



IDeal: Design for Learning

Newsletter of the Instructional Design & Learning SIG

<http://www.stcsig.org/idl/newsletter>

HAPPY SIG BIRTHDAY!

by Yvonne DeGraw, past SIG Manager

The Instructional Design & Learning SIG is 5 years old this month (September 2005). Light a candle and make a wish for another 5 wonderful years!

The SIG Manager and your Newsletter Editor thought it would be great to start this issue off with an interview from the original SIG founder, Yvonne DeGraw. Following the interview, you'll find excerpts from the SIG's original charter and a list of the first 75 members, which Yvonne also shared with us.

INTERVIEW WITH YVONNE DEGRAW

1. *How and why did the SIG get started? What was the impetus for its birth?*

The idea for the SIG came from conversations at the 1999 and 2000 STC Annual Conferences. There was quite a bit of interest, yet at that time, most of the STC members involved in instructional design hadn't been that involved in their chapters and other STC communities since there wasn't really a place to provide professional development for their skill set. I'd been involved with starting the Santa Barbara chapter and had run a regional conference at that point, so I knew the organizational structure of STC. So, I volunteered to start the SIG.

2. *Has it always been known as the Instructional Design & Learning SIG?*

Yes, that has always been the name.

3. *How many members did the SIG have in the beginning?*

There were 75 members listed in the formation proposal. STC requires only 25 charter members, so there was quite a bit of interest in the SIG even early on. We had at least 10 other people who said they would join STC if the SIG was formed.

4. *Did you ever envision the SIG's growing as it has today to over 1,800 members?*

I thought it could be a 1,000-member SIG, but I was certainly surprised by how fast it grew and how many members it has.

5. *What would you like to see the SIG accomplish over the next five years?*

I think the SIG and its leaders are doing a great job. Overall, STC has had some problems in recent years. I don't have solutions to those problems, but I'd like to see STC provide better support to the SIGs, since they are communities that are meeting members' needs beyond the needs for local interaction and general publications.

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A WORD FROM THE EDITOR

by Dr. Jackie Damrau, Managing Editor

Welcome to a new STC year. Many communities are gearing up for their annual programs. Of course, the IDL SIG is no different. We have many new things in store for our SIG members, which you'll read about in the "SIG Manager's Thoughts" column and in the "SIG News" column. In the "SIG News" column, you'll also see what the IDL Leadership Team has been noodling on and the upcoming plans for a fun-filled year.

The best news, though, is that the SIG is having a birthday:



We turn five-years-old in September this year. Appropriately, we start this issue off with an interview from the SIG's founder, Yvonne DeGraw. Yvonne shared with us the SIG's original charter documents and even the list of the first 75 members; many of whom are still active with the SIG.

You'll also find in this issue articles about adult learning and e-Learning; educational reviews from two SIG members attending Capella's T&PI Master's program and Pepperdine's OMET program, as well as two more though leader interviews with Ruth Clark and Rives Hassell-Corbiell.

Send well wishes to any of our STC and SIG members that have been affected by Hurricane Katrina as they begin recovery. Check out the STC web site to find ways that you can contribute in helping our members.

Enjoy your reading, and make a wish for the SIG on its birthday that it continues thriving and providing you with the information you want.

Your Editor!

INTERVIEW WITH YVONNE DEGRAW (CONT'D)

6. *How do you see the needs of instructional designers changing in the next five years? How can the SIG help serve those changing needs?*

To be honest, I'm not all that involved in instructional design. The concepts and research in the field interest me, but my bread-and-butter is contract technical writing—software and hardware manuals. I get to do an occasional tutorial or a demo script, but it's not as if I'm an expert.

That said, my clients and their customers want to travel less and still get training done. I think instructional design will continue to move in the online direction. Better tools will continue to make developing such training easier and will help make the results better.

7. *If you had one nugget of information to share with the SIG members, what would that be?*

If you want to start something—whether it is an organization or a program within your company—the only way it's going to happen is if you dig in and start working on it. Others will help when they see where your vision can lead.

8. *Is there any additional SIG history that you would like to share (photos, perhaps) with us?*

Yes. Here are excerpts from our founding documents. I think every SIG member should be aware of them.

MISSION STATEMENT

The Instructional Design and Learning (IDL) SIG helps STC members identify and develop knowledge and practical skills for designing, developing, and implementing technical instruction in electronic and classroom settings. It promotes sound design practices, informs members of tools, and educates about instructional theory and research.

NAMING RATIONAL

The name "Instructional Design and Learning" was chosen to some extent to give the SIG an acronym (IDL) that is distinct from that of the Information Design (ID) SIG. The intent of this name is conveying that instructional design is a form of communication that

places special emphasis on the “two -way” nature of communication. The designer provides instruction so that the learner may learn.

AREAS OF INTEREST

The IDL SIG provides resources to STC members interested in the following areas where technical communication and instructional design intersect:

- Self-paced training development and delivery, including web-based training (WBT) and computer-based training (CBT).
- Leader-led training development and delivery.
- Research and theory in instructional design and learning.
- Tools for WBT and CBT.

A SIG Formation Survey [*URL deleted – no longer active*] resulted in over 120 responses so far. In that survey, the interests that have scored highest are those focused on developing instructional materials for web-based and other online delivery formats. People with experience have quite a bit of interest in staying current in instructional design. People who are getting into the field are very interested in getting a solid background.

While member interest in conducting or supporting research was ranked fairly low compared to tool-related areas, there is a great deal of interest in learning about existing research and theory. The biggest differences in member interests (as measured by standard deviations) are in the areas of soft -skills training, delivering leader-led training, and conducting research.

ORIGINAL SIG SURVEY RESULTS

The interests that have scored highest in the formation survey up to this point are mainly focused on developing instructional materials for web-based and other online delivery formats.

1. Web-based and Internet-based training
2. Developing self-paced training for online delivery
3. Staying current in instructional design
4. Tools for creating instructional design products
5. Computer-based training
6. Distance learning
7. Research and theory of instructional design

8. Getting a background in instructional design and adult learning
9. Creating demos and similar items
10. Computer software training
11. Increasing the awareness of instructional design within STC
12. Developing leader-led training
13. Other technical training
14. Self-paced training for paper delivery
15. Supporting or suggesting research
16. Conducting research
17. Soft-skills training
18. Delivering leader-led training

The highest standard deviations are for conducting and suggesting research topics, soft-skills training, and delivering leader-led training.

The services charter members most value are:

1. List of relevant literature
2. List of relevant tools
3. Web site
4. Listserv
5. Online newsletter
6. Sessions at STC conferences
7. Articles in general STC publications
8. List of training available
9. Cooperative distance learning groups
10. Hardcopy newsletter

The highest standard deviation was for a hardcopy newsletter. Other standard deviations were fairly low. Preferences for an online vs. hardcopy newsletter are as follows:

- Prefer online: 57
- Prefer hardcopy: 11
- No preference: 17

An additional 10 people who are not currently STC members have expressed interest in joining this SIG.

A large number of charter members are willing to volunteer for SIG offices and service. While many people volunteered for more positions than they would reasonably hold, the total numbers of volunteers by type are:

- Membership coordinator: 5
- Compile survey results: 6
- Newsletter editor: 7
- Newsletter staff: 20

- Website staff: 22
- Listserv administrator: 2
- Liaisons: 38
- Write articles: 31
- Contribute information: 43
- Make presentations: 23

and skills current, especially with the rapid move to online learning.

- Promote awareness of the field of instructional design within the Society.
- Serve as a link between STC and organizations focused on training and fields related to instructional design.

GOALS

The following are the general goals of the IDL SIG. These goals define the audiences of the IDL SIG and how the SIG plans to serve those audiences.

- Help STC members who are not yet instructional designers obtain knowledge and skills.
- Help STC members who are already instructional designers keep their knowledge

CHARTER MEMBERS

The following 75 STC members have answered “Yes” to the question “Are you willing to cooperate in the formation and activities of the IDL SIG for at least one year?” and have volunteered to help the proposed SIG in at least one manner. At least 40 STC chapters are represented here.



