



IDeaL: *Design for Learning*

The Newsletter of the STC's Instructional Design and Learning SIG

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Society for
Technical
Communication

From the Editor

by Robert Hershenow

Game-based learning is a hot topic in Instructional Design circles these days, and you might be wondering what all the flap is about. What is game-based learning? Is it a legitimate approach to learning and/or motivation, or just another gimmick? Cheri Lockett Zubak provides some answers and food for thought in “Simulations, Games, and Engaged Learning” which starts on page 7 of this issue.

Also featured is a review of “Summit@AClick” from SIG scholarship winner Daniel Jones, an introduction to IDL SIG Program Manager Katie Wilson, columns from outgoing co-managers Maralee Sautter and Jamye Sagan, and the latest SIG News, Society News, and Learning Opportunities.

In just a few months (May 5-8, 2013), the STC will celebrate its 60-year anniversary at Summit '13 in Atlanta, Georgia. If you will be a presenter there, we'd like to spotlight you in our next issue – so keep an eye on our website and discussion list for more information about that. Meanwhile I hope you enjoy this issue of *Ideal: Design for Learning*.

Why Join the IDL SIG?

We provide a great value for the ten-dollar price of membership. If you need a little coaxing, here is a checklist of ten IDL-SIG benefits:

❑ Website!

Bookmark the IDL-SIG website (<http://www.stcidlsig.org/wp/>) as one of your Favorites.

❑ LinkedIn Group!

Join at http://www.linkedin.com/groups?gid=2298157&trk=hb_side_g. You must have a LinkedIn account and be a SIG member to join the group.

❑ Online Evaluation!

Apply at <http://www.stcidlsig.org/wp/news-and-events/training-evaluation-workshop/>. A group of experienced panelists will evaluate your instructional design and training materials and provide informative feedback. Free to members.

❑ Twitter!

Follow @stc_idl_sig for timely tweets. You must have a Twitter account and request approval to follow the SIG on Twitter.

❑ Webinars!

Read about and sign up for webinars at <http://www.stcidlsig.org/wp/news-and-events/>. Members pay a nominal rate for any IDL-SIG sponsored webinar.

❑ Surveys!

Read about the survey results at <http://www.stcidlsig.org/wp/discussion-lists/surveys/>. The survey questionnaires are available to members only!

❑ **Newsletter!** Everyone can read about the latest trends in instructional design and learning.

Access current and past issues on the web: <http://www.stcidlsig.org/wp/newsletter/>

❑ Events!

Join us at the SIG business meeting and the Community Reception at the STC conference, where we also gather for informal meetings.

❑ Discussion List!

A great resource for posting questions and sharing instructional design and learning experiences. Go to <http://mailman.stc.org/mailman/listinfo/stcidlsig-l> to join, and be sure to reply to the email to confirm your subscription. Members can send messages stcidlsig-l@mailman.stc.org.

❑ Announcement List!

This is the SIG's communication line to you, and important announcements are made about surveys, election ballots, conference details, newsletter availability, and other SIG business. Announcements are sent on an average of two or three per month to all IDL SIG members.



From the Managers

When the leaves start to change to the vibrant colors of autumn, my thoughts often turn to my mom, who passed away in October many years ago. In reminiscing about her this year, I remembered the time she raved about my son Scott teaching her how to program her “new-fangled” thermostat.

While I wasn't there, it was impressive that my teenager had enough savvy and patience to read the instructions and teach a little old lady how to operate something that seemed impossible for her to do. My mom was proud of herself as she gained new “computer” knowledge and I was proud of my son who somehow had the right skills to communicate what she couldn't understand in the manual.



Maralee Sautter

In the classroom, the target is to teach and reach the average learner—those in the middle—which leaves some students beyond the margin or at the edge. Written information alone does not reach the average adult learner, and verbal communication is where the teacher/trainer is expected to tighten the gap, not only through lecturing, but by demonstrating and leading the learner in relevant exercises. From my experience, the training guide is the starting point for learners, and it is reinforced when they listen in class and then repeat what they've learned.

