



IDEaL: Design for Learning

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

From the Managers

Jamye Sagan, IDL SIG Co-Manager



My oldest cat Gimli was diagnosed with diabetes last year. Upon our veterinarian's recommendation, we put Gimli on a special diet that could help control his blood sugar levels. It worked, but not well enough, so now we have to give him insulin shots every day and check

his blood on a regular basis to make sure his glucose levels are within range.

What does my cat's diabetes have to do with instructional design and learning? A lot, actually. Over the past few years, I have helped developed training programs on using a glucose meter during health screenings, so I already knew how to use a

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Maralee Sautter, IDL SIG Co-Manager



Can you feel it in the air? It is almost conference time, and STC's annual attraction takes place from May 20 through May 23 in Rosemont-Chicago, a hop, skip, and a jump from the O'Hare International Airport. Consider me someone who likes to jump on the Summit train as often as possible. I

confess, since 2000, I have taken eight previous "rides" on the train—2012 will be my ninth excursion.

While there are many reasons to attend the conference, as a virtual community leader, the overarching reason is to meet up with members face-to-face. As a SIG manager, I try to reach out to make contact through discussions or announcements, but there is nothing like the luxury of seeing and talking to members in person. So, if you are going to the Summit please come introduce yourself at any of the following events.

Leadership Program

(formerly known as "Leadership Day")

Sunday, May 20, 8:00 AM to 12 noon and 1:30 PM to 4:00 PM

The Leadership Program focuses on activities for SIG and chapter leaders, and is not meant to be exclusively for presidents or managers, but anyone who is interested in volunteering at the SIG or chapter level. The morning session's focus is to

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Society for
Technical
Communication

Jamye Sagan, continued...

glucose meter (which, but the way, you can use on a cat and not just a human). So I thought, “testing my cat’s blood should not be too hard. I’ll simply apply my prior knowledge in glucose testing – after all, I know how to use a lancet and how to touch the test strip to the blood drop...” Yeah, try getting blood out of a cat. All that prior knowledge went out the window the moment I had to hold the squirming cat’s paw, click the lancet to his paw pad, and try to touch the test strip to the blood drop.

This whole experience with Gimli has also driven home the importance of including hands-on practice and simulations when possible. After all, plenty of practice is key to gaining experience and confidence in something. I practiced my injection technique several times with an orange and some water, so by the time I was ready to actually inject my cat with insulin, I was pretty comfortable with the process. I wish I had more hands-on practice for testing his blood, though. I had watched several videos on how to check my cat’s blood sugar, so I understood the technique, but did not have ample opportunity to get hands-on practice, of experimenting with the best way of holding his leg and paw and preparing the paw pad for the lancing itself.

Now that it’s been a couple of months since we first started giving Gimli insulin, I can say that I can practically give injections in my sleep. Checking his blood sugar is still a challenge, though. Gimli seems to be doing better; he has more energy now.

Speaking of energy, in case you have not heard, I am proud to say that our SIG has been named a Community of Excellence for 2011! The citation reads:

For your support and facilitation of the expansion of members' skill sets through scholarships and webinars and for providing a forum for the exchange of knowledge and ideas through your newsletter and a variety of social media.

None of these programs listed above would be possible without the dedication and hard work of our volunteers. Our volunteers work tirelessly behind the scenes in lining up presenters for our

continues, page 4

Maralee Sautter, continued...

provide chapter and SIG recognitions and share best practices. The afternoon session’s focus is to collaborate, problem solve, and exchange ideas about community leadership. This program continues on Wednesday, May 23 from 2:30 PM to 5:30 PM.

Informal Gathering

Sunday, May 20 from 8:30 PM to ... ??

[Liberty Tavern](#) (close by, at the Hilton)

The informal gathering last year was so much fun that we decided to do it again. So, after opening ceremonies on Sunday evening, come join us for informal camaraderie and libations at the Liberty Tavern. There is no agenda, only to have a leisurely bit of fun.