<i>Future Conferences</i>	
Las Vegas, NV	May 7-10, 2006
Minneapolis, MN	May 13-16, 2007
Philadelphia, PA	June 1-4, 2008
Atlanta, GA	May 3-6, 2009

ORIGINAL SIG CHARTER MEMBERS

Name	IDL Member	STC Member
Phylise Banner	X	X
Barry Batorsky		
Liza Blackburn		
Carol Boe		
Ruby Bohannon		
Craig Branham		
Gina Carrillo		
Debra Chamberlin		X
Randy Clark		
Bonnie David		
Yvonne DeGraw	X	X
Michelle Didier	X	X
William Downing		
Beth Du Pont		
Susan Duncan	X	X
Carolyn Ericson		
Shannon Folena		
Nancy Gacki	X	X
Linda Harris		
Rives Hassell-Corbiell	X	X
Candee Hellberg		
Melissa K. Heltz		
Marj Hermansen-Eldard		X
Angela Highley		
Ann Holms		X
Jane Holtz		X
Daniel Jones		X
Karla Saari Kitalong		X
Sondra Lacy		
Kara Lawrence		
Sherri Lehman		
Marissa Levin		
Denise Lystad		X
Ernie Mazzatenta		X
David McGill		
Laura McLemale		
Alan D. Miller		
Helen Miller		X

Name	IDL Member	STC Member
Karen Massetti Miller	X	X
Laura Modisette		X
Patrick Moore		X
Sarah Newman		
Aruna Panangipally		
Suvarna Pandit		
Kathleen E. Parrott		
Scott Peeler	X	X
Liza Potts		
Sandhya Prasad		
Tammy Preble		
David Price		
Pat Provinske		
Mary Reina		
Ralph E. Robinson		X
Kevin Rush		
Deborah Russo		
Heather Sanguins		
Karen Schriver		X
Chris Seraidaris	X	X
Pamela M. Smith		X
Barbara Stainman		
Sara Stohl		
Charlene Strickland	X	X
Andrew Sutton		X
Lee S. Tesdell	X	X
Elizabeth Troell		
Raymond E. Urgo		X
Janet Valade		
Sheila VanDenEinde		
Dave Versdahl		
Carol Anne T. Wall	X	X
Phyllis Wampler	X	X
Tracy Wekwert		
Frances Wirth	X	X
Barbara Zeller		X
Christine Zinnecker		

ARTICLES

How Adults Learn

By Marcia L. Conner

(reprinted with permission)

In order to learn through life, it's helpful to understand something about how you learn. The following backgrounder will introduce you to the most significant things we know about how adults learn.

- Overview of adult learning theory
- Books about how adults learn
- Links to other websites about how adults learn
- More about adult learning on Ageless Learner

OVERVIEW OF ADULT LEARNING THEORY

Learning can be defined formally as the act, process, or experience of gaining knowledge or skills. In contrast, memory can define the capacity of storing, retrieving, and acting on that knowledge. Learning helps us move from novices to experts and allows us to gain new knowledge and abilities.

Learning strengthens the brain by building new pathways and increasing connections that we can rely on when we want to learn more. Definitions that are more complex add words such as comprehension and mastery through experience or study.

Physiologically, learning is the formation of cell assemblies and phase sequences. Children learn by building these assemblies and sequences. Adults spend more time making new arrangements than forming new sequences. Our experience and background allow us to learn new concepts.

At the neurological level, any established knowledge (from experience and background) appears to be made up of exceedingly intricate arrangements of cell materials, electrical charges, and chemical elements. Learning requires energy; re-learning and un-learning requires even more. We must access higher brain functions to generate the much-needed energy and unbind the old.[1]

Our discussion here assumes learning, from the most fundamental to complex, to be (1.) any increase in knowledge, (2.) memorizing information, (3.) acquiring knowledge for practical use, (4.) abstracting meaning

from what we do, and (5.) a process that allows us to understand.[2]

Remarkably, people can learn from the moment of birth. Learning can and should be a lifelong process. Learning shouldn't be defined by what happened early in life, only at school.[3] We constantly make sense of our experiences and consistently search for meaning. In essence, we continue to learn.

Though humans like the familiar and are often uncomfortable with change, the brain searches for and responds to novelty. "Ah-ha!" you may think. "That's why I hated freshman English. No novelty!"

Rote learning frustrates us because the brain resists meaningless stimuli. When we invoke the brain's natural capacity to integrate information, however, we can assimilate boundless amounts.

Another "Ah-ha! ?" This may explain why sometimes a tough class, one you never thought you would get through, was one of your all-time favorites.

Western society once believed adults didn't learn. Even today, if you ask a group why adults cannot learn, it may surprise you how many begin answering the question without challenging the premise. Unfortunately, many adults deny themselves what should be one of the most enriching parts of life because they assume they can't learn.

We can learn from everything the mind perceives (at any age). Our brains build and strengthen neural pathways no matter where we are, no matter what the subject or the context.

In today's business environment, finding better ways to learn will propel organizations forward. Strong minds fuel strong organizations. We must capitalize on our natural styles and then build systems to satisfy needs. Only through an individual learning process can we re-create our environments and ourselves.

Some of this text was originally published in a whitepaper Marcia wrote in 1995 for Wave Technologies entitled "Learning: The Critical Technology." You can [download the full whitepaper](#) in Adobe Acrobat format (280K). The excerpt here is used with permission.

1. Harold D. Lasswell. The changing nature of human nature. *American Journal of Psychoanalysis*. 26 (2), p. 164. Quoted in Alvin Toffler (1970), [Future Shock](#).
2. Robert M. Smith (1991, April). How people become effective learners. [Adult Learning](#), p. 11.

3. Robert L. Steinbach (1993). [The Adult Learner: Strategies for Success](#). (Menlo Park, CA: Crisp Publications.)

BOOKS ABOUT HOW ADULTS LEARN

With hundreds of books in print about how adults learn, we offer our favorites.

[The Adult Learner: The Definitive Classic in Adult Education and Human Resource Development \(5th edition\)](#). Malcolm S. Knowles (Houston, Texas: Gulf Publishing, 1998). This book takes you through all of the major educational theories in a clear and no-nonsense style. This book is by no means easy-reading but very thorough and a terrific primer for anyone interested in learning more about adult and traditional education.

[How People Learn: Brain, Mind, Experience, and School: Expanded Edition](#). John D. Bransford, M. Suzanne Donovan, and James W. Pellegrino, editors. (National Academy Press, 2000) This heavy book bridges the research and practice on how children and adults learn and includes information on the role that technology can play in helping people learn.

[Experience and Education](#). John Dewey (Touchstone Books, reprint 1997). I reread this tiny book at least once a year, every year, to reground myself in how people learn and the importance of experience. Also see [Art As Experience](#) by John Dewey.

If you're interested in the more academic aspects of adult learning, you might want to visit a local college or the publisher's website to learn more about the books and magazines listed below.

[Learning in Adulthood: A Comprehensive Guide \(2nd edition\)](#). Sharan B. Merriam, Rosemary S. Caffarella (San Francisco: Jossey-Bass, 1998) An excellent textbook that combines the most important contributions to adult learning in the last decade. The text examines the context of adult learning, the nature of adult learners, aspects of the learning process, and theory in adult education.

[Understanding and Facilitating Adult Learning: A Comprehensive Analysis of Principles and Effective Practices](#). Stephen D. Brookfield. (San Francisco: Jossey-Bass, reprint 1991) This classic covers adult

motives and learning processes, self-directedness, andragogy, the facilitator's role, learning in informal settings, learning in formal settings, program development, and evaluation.

[Adults as Learners: Increasing Participation and Facilitating Learning](#). K. Patricia Cross (San Francisco: Jossey-Bass, 1982)

[The New Update on Adult Learning Theory: New Directions for Adult and Continuing Education #89](#). Sharan B. Merriam

Adult Education Quarterly [\$36/4]
American Association for Adult & Continuing Education (AAACE)

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LINKS TO OTHER WEBSITES ABOUT HOW ADULTS LEARN

About.com does a terrific job of linking to all sorts of [Adult Learning and Continuing Education](#) related information thanks to the help of moderator Kimeiko Hotta Dover.

A reference guide to [Theoretical Sources on Education and Learning Theory](#) is provided by the University of Colorado at Denver, School of Education.

