



# IDeAL: Design for Learning

Newsletter of the Instructional Design & Learning SIG

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

## FEATURE ARTICLE

### Points of Pride

By Jack Butler

Your STC Instructional Design & Learning SIG has grown and won recognition.

- Named SIG of Distinction (again)
- Newsletter “Award of Excellence and Most Improved”
- Distinguished SIG Service Awards for Jackie Damrau and Sylvia Miller
- Over 2000 members

Your meaningful contributions to this special interest group have been recognized internationally. At the Awards Banquet held at the 2006 STC 53<sup>rd</sup> Annual Conference in Las Vegas, the Society for Technical Communication (STC) awarded our Instructional Design & Learning SIG two important honors:

- “SIG of Distinction” for the second year in a row with the following citation:

*For your significant contribution to the Region 5 Conference, your successful webinar program, and your promotion of instructional design within the Society while continuing to add value to membership.*

- IDeAL newsletter received an “Award of Excellence and Most Improved Newsletter”

Two of our members—Sylvia Miller and Jackie Damrau—received personal recognition at the conference by receiving the Distinguished SIG Service Award. The citations on their awards read:

- **Sylvia Miller’s Citation:** For your commitment to revitalizing the Instructional Design and Learning SIG and continuing to increase its membership through your SIG activities, consistent wisdom, and support.

- **Jackie Damrau’s Citation:** For outstanding contributions to the Instructional Design and Learning SIG; for your many and varied contributions, your advice, and your unfailing support.

Aside from these honors, your participation has grown the membership to over 2000.

For a SIG born in the year 2000, this seems to be a high achievement in a brief history. Your participation, dedicated leadership, and a nascent interest in moving from telling to teaching are winning recognition and credibility around the world.

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## A WORD FROM THE EDITOR

by [Jackie Damrau](#), Newsletter Editor (Acting)

Hello everyone! I want to thank all the wonderful volunteers that have helped put this issue of the IDL SIG newsletter together.

The post-conference issue is always fun to gather the information, the photos, and all the awards information. As you know your SIG cleaned house as a group and as individuals.

In this issue, you'll find:

- A feature article by Jack Butler on the awards;
- Stories about the STC Conference in Las Vegas from the SIG leaders and other SIG members about our various session topics that we presented at or attended;
- Call for SIG presenters for the 2007 STC Annual Conference to be held in Minneapolis, Minnesota, on May 13-16
- A new column, The Student Corner, devoted specifically to students. Students, we need your stories, so send them on in.
- Of course, all the information you want to know from the sage words from Grandma Jane, to SIG happenings, to all the names of our 387 new members

Finally, your SIG leaders would like to fill the following positions:

- **Managing Newsletter Editor**  
(contact Jackie Damrau at [jdamrau3@airmail.net](mailto:jdamrau3@airmail.net) if you have an interest in taking this newsletter to the next level)
- **Public Relations Manager**  
(contact Jane Smith at [jemcomm@sedona.net](mailto:jemcomm@sedona.net))

These are two key positions on communications that helps us to stay in touch with you, our members.

In the meantime, I'll be here as the Acting Newsletter Manager until someone steps forward.

So long for now!

## WHY ARE WE DOING SO WELL?

It seems to be attributable to nature and nurture. Nature – because instructional design is inherently interesting, meaningful, and helpful to people. Nurture – because some dedicated individuals have participated, contributed, worked, and led the group with care and professionalism. You can see this in our SIG manager's response to the announcement of the awards: Jane Smith wrote:

*Please join me in thanking and congratulating the leadership team as well as all of you who participate in the SIG, through posting to the listserv, attending events, writing for the newsletter, or helping out in other capacities. Without all of you, we could not be this successful.*

Special thanks to the leadership team of:

- Jackie Damrau – Co-Assistant Manager & Newsletter Editor
- Karen Baranich – Co-Assistant Manager, Progression Organizer, & Conference Activities Manager
- Jeanette Thomas – Treasurer
- Jan McCabe – Secretary
- Sylvia Miller – Membership Manager
- Chris Emanuelli – Webmaster & Webinar Registration
- Loria Kutch – Assistant Webmaster
- Gene Holden – Scholarship Manager, Tools Panel Organizer, Activities Committee Member
- Rosalind Rogoff – Discussion List Manager
- Jennie Douglas – Program Co-Manager
- Conni Bille – Program Co-Manager
- Lucille Mazo – Program Co-Manager

Dave Williams founded the Instructional Design and Learning Newsletter in 2002 following the STC Annual Conference in Nashville, Tennessee. The first issue appeared in Spring 2004, where it then flourished beginning in Fall 2005 under the leadership of Jackie Damrau. Ms. Damrau and the newsletter team brought the newsletter to the "Excellence" award by assuring high quality content. According to the STC Newsletter Scoring Competition Results, the IDL Newsletter achieved a perfect score (60 of 60) for the "Recommended Topics" category. The overall score for the newsletter competition was 85 of 100 – a score in which we can all take considerable pride.

Jackie Damrau, when interviewed about her work with the award-winning newsletter, volunteered these comments:

*I believe the rapid ascent to the Award of Excellence was through the Thought Leader Interviews, the content of the feature articles and articles that were submitted or solicited from members and nonmembers by the Newsletter Manager, and the dedication of the Newsletter team to put together an award winning newsletter.*

*A newsletter is built upon the base of contributors from inside and outside the SIG. I'm pleased to have had the opportunity to have emailed the Thought Leaders like Allison Rossett and others who graciously responded to the questionnaire. The enthusiasm for the field of instructional design is an interesting profession to work with.*

*I'm especially proud of my staff and all the contributors over the past two years. Without this group of folks, my job would have been much harder. Everyone always delivered by the deadlines and I never heard any problems.*

*All the contributors, including the SIG leaders like Jane Smith, Sylvia Miller, and Gene Holden, were awesome.*

*I'm proud to have served on the Newsletter Committee. As I move into the role of Co-Assistant SIG Manager, I will be looking for another SIG volunteer to take on the Newsletter Manager role.*

## GIVE US YOUR COMMENTS

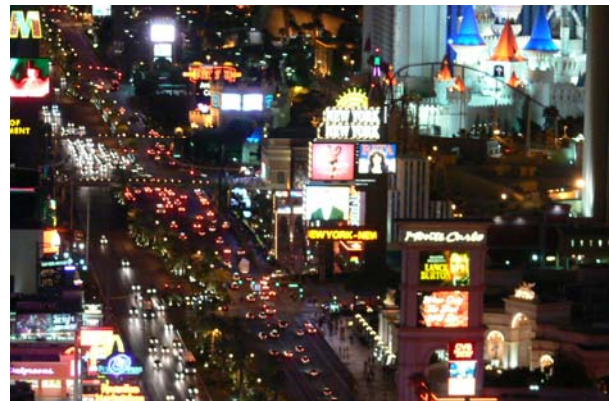
Write and let us know how you feel about this recognition and the people behind it. Have a suggestion? We're all ears.

For complete results of the newsletter competition, visit [http://www.stc.org/comp/chapterCompetitions01\\_NEWS\\_winners.asp](http://www.stc.org/comp/chapterCompetitions01_NEWS_winners.asp).

For the list of Distinguished SIG Service Awards winners, visit [http://www.stc.org/recog/awards01\\_DSSA\\_winners.asp](http://www.stc.org/recog/awards01_DSSA_winners.asp)

For the list of 2006 Achievement Awards winners, visit [http://www.stc.org/recog/awards01\\_comAchievement\\_winners.asp](http://www.stc.org/recog/awards01_comAchievement_winners.asp)

## STC Conference at a Glance (Las Vegas, 2006)



View of Las Vegas from the Eifel Tower

## Writing an Effective Proposal

by Karen Baranich

Conference planning is a lot of fun. It's also hard work, but rewarding because it allows you to shape the direction of an organization by deciding what information to present and what information to leave out. That was my reasoning last year when I volunteered to take on the position of manager for the Research, Theory, Education, and Training (TE) stem for the 2006 STC conference. Unfortunately, the shaping part didn't work as well as I had hoped—mostly because of the quantity and quality of proposals that I received. As any ceramic artist will tell you, it's hard to be creative when you only have a little dab of clay.