In the past years of teaching, I have had a legally blind person, an extremely near-sighted person, and a student with Adult Attention Deficit Disorder (ATDD) attend my software classes. With these types of disabilities, I have been rewarded significantly by staying after class and using the time to instruct the

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Jamye Sagan

Autumn is my favorite time of the year. I love watching the leaves turn color (even if it's 50 shades of brown here in South Texas). I start gearing up for the holiday season – from trying to figure out my Halloween costume (Veruca Salt from Willy Wonka and the Chocolate Factory) to furiously knitting up Christmas gifts for family and friends. I look forward to the day I can finally turn off my air conditioner and enjoy the nice crisp air of outdoors. But mostly, I like this time of year because it represents both beginnings and endings. During this time of year, we start back to school with the excitement of facing new teachers, new friends and new experiences. Also during this time of year, we not only look back on what we HAVE accomplished over the year, but also what we COULD have accomplished.



Within the IDL SIG, we offer a variety of programs and services to our members, including one dear to our hearts - the Virtual Training Evaluation Workshop, which won a Pacesetter Award in 2011. In this program, IDL SIG members can have their training materials evaluated by an IDL expert from our SIG. Once materials are submitted, the evaluator reviews the materials and offers written and personal feedback. Participants and evaluators then meet virtually to de-

liver the feedback and ask/answer questions. This can be done via Skype, Go To Meeting, or even over the phone. If the two parties live close to one another, they can even meet in person if they choose.

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Maralee, continued

individuals while sitting next to them as I coach them through the process. This gives me time with students to observe and “read” their non-verbal reactions.

Additionally, when I work with the learner on the edge, it gives me the opportunity to see and hear what I’ve missed during class, and it provides me with impetus to improve my lessons. If I can learn something from my students, I consider it valuable.

In retrospect, when I recall my mom’s excitement in programming her thermostat, I’m reminded that the compassionate, one-on-one instruction from my son was the key that unlocked the door to her ability to learn. In my own case, one-on-one instruction leads to better outcomes, not only for the learner, but for the one who is creating and delivering the message.

As my stint as IDL SIG co-manager comes to an end, I want to extend a big “thank you” to Jamye Sagan—co-manager and friend—and the team leaders and volunteers of the IDL SIG. The past two years have been a great learning experience for me, and along the way, I have met some of the kindest people in STC. Starting in January of 2013, Jamye and I will pass the torch to the new co-managers, Preeti Mathur and Cindy Pao. It has been a joy and pleasure to serve you.

Kind regards,
Maralee Sautter



Jamye, continued

For more information about the Virtual Training Evaluation Workshop, please visit:

<http://www.stcidlsig.org/wp/news-and-events/training-evaluation-workshop/>

Who can benefit from this program? Anyone, regardless of instructional design (ID) experience. Some of us may be experts in one or more aspects of ID, but may need guidance in another area. Some of us may have recently graduated from an instructional design program and eagerly anticipate more “real world” experience. We all can benefit from having a second pair of eyes look at our materials – especially if we are the only ID practitioners in our department/area.

Some of us (like myself) may not have formal education in this field, and may have been pushed forth onto the ID stage, but are quickly finding out that we enjoy our new roles and are happy to learn more. Therefore, I plan to submit my training materials for evaluation. In the next issue of our newsletter, I will write an article about my experience. By sharing this with you all, I hope to encourage some of you to take advantage of this wonderful program.

Over the past two years, I have enjoyed serving as your SIG co-manager, alongside Maralee Sautter. Maralee, I could not have asked for a better co-pilot. Thank you for sharing your experience and for being a good friend. To all of our committee leaders and volunteers – thank you for your dedication and hard work. I look forward to passing the reins over to Preeti Mathur and Cindy Pao, our new SIG co-managers effective January 2013.

Jamye Sagan

From the Swiss Summits to Summit@aClick

By Daniel Jones

Training and Communications Manager,
Zurich Insurance Company, Zurich, Switzerland

Jetting 7,000 kilometers from Zurich, Switzerland to the STC's Technical Communication Summit in Rosemont, Illinois last May just wasn't going to happen. Budget cuts, travel restrictions, and a heavy work load blocked this training and communication manager's chance to attend the event. But that all changed with a click.

I was one of the lucky winners of a Summit@aClick account from STC's Instructional Design and Learning Special Interest Group. In September, when I had a few hours to spare, I started my virtual journey to the Summit. With just a few clicks, I was there—without leaving my office along Lake Zurich.