[New Views of Adult Learning](#) examines recent trends in adult learning literature, including transformative learning, adult learning related to technology, and collaborative/group learning.

In [Popular Education](#), Peter Reardon defines popular education and reflects on his experiences as a teacher of native people in the Canadian arctic.

[Principles of Adult Learning](#) is a practical and brief article by Stephen Lieb.

[Teaching Adults: Is it different?](#) This 1995 article by Susan Imel considers the question of whether teaching adults is different from teaching children.

[Explorations in Learning & Instruction: The Theory Into Practice Database](#). TIP is a tool intended to make learning and instructional theory more accessible to educators. The database contains brief summaries of 50 major theories of learning and instruction. These theories can also be accessed by learning domains and concepts. Greg Kearsley

[30 Things About Adult Learning](#). This 1984 article may seem too old to be useful, but it's surprisingly accurate and current. It considers adult learners and motivation, designing curriculum for adults, and working with adults in the classroom.

Funderstanding's [About Learning](#) materials explore [constructivism](#), [behaviorism](#), [Piaget's developmental theory](#), [neuroscience](#), [brain-based learning](#), [learning styles](#), [multiple intelligences](#), [right brain/left brain thinking](#), [communities of practice](#), [control theory](#), [observational learning](#), and [Vygotsky's social cognition theory](#).

Susan Imel surveyed trends related to changing conceptions of adult development, highlighting connections to adult education in the terrific ERIC report (#22) on [Adult Development](#).

The October 2001 [Focus on Basics](#) issue examined adult development, examining how the developmental levels of learners shape their experiences in their literacy programs.

[Tammy Dewar](#) reflects on the advantages and disadvantages of online learning, and presents some definitions and perspectives on adult learning.

MORE ABOUT ADULT LEARNING

ON AGELESS LEARNER

This is a brief list of other key adult learning resources on this site.

[Andragogy and Pedagogy](#): Pedagogy (pèd-e-go'jè) literally means the art and science of educating children and often is used as a synonym for teaching. More accurately, pedagogy embodies teacher-focused education. Andragogy, initially defined as "the art and science of helping adults learn," and has taken on a

broader meaning that refers to learner-focused education for people of all ages.

[Learning Styles Assessment](#) will help you identify your dominant learning style.

[Learning Styles Introduction](#) puts learning styles information into easy-to-understand language and provides sources where you can learn more.

[Motivation Style Assessment](#) will help you identify what motivates you to learn.

[A Primer on Educational Psychology](#) introduces you to the different ways schools and formal learning programs approach learners and materials to learn.

If you reference this page in a report or article, the citation should read:

Conner, M. L. "How Adults Learn." Ageless Learner, 1997-2004.

<http://agelesslearner.com/intros/adultlearning.html>.

Are You Ready for E-Learning?

By Karl M. Kapp (Reprinted with permission)

An excellent method for pinpointing the needs of your organization and for developing an accurate list of requirements is to conduct an E-Learning Readiness Assessment.

Selecting an LMS or an e-learning solution for your organization involves wading through a quagmire of hype, hyperbole, and technological mumbo jumbo. There are literally hundreds of suppliers that sell all kinds of e-learning tools and products—each having its own vices and virtues.

Additionally, different business units within your organization each have their own needs and requirements. The sales department may need downloadable content, the operations department may need strict tracking of employee content, and the corporate executives may want comprehensive dashboard capabilities to be able to track trends and human resource requirements.

So how do you go about choosing the e-learning tool that is right for your organization? The first step is to analyze the business requirements of your organization—not just the training department's requirements. An LMS is an enterprise-wide purchase

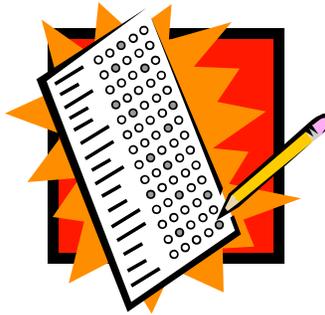
that must be viewed from an enterprise perspective. An excellent method for pinpointing the needs of your organization and for developing an accurate list of requirements is to conduct a readiness assessment.

A readiness assessment is a process by which you organize learning needs into five categories:

- business
- financial
- cultural
- technological
- learning.

BUSINESS ASSESSMENT

The first area to assess when making an e-learning decision is the area of business need. The e-learning initiative must be tied directly to the business needs and strategic direction of the organization. Here are some questions relating to the business need driving e-learning within your organization.



- What are the strategic initiatives of the organization?
- What can we not do strategically if we don't implement e-learning?
- What strategic opportunities are we missing by implementing e-learning?
- What are the broad aims, goals and objectives of our company?
- What is our business model and how does learning support it
- How does the learning initiative relate to the business model?
- What problem does learning aim to solve?
- Can the problem be solved through learning?
- Is the goal to communicate information or improve skills?
- Will the program affect organizational performance?
- Are there regulatory, legal, or compliance considerations?
- Have attempts to solve the problem already been made? (What happened?)

- Is the organization seriously committed to this initiative?

FINANCIAL ASSESSMENT

The next area you need to consider is the financial assessment. An organization should perform a cost/benefit analysis to determine both the anticipated expense of the purchase as well as the projected financial benefits. When looking at expenses, do not forget to include ongoing support costs, which are usually a percentage of the purchase price or based on a per-user price.

In addition, be sure to include the cost of staff members to maintain and update the LMS or to develop or update purchased e-learning modules. When looking at the benefits include reduced travel, but also include increased learning opportunities. Work out any charge backs, development costs, and any other internal sharing of expenses. Here is a list of basic financial questions:

- What would be the consequences of not executing the learning initiative? Is there a cost associated with inaction?
- What are the expected financial benefits of executing the learning initiative? Long-term? Short-term?
- What is the cost differential between internally and externally hosting the solution? Server costs? Staff costs? Security costs? Downtime costs? Lost opportunity costs (for internal IT staff)?
- What is the full cost of this solution (servers, staffing, learner's time)?
- Is the purpose of the learning initiative to save money or improve performance?
- What are the charge back policies for the LMS or e-learning?
- How will the return on investment be measured?
- How will we handle on-going costs?
- Is there a less expensive alternative?

TECHNOLOGY ASSESSMENT

The next part of the readiness assessment is a technological evaluation of your course developers,

trainers, information technology (IT) staff, and learners. If your organization's infrastructure is not prepared for the LMS system or for e-learning modules to be flying across your internal network then serious problems could arise.

You need to be sure the LMS or virtual classroom technology will run within your network. If not, you might want to consider a business proposition where the e-learning solution is housed on a vendor's network in an application service provider (ASP) arrangement. In this type of arrangement, the vendor houses your e-learning solution and provides your learners with access, but the hardware and software associated with the solution remains on the vendor's servers. In essence, you rent the server space from the vendor. Great solution when IT resources are limited. Here are some technology questions to consider in your needs assessment.

- What is the delivery format (web, CD-ROM, DVD, etc)?
- What connectivity is available to end-users
- Will a learning (content) management system (LMS/LCMS) be used?
- Is the desired technology compatible with in-house IT standards and rules?
- What learner records need to be kept?
- Will learner records be audited?
- What is the nature of your technology infrastructure?
- Will the learning system be hosted on in-house servers or outsourced servers?
- What firewall issues must be considered to ensure smooth running of the program?
- What are the specifications of the computers to be used to access the learning program?

You also need to address several standards and compliance issues at this time.

- What standards need to be employed for compatibility with the LMS/LCMS (SCORM™/AICC)?
- Does the program need to serve the needs of users with disabilities (Section 508)
- Does the system need to be validated?
- Do we need electronic signatures and audit trails for compliance purposes?

CULTURAL ASSESSMENT

The final element of a readiness assessment is close evaluation of your organization's culture. If you are going to make a large investment in an e-learning system, you want to make sure the employees will use the LMS. Successfully implementing learning technology into an organizational culture requires an understanding of the current view of learning and training within the organization as well as an understanding of the expectations of the executive team in terms of learning and performance. Some cultural questions include:

- Do employees understand the value of e-learning?
- Do you have a culture in which learners are used to learning on their own?
- Are employees comfortable with technology?
- Will time be allocated to learners during normal business hours?
- What is the relevance of the required learning to the employee's position?
- How is learning currently achieved for the knowledge, skills, and behavior changes sought?
- What is the general profile of the intended audience, including age, gender, education level, interests, learning style, languages spoken, comfort level with computers, experience with e-learning, and so forth?