My first surprise occurred when the TE stem received 30 proposals, with six of them in the wrong stem. Although the conference manager told me this was one of the smallest stems, I was still amazed as our IDL SIG is one of the largest and most active and the Academic SIG also has an active membership. Oh well, I thought, I can still work with twenty-four great proposals! Then I got my next shock. Very few of the proposals were *great*, and some were downright poor.

Submitting an effective proposal will be even more important in the future. The face of the STC conference is changing, and it is likely that poorly written proposals that ignore the submission requirements will not make it on to the program. If, in the past, you have banked on the fact that you are a "name", have presented every year in living memory, have the backing of the SIG, or in some other

way think you have an “in”, you will probably be sadly disappointed. We don’t know yet exactly what the conference will look like in future, or what will be asked for in a proposal, but here are a few suggestions based on what I saw last year.

1. **Spend time planning**—plan, plan, plan—don’t start on your proposal the day it’s due. Read and follow the submission guidelines to the letter. Come up with a meaningful and timely topic. If you are submitting a presentation that includes other people, make sure you have their contact information and all of their materials.
2. **Remember the rules of good writing**—audience, specifications, presentation, editing. For some strange reason, many submitters last year seemed to throw out everything they knew about good writing when they did the proposal. This is a BAD idea. Remember, your primary audience is STC members that will attend the conference—but don’t forget that the reviewers are your audience too. These men and women have to understand your proposal and be able to “see” it from the description that you provide. Make sure you meet the specifications laid out in the Call for Proposals. If it asks for supplemental information, or learning objectives, make sure you provide these not as placeholders, but as meaningful documentation. Make sure your presentation is well written and that you have edited your documentation.
3. **Be on time**—meet the submission deadline. The time that reviewers have to analyze your information has traditionally been very short. Although we are not following exactly the same process and timeline this year, it is critical that you submit on time. If you do a good job with planning, you can meet the submission date and the reviewers will have enough time to give your proposal the attention it deserves.

These few simple suggestions will help you deliver a quality STC proposal. See you next year in Minneapolis.

*Ms. Baranich is the Co-Assistant Manager & Conference Activities Manager for the Instructional Design and Learning Special Interest Group.*

Now’s your chance! Submit a proposal to present at the 2007 STC Annual Conference in Minneapolis, Minnesota. Details are available at <http://stc.org/cfp/>.

## IDL Reminiscences of Las Vegas

*By Jackie Damrau, STC Associate Fellow*

Las Vegas was an interesting place for attending the STC 53<sup>rd</sup> Annual Conference, with all the lights, the glamour, the glitz, the ringing/dinging machines, and the amount of people sitting for hours tethered to one machine. Of course, this wasn’t me! I love money and where it resides, in my wallet!

The 2006 STC Annual Conference was split between two hotel meeting areas. They weren’t close to each other, yet the conference team planned 30 minutes between sessions to allow attendees to get from one hotel to the other. Lucky for me, many of the sessions that I was presenting at or had decided to attend were located in the same meeting areas.

### PRESENTATIONS APLENTY!

Of the eight presentations that I was a part of, the most interesting were the following instructional design sessions:

- *“Instructional Design & Learning SIG Progression”*

A progression is a 90-minute session in which each presenter gives a 25-minute discussion to three different audiences. Eleven presenters participated in the 2006 IDL SIG-sponsored event.

My session topic during this progression was on [“Preparing Storyboards for Multimedia Training Help Files.”](#) I presented several different types of storyboard templates and then let the group ask their questions on how to use storyboards. Many were amazed that they have been using a form of storyboard all along, whether it has been using MindManager, brain clustering concepts, or a simple tabular format in Microsoft® Word.





- ["Turning Documentation into Training"](#)  
I presented this session to a room of 100+ participants. This session showed the participants how to take their user documentation, reposition it into a storyboard, and transition it into an online training deliverable. The demonstration that I showed at the end of the session was the eight-minute T-Mobile Connection Manager module that I designed for the initial business concept. Attendees for this session overflowed the room, so I was asked to repeat this session on Wednesday afternoon.
- ["Developing a Corporate Style Guide"](#)  
I presented this session to a room of 100+ participants. Corporate style guides can range from very simplistic to very rigid. My presentation covered the main components for creating a corporate style guide using document design techniques. Several participants felt this was "just-in-time" training for them as they were being asked to create a corporate style guide and had no idea where to start. The basic skeleton structure that I provided gave them that starting point. I demonstrated two style guides that I have created to provide ideas for providing a paper-based style guide and an online style guide.

I was also a participant at these sessions:

- Three sessions for the *Leadership Community Resource* committee on various topics. I showcased the online training program that my teammates on the Training Planning & Development committee are working on. (You'll be hearing more from STC about that effort this year.)
- *Newsletter Editors Forum* where I was one of four panelists sharing my experiences with having been the Managing Editor for two quarterly newsletters for the Management SIG and the Instructional Design & Learning SIG, and Contributing Editor for the Lone Star Community newsletter. Alas, you will have a new editor for the SIG newsletter as I move into a leadership role as one of the Assistant SIG Managers, shared with Karen Baranich.
- ["Realities of Managing Virtually: Strategies for Thriving"](#)

This panel discussion focused on managing teams virtually. Jacqueline Sirota presented on Strategies for Communicating and Managing Virtually; I presented on Virtual Training of Facilitators,

Managers, & Employees; Judith Herr presented on Communicating & Managing Across Cultures – Virtually; and Brenda Huettner presented on Making the Most of Available Tools for Virtual Teams.

This session was very interesting as we had several international members in the audience. We learned from each other and had a great time during the Q&A time.

## IDL SIG Celebration

Tuesday evening at the Awards Banquet we had much to celebrate. Jane Smith and I were recognized as Associate Fellows. Our own SIG member, Mark Hanigan, was responsible for presenting us with our plaques. You can see the amount of fun I had in this photo that a dear friend took.



Jackie Damrau receiving the Associate Fellow award with Paula Berger, 2006-2007 STC President, and Mark Hanigan, Associate Fellow Nominations Committee.



Jane Smith receiving the Associate Fellow award with Paula Berger, 2006-2007 STC President, and Mark Hanigan, Associate Fellow Nominations Committee.

The best celebration of the evening was when the IDL SIG was recognized once again as a SIG of Distinction for our efforts on the webinar and our co-sponsoring of the TechComm 2005 conference. I'm sure Jane Smith or another SIG leader will be sharing with you all the details of this award. The one detail that may not get shared is the fact that I was seen darting across one side of the stage and jumping off the other side to join our SIG members. You see, I was on one side; they were all on the other side; and I just couldn't get through all the folks to appear on stage with everyone to receive this award. Call me crazy, yet if you didn't already know it, you do now!



IDL SIG Members receiving the Distinguished SIG Service Award (left to right: Sylvia Miller, Lucille Mazo, Jeanette Thomas, Mark Hanigan, Gene Holden, Jackie Damrau, Karen Baranich, and Jane Smith)

## FINALLY,...

I want to say that attending the conference is a great place for meeting each other in person once a year. The best part for me is learning how others use instructional design techniques in their careers and their enthusiasm for wanting to help grow our SIG into a vibrant community that offers our members great services.

*Dr. Damrau is the Co-Assistant Manager and Managing Newsletter Editor for the Instructional Design & Learning Special Interest Group.*

## Session Report: Do-it-Yourself Programs on a Shoestring, Leadership Day, May 7

*Report by Jennie Douglas  
(formerly Jennie Achtemichuk)*

The management committee of this SIG is always looking for ways to reduce costs while increasing participation and getting our message out to the rest of STC. On Leadership Day, I attended this session hoping to hear ways we can do this.

Presenters at this session were Dan Voss (Lockheed Martin), Gail Lippincott (University of Central Florida), Bonnie Spivey (MasTec North America), and Jen Silex (University of Central Florida). The panelists presented two main ways that they have gained major impact from programs that aren't costly to start or run.

The first program is linking SIG or STC's Orlando chapter to the University of Central Florida's students through a scholarship program. The second is linking students with professionals through a mentoring program in order to help the students gain employment and skills.