I remember being overwhelmed at my first STC conference in Las Vegas in 2006. There were so many interesting sessions to attend. How could I fit them all in? I had the same feeling when I scanned the list of over 70 Summit@aClick presentations that I could view online or download and listen to on my iPhone. But where would I start?

During my first venture online, I bit into my Swiss chocolate bar and started scrolling through several sessions' descriptions. With an extra click, I could download each presenter's handouts to learn more. As a trainer, I wanted to find out more about instructional design. As a project management community coordinator, I was looking for new ways to engage my colleagues. And as a writer and "tech geek," I wanted to learn how to publish my own eBooks.

I found my answers on Summit@aClick.

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From Swiss Summits to Summit@aClick

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Over the next weeks, I would don my headphones, access my account, and drift away to a conference room in Rosemont. Marta Rauch taught me how gamification—with a little competition—can motivate my online community members to submit a work sample or answer a forum question. Jennifer Beaujon and Sharon Jendrisak explored the myths about technical writing and instructional design—and confirmed that two of my roles fit into my one job. And Scott Prentice taught me about the best tools to produce “ePubs” for eBook readers and iPads: InDesign seems to be the best, although iPages will do the trick for me.



Daniel Jones

Accessible 24 hours a day, Summit@aClick's online site reminded me of STC's Las Vegas conference: Brash colors, blinking banner ads, and constant “page refresh” clicking sounds that were more annoying than the constant “whirl” of a casino's slot machines. It's easy to get lost at a conference, and Summit@aClick didn't spare me from that either. Several times I could not find an interesting session I had spied early. But with a little exploring—and use of the site's strong search feature and bookmarks—I found my way from one presentation to the next.

Viewing a recorded presentation is not as engaging as seeing the live “show.” Slides aren't so sharp in the full screen view, handouts are a bit vague, and presenters almost always forget to repeat the muffled questions from the audience. But Summit@aClick—free to conference attendees or at a nominal fee to others—is a virtual way to learn from your STC colleagues without getting on a plane or juggling your busy schedule. Switzerland has its share of summits. I'm glad I could attend this Summit@aClick.



The 2012 edition of [Summit@aClick](#) is now available at a Special Sale Price: \$149 for members, \$299 for Not Yet Members!

Simulations, Games, and Engaged Learning

by Cheri Lockett Zubak



Start Here!

Let's begin by checking out some learning examples on the web. Which of the following, in your opinion, are games?

You don't need to play all of them, but I encourage you to try a few.

(Hint: A game is not a game just because it says it is a game.)

Learning Experience	Yes	No
Argument Wars - http://www.icivics.org/ - (create a free login and then select "Argument Wars")	<input type="checkbox"/>	<input type="checkbox"/>
Courting Disaster - http://www.verbatimreporters.com/game/	<input type="checkbox"/>	<input type="checkbox"/>
Fold-It - http://fold.it/portal/ - (requires installation)	<input type="checkbox"/>	<input type="checkbox"/>
Railroad Safety for Professional Drivers - http://www.alleninteractions.com/e-learning-demos (create a free login and then select from the e-learning demos page)	<input type="checkbox"/>	<input type="checkbox"/>
Frontline Loss - http://www.alleninteractions.com/e-learning-demos (create a free login and then select from the e-learning demos page)	<input type="checkbox"/>	<input type="checkbox"/>
Connect with Haji Kamal - http://www.worldwarfighter.com/hajikamal/activity/	<input type="checkbox"/>	<input type="checkbox"/>

Okay, done? Let's talk about learning with games and simulations, and see how you did.

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What is game-based learning?

Game-based learning makes use of game mechanics to build learning experiences that are designed to meet specific performance outcomes (Whitton, 2009). Proponents of game-based learning intend to build on the learning and performance support elements of games to both motivate and support the learning process (Gee, 2007; Aldrich, 2005). Examples of these game elements include narrative, rules, problem-solving, risk, role playing, quests, fantasy, competition, and rewards (Whitton, 2009; Kapp, 2012).

Argument Wars, *Fold-It*, and *Railroad Safety for Professional Drivers* are examples of learning games. Did you try to play any of them? If so, you might have noticed that these games are not necessarily easy. Most successful games (commercial as well as learning games) employ the idea of “hard fun” (Papert, 2002) – that is, an experience is engaging (fun) because it is somewhat difficult.