BOTTOM LINE

The readiness assessment is a critical element in your decision to undergo the implementation of an e-learning solution. Failure to properly conduct a readiness assessment can lead to failures and delays in your e-learning implementation. A proper assessment can save your organization hundreds of thousand of dollars in lost time, effort, and resources.

Karl Kapp is the assistant director of the Institute for Interactive Technologies and a professor of instructional technology at Bloomsburg University. Kapp also is author of "Winning E-Learning Proposals: The Art of Development and Delivery." He can be reached at www.karkapp.com.

For additional E-Learning Readiness Assessment questions, go to www.karkapp.com/questions.pdf.

BOOK REVIEW

DESIGNING EFFECTIVE INSTRUCTION, 4TH ED.

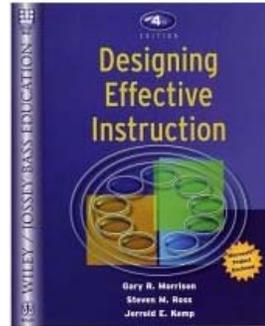
Gary R. Morrison, Steven M. Ross, and Jerrold E. Kemp

New York: Wiley/Jossey-Bass, 2004

ISBN: 0471216518

Paperback, 434 pages, plus Microsoft Project 2002 trial version on CD

\$80 new, \$55 used



Reviewer: Michael Tillmans, Ph.D, Technical Communication, Illinois Institute of Technology

Thirty years ago, I was finishing my PhD in instructional design (ID) and was just starting my first real job as an instructional designer. I remember being asked by the head of another group to recommend a text to teach the basics of instructional design to his team. He patiently let me spout the names of all my heavyweight graduate texts and then asked, "But which book would be best to teach the essence of instructional design to my staff of writers?" The best and the simplest book then was Jerrold Kemp's *Instructional Design: A Plan for Unit and Course Development*. So it is reassuring to see that Dr. Kemp continues to contribute to our profession, although his new text is sophisticated enough to satisfy the most experienced users.

Introduction to Instructional Design

Authors Morrison, Ross, and Kemp provide a comprehensive view of instructional design. The introductory chapter considers ID as the application of the principles and assumptions of learning theory to the instructional design goals for the content. Their instructional design model is laid out in the following chapters, grouped around the basic "4 + 1" approach to instructional design: analysis, design, development, evaluation plus project management. It clearly emphasizes the focus on instruction from the perspective of the learner rather than the structure of the content. New instructional designers should spend extra time re-reading the premises underlying the instructional design process:

1. ID requires systematic procedures and specificity of details.
2. The process usually starts at the course development level.
3. The ID plan guides the team.
4. Plan for all the learners.
5. Provide accurate and relevant information within the ID process.
6. Focus on the individual learner rather than the content.
7. There is no single best way to design instruction.

After the introduction to ID in chapter 1, you might read chapter 13, which describes the role of the instructional designer and how it is integrated into the project as a whole.

Situation Analysis

Analysis is described in chapters 2–4, showing how need assessment, learner analysis, and task analysis fit together. Need assessment retains its proper scope in this book, asking "Is instruction the answer?" I appreciate the way that need assessment, goal analysis, and performance assessment are related to identify instructional problems. It is commendable that several approaches to task analysis are illustrated, such as the critical incident method and the use of content structure, although most of Chapter 4 focuses on procedural analysis.

Each chapter in the book contains a section named "Expert's Edge," which addresses "those common problems that plague all designers," but which can be recognized early by an expert instructional designer. For example, "Hitting an Invisible but Moving Target" is the Expert's Edge topic for the task analysis chapter, and yields an insightful discussion of the risks found in executing a task analysis. The Expert's Edge is a consistent highlight in each chapter.

Instructional Design

The four design chapters (5–8) address learning objectives, sequencing, instructional strategies, and the instructional message. While I would prefer that this text would focus on one classification scheme for cognitive objectives (such as Merrill/Clark or Gagne), the use and advantages of learning objectives are covered well. Chapter 7 discusses various approaches to sequencing instruction, which will be valuable to most designers as

they create training for a wide range of content and skills. Again, the relationship between objectives and sequencing could be smoother by focusing on Merrill/Clark or Gagne schemes. Prescriptions are then provided as to the best ways to teach each type of learning. The final section shows how to match message design and graphics to your strategies.

Development

In most texts, the chapters on materials development and project management are similar, focusing on team coordination and time management. For these authors, the development phase corresponds to a detailed design stage, focusing on writing style, pacing, step size, cognitive load, and media-dependent concerns. Whatever their classification, the concerns are important and the advice offered is excellent.

Evaluation

I was very happy to see an extensive section on evaluation, with three chapters covering the role of evaluation, the construction of evaluation instruments, and the use of formative and summative evaluation. The need for consistency among objectives, activities, and evaluation is posited at every opportunity, in keeping with messages in earlier chapters. The explanation for matching assessment to the type of learning is very useful.

Project Management

The final two chapters address project management and implementation. These are not the most extensive treatments of the topics, but are supplemented by a CD with a trial version of Microsoft Project 2002. The content here will be useful for instructional designers who are part of a team, but an instructional designer who is also a project manager may wish to look further. The two chapters do help to identify all the components and processes in a typical project, and to show how they are related.

The book also contains appendices that illustrate instructional design documentation and provide a sample instructional unit.

Overall, the book is very useful, since it is flexible in its approach. New instructional designers will find it helpful in organizing and applying all the disparate gems of wisdom learned in grad school. For those of us who come into ID from technical communications or technical writing, the authors show how to promote

learning over format concerns, and how to use the design to guide others over the course of a project.

THOUGHT-LEADER INTERVIEWS

Do you know of an instructional design Thought Leader whom we can interview? We are looking for a volunteer to help the Newsletter Staff by emailing our Thought-Leader Questionnaire to at least two Thought Leaders per quarter. The Thought Leaders' responses will be published in IDeALs. Are you interested? Contact jdammrau3@airmail.net.

This quarter we interviewed Ruth Clark and Rives Hassell-Corbiell as our selected Thought Leaders.

RUTH CLARK

1. *Tell us briefly about your professional background? How did you get started in the instructional design profession?*

I was an undergraduate science major and taught secondary science for several years and then did K-12 curriculum development. Mid-career, I returned to school to earn a doctorate in instructional design and educational technology. I worked as a training manager in an IT department for five years, and then started my own business in 1988 offering seminars and consulting in design and development of organizational training.

2. *What keeps you excited today about continuing to work in this profession?*

Being able to accelerate expertise through effective instructional design and deployment of training is very rewarding. In addition, instructional designers interface with many different work areas and job tasks. This keeps the work always fresh and engaging. My personal interest is in applying research to practice. I believe the research emerging in the last 10 years in our field is both exciting and provides us with evidence-based guidelines for designing and delivering effective training. In addition, as new technologies emerge, opportunities to adapt our techniques to different delivery features continue to challenge us. Most recently, I developed a course on how to effectively use synchronous virtual classroom technologies. This was an opportunity to translate what we know from research about the use of text, audio, and visuals to a new delivery technology.

3. *Did you ever think you would become an expert in this professional field?*

When I started my graduate work, my minor was research. Research results are difficult for practitioners to access and apply. They tend to be published in various journals and are often written in academic language and are difficult to interpret. How the research findings should be applied is only rarely spelled out. In my books, I've worked to link research to practice by explaining research results in a readable manner and by illustrating practical ways they can be applied. In my forthcoming book, *Efficiency in Learning* with Frank Nguyen and John Sweller, we created a CD with three different e-learning samples that illustrate effective and ineffective ways to design training by applying or ignoring cognitive load theory. I think recognition of me as an expert is an acknowledgement of the need for basic principles that are based on research and human cognitive processes.