Both programs involve one key approach: partner up with students. Part of the reason behind this approach is that students are our future. They will become members, who are active participants in our programs, and hopefully they will also become leaders. Students may need help to finish their education, become employed, and gain experience.

The scholarship program helps connect the students' Technical Writing Club at the University of Central Florida with members of the Orlando chapter. They work on projects together. They reach out together to high school students by organizing a technical writing competition. This competition helps create interest in the local chapter of STC, and it cultivates students as leaders through projects for service learning. The leadership aspect is reinforced through recognition of accomplishments, often by awarding the prime scholarship to those who are playing key roles in outreach programs. For example, Melanie Trickey received the Pellegrin scholarship in 2004, one year after she served as the leader of the fundraising campaign.

Bonnie Spivey, one of the panel members, is another model example: she received the scholarship in 2003, co-

founded the mentoring program the same year, and has continued to present at STC conferences in 2004-2006. The mentoring program aims to "...pair experts with novices to promote growth in all directions." The presenters insisted that this program is not only a win-win for the mentor and mentee, but is also a win to the sponsoring organization (the Orlando chapter, in this case).

Mentoring programs aren't easy to set up and linking mentor and mentee is just the start. The success of these programs is in the management, including monitoring activities and logging results. Evaluation of the success for both parties is also important to find out the level of success and what needs improving.

The presenters were very open about what it takes to run their program. As part of the session, we received a CD that includes forms and other documents that we can use to develop and run a scholarship and mentoring program.

*Ms. Douglas is the Programs Manager for the Instructional Design & Learning Special Interest Group.*

## But I'm a Tech Writer, not a Trainer!

*by Sylvia A. Miller, Milltech Communications LLC*

Are you toying with the idea of adding Instructional Design to your skillset to enhance your marketability or job stability? Has your boss informed you that you will now develop training materials? Or, perhaps you're a self-employed consultant whose client has said, "Now that you've learned how our system works through developing our online help, could you stay on and develop our training materials?" Various circumstances have caused many technical communicators to join our IDL SIG discussion list and post a plea for guidance in getting started in Instructional Design (ID). This article provides a few pointers that have appeared on our discussion list in answer to these pleas for guidance, as well as my personal experience as a teacher-turned-tech-writer who has watched technical communicators transition into ID.

### SKILLS TRANSFERABLE FROM TC TO ID

Let's begin by looking at a few skills that technical communicators bring to the ID table. Technical communicators are good at breaking information down into manageable chunks and presenting information in a logical order. They know the importance of doing an

audience analysis to determine what information is essential for a learner to acquire. They are accustomed to meeting with stakeholders to determine the desired medium for presenting the information and perhaps make a personal recommendation regarding the best presentation medium. These are only a few of the skills technical communicators already possess when approaching ID.

### NEW SKILLS TO ACQUIRE

What are some of the skills new technical communicators will need to acquire to be successful in ID? First, they might have to learn to pare down the information they present because training materials are usually less detailed than technical references. For example, a user guide might include three ways to open a file or perform such a task, but a lesson in a training guide will include only one way so that the learner doesn't become confused or overwhelmed. In *Developing Training Courses: A Technical Writer's Guide to Instructional Design*, Rives Hassell-Corbiell contrasts documentation as an "information product," while training "enables through experiences." She also notes that "documentation increases understanding," while training "develops skills and knowledge." Material that increases understanding includes conceptual and background information. These are usually omitted from training materials.

One of the biggest differences between writing documentation and developing training materials is that training materials require objectives and assessments. These are not options! The objectives must be SMART (Specific, Measurable, Attainable, Realistic, and Time-based). That means "the training participant will learn to provide good customer service" is not a good objective, but "the training participant will greet customers with a smile, say 'Welcome to McDonald's,' and serve the customer a beverage within 5 minutes of their arrival 98% of the time" is a good objective. Assessments are important because they cause the learner to analyze, recall, and assimilate information presented. So, it's important to learn how to write good assessments and know where to insert them in training materials. Training materials without objectives and assessments aren't training materials at all. They're just compilations of information. So, learning how to write objectives and assessments is a very important skill to acquire.

The development of training materials also requires learning a new set of questions to ask during planning. The questions might include some of these:



- What behaviors, if any, need to be changed by the training? Rives Hassell-Corbiell says documentation is organized for information retrieval, while training is organized for behavior change. Which behavior will be the focus of your training piece?
- Will you score students on the assessments? If so, will scores go to management? How will scores be collected, compiled, and reported?
- Who will deliver the training if it's instructor-led? How much background information will be needed to help the trainer come up to speed? Will a train-the-trainer session be needed?
- How much time has been allotted for delivering an instructor-led course?
- If the goal is for blended learning, what information will be included in e-learning, and what will go in the instructor-led? Will the assessment be in online or hard copy format?

## RESOURCES FOR GETTING STARTED

A new member of the IDL discussion list recently asked if anyone could recommend some resources for helping a person come up to speed quickly in ID. Following are the books recommended by folks who replied to the posted question:

*Creating Highly Interactive Training Quickly and Effectively*, by Carolyn B. Thompson. See sample pages at <http://trainingsys.com/resources/chitque.htm>.

*Developing Technical Training, 2nd Edition*, by Ruth Colvin Clark. <http://www.clarktraining.com/bookstore.php>

*Developing Training Courses: A Technical Writer's Guide to Instructional Design and Development*, by Rives Hassell-Corbiell. [http://www.amazon.com/gp/product/0970145403/ref=pd\\_sim\\_b\\_5/103-4208454-5969457?%5Fencoding=UTF8&v=glance&n=283155](http://www.amazon.com/gp/product/0970145403/ref=pd_sim_b_5/103-4208454-5969457?%5Fencoding=UTF8&v=glance&n=283155)

*Elearning and the Science of Instruction: Proven Guidelines for Consumers and Designers of Multimedia Learning*, by Ruth Colvin Clark. <http://www.clarktraining.com/bookstore.php>

*The New Mager Six-Pack*, by Robert F. Mager. [http://www.amazon.com/gp/product/187961815X/ref=pd\\_lpo\\_k2\\_dp\\_k2a\\_3\\_txt/103-4208454-5969457?%5Fencoding=UTF8](http://www.amazon.com/gp/product/187961815X/ref=pd_lpo_k2_dp_k2a_3_txt/103-4208454-5969457?%5Fencoding=UTF8)

*Rapid Instructional Design: Learning ID Fast and Right*, by George M. Piskurich.

[http://www.amazon.com/gp/product/0787947210/ref=pd\\_sim\\_b\\_1/103-4208454-5969457?%5Fencoding=UTF8&v=glance&n=283155](http://www.amazon.com/gp/product/0787947210/ref=pd_sim_b_1/103-4208454-5969457?%5Fencoding=UTF8&v=glance&n=283155)

*Telling Ain't Training*, by Harold D. Stolovitch and Erica J. Keeps.

[http://www.amazon.com/gp/product/1562863282/ref=pd\\_sim\\_b\\_2/103-4208454-5969457?%5Fencoding=UTF8&v=glance&n=283155](http://www.amazon.com/gp/product/1562863282/ref=pd_sim_b_2/103-4208454-5969457?%5Fencoding=UTF8&v=glance&n=283155)

Another excellent resource for getting started in Instructional Design is our IDL SIG discussion list. This is our tool for IDL members to post questions and share information and experiences.

Currently, you are not automatically subscribed to this list as a member of the SIG; you must sign up for it on your own. Instructions for joining it were in the Welcome letter that you received from me when you joined. Email me at [sylviamiller@woh.rr.com](mailto:sylviamiller@woh.rr.com) if you want to join and cannot find your letter. (We tried posting the instructions to our IDL Web site, which resulted in SPAMmers who thought they would treat us to ads about their products!) You must already be a SIG member to join the discussion list.

I hope this article gives you some insights into moving from technical communication to Instructional Design. As you become more adept in ID, we hope you'll share your lessons learned with the discussion list so members can benefit from the experiences of others. In stage vernacular, "Break a leg!"

