows you to upload your résumé when looking for employment.
- Virtual networking opportunities for sharing ideas, exchanging knowledge, and advancing your career.
- Professional development opportunities such as webinars, conferences, online courses, and more.

If you have questions about the Student Outreach Article Competition, contact StudentOutreach@stcidlsig.org.

Topics in Instructional Design

Select from the following topics or submit a paper on an Instructional Design-related topic of your choice. You may also write on a topic of your choosing, but please get pre-approval by emailing StudentOutreach@stcidlsig.org in advance.

Analyze

- Task analysis
- Needs assessment
- Gathering or analyzing prerequisite knowledge
- Developing a learner profile
- Adult learning theories
- Learning styles
- Cultural considerations in the development of training
- Learning environments
- Identifying prerequisites
- Determining skill hierarchies
- Performance analysis (i.e., high level analysis of need for training)
- Blended learning

Design

- Principles of writing objectives
- Principles of writing assessments
- Performance objectives
- Instructional methods
- Assessment methods
- Best practices in designing instructional material
- Ensuring the transfer of learning
- Engaging the reluctant learner
- Holistic vs. atomistic design of learning
- Writing use-level assessments
- Providing feedback to questions in e-learning
- Designing exploratory learning

Develop

- Best practices for developing job aids
- Instructional strategies
- Developing simulations as training tools
- Effectiveness of simulations in training
- Use of simulations in medical training
- Storyboarding
- David Merrill's content performance matrix
- Gagne's outcomes of instruction
- Cultural considerations in the development of training
- Using games in ID
- Social media and ID
- Developing instructor-led training
- Use of media in e-learning
- Visual design of e-learning pieces
- Pros and cons of certification testing
- Rapid ID/Rapid Prototyping
- Blended learning

Implement

- Facilitating vs teaching

Evaluate

- Evaluating the effectiveness and impact of instruction
- Kirkpatrick's Evaluation Model

Theories and Models

- ARCS model of ID
- Competency models
- Bloom's Taxonomy
- Gagne's nine events of instruction
- David Merrill's content performance matrix
- Gagne's outcomes of instruction
- Adult learning theories
- Models of ID
- Distributed learning
- Flipped Classroom

e-Learning

- SCORM
- Training delivery methods: Determining when e-learning is best vs. instructor-led
- Comparison of learning delivery methods
- Comparison of Learning Management Systems
- Developing simulations as training tools
- Effectiveness of simulations in training
- Use of simulations in medical training
- Readability standards for e-learning
- Usability standards for e-learning, distributed learning, or websites
- Use of media in e-learning
- Visual design of e-learning pieces
- Effective use of screen real estate
- Distance education vs. e-learning in a corporate world

Media Use

- Using video/audio in eLearning
- Using video/audio in instructor-led training

Technology

- Instructional Management Systems
- LMS
- LCMS

The Profession of ID

- ID as an emerging profession
- ID as a science
- ID as a discipline
- ID as an art form
- ID as a process

Contributor Guidelines

The annual Student Outreach Article Competition is held by the Instructional Design and Learning Special Interest Group of the Society for Technical Communication (the STC IDL SIG) each fall. Articles can be submitted through December 28, 2018 and will be reviewed by a committee of IDL SIG member-editors in early January 2018. Entrants will be notified in late January of the judges' decision regarding their article.

Please read and follow these guidelines while preparing your submission.

Your Target Audience

IDL SIG members are (1) full-time instructional designers, (2) technical communicators, (3) professors of technical communication or an instructional design-related field, (4) those who are curious about all aspects of instructional design (assessing the instructional need, doing stand-up training, developing e-learning pieces, evaluating training effectiveness, writing training objectives, and more; see our list of suggested topics for a more complete picture of our readers' interests). Thus, articles can address a wide spectrum of experience.

Style and Format

- Write in a clear, informal style, avoiding jargon and acronyms. If needed, refer to:
  - [Merriam-Webster's Third New International Dictionary, Unabridged](#) for spelling and usage
  - [The Chicago Manual of Style](#) for punctuation and format

  Another excellent resource is Strunk and White's *Elements of Style*.
- Use no more than two fonts: a single, standard business font (Arial, Times New Roman, Calibri, etc.) in 10- to 12-point size for the body of your article and, if you desire, a single different font for headings.
- Use the following format and order for your submission:
  - Title of the article in boldface at the top of the first page
  - Your name as author (and any co-authors)
  - If the article has previously appeared in another publication, state the name and date of that publication. Otherwise, of course, all materials submitted must be original and not plagiarized
  - Body of the text (your article)
    - Subheads within an article in boldface
    - Sub-subheads in italic. (A two-page article should not need more than three heading levels.)