You might also have noticed that some of the game examples attempt (not always successfully) to provide learning content in very small chunks during game play.



Figure 1: *Argument Wars* is an instructional game targeted at middle school students.

During an instructional game experience, the game environment, action, and, in some games, short supporting text that is offered when necessary provides you with just enough information to keep you moving forward. For example, in *Argument Wars*, you can draw from a deck of cards with details about the law to support your argument. But to “win,” you must bring your experiences, critical thinking skills, and trial-and-error learning to the game.

Commercial games often provide after-market strategy guides and extensive peer support to help players to be successful in the game. For commercial game studios, the player’s feelings of success and motivation to continue are critical drivers in the game

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Simulations, Games, and Engaged Learning - continued

design process. (Think ARCS* in every element of design.) Instructional game studios are attempting to follow these design practices, but have the difficult problem of needing to provide domain content to players. This is a critical issue for game-based learning design, since it is all too easy to

**According to John Keller's Attention, Relevance, Confidence, and Satisfaction (ARCS) model, people are motivated to participate in learning when their personal needs are satisfied by the activity and they expect a positive result from doing the activity (Chyung).*

convey information passively rather than actively.

What are simulations?

Simulations, like games, are immersive learning experiences. Simulations share common elements with games, such as narrative (scenarios), risk, role playing, and problem-solving. However, simulations tend to model reality. The central purpose in simulations is experiential; the learner applies his or her life experiences to resolve and reflect on realistic problems (Aldrich, 2009; Spero, 2012). The emphasis in simulations tends to be on practical, transferable skill-building in a safe, contained, and recognizable environment.

Courting Disaster, *Connect with Haji Kamal*, and *Frontline Loss* are examples of instructional simulations. For example, in *Courting Disaster* (see Figure 2), you apply your understanding of professional rules of conduct in situations where your ethics might be influenced. The simulation in *Frontline Loss* is more subtle but appears to simulate the experiences of a bank teller who holds up a check to determine whether it is valid before completing a deposit.