4. *What are the core principles of instructional design that are as important today as they were when you started? What core skills do you feel instructional designers should focus on today?*

Nearly anyone who has been to school for years and years assumes they are an expert in training. Therefore many of our clients are eager to tell us: a) they need training,; b) what kind of training they need,; c) how long the training should last,; and d) when they need it developed. Most of us would not tell our medical doctors what is wrong with us, what treatments we want, and when we want them. Unfortunately instructional designers are not yet recognized as professionals.

I think as a community of practice, we need to focus on evidence-based guidelines – principles that are based on valid research and on how humans learn. As one example, we know that working memory is very limited in capacity, and we need to conserve those resources for learning. We also know that working memory includes a center for storing visual information as well as a separate center for storing auditory information. Therefore, we can stretch working memory



capacity when we explain a complex visual with audio (multimedia or instructor narration) rather than explaining the visual with text, which overloads the visual center, which is called the “modality principle.” It has been demonstrated in over 25 experiments involving all age groups and different content.

These core principles will endure because they are based on human cognitive processes that are not likely to change anytime soon.

5. *What aspects of online learning will be most useful in the future? Why?*

- a. *online modules (asynchronous, self-paced, on-demand)*
- b. *online conferencing*
- c. *blended learning (some combination of live instructor, online conference, and/or online modules)*

All these online learning aspects will be useful, and it is our charge to: a) define that training will improve organizational results (rather than other interventions); and then b) exploit the capabilities listed above to deliver the instructional methods that will lead to achieving organizational

goals. If I have to select just one, I'd go with c) .— blended learning,—because it offers the widest variety of delivery features that let us deploy a range of instructional methods that will best accomplish the instructional goal and organizational results.

6. *Are degree or commercial certificate programs preferred? Do you have any recommendations for online programs versus traditional college programs? Do you view a certificate as being better than a degree?*

I'm biased of course because CLARK Training & Consulting offers a commercial certification program in instructional design as well as in e-learning. Many of our clients have found this a useful vehicle to ensure that their entire staff has similar language and processes for needs assessment and training design and development. However, degree, commercial, online, or traditional college programs can be excellent or poor. Likewise, a degree or a certificate can mean

a lot or a little. Until we get more mature in our profession, practitioners must assess their own goals, their resources, and the quality of whatever programs they consider for development. Any good program should include evidence-based principles of practice and opportunities to apply those in real-world settings.

7. *What reference materials or books would you recommend are important for instructional designers to have in their personal libraries?*

Naturally, I recommend my own books: Development of Technical Training, e-Learning and the Science of Instruction, Graphics for Learning, and Efficiency in Learning (out later this year). Besides those, I have about 200 books on my shelf. Some of my favorites are Flawless Consulting by Peter Block; Improving Performance by Rummler and Brache; Transfer of Learning by Haskell; Learning to Solve Problems by Jonassen; Models and Strategies for Training Design by Medsker and Holdworth; First Things Fast by Rossett; and Multimedia Learning by Rich Mayer. In addition, always consider handbooks from professional societies. Next spring, ISPI (International Society for Performance Improvement) will release the third edition of Handbook of Human Performance Technology. Rich Mayer has edited a brand-new book, The Cambridge Handbook of Multimedia Learning (August 2005), that will summarize all the most recent research. I always find that books provide one of the most cost-effective resources for stimulating your ideas and for staying current!

8. *Share with us your views on the future of instructional design?*

I see an increasing blurring of roles. Rather than a focus on instructional design per se, we will all increasingly see ourselves as performance improvement specialists. By that, I mean that we will — alone or with a team — assess organizational goals and partner with our clients to find a range of interventions that will help us reach those goals.

I also see a move toward professionalization. As our field and relevant research mature, we will embrace evidence-based practice. One hopes that many fads that characterize our field, such as

"learning styles," will dissipate, and that we will rely more on application of proven guidelines. We will also get more clarity in our language so that when we talk about things like "simulations," we are not talking about apples and oranges. We will realize that there are few perfect approaches — that our guidelines will need to adapt based on the instructional goals desired and the prior knowledge base of our learners. As professional certification matures, the community will increasingly recognize skills and experiences that characterize good instructional design to enhance our professional identity.

RIVES HASSELL–CORBIELL (CHARTER IDL SIG MEMBER)

1. *Tell us briefly about your professional background? How did you get started in the instructional design profession?*

I was first exposed to instructional design as a profession when I was a program manager for the American Heart Association. I had a master's degree in Political Science and 73 additional graduate credit hours in communications, psychology, and computer applications in education courses.

During my American Heart Association days, I was conducting a blood pressure screening for employees at the AT&T Technical Training Center in Dublin, Ohio. I asked what they did there, and was hooked on the idea of technical training.

A few weeks later I became one of the training center's newest instructional designers. I thank AT&T for the years of training courses that developed my skills, knowledge, and love for the profession, and for the challenging assignments that enabled me to be creative and implement a number of leading-edge learning strategies.

2. *What keeps you excited today about continuing to work in this profession?*

I am in the wonderful circumstance of being able to choose the assignments I prefer. The assignments that require problem-solving and challenge are my favorites. I specialize in performance improvement, rather than in a

specific industry. I'm able to enter an industry that might be new to me but with experience that they need to apply in their environment, so I'm always learning. That's fun for me.

3. *Did you ever think you would become an expert in this professional field?*

I could see early in my career that if I wanted to continue in this professional field (and I did), my opportunities would be higher-level and broader in scope if I worked in a consultancy, instructional design or training company.

4. *What are the core principles of instructional design that are as important today as they were when you started? What core skills do you feel instructional designers should focus on today?*

I think the core instructional design principles are as important today as they were when I began the profession almost 30 years ago. For me, they are to create behavior change, focus on the learner, and structure your development using a systematic approach.

The core skills I think instructional designers should develop include understanding human behavior (not just learning styles), understanding corporate cultures, and consistently using a systematic approach to design and development. Human nature and politics play a role in any instructional development assignment. I think a savvy designer can get a better understanding of the project and what it needs by watching and listening for undercurrents that could affect the assignment. I think it is important to be curious. Learn to ask good questions—ones that move your understanding forward.

I think adjunct skills for instructional designers should include learning about as many development tools and instructional methods as possible. I also suggest learning some tasks that other team members might fill, such as training delivery, image preparation, indexing, and web page design. The most important reason for doing this is to gain an appreciation of what time and effort are involved, but also what expectations would be reasonable. A bonus outcome is development of skills that increase one's marketability.

5. *What aspects of online learning will be most useful in the future? Why?*

- a. *online modules (asynchronous, self-paced, on-demand)*
- b. *online conferencing*
- c. *blended learning (some combination of live instructor, online conference, and/or online modules)*

I think the aspects of online learning that will be most useful include interactivity, simulations, role-playing, and global access to experts or expert resources. I think the methodologies of computer-based learning, online learning, and conferencing are just a few of the ways learning packages will be communicated in the near future. I foresee innovations that show great promise for facilitating a learning environment.

6. *What one nugget of advice would you offer today to someone who is thinking about entering the instructional design field?*

Use a systematic process for design and development. Know it so well that you can warn stakeholders of the consequences of omitting or being careless about that process, as well as the benefits of using it effectively.

7. *Are degree or commercial certificate programs preferred? Do you have any recommendations for online programs versus traditional college programs? Do you view a certificate as being better than a degree?*

I'm not fluent with the level to which certificate or specialized degree programs have evolved. I would want to work with people who have a strong foundation in a systematic development process.

Whatever educational direction a person may take, I would look for someone who understands both the people and process parts of instructional design and who is teachable. Considering a career path, I would not hire someone who expects a recipe for success to be all that's needed. I want to work with people who are interested in ongoing learning and have the people skills to work with others. They'll sometimes have to work with others who do not have communication or people skills; their productivity could depend on demonstrating those skills to get what they need for the project.