Training Evaluation Workshop

Monday, May 21 from 3:30 PM to 4:30 PM

Hurry! Send in your training and instructional design materials ahead of time to be evaluated by experts in the field. Personal, verbal feedback is given on your pre-submitted offerings during this conference session.

Communities Reception

Monday, May 21 from 6:30 PM to 8:00 PM

The Communities Reception is a great time to get to know some of the SIG volunteer team. Be sure you

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**ATTEND THE IDL SIG
BUSINESS
MEETING
AT THE SUMMIT
TUESDAY, MAY 22
11:30-12:30
VIENNA CLASSROOM
BRING YOUR LUNCH, MEET,
GREET, HEAR THE NEWS
WIN DOOR PRIZES!**



by **Robert Hershenow**,
Managing Editor

Continuing our focus on Learning for Instructional Designers, this issue offers a first-hand look at the ID program at Boise State University. Linda Urban, in her second year of online classes there, has written a very enjoyable and informative review of her experiences so far. BSU's program is highly regarded and Linda is having a great time. Her article begins on page 5.

On page 9 you'll find Jackie Damrau's essential *Summit Roadmap*, which you'll be happy to have at your fingertips as you prepare your schedule for the [STC's 59th Summit](#) in Rosemont-Chicago this month. The roadmap is a chart of the educational sessions of interest to Instructional Designers; each entry links to that session's page on the STC web site for access to all the details.

Also in this issue:

- Mellissa Ruryk reviews Joe Ganci's webinar. Are you using the right tools?
- Sylvia Miller announces our 2012 SIG Scholarship winners
- Co-Manager Jamye Sagan's in the Spotlight
- Co-Manager Maralee Sautter brings us up-to-date on SIG events at the Summit
- We announce our DSSA Award winners

You will also find our list of new members, and all the SIG and Society news, tips and learning opportunities. Enjoy the newsletter!

Finally... in addition to all the activities listed in this newsletter, *The Rough Drafts* are back at the 2012 Summit! Come see us (I'm in the band this year) at the Music Jam on Monday night following the Communities' Reception. Hope to see you in Chicago!

- **Robert Hershenow**
Managing Editor, "IDeaL: Design for Learning"

IDeaL: Design for Learning

Published quarterly in January, April, July, and October.

SIG Managers: Jamye Sagan, Maralee Sautter - manager@stcidlsig.org

Managing Editor: Robert Hershenow - newsletter@stcidlsig.org

Associate Editor: Jackie Damrau

Graphics: Robert Hershenow

Layout and Design: Robert Hershenow

Copy Editor: William Collins

Publication Policy

We encourage letters, articles, book reviews, and other items for publication. Articles can include up to 1,000 words. Picture formats: JPGs, GIFs, PNGs; Text format: Word, RTF, or ASCII. Send items to Robert Hershenow at newsletter@stcidlsig.org

Advertising Policy

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:

- Half page (7.5x4.5): \$75 (1 issue); \$225 (4 issues)
- Business Card (3.5x2): \$25 (1 issue); \$100 (4 issues)

Electronic copy only in .TIF, .GIF, or .PNG format.

Send ads to Robert Hershenow at newsletter@stcidlsig.org.

Make checks payable to Society for Technical Communication and send to:

Robert Hershenow, STC IDL SIG, PO Box 1366, Roseville CA 95678.

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SIG Web Site: <http://stcidlsig.org>

SIG Newsletter Archives: http://stcidlsig.org/wp/?page_id=743

SIG E-mail List: Open to all members. Click [here](#) to join.

SIG Mission Statement

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.

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Jamye Sagan, continued...

webinars, collecting and judging scholarship applications, maintaining our website, assembling our newsletter, managing our finances, spreading the message through social media outlets, setting up membership surveys, and other vital activities. Volunteers are the heart, body, and soul of our group.