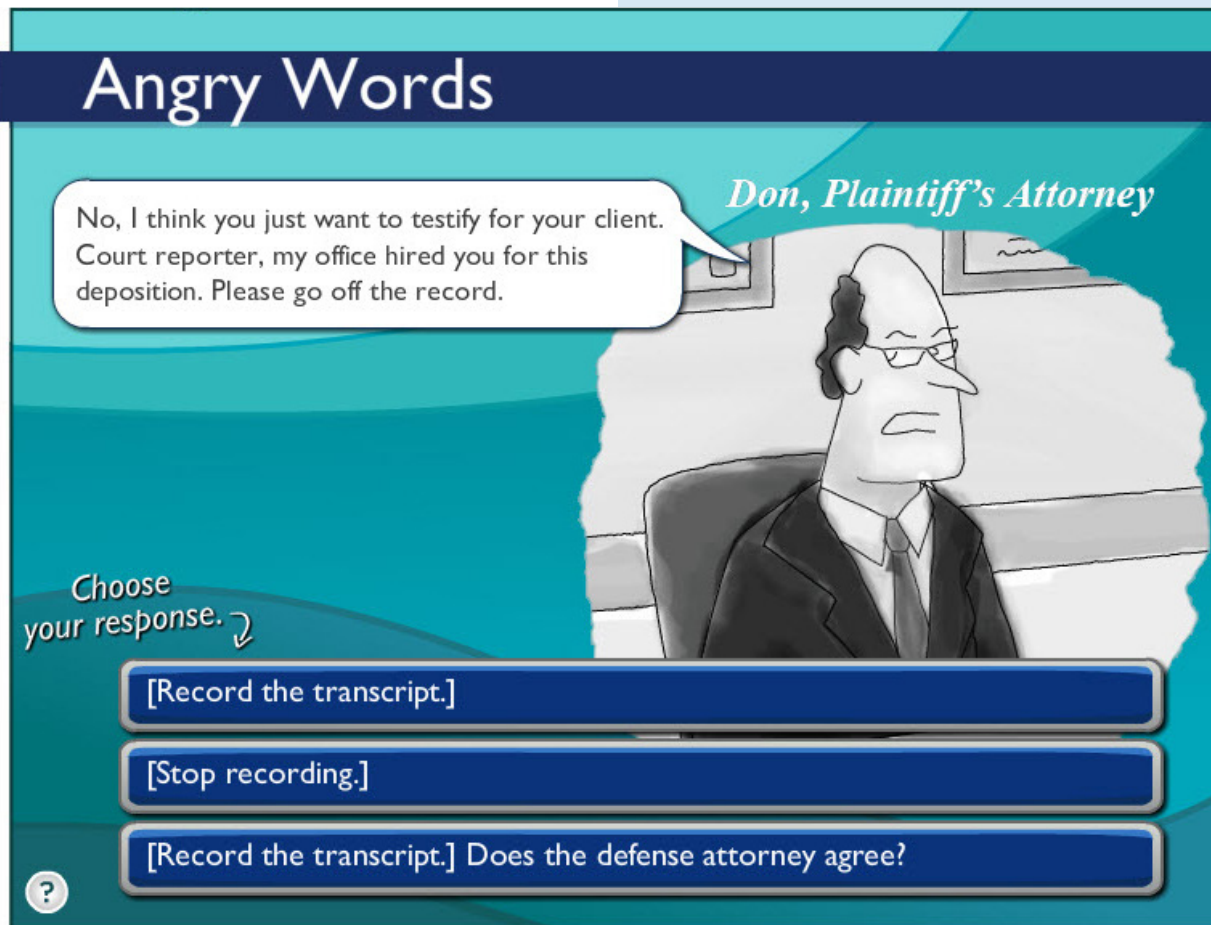


Figure 2: *Courting Disaster* is a simulation that presents the learner with choices that might conflict with standards of professional ethics.

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An important strategy in simulation design is the use of the scenario (Spero, 2012), a storytelling technique in which characters with whom the learner might identify are placed in difficult situations and must use their experience to resolve a problem. For example, in *Connect with Haji Kamal*, you assume the character of a soldier who is new to the culture of Afghanistan and must interact with a local leader. A more experienced soldier acts as a mentor who provides guidance to the new soldier. This design helps the learner to keep moving forward in the simulation, a skillfully designed replacement for textual delivery of support information. Scenario-based learning of this sort has been proven to compress years of learning into a short time span (Clark, 2009), especially when the learner assumes a role during the learning (Kapp, 2012).

Do games and simulations really work?

This is an important question. Like any highly engaging learning experience, games and simulations are not cheap to design or develop, so it's important to understand their effectiveness before investing in learning games or simulations.

The evidence of effectiveness in simulations is fairly extensive (Spero, 2012; Clark, 2011; Aldrich, 2009), even when the simulations use a textual, rather than multimedia design (Thalheimer, 2005).

However, the research for when and how games should be used to support learning is still emerging. In fact, Ruth Clark, one of the leading researchers in evidence-based workplace learning, recently headlined an ASTD article with the proclamation that “games don't teach” (Clark, 2012). So let's put aside the statistics about the current international preoccupation with digital games, compelling though it is (ESA, 2012), and look at some of the science.

Clark's (2012) assertions in the ASTD article are based on an important (and very true) observation about games: “Games encompass so many diverse potential learning environments that it makes no sense to make any general statements about them. We need greater precision—a more finite and specific set of game types and features—in order to match specific game environments to diverse learning outcomes.” In the research she examined, a

narrative game, which is by nature a more sprawling experience, was found to be less effective than a more traditional but very targeted learning experience that used a slide design. Does this mean slides are better than games? No, of course not. As Clark points out in her article, you need evidence to support your design choices, and the truth is that the research on learning game design is still emerging. We also know, on the other hand, that slide design can have its own pitfalls, such as the tendency to disengage through “page turner” implementation (Clark & Mayer, 2011).

However, research to support learning games is emerging, and design, as Clark suggests, is key. For example, van der Spek (2012) also initially found that a PowerPoint presentation was more effective as a learning tool than a serious game. Van der Spek was curious whether the design of the game or conditions of learning had affected outcome, so he conducted four experiments to test these design changes (for example,



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Simulations, Games, and Engaged Learning - continued

using auditory versus visual cueing and changing the order of game elements). The result was that some of these design changes resulted in superior learning in the serious game as opposed to the control group.