8. *What reference materials or books would you recommend are important for instructional designers to have in their personal libraries?*

There are a few books and online resources that I use daily:

- The Chicago Manual of Style, 15th ed. (ISBN 0226104036)
- The Elements of Style. William Strunk and E. B. White (ISBN 020530902X)
- Dictionaries specific to the industry or specialty in which you are working

The resource books I have used most often in the past few years include:

- Handbook of Human Performance Technology. Harold Stolovitch. (ISBN 155542385X)
- Personal Styles & Effective Performance. David Merrill. (ISBN 0801968992)
- Designing Web-Based Training. William Horton (ISBN 047135614X)
- Principle-Centered Leadership. Stephen Covey (ISBN 0671792806)
- Developing Training Courses. Yours truly. (Yes, I really do use it). (ISBN 0970145403)

Resources I used frequently in my early years:

- Role plays and exercises by Pfeiffer and Jones or others on which you can pattern role-play and interactive exercises.
- American Society of Training and Development (ASTD) and International Society for Performance Improvement (ISPI) resources (books, conferences, magazines)

9. *Share with us your views on the future of instructional design?*

I think that as long as there is a need to change human behavior, attitudes, and knowledge, there will be a need for strategists who can accomplish that goal. Will the balance of face-to-face and electronic delivery change? Perhaps. But the need to design effective learning strategies that improve performance will remain—whatever the deliverable might look like. I think that the greatest fallacy I see in the field is that instructional design for online products is totally different from that for classroom delivery. It is not. How to achieve the learning is a common bond. The technicalities, budget, and timelines differ. A sound systematic approach, I believe, is common to all effective learning outcomes.

TECH COMM 2005

Lessons from the Desert
resilience | survival | success
MESA, ARIZONA • NOVEMBER 11-12

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2005 STC Region 5 Conference



SIG MANAGER'S THOUGHTS

by Jane Smith, SIG Manager



Greetings SIG Members,

As fall approaches, many of us are returning from vacations and ramping back up into full work mode. As such, fall can be a time of new beginnings. I've always seen it that way. First, I was born in the fall, so my

personal year begins here. Second, school always started in the fall, and, although I'm many moons away from school, the season still conjures up thoughts of starting new things.

And yet, from the standpoint of indigenous and other people who live in closer harmony with the earth and its seasons, fall is a time of harvest, of reaping what we have dreamed in the winter and sown in the spring.

So how do you see this time of year? Is it a time to make plans for the coming months in terms of what you want to learn and how you want to expand your instructional design skills and career? Or is it a time to reap the benefits of the plans and activities you've carried out in the last few months?

In the fall, I always gain renewed energy to plan what I want to accomplish in the coming nine to twelve months. This year I think about the 2006 conference in Las Vegas and what I want to present and what I hope to learn. I also think about the types of projects I'd like to work on that would enhance my skills. Can I get a project that enables me to use a new tool? Can I get a project that provides me the opportunity to learn about a new business? Can I get a project in which I take a different role than I usually do? These are all of the questions I ask as I approach this year and think about the ways I want to grow as an instructional designer.

And you? What are you planning to do to enhance your skills in the coming year? Are you planning on attending the conference in Las Vegas? Or are you planning to attend TechComm2005 in November in Mesa, AZ, to

enhance your skills and meet new associates in a more intimate setting? Are you going back to school? Are you accepting new responsibilities at work or in your professional organizations? Are you seeking out new types of projects? As the field of instructional design expands, so do our choices and our opportunities for learning and growing. Whatever choices we make, may we continue our enthusiasm for instructional design and focus on the excitement and creativity that this field allows us.

SIG NEWS

Wanna find out what's happening in STC and in the Instructional Design and Learning SIG? Well here are just a few things that you might find interesting:

SIG Activities

by Jane Smith, SIG Manager

Throughout the summer, your SIG Leadership Team has worked at making plans to provide opportunities to you, the members. A few of our upcoming activities include:

- On November 11 and 12 in Mesa, AZ, the SIG is co-sponsoring TechComm2005 with the Phoenix Chapter. This regional conference is providing at least a third of its sessions on Instructional Design topics. To learn more, go to http://www.region5conf.com/framesets/region5_Frameset.htm. Registration is now open, and we hope to see and meet many of you at the conference.
- Sometime between November and February, the IDL SIG will present a webinar for members of the SIG on an instructional design topic based on a discussion held at the 2005 international conference in Seattle. Jennie Achtemichuk and Conni Bille are working to develop this webinar for you. More to follow...
- The SIG will also provide a scholarship to some lucky student or conference participant. While the details are still in the planning stages, we are committed to providing this opportunity. Gene Holden is responsible for this area.
- We are also looking at new ways to communicate with all SIG members. In the future, you may receive more e-mail announcements from us so that we can more effectively inform you of what's

going on in the SIG. Meanwhile, you can help yourself stay in touch by joining our discussion group at: <http://lists.stc.org/cgi-bin/lyris.pl?enter=stcidlsig-l>. There is no password, and you can get lots of good information from your peers through the questions and answers in the group. Rosalind Rogoff has assumed responsibility for our discussion group and communication activities.

- Conference activities are also in the planning stages. As usual, Karen Baranich is in charge of the IDL Progression, and Gene Holden is preparing a Tools Panel, this year to be on online learning tools. Other people will be taking part in planning the Welcome Reception activities, the SIG Luncheon, and the SIG Business meeting.
- In addition, we'll be revising our web site by updating the information, enhancing our Resources section, and providing more information. Krista Madison is taking over the Resources section from Jackie Damrau, and Chris Emanuelli continues to be our webmaster extraordinaire.

If you're interested in helping in any of these areas, please contact the individuals involved or the SIG Manager, Jane Smith, at jemcomm@sedona.net.

During the past three months, we've welcomed three new team members:

- *Janice Watrous-McCabe* as Secretary
- *Rosalind Rogoff* as Communications Manager (discussion and announcement listervs)
- *Krista Madison* as Website committee member focusing on the resource page.

Thanks so much for volunteering your time and contributing to the success of the SIG!

Volunteers Needed

The IDL SIG, as STC's first SIG of Distinction, would like to continue providing real value to its members. To do so and to continue being on the leading edge of the transformation, we need some help. Our current leadership team is a team of



awesome, dedicated individuals who bring a wealth of both instructional design and leadership experience to the table. It's a pleasure to work with such gifted people. If you want to work with them, get to know them/us better, and see how you can help your fellow technical communicators and instructional designers improve their skills and knowledge, you have these opportunities currently:

- **Treasurer** – an individual to help us plan, budget, and monitor our income and expenses. During this year or the next, SIGs will all obtain the same level of control over their finances that chapters have, and we want to be ready to assume that responsibility with ease.
- **An Associate Manager** – an individual to work with Jane and the team with an eye towards becoming the SIG Manager in the next year or two.

If you're willing to consider one of these positions in an exciting, growing community, please contact Jane Smith, jemcomm@sedona.net or 928-284-0455 to discuss the details. Thanks so much for your involvement!

TechComm2005: Lessons from the Desert: Resilience, Survival, Success

The Instructional Design and Learning SIG is teaming up with the Phoenix Chapter to co-sponsor the conference traditionally known as the Region 5 conference to be held November 11th and 12th in Mesa, Arizona. This conference will have a significant number of ID-related sessions. We encourage you to submit proposals and make plans to come to Arizona in one of the most enjoyable times of the year. For more information, check out:

http://www.region5conf.com/framesets/region5_Frameset.htm

This joint cooperation between a SIG and a Chapter is a first in STC. Help us make it a success through your support and participation. If you're interested in volunteering to help in any way, please let Jane Smith (jemcomm@sedona.net), Co-Manager of the conference, know.

MEMBER NEWS

By Sylvia Miller, SIG Membership Manager

Hello everyone,

I hope you have been having a great season—whichever one has been occurring in your country of residence. Here in the U.S., it's time to bid farewell to summer and prepare the kids to return to school. As a former teacher, this time of year always used to excite me because of the opportunity for a new start with new challenges. Now, as a self-employed technical writer and instructional designer, I look forward to starting a new project this week! Perhaps you, too, have something new and exciting to anticipate in the next several weeks.

Here's a list of our newest members, who've joined the IDL SIG within the past 3 months.