- Lists:
    - Use a lead-in, complete sentence to introduce a list.
    - Make sure lists are parallel in construction.
    - Use numbered and bullet lists appropriately. Use a numbered list for steps in a procedure, a long list of items, or to indicate priority or sequence. Otherwise, use an unordered (bullet) list.
- Edit and **proofread** your submission. We suggest having a writing major who wasn't involved in the article's creation do a thorough and honest proofreading. Obtaining this objective feedback will prevent embarrassing errors and low judging scores.
- Submit your article as a Microsoft Word file, single-spaced and no longer than two pages or 1,000 words. Append your last name to the filename (for example: "SubmissionForm_Smith.pdf")

Links

Verify that all links in the article are current and correct.

Submitting Graphics (Optional)

If graphics will accompany your article, please read this section carefully.

All graphics – screen captures, charts, graphs, photos, drawings – must be high-resolution files, as camera-ready as possible, sent separately from the article text file. The IDL SIG Student Outreach committee is not able to change the quality, readability, or resolution of an image that you send. We cannot touch up or re-create your graphic. This means that what appears in our newsletter will look no better than what you submitted. If your graphic looks fuzzy, is low-resolution or otherwise low-quality, that's how it will look online. If we receive a low-quality graphic, we will ask you to send a better version or delete the graphic altogether.

Screen Captures

Provide screen capture images at the size they were created (that is, 100%). Please do not resample, enlarge, reduce, convert, or alter them in any way.

Graphics (charts, figures, graphs, etc.)

If your article includes graphics or images, do not embed them in the Word document. Attach graphics files to the same email in which you have attached your article Word document. Use a call-out in the article to indicate where a graphic should be inserted (usually indicated as a note in brackets), and supply an appropriate caption (such as "see Figure/Table 1").

If any single graphic is over 2MB, please contact studentoutreach@stcidlsig.org to discuss an appropriate submission method.

Save all images with high resolution, preferably in .png, .tiff, or .eps format.

Submitting Graphics Created in PowerPoint

If a graphic is created in PowerPoint, please supply the original PowerPoint slide(s).

Bibliography/Suggested Reading (Optional)

At the end of a submission, you may include a list of publications for suggested reading. These sources are meant to provide readers with more detailed information about discussed topics.

Citation style should be in accordance with the style defined in The Chicago Manual of Style.

References

IDeaL: Design for Learning (the SIG newsletter) is not an academic journal; therefore, do not include footnotes, endnotes, or references in your articles. Of course you must give credit where credit is due, so follow this structure:

Instead of "These principles have been confirmed by extensive research. (Smith 1995)," write "Al Smith confirmed these principles using extensive research." and add a References section at the end of your article that lists the publication source (which could be an internet URL), page number(s), and year of publication for all non-original material. Include the same information for any direct quotes you include in your article.

Submission Email

- Submit your article as an attachment to an email addressed to studentoutreach@stcidlsig.org, together with any graphics and the submission form.

- Append your last name to the filename of the submission form (for example, "SubmissionForm_Smith.pdf").

- If the email is over 5MB in size, please contact us to discuss using an alternative method of submission.

Licensing of submitted materials

If your work is selected for inclusion in the Technical Communication Body of Knowledge (TCBOK), it will be licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License, which STC has adopted for contributions to the TCBOK (and used here by permission).

To read the license in full, visit http://creativecommons.org/licenses/by-nc-sa/3.0/deed.en_US. By signing this form and submitting your article to the STC IDL SIG for judging, you agree to comply with the STC copyright, licensing, and attribution agreement.

STUDENT OUTREACH ARTICLE COMPETITION

Final Checklist

Before submitting your entry, please make sure of the following:

☐ You obtained pre-approval if your topic is not on the list included in the Submission Packet.

☐ An objective third party has proofread your article for accuracy and errors. This third party should be the best writer you know!

☐ You used a single, standard business font (Arial, Times New Roman, Calibri, etc.) sized 10-12 points for the body and the same or a single different font for headings.

☐ Your article is single-spaced and *no longer than* two pages or 1,000 words (not including images).

☐ All lists are introduced with a lead-in, complete sentence and are parallel in construction, and you used numbered lists for steps in a procedure, a long list of items, or to indicate priority or sequence. Otherwise, you used an unordered (bullet) list.

☐ You included a References section at the end of your article that includes the following information for all non-original material and/or quotes:
   o author or editor name
   o publication source (which could be an internet URL)
   o page number(s) if applicable, and year of publication

☐ Any links in your article are current and correct.

☐ Your article is a Microsoft Word file – text only, with no embedded graphics or images (these are attached separately). You have included callouts to show where any graphics are to appear.

☐ Any screen captures you want included in your article have not been modified (resampled, enlarged, reduced, converted, or altered) in any way.

☐ You saved all images as high resolution files in .png, .jpg, .eps or .TIFF format.

☐ If your graphic was created in PowerPoint, you have supplied the original PowerPoint file.

☐ Your submission is contained in an email addressed to studentoutreach@stcidlsig.org with these attachments:
   o your article (MS Word file)
   o any graphics or images you want integrated with your article
   o the signed and scanned Student Outreach Program Submission form

☐ You reviewed the STC IDL SIG Contributor Guidelines and have edited your work so it conforms to the standards outlined there.