*Ms. Miller is the Membership Manager for the Instructional Design & Learning Special Interest Group.*

## Jane's Conference Notes

*By Jane Smith*

This year's conference was a success not only from the standpoint of our instructional design group winning the Special Interest Group of Distinction award for the second year in a row, but also from the standpoint of the quality of the Instructional Design & Learning sessions.

All instructional-design-related sessions were well attended or packed, with standing room only. Maggie Haenel had to repeat her session on Adult Learning Theory due to the number of people who could not get in





during the first session. Jackie Damrau's session was also very well attended. Mine were full as well.

Due to the popularity of instructional design as a subject area, I strongly recommend that you consider submitting a proposal this year. If you've not presented before, I suggest that you sign up to present a short session (20–25 minutes) in the IDL progression to get your feet wet. Later, you can convert that short session into a full session. You might also consider changing your presentation to a different topic once you feel more comfortable as a presenter.

By the way, next year's conference will be in Minneapolis from May 13-16, 2007. You can find the Call for Proposals at <http://www.stc.org/cfp/>.

### **THE SESSIONS IN WHICH I WAS A PRESENTER**

In the rest of this article, I'll summarize my sessions. You can visit:

- [http://www.stc.org/53rdConf/sessions/session\\_materials.asp](http://www.stc.org/53rdConf/sessions/session_materials.asp), STC's web site, to obtain handouts for any session
- <http://www.jemcommunications.com/ClientWork/STC/stc.htm>, my web site, to obtain handouts, samples, and templates.

### **RECRUITING VOLUNTEERS**

I kicked off the conference with leadership progression sessions on recruiting volunteers in which I share my strategy as well as the strategies from other successful SIG Managers. Geographical community leaders who are struggling to find volunteers attended the sessions.

Throughout the sessions, I began to realize that the community of the future is, truly, a blended community; that is, one in which all communities learn the benefits of virtual communication and events as well as geographical ones. Only when we think outside our traditional box can we begin to solve the problems of widespread membership, waning interest in traveling to meetings, and the enlistment of enthusiastic volunteers who want to serve while juggling the demands of a job.

Our SIG serves as a good example to others of how we reach out, develop relationships amongst the leaders and team, and have a good time while providing benefit to our members.

### **THE IMPORTANCE OF A DESIGN DOCUMENT**

In my IDL Progression topic, we discussed the reasons for writing a design document and how it can positively affect the outcome of the rest of the project. Whether you're an employee with an internal client or a contractor or consultant with an external client, the design document provides the road map for the course for the client, SMEs, and the rest of the team. Obtaining sign-off on the design document enables you or the project manager to manage and negotiate scope and changes from that point on. I included a sample design document for an ILT course in my handout. [Visit my web site](#) to obtain sample e-Learning Design Document and Standards Document.

### **USING THE PROTOTYPE TO MANAGE E-LEARNING PROJECTS**

In this Management Progression topic, we discussed the importance of a prototype for managing scope, treatment, time, and dollar budgets on an e-Learning project. Like the Design Document, the prototype is a sign-off point of understanding. All changes outside the agreements around the prototype and documented in a Standards Document are then negotiable and potentially billable rework.

We exchanged war stories, including one of my most recent ones. I was sub-contracting for a design firm who partners with a development house. We developed a prototype and obtained feedback; however, we were never able to test the prototype on the client's hardware. The production house decided we should continue writing storyboards and develop two new modules. After producing those and obtaining the client hardware five months after requesting it, we discovered that the modules didn't play well on their hardware. Had the production house ceased development until we tested the prototype, we could have saved hours of rework and headache. Therefore, the prototype serves not only as a point of agreement on look and feel and functionality, but also as a tremendously important step in ensuring that the course works on the infrastructure and hardware for the learners.

### **DETERMINING INSTRUCTIONAL METHODS**

In this workshop session, we discussed the ways we use to determine instructional methods. Some people tend to "wing it." Others use David Merrill's "Content-Performance Matrix", and still others may have their own methods. In this session, I started by identifying Robert Gagne's

events of instruction and then his standard desired outcomes. We then looked at common methods and determined which we'd use for the different outcomes. The workshop concluded with participants working in groups on one of two case studies. For each, they determined the desired performance/instructional outcomes and then determined the methods they'd use to teach the content. The groups were very engaged, some of them coming up with questions they'd need to answer about the audience and their prior knowledge. Overall, it was a good session, with participants having a good time while they learned something.

### **CONDUCTING GROUP INTERVIEWS WITH SMES**

While I titled this as you see above, I realize that these group techniques are very valuable in working with any group and gaining consensus. In this two-part workshop, we first discussed why and how to conduct group interviews. I then described and demonstrated the first group: the focus group. After my demonstration, I gave participants a topic, and they practiced conducting or being part of a focus group. Throughout the rest of the workshop, we followed the pattern of first describing the interview type and its uses followed by a demonstration and practice. Participants found it helpful. Some went away ready to use the techniques to help solve problems or discuss issues in the workplace.



### **EXPERT EVALUATION OF TRAINING**

In this session, eight well-seasoned members of the IDL SIG reviewed pre-submitted training materials and provided feedback. Each submitter spent 40 minutes with the reviewer and received written feedback as well. All attendees agreed that the positive feedback and constructive suggestions they received were extremely valuable.

### **CONSULTING AND INDEPENDENT CONTRACTING PANEL**

Three panel members, myself included, discussed our experiences along the continuum of contracting to consulting, and how our lives and mindsets change as we move closer to the consulting end of that continuum. We answered some pre-set questions and took audience questions.

*Jane Smith serves as Manager for Instructional Design and Learning Special Interest Group.*

## **Striking Gold in Vegas: Attending STC's 53<sup>rd</sup> Annual Conference**

*By Jeanette Thomas, SIG Treasurer*

As the sound of slot machines slowly fades away, I've been revisiting what I gained by attending the Society for Technical Communication's 53<sup>rd</sup> Annual Conference in Las Vegas last month. Having attended my first STC conference in Seattle in 2005, I was prepared for the endless networking possibilities and volumes of sessions from which to choose. As your new treasurer for the Instructional Design & Learning Special Interest Group, I wanted to attend Leadership Day this year besides learning everything I could from my fellow STC members.

On Leadership Day, I was soon putting faces to all the people's names in our SIG. Now, when I see e-mails on our discussion list from people asking for help with unique challenges in our industry I feel I have a personal connection with that person. I have a better understanding of their background and situation, which can help improve my responses. When I'm unable to respond, I can often think of a fellow member who might know the answer and can help drive people to better resources. By meeting various members as well as presenters throughout my time at the conference, I now know who I can turn to for help.

Limiting myself to only four conference sessions a day was difficult, but the easiest one to select was the "Cultural and International Perspectives on Adult Learning Activities" session by Carolyn Luttrell and others. Every year, as our training audiences become more international, it becomes more important to ensure our materials are usable by diverse workforces. I'm passionate about finding new ways to work across cultures, but with so many variations across countries it is difficult to learn about and address every possibility.

In this session, I expanded my cultural training perspectives to include training dynamics in China, the Middle East, and India. The presenters have been living and training in these regions and brought great insights and examples about how the various learning strategies, such as the Socratic method, would work – or fail – in these cultures. They emphasized the role of class and hierarchy in these cultures and the importance of saving face for many learners abroad. An open dialog broadened

the discussion to handling conference calls and working with subject matter experts in these regions as well.

Besides attending sessions, I took the opportunity to give back to our SIG members by being a presenter. By participating on the tools panel I not only presented on the tool Microsoft® Live Meeting, but I also learned from my fellow IDL presenters about additional tools, such as Blackboard™ Learning System and Blackboard's WebCT®. The session provided a high-level overview of synchronous and asynchronous learning, how each tool supported the different online learning types, and the pros and cons of the various tools.

Thanks to a fellow IDL member, Paul Sinasohn, I also had the opportunity to attend the Awards Banquet on Tuesday evening. By this time, we were all exhausted from absorbing a copious harvest of information, but the excitement of the awards kept us energized.

We cheered as our SIG Manager, Jane Smith, and our newsletter editor, Jackie Damrau, became Associate Fellows. In addition, when our SIG won the award for SIG

of Distinction we all stood on stage with huge smiles and laughter to help accept the award.