Sitzmann's 2011 meta-analysis of 65 studies of simulation games found that, under specific conditions (such as being able to access the game repeatedly), training outcomes were superior for learners who use simulation games as opposed to a comparison group who learned from more traditional methods. Salas et al. (2012) also recently published an in-depth study that applies educational research to workplace training and development practices. Among their recommendations for effective training program are to consider games and simulations. Why? Because games and simulations offer learners the opportunity to practice workplace skills in a "realistic, engaging, immersive, and safe setting" (Salas et al., p. 88). Digital simulation games also simultaneously engage a learner's affective and cognitive processes (Sitzmann, 2011).

Of course, you need to be sure that any

instructional strategy you employ supports learners in achieving intended performance outcomes (Clark & Mayer, 2011; Clark 2012; Salas, 2012). For example, because they tend to support complex learning, simulation games might be more effective if embedded in an instructional program rather than as a stand-alone training tool (Sitzmann, 2011). Clark (2012) recommends games for "drill and practice exercise for tasks that require immediate and accurate responses." It is also important for adult learners to understand why they are using games or simulations before they will buy into the learning experience (Whitton, 2011). The implication, of course, is that you need a good reason.

Would you like to learn more?

Karl Kapp's recently published book, *The Gamification of Learning and Instruction*, provides an excellent overview of the possibilities of game-based learning. Kapp (with fellow instructors at Bloomsburg University) has also announced a distance-learning certificate course on the subject that will be held in early 2013. You can find details at <http://iit.bloomu.edu/index.php/games-and-the-gamification-of-learning-instruction-workshop-certificate/>

However, the best way to learn about games is to play them. You don't need to invest the time it takes to beat a difficult role-playing game. Check out casual games like *Angry Birds*, *Farmville*, *Words with Friends*, and other games of this sort. This is a good way to learn about mobile design as you learn about games.

You might also download and experiment with the free version of game development tools such as Thinking Worlds (<http://www.thinkingworlds.com>) and GameSalad (<http://www.gamesalad.com>). Although both games required a structured approach, you don't need to have programming skills to build games with these tools.

Another strategy is to provide more immersive elearning design by creating meaningful problems for the learner to experience. To develop learning experiences with game-like elements, you can experiment with many high end instructional design tools. For example, you might use an e-learning tool such as Articulate Storyline to create scenario-based learning with strong game



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elements such as narrative, characters, and a focused context for the content learning. Or you might use a simulation tool such as SimWriter Simplicity (<http://www.nex-learn.com/simwriter-simplicity/>) to create question-based simulation designs that are specifically aligned with performance goals. By the way, these ID tools are suggestions, based on my experiences. If you would prefer to use other ID tools, there is no reason not to experiment with them.

Conclusions

We could travel together through plenty more territory to learn about game-based learning and simulation design and development. For example, I have not even touched on the game genre of the simulation game, which has characteristics of both games and simulations (examples: The Sims, RollerCoaster Tycoon). This genre has exciting potential for learning design, especially if you subscribe to the theory (as I do) that simulations and games are on a

continuum rather than separate experiences (Becker & Parker, 2009). Nor have we discussed the concept of gamification, which is the application of game elements to non-game contexts (Kapp, 2012)—in particular, business situations (Werbach, 2012). And certainly, there is plenty more to say about the psychology and design of immersive experiences.

However, my hope in this article is to provide you with some background that you can use for further exploration.

I encourage you to play games, both educational and commercial. In my opinion, even if you never develop a full-fledged learning game or simulation, you will gain ground as an instructional designer by studying how games and simulations engage learners in problem-solving. In this context, you might think of the elements of instructional game and simulation design as design patterns that can be carefully applied if the learning situation warrants it.

About Cheri

Cheryl Lockett Zubak (Cheri) is an STC Associate Fellow and Principal at Work Write, Inc. (<http://www.workwriteinc.com>). With a professional and educational background that spans professional writing, instructional design, performance support, instructional game and simulation design, information science, and all sorts of technology, Cheri speaks geek in a way real people can understand. You can reach Cheri (who welcomes your contact) at workwriteinc@gmail.com, and she encourages you to connect with her at <http://www.linkedin.com/in/workwrite>.