Amanda Abelow	Elba Logan
Anna Acerra	Cory Meier
Parul Agarwal	Mason Meyer
Mujtaba Ahmed	Marlise Meyer
Domenic Andella	Tiffany Meyers
Jocelyn Anthony-Williams	Debra Miller
Angela Avery	Margaret Mitchell
Anne Babin	Lesley Molecke
Cheryl Barnes	Deborah Moyal
Laurie Blazina	Mark Mullen
Sean Broderick	Julie Nelson
Nancy Carlson	Stefan Nistor
Sameer Chhabra	Mari Omori
Brian Clark	Conda Patterson
Janet Clifford	Michael Peterson
Brian Clouse	Ryan Peterson
Tresha Daise-Russ	Judith Potter
Michael Delaney	Brad Powers
Louanne Dukes	Justin Qualler
Gail Ellis	Michelle Rifkin
Beth Etter	Kristie Rizzio
Gina Evans	Charles Rogers
Miriam Fitzgerald	Richard Rosenthal
Jodi Gammon	Christina Rothenberg
William Giammona	David Rozin
Sharon Gibson-Mainka	Toni Saddler-French
Aditi Goel	Shannon Shepherd
Lisa Greaves	Kathryn Smith
Donna Griffin	Gerald Stapleton
Isabelle Groulx	John Staunton
Janice Guzzi	Julie Stumm

Laura Harley
Jim Herout
Terry Huston
Sally Hutchens
Kay Jarman
Al Jennings
Benjiman Johnson
Brenda Leach
Elizabeth Lind

Ken Sullivan
Barbara Thomas
Laurel Townsend
Heidi Tran
Phyllis Wampler
Charles Wasserott
Joanne Wittenbrook
Robert Wolfe
Marc Yellin

All of you new members should have received an email from me to welcome you and provide you with important information about our SIG. Please contact me at sylviamiller@woh.rr.com if you have not received that letter.

These members represent 27 U.S. states and the country of India. Once again, Welcome to all of you!

MEMBER IN THE SPOTLIGHT

I'd like to introduce you to one of our members who lives in the sunny, warm southern U.S. in the state of Georgia. For our non-U.S. members, Georgia is very near the eastern coast of the U.S. This member's name is Jack Butler. We all benefited from Jack's article in the last newsletter, but I thought you might like to know a bit more about him.

Jack was a German teacher for 15 years, mostly at the high school level, but some at the college level. With a minor in biology and some teaching in that subject area, too, he says "you should have seen the looks I got when people asked me at parties what I did for a living. 'I teach German and biology.'" He says that was quite easy to explain and now often calls himself a "professional explainer."

Jack has spent the past seven years in multiple capacities—as technical writer, multimedia producer, instructional designer, information designer, and usability specialist. He's an avid reader of books and articles on the brain, learning, teaching, and training. Judging from the extensive list of suggested reading included as part of his article in the last issue, these interests come as no surprise! He enjoys the challenge of figuring out how to make tough material "intelligible, interesting, and effective."

Jack shared the following feelings with me about instructional design:

"I think it's encouraging that people can come to instructional design through so many paths. In my case, it was a combination of three things I get all fired up about: language, biology, and teaching. I discovered instructional design while getting my Master's at Southern Polytechnic State University here in Atlanta. It was the bridge I had been looking for. The Southern Polytechnic program included tech writing, usability, multimedia, and instructional design. It was an excellent combination, so it was easy to get all fired up about that too. When I left teaching, and before I found that program, I was in a real slump. No one wanted to hire a German teacher, so all of my teaching experience counted for exactly nothing. The Master's program helped me to make a transition. I'm sure that many others could do the same in one way or another."

Jack is the proud father of fraternal twin sons, Casey and Mackenzie, who are now 16. He refers to his sons as "the center of my universe." He says he has learned a lot by watching them grow and learn ... and face good teaching and bad. Casey is a drummer and guitarist; Mackenzie plays bass. Jack plays guitar. Sometimes they play punk rock in the basement together. Jack feels that the music has been a positive influence on both boys' mental faculties.

The single best suggestion Jack has for his fellow IDL members is to read "A Mind at a Time" by Mel Levine. He states: "Even if you don't have kids, you were a kid once. So, this book is for you. It will help you to understand learning styles for yourself and others around you."

INVITATION TO IDL SIG MEMBERS

It would be great to hear about many other members. I hope you'll take a few minutes to email me a brief profile of yourself. By getting to know more about each other, we have a much greater chance of feeling we're all part of a community with some common challenges and goals, and any sharing of information that we do can only be a win-win: rewarding for us and beneficial to fellow members.

EDUCATION REVIEWS

This new column offers SIG members an opportunity to share information about educational programs, degrees, and such with our membership. Send your reviews to jdarnau3@airmail.net for publication in a future IDeals issue.

Tina Folsom and Gene Holden, two SIG members, provide a review of their selected educational institution and degrees.

CAPELLA UNIVERSITY'S TRAINING & PERFORMANCE IMPROVEMENT MASTER'S PROGRAM

By Tina Folsom, Senior Instructional Designer

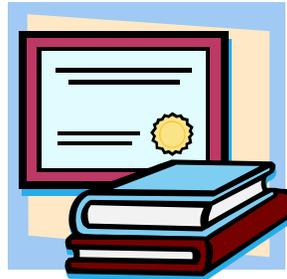
I returned to school to finish up my bachelor's degree in Technical and Professional Writing in 2001 at a school whose location required me to commute over 60 miles each way. It was a hard year for my family and me. Either I was physically not at home or, when I was home, I was busy doing homework. Once I graduated, I knew that I wanted to go on to earn my masters, but also knew that I didn't want to commute any more. I researched my options. The degree I wanted wasn't available at the university nearby, so I looked at what was available online. I seriously looked at the Instructional & Performance Technology program at Boise State (<http://ipt.boisestate.edu/>) and a couple others, but I selected Capella University (<http://www.capella.edu>) because it was on a quarterly system, which meant that I could get a degree faster than if I attended a school based on semesters. I also liked that Capella offered a PhD as well as a master's in my area of interest, which will come in handy if I ever decide to continue my education further. Tuition for a master's program was just about the same everywhere I looked (currently \$1400 per four-unit course).

I've been attending Capella University since the summer of 2002. I earned a certificate in Instructional Design for Online Learning (IDOL) a couple of years ago and am finishing up a master's in Training & Performance Improvement (T&PI).

I've enjoyed Capella. It's been a blast attending the virtual classroom with students from all over the country, even a few from other countries. In addition, there are always at least one or two students who are in the military. I think the student with the most memorable job was the one who ran a training department for a casino!

It's also been a lot of hard work; I put in at least 10 hours per class each week. Early on, I attended two classes some quarters, but I missed having a life that was more than work and school, so I've reduced that to one class per quarter the past year and a half. (I also wanted to keep within the \$5,000 my employer is willing to cough up each year for me to go to school.) Attending school online from home can be as hard on family life as going to a brick-and-mortar university. You may be physically at home, but your mind is in class.

Most of the IDOL and T&PI classes have been extremely valuable and applicable to what I do on the job. Most of the assignments involve real projects at work, so it's been like having a coach and group of virtual consultants to help me when I have a question or problem. I've found that most Capella instructors are very good. Just as on a normal campus, however, I've had a couple of mediocre instructors; but even those classes had great reading, homework assignments, and interesting students that made them worthwhile.



Capella's T&PI curriculum is based on ASTD's Human Performance Improvement (HPI) model. Many of the assigned readings are ASTD books and articles, but also resources from ISPI and human resources websites.

The only thing that I have found to be a little odd is that students with an academic focus are in the same classes with those of us with a corporate focus. Since we are supposed to regularly interact with fellow students, I've found it challenging to understand and respond to academic students' issues, especially the general resistance around measuring the performance of teachers and students. I think that as Capella grows, it might consider separating students into academic and corporate tracks to better address the very different concerns and experiences of each group. It might not be an issue for any of you who may be considering Capella University.

Check out <https://www.capella.edu/default.aspx> for more information.

PEPPERDINE UNIVERSITY'S ONLINE EDUCATIONAL TECHNOLOGY MASTER'S PROGRAM

By Gene Holden

I am graduating from the OMET program—Online Masters in Educational Technology. The degree will be an M.A. in Ed. The program concentrates on learner-centered (collaborative, social learning in a constructivist format) education as opposed to teacher-centered (sage on the stage, or lecture format). We studied learning theories and theorists and the educational progress (or lack thereof) that stemmed from that particular theory. Frank Smith's "The Book of Learning and Forgetting" should be read by every human being on the planet, if they care about education at all.