In the city that never sleeps, I think few of us got much sleep ourselves. However, little of that sleepless time was spent gambling. Instead, we invested our time and money in learning from one another and becoming more of a family. For those of you who are trying to determine whether to attend the 2007 STC 54<sup>th</sup> Annual Conference in Minneapolis, I hope you'll come to learn more about various aspects of Instructional Design & Learning, and also get to know our IDL SIG family by attending. I highly recommend the conference and encourage you to consider giving back to the community by presenting.

I look forward to meeting more of you next year.

*Jeanette Thomas is the treasurer of the Instructional Design & Learning Special Interest Group*

## 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](mailto:jdamrau3@airmail.net).*

## YOUR LETTERS

*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](mailto:jdamrau3@airmail.net).*



## Call for SIG Presenters in Minneapolis 2007!

It's that time of year again -- time to begin creating our proposals for the 2007 STC Conference. The SIG is sponsoring two sessions at the 2007 conference: the Instructional Design Progression and the Instructional Tools & Technologies Discussion (formerly the panel session). We are looking for presenters for both of these. Last year the sessions received very good reviews, but we need your help to make the 2007 sessions even better. Remember, you don't have to talk about a successful project - learning from frustration can be equally as powerful as learning from success!

We are looking for:

- 3 to 4 panelists for the tools/technology discussion, and
- 8 to 12 presenters for the progression

We invite you to submit a topic for consideration in either of these areas. We will include you and your topic in our proposal to the Conference Program Committee.

**Submission Deadline: August 12, 2006**

### How can you participate?

Send an email to Paul Sinasohn at [currdev@yahoo.com](mailto:currdev@yahoo.com) if you would like to be a part of the progression or panel discussion, would like to discuss ideas, or have questions.

If you wish to present, include:

- Your name and contact information (including mailing information) with a short bio.
- A working title for your topic and the format of the presentation (discussion or progression).
- A four or five sentence abstract of your topic.
- Supporting information such as learning objectives, an outline or graphics.
- Your willingness to provide a handout for inclusion in the Proceedings.





## The Student Corner

*By Jack Butler*

The Student's Corner is a new idea for the newsletter, and we hope it will feature some of the best ideas and writings of students entering the study and profession of instructional design. The Student's Corner will be a column for students only.

We welcome your ideas from all levels of study. You may have written an excellent essay for a beginner's level class, or you may want to summarize your thoughts from a Master's project you've finished. Please submit your work for consideration and possible publication.

Because our readers include many who are just entering the profession, we welcome articles that address fundamental issues and are helpful to ID newbies. And, even old hands need to be reminded of basics every once in a while.

We require that students work together with their teachers to submit pieces for publication to help assure a high caliber of work. We want to recognize the student, the teacher, and the educational institution in each submission.

Students, not teachers, should contact the newsletter editor directly to submit their work once they have gained approval from their teacher. Students must:

- Provide the newsletter with full contact information for the teacher
- Have the teacher send an e-mail to the newsletter editor stating his or her approval of the article. Students, not teachers, must do the work necessary to make publication of the piece possible
- Visit the "Contribute to the Newsletter" section in this newsletter to find information and guidelines to help you in publishing your article

Because your article will represent your school, our readers will be confident in its quality. Our readers very much look forward to your submissions, and you may look forward to having your work published and enjoyed by our many members.

It's for students only. So, it's okay to shake up the establishment.



## The New World of STC

*By Cindy Currie,*

*STC Fellow & Region 1 Director*

[dir1@stc.org](mailto:dir1@stc.org); 603.488.5027

And a new world it is.

We have a new Executive Director, Susan Allen Burton, who is dynamic and engaging, with a wealth of association management experience. Susan is the new "face of STC" we've been hoping to find. Visit [www.stc.org/membership/initiatives01.asp](http://www.stc.org/membership/initiatives01.asp) for more information.



The new Board of Directors is now in place. Visit [www.stc.org/about/board01.asp](http://www.stc.org/about/board01.asp) for details on who's who.

The Executive Director and the STC Office Management team (Maurice Martin, Merrick Bechini, and Peg Cottrell) all regularly attend board meetings now to ensure tight alignment between the board (that sets strategy) and the office (that executes strategy).

STC has a new Interim Strategic Plan for the 2006-07 year ([www.stc.org/PDF\\_Files/StrategicPlan.pdf](http://www.stc.org/PDF_Files/StrategicPlan.pdf)). I encourage you to read it to understand fully where STC is going. (And going there we are!) Your community strategic plan should reflect the priorities and strategies in the Society document.

STC has a new organization model, which is a different model from that of previous years. Visit [www.stc.org/ppt/orgChart0506.ppt](http://www.stc.org/ppt/orgChart0506.ppt) to see how STC is organized and who's leading each committee.

STC Region 2 will host *Making Cents of Making Sense: Technical Communication and Business*, a regional conference in London, England, 13-14 October 2006, which includes speakers who can show the business value of quality technical communication. Visit [www.stcuk.org/R2conf](http://www.stcuk.org/R2conf) for more information. (The next STC Board meeting will be in London on 12-13 October, so the full board will attend at this conference.)

STC is well positioned to meet our strategic goals for the year. We have a great team in place and a great plan to execute.

## Intercom Online

The new Intercom Online is now available on the STC Web site! See STC's Web site at [www.stc.org/intercom](http://www.stc.org/intercom).

## 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

A telephone seminar is much like a large conference call in which the speaker makes a presentation over the phone. As a participant, you simply dial the 800 number from your phone, enter your personal identification number, and you're connected! You then sit back and listen to the presentations and join in the lively Q&A discussion that follows.

#### TIME

All seminars are held from 1:00 - 2:30 pm US Eastern Time

#### UPCOMING SESSIONS

August 23, 2006                      Presenter: Leah Guren  
*It Might Be GUI, but It Doesn't Have to Be Messy!*

September 13, 2006                      Presenter: Austin Skaggs  
*Visible: The New Visible*

September 27, 2006                      Presenter: Kevin Siegel  
*Creating Interactive CBTs with Captivate—in Half the Time*

October 11, 2006                      Presenter: Nathaniel Lim  
*Designing Business Forms: A No-Nonsense Approach*

October 25, 2006                      Presenter: Holly Harkness  
*Ten Ways to Increase Your Value as a Technical Communicator*

November 8, 2006                      Presenter: Whitney Quesenbery  
*Choosing the Right Usability Technique (to answer the right question)*

November 22, 2006                      Presenter: Robert Dianetti  
*Selling Technical Communication Services—Both Inside and Outside Your Organization*

December 6, 2006                      Presenter: Maggie Haenel  
*Creating Training that Sticks*

January 17, 2007                      Presenter: Neil Perlin  
*The Xfactor—From HTML to XHTML*

#### COST

With a telephone seminar, the cost is per site, not per person. Train as many people as your conference room can hold — for one flat rate!

Members:                      \$99  
Non-members:                \$149

#### 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](mailto:stcphoneseminars@wing-group.com).

#### NEED MORE INFORMATION...

Visit [www.stc.org/seminars.asp](http://www.stc.org/seminars.asp)



## SIG MANAGER'S

by [Jane Smith](#), SIG Manager



*"Making a difference...  
watching people learn...  
seeing light bulbs go off..."*

Greetings, SIG Members!

I'm writing this in June from my grandson's house in Chicago where I'm taking care of him during the day for a couple of weeks. Sean is eight months old, but already he has taught me (or reminded me of) many important things in life and work.

**Be in the present.** As I watch him play and crawl and be, I realize that he's totally in the present. He doesn't worry about yesterday – he doesn't even know about the concept of yesterday. He really doesn't worry about five minutes ago. And he doesn't worry about the future. He trusts that he will be taken care of by the loving grownups around him. Can we be like the eight-month old? In reality, part of maturing is realizing (perhaps from an awareness of the past) that there are consequences in the future of our actions today and to make decisions accordingly. On the other hand, if we have made our plans well, then we can sit back and enjoy the moment, knowing that all is taken care of. When I design a course, I design to such a detailed extent that, when it's time to write, I am truly in the moment and at my most creative because I know I've got all the details in the notes and am now free to weave a relevant, engaging story.