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This is Me! Katie Wilson

by Maralee Sautter

Katie Wilson, the IDL SIG Program Manager, is our featured IDL member for this newsletter. Katie's STC story began in 2007 while pursuing a Master's in Technical Writing at the University of North Texas. As a student, she joined the Lone Star Community and started networking so she could find meaningful ideas for her classroom projects, and became energized about the possibilities of a future in technical communication.

Before graduation, Katie combed through the STC job banks and found her current job at Oracle, where she works as a technical writer. The only snag was relocation to Philadelphia, Pennsylvania. And after two and-a-half years, the move was worth it, especially since the Documentation department, where she works, is going to start making training videos.

Katie joined the IDL SIG two and-a-half years ago because she was looking for volunteering opportunities, and was attracted to the activity in our SIG. She joined the webinar team, led by Carol Widstrand, and enjoyed the camaraderie

of the group, the behind-the-scenes work, and the aspect of learning about trends and topics in instructional design. (Bonus: The program-team members get to attend the webinars free of charge.) With a few webinars on her resume, she stepped in as the Program Manager while Carol moved on to another leadership role.

Because Katie is pursuing an online MBA through Drexel University now, she doesn't have a lot of time for hobbies. However, in-between work, volunteering, and studies, she tries to fit in hiking, skiing, or attending plays/musicals at the Wilma Theater in Philly.

When asked about her dream job, Katie says, "I like the sound of CEO of my own company. Achieving that dream will probably take 20 years, but I'm looking forward to it. I also hope to have jobs in different countries in the next 5 to 7 years to learn more about business practices across the globe."

We are proud Katie is one of us—an IDL SIG member and volunteer. And, if anyone can reach and achieve her dream, it will be Katie. You go girl!

What in The World? (Goings-on in the IDL SIG)

By Mellissa Ruryk

Here's a recap of what's happening in our SIG's world:

We completed and submitted our 2013 budget. Preparations and training are underway for the transition from our able leaders **Maralee Sautter** and **Jamye Sagan** to incomers **Preeti Mathur** and **Cindy Pao**...

Jackie Damrau has updated WordPress with the latest version and plug-ins and she's working on an Online administrators manual...

Mentoring Manager **Scott McCoy** has written two Introductory Letters to IDL SIG members on how to apply to the program (one for mentees and one for mentors). This new program is to begin in January 2013. Scott would especially like to recruit mentors in the area of Content Management...

Jamye Sagan (Surveys) has posted the results from our recent survey on the website (there's a brief article on this elsewhere in this newsletter). We had 91 respondents out of 500+ members, and two lucky people were drawn at random from those who supplied contact information:

Vicci Stevenson & T.R. Girill each win an Amazon gift certificate!

Watch for a detailed survey on the Mentoring Program early in the New Year.

Thank you to all our committed SIG volunteers and helpers for their hard work and involvement in SIG projects throughout the year. YOU are the world of the SIG!



SIG Membership Survey

Our 2012 membership survey was a success! 91 members – about 16% of our membership base – participated. Everyone provided valuable information about what our SIG can offer. Plus, we have had several members express interest in volunteering with the SIG. We are truly thankful for that; we always welcome help to make sure we continue offering programs and resources of value to you.

For a detailed survey report, visit the Surveys page on the IDL SIG website:

<http://www.stcidsig.org/wp/discussion-lists/surveys/>

Also, congratulations to our survey raffle prize winners: T.R. Girill and Vicci Stevenson. They will each receive a \$50 Amazon gift card!

Do You Know ...an Emerging Training Leader?

The nomination deadline is January 11, 2013, for *Training* magazine's 2013 **Emerging Training Leaders** awards.

Nominations criteria include:

- Successfully led a large-scale training/learning and development initiative within the last year
- Demonstrates specific leadership qualities
- Has the potential to lead the Training or Learning & Development function at an organization in the next one to 10 years
- Must be in the training industry for a minimum of two years but no more than 10 years
- No self-nominations; each company can nominate only two candidates

Nominating is free—<http://bit.ly/SXsEkd>.