We then went on to learning about Communities of Practice (CoPs), mentoring, coaching, and using technology to provide the educational experience. By this I mean synchronous (Tapped In—we are all there at the same time, typing away furiously) vs. asynchronous (blackboard posting our thoughts on the threaded discussion using our assigned readings to back up our positions). We typically have three courses per trimester with different professors. We meet one night per course for an hour online in Tapped In. That is three nights a week of one hour of intense conversation.

We have learned about a lot of technology that is out there, and have played with things like TiVo, webcams, Vox Proxy—maybe as many as 50 different technologies. The goal was to introduce us to the technology and see if there wasn't something we could use (technologically speaking) to improve on our practice as educators. We have looked at these technologies and tried to determine which ones will "cross the chasm" into majority usage and which ones will become tomorrow's doorstop.

We did educational case studies using scenarios. Case studies are normally done by lawyers, physicians, etc. An example of that would be Moot Court, where the law students hold a mock trial. Case studies are just now being used for educational settings. We spent a trimester on instructional design. (The book

"Instructional-Design Theories and Models" by Charles Reigeluth is an excellent resource book.)

We are now learning about leadership, and are completing writing grants and Requests for Proposals (RFPs). We have had to do web sites, blogs, and journals as well as posting to threaded discussions. It is a very intensive program, and it is a lot of work, but the experience has really been fulfilling. The quality of the education, to me, has been unparalleled to anything else I have ever experienced.

For more information, check out:

<http://qsep.pepperdine.edu/academics/education/ma-edtech/>



SOCIETY NEWS

LEARNING

OPPORTUNITIES

STC offers several opportunities to learn and improve your knowledge in technical communication and instructional design. Check out some of these opportunities to update your skill set, have fun, and increase your earning potential!

STC Telephone Seminars

September 14, 2005 Presenter: Michael Doyle
Dreamweaver MX 2004: Part 1

September 21, 2005 Presenter: Michael Doyle
Dreamweaver MX 2004: Part 2

October 19, 2005 Presenter: John Wilson
Project Planning and Quality Checks: Part 1

October 26, 2005 Presenter: John Wilson
Project Planning and Quality Checks: Part 2

November 9, 2005 Presenter: Neil Perlin
FlashHelp, WebHelp, Web Help...Help!

December 7, 2005 Presenter: Bret Freeman
Mastering Metadata: Making the Most of Your Content Management System

SIGN UP

Email your name, phone number, and the name of the seminar you would like to attend at least 7 days before the event to: stcphoneseminars@wing-group.com.



WHAT IS STC'S TRAINING PROGRAM?

STC's Training Program, consisting of five two-day courses taught by some of the most respected names in technical communication, provides a unique, in-depth educational opportunity that will help you advance your career. You'll gain new skills, techniques, and hands-on experience that you can use to do your job better. You will have the opportunity to network with other highly motivated professionals. Certificates will be awarded upon completion of the course.

WHAT COURSES WILL BE OFFERED?

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Instructor: Jonathan Price

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[Focusing on Content: Making Web Sites Work for Users](#)

Instructors: Janice (Ginny) Redish and Caroline Jarrett

[Leadership in Information Management: Developing the Business Framework and Implementation Roadmap for Single Sourcing, Content Management, and Knowledge Management](#)

Instructor: Benhong Rosaline (Roz) Tsai

[XML: From Hand-Coding to WYSIWYG Authoring](#)

Instructor: Neil Perlin

HOW DO I REGISTER?

Register by September 21, 2005 to guarantee a hotel room and advance registration rates. Refer to the [Registration Information](#) page for detailed instructions on how to register.

WHAT ARE THE COSTS?

Member w/ hotel*: \$1,295

Member w/o hotel: \$1,095

Non-member w/ hotel*: \$1,455

Non-member w/o hotel: \$1,255

Registration rates increase by \$150 after September 21.

Visit <http://www.stc.org/training/> for more details.

EMPLOYMENT OPPORTUNITIES

STC Career Center Now Open!

Check out the STC's Technical Communication Career Center at <http://jobs.stc.org>.

SIG Employment Postings

The SIG listserv, <http://www.stcsig.org/idl/listserv.shtml>, is where you can find occasional job postings from our own SIG members for professionals in the areas of instructional design appear.

YOUR LETTERS

Were there articles that you found helpful? Is IDEAL: Design for Learning serving your needs? Is there an article or feature that you would like to see in the future?

Share your thoughts about the newsletter or give us your suggestions on how we can improve the newsletter by sending your letters to jdamrau3@airmail.net.

One thing I wish you'd do for me is to fix the presentation of my article on the newsletter. One entire paragraph is omitted and, instead, another paragraph is repeated. I'm attaching the article,

Jack Butler
(butlerja@bellsouth.net)

Editor Responds: Jack, mea culpa! Yes, I'll ask our Webmaster, Chris, to provide your original article in the Newsletter area of our web site.

TIPS & HINTS

Do you have a short tip or quick reference guide that you use when designing instruction or when teaching? Send your tips or hints to jdamrau3@airmail.net.

ABOUT THE NEWSLETTER

How do I contribute to the newsletter? How often is the newsletter published? What's the mission of the Instructional Design & Learning SIG? Find out this and more in this section!

Publishing Schedule

IDEAL: Design for Learning is published for members of the Instructional Design and Learning (IDL) SIG of the Society for Technical Communication.

Our annual publishing schedule is:

Issue	Article Deadline
April	March 1
July	June 1
September	August 1
January	December 1

Visit www.stcsig.org/idl/newsletter.shtml to access the newsletter archives.

Article & Contribution Guidelines

We encourage you to submit for consideration content of interest to those who do instructional design or wish to learn more about this field.

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LENGTH

Article formats: 25 words to approximately 1000 words. For lengthy articles, consider breaking it into smaller submissions (such as part 1, part 2, etc.) for publishing in successive issues.

Picture formats: JPGs or GIFs

Text format: Word, RTF, or ASCII

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WHERE TO SUBMIT ARTICLES

Send your articles in electronic format (.doc, .rtf, or body of email) to Jackie Damrau, Managing Editor, at jdamrau3@airmail.net

Advertising Rates

We encourage advertising as long as it follows the STC guidelines and promotes services to the Instructional Design & Learning SIG members. Ad sizes and rates are:

Size	Cost	
	1 issue	4 issues
Half page (7.5 x 4.5)	\$75	\$225
Business card (3.5 x 2)	\$25	\$100

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Send ads to: Jackie Damrau at jdamrau3@airmail.net at least two weeks before scheduled publication (see the Publishing Schedule for the date).

Payment: Checks made payable to *Society for Technical Communication*

Mail checks to:

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GIVE US FEEDBACK

Thanks for taking a moment to give us feedback!

- We want to ensure that the newsletter is serving your needs. If you have suggestions on how we can improve the newsletter, please send your suggestions to jdamrau3@airmail.net.
- We welcome letters to the editor, which we will share with readers in our newsletter. If you want to share your thoughts about the newsletter, please send your letter to the [Editor](#).

IDL SIG Mission and Leadership

The mission of the IDL SIG is to help STC members identify and develop knowledge and practical skills for designing, developing, and implementing technical instruction in electronic and traditional classroom settings. The SIG strives to promote sound design practices, provide information, and educate about instructional theory and research.

The leadership team includes:

SIG Manager: [Jane Smith](#)
 SIG Membership Manager: [Sylvia Miller](#)
 SIG Secretary: [Jan Watrous-McCabe](#)
 Web master: [Chris Emanuelli](#)
 Website Resource Manager: [Krista Madison](#)
 Newsletter Editor: [Jackie Damrau](#)
 Business Directory Coordinator: [Jackie Damrau](#)
 Conference Committee Coordinator: [Karen Baranich](#)
 Online Forum Coordinator: [Debra Lynne Edwards](#)
 Program Managers: [Conni Bille](#) & [Jennie Achtemichuk](#)
 Scholarship: [Gene Holden](#)

STC Mission

The mission of the Society of Technical Communication is to create and support a forum for communities of practice in the profession of technical communication.