**Let other people know what you need.** Sean does not hesitate to let other people know what he needs. Granted, because he cannot talk yet, his method is not always pleasant. Yet he does speak his mind in his own way. How often have I/we tried to play super-person, stoically going about our work and life without asking for help, thinking that to ask for help is a sign of weakness. In reality, to know where we need help and assistance is a tremendous sign of strength. And we can learn much about ourselves, our lives, and our work from other people and they, in turn, learn from us. I love it when I see people ask questions on the discussion group (listserv) and others so generously provide thoughtful, well-informed answers. That's what this SIG is about – helping

others learn the skills to design and develop quality courses for their audiences. So, let us know what you need. Introduce yourself and ask questions. By asking your question, you may encourage others to ask theirs, and everyone gains.

**Be curious.** Sean is sitting up pretty well, and has just begun to crawl and explore his world. He's a different, happier baby now than he was seven weeks ago, because he has an element of control over his world and he can exercise his curiosity freely (well, within the parameters of safety). What joy it brings me to see him discover a wall. A wall? We take it for granted, but to him, it's a thing of curiosity. Even naming it doesn't matter. Just the fact of being able to explore it, study it with intense seriousness accompanied by baby noises makes him happy. How wonderful it is when we use our curiosity to our fullest – in our lives and our work. We get better answers to questions from our SMEs, and we design better training. If, in the course of our work lives, we have turned off our curiosity out of boredom, we need to reawaken it by driving home a different way, doing routine tasks a different way, and seeing the familiar with new eyes, like those of a baby.

**Laugh at yourself.** I'm totally amazed at this little guy. He can be sitting playing with his toys, and suddenly he bursts our laughing. It's not always clear what has touched his sense of humor, but it is clear that he is amused with himself. I often feel I have come full circle in my life that, at my age, it no longer matters and actually is a sign of being real, to find the humor in my own idiosyncrasies. I recently put off a small project I did for free, only to realize that it took me only six hours to do the project and several days to grumble about it before hand. It was pretty funny, actually, when I realized how much more time I'd spent grumbling than the job really took. And I had no problems sharing that behavior with others. We all bring a sense of humanity to ourselves and those around us by admitting our foibles, laughing at them, and moving on. Not only does Sean have the ability to be amused with himself, but he is successfully amusing himself for reasonable amounts of time for his age. We live in an age of constant media, sports, and activities that amount to someone else entertaining us. Sometimes we have forgotten the simple joys of amusing ourselves by being quiet with ourselves for some time each day. It helps our perspective, and it helps our productivity and creativity.

**Venture out – take risks.** As he works on sitting and crawling, he's not afraid to venture forward and take risks.

A tumble one minute does not stop him from taking another risk in the next minute. Being turned away from an unsafe spot in the room does not stop him from exploring other places. While we all need healthy fears based on true safety issues, we often stop ourselves from taking risks out of other kinds of fears: fear of looking stupid, fear of being wrong, fear of being turned down, fear of being told "it's impossible," and so on. Sometimes we wait to ask permission when simply taking action moves us, and often others around us, out of "stuck" places. In many ways, our SIG is successful because we've been willing to take risks and just do things we want to do for you, our members. One of the reasons I like instructional design is that I get to learn new businesses, tools, skills, people, and best practices all the time. In fact, in my career I've rarely done the same work in the same business with the same tool for more than two years. I'd get bored if I didn't venture out in those ways. While we all have different comfort levels with risk, we need to sometimes take a look at that level and see where we can push the envelop a little more to take a risk that just might make a huge difference to us and those around us.

I'm sure that, as I spend the rest of these two weeks with this little guy, that he'll teach me much more. And, of course, as he grows up, there will be more and more. This is just the beginning of my getting to look at life through the eyes of a wonder-filled being.

Best regards to all of you – may you also have a wonder-filled life.

Jane Smith  
SIG Manager

## SIG NEWS

*By Jan McCabe*

For those of you who did not have an opportunity to attend the STC Conference in Las Vegas, the reviews were very positive. The IDL sessions were well attended and perceived of value by our members (and prospective members). Session reviews will be included in the newsletter for members who were unable to attend.

The IDL SIG received the Community of Distinction award at the conference; this is a significant achievement and reflects the contributions and involvement of our members.

Your leadership team is moving ahead with strategic planning for the 2006-2007 budget year. The work of the leadership team focuses on these IDL SIG goals:

- Build the instructional design skills of members at all experience levels, leveraging the knowledge of experienced members to deliver formal and informal guidance to the community of practice.
- Build the ID community through a proactive combination of activities that includes member recognition, internal and external partnerships, and awareness activities.
- Provide a forum and mechanism for the free exchange of knowledge, ideas, and skills.

We always welcome your ideas and your involvement. Feel free to contact Jane Smith at [jemcomm@sedona.net](mailto:jemcomm@sedona.net) or Jan Watrous-McCabe at [janice.b.watrousmccabe@healthpartners.com/](mailto:janice.b.watrousmccabe@healthpartners.com/)

*Ms. Watrous-McCabe is the Secretary for the Instructional Design & Learning Special Interest Group.*

## SIG PROGRAMS

After presenting its first webinar very successfully, the IDL SIG is planning two more sessions for next year along with two "brown bag discussion" conference calls. A call for proposals has gone out, and you can find it at: <http://www.stcsig.org/idl/>.

Submission deadline: August 11, 2006

## MEMBER NEWS

*By Sylvia Miller, SIG Membership Manager*

### Member News

*by Sylvia Miller, IDL SIG Membership Manager*

I've made an exciting discovery: Our SIG has terrific and busy people in it! Just read about the accomplishments and experiences of some of our members.

### MORTON REDNER

Morton Redner, Redner Design Media, gave a presentation to instructional designers and e-learning developers at an ASTD E-Learning Boot Camp, Saturday, May 20, 2006. The all-day workshop, at the Athenaeum at



California Institute of Technology in Pasadena, explored several areas of e-learning. Morty, as he is known, spoke about authoring. Demonstrating with real-life examples, he explained how to choose the appropriate match between your media and your users to develop content. Using Captivate, he has created unique learning tools and completed numerous projects for the training department at a major healthcare provider. Visitors are always welcome at [www.mortonredner.com](http://www.mortonredner.com).

Good job, Morton!

### **ANNALISA ADAMS-QUALTIERE**

Annalisa Adams-Qualtiere has been appointed to the advisory board of CLO (Chief Learning Officer) Institute. CLO Institute is the only international organization dedicated to developing, monitoring, and maintaining a program of certifications for professionals who want to excel in a career as a Chief Learning Officer. Visit <http://www.cloinstitute.com/advisory.php> for more information. Congratulations, Annalisa!

### **FRED MENEZES**

Fred Menezes recently won the STC Distinguished Chapter Service Award (DCSA). He belongs to the India chapter. Congratulations, Fred!

### **DEB LOCKWOOD**

Deb Lockwood is the incoming president of the Rocky Mountain Community of STC. She presented at the conference in Las Vegas on the topic "Word to FrameMaker Conversion". In addition, her chapter newsletter, *Technicalities*, for which she writes, won two awards this year: Award of Excellence and Most Improved Newsletter of Chapter Community Sized 301-600. Wow, Deb, what do you do in your spare time?! Keep up the good work!

### **SARAH RYAN-ROBERTS**

Sarah Ryan-Roberts presented on "Developing Courses for Synchronous Online Instruction" at the 2005 Region 5 conference in Phoenix last November. She also submitted an entry for the 2005-2006 Spotlight Awards for the STC Southern California Technical Communication Competition. Along with others in her department at WebEx Communications, she received an Excellence award for "Training Center Foundations: Facilitating Online Training." This PDF manual accompanies the online class of the same name. Congratulations, Sarah and team!

### **T. R. GIRILL**

T.R. Girill of the Lawrence Livermore National Laboratory had an article, "How Document Design Helps English Learners Master Science," published in the December 2005 issue of the Association for Computing Machinery's Special Interest Group on Design of Communication Newsletter (v. 6, n. 4).

Visit [www.sigdoc.org/newsletter/archives/dec05features.html](http://www.sigdoc.org/newsletter/archives/dec05features.html) for more information. Way to go, T.R.!