New Members

The IDL SIG welcomes new members who joined between July 9 and December 13, 2012

John Allred	Robert E. Laws
Aimee Armour-Avant	Cynthia S. Leipman
Ellen CA Ashdown	Gordon Maxwell
Walter Baumann	Philip Guy Meilleur
Laura Bloom	Samantha Miranda
Giannina Bottaccini	Carrie Nowocin
Newton Buliva	James M. O'Leary
Jack Butler	Sarah Puckett
Lise Carter	Annette Richards
Bryan Chin	Vincent David Robles
Bunnie S. Cummings	Stephen J. Ryan
Catherine DeMarco	Dave Sandor
Brian Phillip Dumas	Tracy Strickland Sas
Roger Clark Eggebrecht	Christine Sheffler
Janet Mary Fisher	Ahmad Sheikh
Lara Haynes Freed	Paul E. Sinasohn
David S. Gouger	Donna Sovaiko
Renee M. Haran	Donna Stewart-Kissam
Sara Harrison	Marilou Stockton
David Holmes	Robert Lewis Thornton, Jr.
Ariane L. Irvine	Lindsay Tyler
Autumn Jonssen	Alexandria Nicole Werner
M. Kathryn Kolencik	Robert S. Whitehorn
Elizabeth C. Kuehn	Shelly M. Willoughby
Janet Lamar	Laura P. Zinn

Learning Opportunities

If you've made it through **Summit@AClick** and you want more, check out **Pixeltalks** – which offers “Video presentations from the best Web conferences in the world: creativity, web design, typography, UX Design, etc.” I especially enjoyed **this video** by Jessica Hische, creator of **Don't Fear the Internet**.

<http://pixeltalks.com/>

<http://player.vimeo.com/video/51128116>

<http://www.dontfeartheinternet.com/>

The Training Magazine Network will host a webinar on January 17 entitled *Game-Based eLearning - How Does its Effectiveness and ROI Compare to Traditional eLearning?* The presentation is complimentary for TMN members; register **here**.

Learning Solutions Magazine offers an article called *Nine Ways to Reduce Cognitive Load*. “As instructional designers, we have to know what cognitive requirements our learning designs impose and ensure that our learners can meet those requirements. We don't want to distract the learners from the essential learning task at hand. All aspects of design should focus on adding value to the learning experience.”

<http://www.learningsolutionsmag.com/articles/1034/>

STC has made a number of recorded webinars available online at just \$19 each for Society members. Currently you can “attend” Phylise Banner's recent presentation *What's a MOOC? Exploring the Possibilities of Massive Open Online Learning*, at no charge.

<http://stc.org/education/online-education/recorded-seminars>



STC News

As we go to press the **November/December issue of Intercom**, with a theme of alternative media, is now online. Below is a copy of the note from editor Liz Pohland for this issue.

“With this final issue of Intercom for 2012, we bid a fond farewell to longtime columnist Dr. Bette Frick. She has been the author of the Business Matters column for nine years. She will be missed in this role, but will continue to assist Intercom as the chair of the Editorial Advisory Panel. Thank you, Bette, for all your insights into the world of freelancing, marketing, and independent business ownership.”



Kathy Savard of CA Technologies attended STC's recent virtual conference, *Technical Communication Content Strategy in the Mobile Device Age*. She tweeted throughout, so Your Friendly Neighborhood Blogger approached her about doing a review of the conference. As luck would have it, she had already promised her company she would review it for internal use, and she agreed to **share that article with STC's Notebook**. Enjoy! (And grab a snack, it's long!) – *Kevin Cuddihy*

<http://notebook.stc.org/an-attendee-reviews-stcs-content-strategy-virtual-conference/>

Brand-New Certificate Course Starts in January

STC introduces another certificate course to our lineup in early 2013, with *Usability Testing Essentials: Hands-on Workshop and Best Practices*, presented by Carol Barnum. The course starts on 8 January and takes place every Tuesday through 26 February, from 10:30 AM–Noon EST (GMT-5).

<http://intercom.stc.org/2012/12/brand-new-certificate-course-starts-in-january/>

About this Newsletter



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Ad sizes and rates:

Half page (7.5x4.5): \$75 (1 issue); \$225 (4 issues)

Business Card (3.5x2): \$25 (1 issue); \$100 (4 issues)

Please submit electronic copy only in .TIF, .GIF, or .PNG format. Send ads to Robert Hershenow at newsletter@stcidlsig.org.

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