### **RICH MAGGIANI**

Rich Maggiani recently completed his one-year stint as Assistant to the President for Competitions by addressing the Opening Session of STC's annual conference in Las Vegas. He told a well-received story about the first ever competition in his Vermont community to highlight the benefits of the STC competitions.

At the STC conference, Rich received the Distinguished SIG Service Award for his five years as Membership Manager for the Consultants & Independent Contractors community. He also gave three presentations. Just for kicks, he played drums in the Open Jam band at the dance party after the Awards Banquet. The Open Jam band is STC's house band with Rich serving as a founding member.

The new STC President, Paula Berger, has asked Rich to lead the newly formed Public Relations committee for STC for the next two years. He is currently organizing the committee, setting its goals, and gathering members. Wow, Rich, thanks for all you do for STC!

### **KAREN BARANICH**

Karen Baranich recently finished serving as the Conference Manager for STC's Theory, Research, Education, and Training Stem for the 2006 STC Annual Conference. At the conference, she organized and facilitated the IDL SIG Progression and delivered a presentation on "Developing a Successful STC Conference Proposal."

She has just stepped into the role of Manager of STC Competitions and is working hard at this as the 2006-2007 competition cycle gets started. You may remember that Karen has also assumed the role of Assistant SIG Manager, along with Jackie Damrau. Karen, we really appreciate your efforts to make STC and our SIG a "happenin' thing!"

## NATHANIEL LIM

Nathaniel Lim was another busy person at the recent annual conference as he made four presentations. At the first-timer orientation, which was held three times during the conference, more than 200 first-timers attended. He also presented a technical session on “Designing Business Forms: A No Nonsense Approach.”

Besides preparing for the conference, he published two articles this year—one in the February issue of *Intercom*: “Know Before You Go” and another in the April issue, “Overcoming Conference Fatigue,” and in March he gave a mini-presentation on forms design to his local STC chapter, Silicon Valley. Nathaniel is a Senior Media Specialist for IMPAC Medical Systems, Inc. Way to contribute, Nathaniel!

## DAVID FENTON

David Fenton recently landed a great new job—and he’s quick to point out that he did so at age 63. (Yes, I got his permission to share his age!) David approaches the skills of our profession from the standpoint of “use it or lose it” and notes that if you stay current and relevant, you can stay active forever...or as long as you want to. David notes the following: “Exercising our minds as well as our bodies keeps us healthy, as well as viable as entrepreneurs. Being old as a ‘captive’ employee can be a negative (tough to hide grey hair, wrinkles, and the effects of gravity over the decades), yet as an independent, it is experience that counts. Experience + currency = value.” Great attitude, David, and thanks for sharing.

## DOROTHY CHAMPLIN

Finally, I want you to hear a cool story shared by Dorothy Champlin in her own words:

“Some of our STC members are also members of The American Society for Quality (ASQ). Last year, the ASQ members had expressed an interest in changing the pace of their yearly conference from the usual

Keynote/Sessions format. So this year, the conference chair, a dual STC/ASQ member, asked an STC member who has a serious interest in playwriting to write a little play that would illustrate the basic principles of quality for the enjoyment of the attendees. She agreed, and we presented the play at the local ASQ conference in April.

“Our playwright began with the basic premise of Dickens’s ‘A Christmas Carol’, and devised ‘A Quality Carol’, a play in three acts about a character named ‘Droodger’ whose ice cream business is doomed if he doesn’t change his ways and adopt some quality principles really soon! We then recruited other STC friends to be the cast. I played ‘Myrna - the Ghost of Quality Past.’

“Act 1 set the scene during the spot normally allotted to the morning keynote speaker; Act II followed the luncheon; and Act III closed the program in the afternoon—after which everyone enjoyed ‘high quality’ ice cream sundaes and received souvenir ice cream scoops!

“According to the evaluations, the audience really enjoyed this new approach, and their familiarity with the basic premise allowed them to focus on waiting for the introduction of each quality principle during the performance. All in all, it was a fun way to reinforce awareness of a serious issue without having to be too serious.”

Dorothy is a Localization Project Manager with Eastman Kodak Company in Rochester, New York. Thanks for sharing this with us, Dorothy!

## IN SUMMARY...

It’s so great to hear about what our IDL SIG members are doing. Don’t forget to email me when you have awards, accomplishments, promotions, and other good stuff to share! As always, I’m including our list of members that have joined the SIG since the last newsletter. By the way, did you know that there are 27 countries represented in our SIG?! Next issue I’ll break that down by country and talk about the terrific growth our SIG continues to experience.

## 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
October	September 1
January	December 1

Visit [www.stcsig.org/idl/newsletter.shtml](http://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.

#### COPYRIGHT STATEMENT

This newsletter invites writers to submit articles that they wish to be considered for publication. Note: By submitting an article, you implicitly grant a license to this newsletter to run the article or post it online, and for other STC publications to reprint it without permission. Copyright is held by the writer. In your cover letter, please let the editor know if this article has run elsewhere, and if it has been submitted for consideration to other publications.

#### LENGTH

Article formats: 25 words to approximately 1000 words. Consider breaking lengthy articles 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

#### EDITORIAL LICENSE

The editorial staff reserves the right to edit a submission or break a submission into successive parts for publication where deemed necessary.

#### REPRINTS

Reprints from the newsletter are allowed if permission is obtained from the original author, credit is given to the author and the newsletter, and a copy of the reprint is sent to the newsletter editor.

#### 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](mailto: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

Electronic formats: .TIF, GIF, or .PNG format.

Send ads to: Jackie Damrau at [jdamrau3@airmail.net](mailto: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:

Jackie Damrau, IDL SIG Editor  
4200 Horizon North Parkway, #134  
Dallas, TX 75287

## 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 SIG's Leadership team members include:

SIG Manager: [Jane Smith](#)  
Assistant Manager: [Karen Baranich](#)  
Assistant Manager: [Jackie Damrau](#)  
Secretary: [Jan Watrous-McCabe](#)  
Treasurer: [Jeanette Thomas](#)  
Business Directory Coordinator: [Jackie Damrau](#)  
Community Outreach Manager: [Jackie Damrau](#)  
India Representative: [Aparna Garg](#)

Conference Committee Coordinator:

[Paul Sinasohn](#)

Discussion and Announcement Lists: [Beth Bailey](#)

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[Ginnifer Mastarone](#)

Web Manager: [Kitzzy Aviles](#)

Web site: [Chris Emanuelli](#)

Web content manager: [Loria Kutch](#)

## 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.



# Welcome New Members!

We have 388 new members who joined us during March, April, and May at the end of this newsletter. As always, if you are new to the SIG and have not received a welcome letter from me, please e-mail me at [sylviamiller@woh.rr.com](mailto:sylviamiller@woh.rr.com).

Ann	Adams	Bisa	Bucklin	Robert	Dumouchel	Deborah	Hampton
Shinja	Adavi	Michael	Burke	Gale	Dunphy	Neshieka	Hancock
Lawrence	Agbayani	Mark	Bush	Mark	Durham	Stephen	Hamed
Laura	Allen	Tammy	Butcher	Robert	Easley	Jane	Haspel
Kevin	Allen	Anthony	Caldiero	Patricia	Egan	A. Melodie	Hawkins
John	Alt	Katherine	Caleb	Deborah	Eisenstein	Steve	Hayes
James	Anastasiow	Water	Callahan	Michelle	Blison	Jim	Hayhurst
Margaret	Andersen	Cathy	Carlson	Kerry	Blison	Morgan	Hayward
Edward (Ted)	Anderson	Luz	Castillo	Rochelle	Enderton	Laura	Heaney
Jamie	Anderson	David	Cavanaugh	Margaretha	Eriksson	Roland	Heimisch
Richard	Anderson	Maria	Centeno	Robin	Evans	Lisa	Heitzman
Mabray	Andrews	Mallory	Chamberlin	Elizabeth	Eving	Cassandra	Hemphill
Fred	Andrews	Suzanne	Chance	Constance	Fabian-Isaacs	Michael	Hendry
Diane	Arcoiacono	Tery	Chapman	Dolores	Falkon	Jeremy	Hemscher
Bruce	Ardinger	Virginia	Chapman	Robert	Fanshier	Jerolyn	Heth
Muniza	Ariin	karen	checkoway	Karen	Fardella	Marie	Highby
Denise	Aschenbrenner	Danny	Choi	Lamy	Fauks	Sarah	Highcove
Elen	Ashdown	Sonia	Clayton	Lena	Fawson	Martha	Holderman
Karen	Aziz	Jenna	Cline	Kevin	Feeman	Mary	Holland-Czupryna
William	Bahr	Shanti	Coimbatore	Jennifer	Fel	David	Hurley
Michelle	Barbieri	Brian	Collins	Diane	Fidyke	Carol	Huss
Mark	Barnatt	Katie	Compton	Elen	Fite	Chris	Hutchings
Mark David	Barrera	Steven	Conrad	Nicole	Force	Rachel	Ines
Betsy Jones	Bartow	Peter	Coo	Jean	Forrest	Ralph	Iwin
Andre	Beaulieu	Frederick	Cooper	Chatham	Fralix	Mark	Jamieson
Denis	Beaulieu	Janice	Corpron	Blondel	Francoise	Hilary	Janikula
Tricia	Bekey	Elizabeth	Coughlin	Thomas	Franov	Stephanie	Jennings
Bilyan	Belchev	Sandra	Coulter	Michelle Maaek	Friederichs	Ann	Johnson
Carl	Bergstrom	Angela	Coutinho	Brad	Friesen	Dee-Ann	Johnson
Angella	Beshara	Tiffany	Crotogino	Pierre	Gagnier	Laurie	Johnson
Stephen	Blair	Liz	Cummiskey	Sarra	Gallagher	Willis	Johnson
Janel	Bloch	Linda	Cunningham	Nirdosh	Ganske	Linda	Jones
Tracy	Boeckner	Geraldine	Cusiac	Lynn	Gardner	Ernest Lawrence	Jones
M	Bost	Astrid	Dahl	Apama	Gang	Tiemey	Jordan
Maryann	Bowen	Jby	Daludado	Jackie	Gamer	Elizabeth	Joyce
Tracy	Boyd	Pamela	Daugherty	Nancy	Garrett	Leung	Juan
Terri	Boykin	Tanya-Marise	de Sousa	Nanette	George	Bridget	Julian
Anna	Bradley	Vickie	de Tomes	Jennifer	Giesbrecht	Kimberly	Kahat
Beverly	Bradley	Tery	DeHart	Zvi	Gilbert	Bruce	Kanoza
Kevin	Bradley	Linda	Devendorf	Sherian	Gildemeister	James	Kasper
Lisa	Brent	Kellen	Diamanti	Patricia	Givens	Nancy	Katz
Claudia	Brink	Jenah	DiGregorio	Peter	Goldsworthy	William	Katz
Steven	Brooks	Jane	Dioguardi	Beverly	Gordon	Richard	Kecso
Allen	Brown	Jacquelyn	Dobson	Mary	Graham	Kimberly	Kemp
Mark	Brownell	Sarah-Beth	Doner	Jennifer	Grant	Sharon	Key
Jacquelin	Brown-Peterson	James	Donley	michael	green	Aisha	Khan
Gil	Brueckner	Chanti	Downey	Matt	Grove	Jesse	Kieck
Stephen	Brunet	Michael	Doyle	Robilee	Gunn	Marilyn	Kirschen
Debra	Bryan	Matthew	Duda	Michael	Gust	Esther	Klay

Cynthia	Klein	Lisa	Meng	Anne	Ralston	Kenneth	Sturgis
Nan	Klein	Emily	Metheny	Manju	Ramachandran	Aman	Talwar
Abby	Knott	Bernhard	Meyer	Linda	Rambone	Ernesta	Tamulionyte
Holly	Knox	Tracy	Meyer	Sumana	Ravilla	Gigi	Taylor
Elaine	Krause	Vanessa	Michaud	Patricia	Ray	Patricia	Taylor-Eversole
Kathy	Kroeker	Patrick	Millard	Linda	Redd	Maureen	Temple
Robert	Krull	Sally	Miller	Dia	Reeves	Kala	Thennarangam
Catherine	Krzywicki	Joshua	Mitchell	Shenlyn	Renner	K. Dyanne	Tiler
Cordell	Kylo	Susan	Mochinski	Chris	Rennie	Vivian	Todhunter
Connie	Lam	Minnie	Moore	Melvin	Reyes	Sonya	Trejo
Elizabeth	Lam	Ruth	Moore	Lee	Ridgway	Raymond	Tuto
Jamie	Lantz	Sarah	Moore	Michael	Riding	Karin	Tungseth
Francis	Lanzer	Wilfredo	Morales	Anne	Rigny	Richard	Tuttle
Susan	Lareau	Judy	Morgan	L P	Ringland	Sharon	Twiss
Roderick	Layman	Cynthia	Moyers	Wasique	Robbani	Lisa	Upham
Darlene	Lee	Leslie	Mundy	Tony	Rocco	Kathy	Versteeg
Kathy	Legg	Phillip	Murray	Ramona	Roesner	Viviana	Vlafane
David	Lemiski	Fawn	Musick	Jaye	Routledge	Sean	Ward
Brenda	LePage	Zsuzsanna	Nagy	Paramita	Rby	Katie	Waruel
Cecil	Leung	Sonia	Naima	Deborah	Royston	Ambra	Watkins
Joseph	Leuzze	Veronica	Natividad	Jose Mari	Rubi-Cruz	Roger	Watson
Mike	Levey	Chris	Nelson	Sarah	Ryan-Roberts	Jeffrey	Wayman
Carolyn	Lewis	Gina	Nelson	Kristen	Sabo	Ralph	Webb
Maggie Baumgartner	Lichty	Joseph	Norton	Jorge Carlos	Sanchez Ponton R.	Sheree	Webb
Manuel	Lim	Wayne	Oja	Lee	Scholder	Kristen	Welch
Emily	Loader	Janis	Ordway	Lauren	Schwartz	Amber	Wells
Beth	Long	John	Osborne	Richard	Schwarz	Bonny	Welsford
Timothy	Lulofs	James	Ostrom	Canello	Sebastian	Maria	Wessels
Maureen	Lyall	Nan	Parker	Michael	Seckman	Aimee	Whiteside
Ruth	MacDonald	Missy	Parks	Colleen	Sealey	Corinne	Whitis
Kate	Macleon	Elizabeth	Pass	Jennifer	Selix	Russel	Wilde
Saneeka	Macon	Barbara	Patton-Walker	Bila	Sher	Laura	Wilk
David	Maddrell	Stephen	Peceovich	Henry	Shorr	Mary	Willette
Mary	Maida	Debbie	Peebles	Kevin	Siegel	Christi	Williams
Scott	Main	Tammy	Pember	Catherine	Skrbina	Mcki	Williams
Murray	Maisey	Neil	Perlin	Kathleen	Slade	Denise	Williams
Marie	Malinowski	Greg	Pettit	Carol	Slott	Deborah	Williams
JD	Mars	Jennifer	Pike	Kathleen	Smith	Julian	Winstead
Stephen	Martin	Margie	Pike	Sara	Smith	Frances	Wirth
Lea	Mason	Pascal	Pinhas	Najwa	Smith-Schmookler	Catherine	Wolfman
Alfonso	Mata	Rene	Plautz	Mary	Sojoodi	Kevin	Wong
Jennifer	Mattie	Luz	Ponnay	Eric	Spaulding	Elizabeth	Woodward
Adriana	Maxwell	Daniel	Portwood	Melissa	Sporo	Dawn	Wyatt
Sonia	McCallum	Linda	Presto	Karthik	Sridhar	Jeffrey	Zacuto
Carrie	McCollor	Max	Pruden	Patrick	Stephens	Carrie	Zinck
Deborah	McConnell	Amber	Rach	Oliver	Sterczyk		
Diana	McCormack	John	Racine	Cassandra	Stevenson		
William	McJunkin	Aria Ghani	Rahman	Curtis	Stokes		
Elaine	McManus	Kathleen	Raker	Julie	Stumm		