With that said, it's an unhappy occasion when volunteers leave the flock. First, Carol Widstrand has resigned as Co-Assistant Manager, for personal reasons. Her dedication and enthusiasm is greatly missed. Also, Stephanie Schrankler has stepped down as Membership Manager. She had done marvelous work in soliciting member news and reaching out to the membership base; she had even begun the member spotlight, in which we showcase a particular IDL SIG member. Her position is currently open, so I'm filling in for now; she left big shoes to fill. Finally, Andrew Winner has stepped down as Surveys Manager. He has been phenomenal in helping put together our member surveys. On a happy note, we do have a new Surveys Manager – Kristine Stollar. Welcome, Kristine!

I hope to see you all in Chicago at the Technical Summit!

- Jamye Sagan

manager@stcidlsig.org



Maralee Sautter, continued...

come see us as we will be handing out giveaways and collecting business cards for a drawing at the end of the reception. Several winners will receive an IDL-SIG webinar voucher. Must be present to win!

SIG Business Meeting

Tuesday, May 22 from 11:30 to 12:30 PM

Grab a brown bag lunch and come join us for the SIG Business meeting on Tuesday during lunchtime. Get to know the SIG volunteers, help us brainstorm on ways to enhance membership benefits, and have a good time learning about your IDL SIG. Another raffle will be held for IDL-SIG webinars, and some lucky winner will receive a pre-selected industry book. Must be present to win!

Honors Banquet

Tuesday, May 22: Reception from 7:00 PM to 7:30 PM, Banquet from 7:30 PM to 10:30 PM

The Honors Banquet will be held to honor the Society's newly elected Fellows and Associate Fellows and other top honors given by the Society. This formal, gala event is always an evening to remember. Let me know if you are going to attend (manager@stcidlsig.org), as we typically congregate at a table with as many IDL-SIG members as possible. To do this, I must have your banquet ticket in hand before 5:00 PM on Monday, May 21.

Remember, the Summit is the one time of year when I/we get a chance to meet in person, so please plan to come to our SIG-specific events. If you haven't registered for Summit 2012, be sure to do it today and join the train to Rosemont-Chicago. All aboard!

Warm regards,

Maralee Sautter

manager@stcidlsig.org



STC Mission

The Society for Technical Communication advances the theory and practice of technical communication across all user abilities and media.

Back to School, Online, in the Boise State IPT Program

by Linda Urban

***IDeaL: Design for Learning** is doing a series of articles about academic programs in the field. I've been raving about a program I'm taking at Boise State University (BSU) ever since I started it, so they asked me to write about it.*

The Boise State Instructional and Performance Technology (IPT) program offers a Masters of Science, and also three different graduate certificates: Workplace Instructional Design, eLearning and Performance Support, and Human Performance Technology.

What follows is a glimpse into my personal experience in the program. For details about specific program details, please see the excellent site for the Instructional and Performance Technology program at <http://ipt.boisestate.edu>.

Really? Back to school?

I really wasn't sure if I was cut out to be a student again. I have a BA in English, and long ago did quite a bit of work toward a Masters in Psychology that I never quite finished. Life always seems to be busy, and while I'm used to doing my own continual learning "along the side," I wasn't sure about doing official coursework again.

I decided to take the plunge when I got interested in teaching online. I didn't feel confident about transitioning my interactive, classroom-based sessions into an online environment. So I went in search of graduate programs that would expand my skills around instructional design, and help me learn about online learning. Other requirements: I needed a program that was flexible enough that I could fit courses in around my work, did not cost a fortune, and would not require that I take the GRE. (I knew that if I had to prep to take that exam, it was just never going to happen.)

I found a good match in a program called **Instructional and Human Performance Technology** at Boise State (<http://ipt.boisestate.edu>).

It came highly recommended by a number of people on the STC Instructional Design SIG discussion group, the course descriptions looked interesting, and the people I talked to in the office were extraordinarily helpful. They made it easy for me to start, by smoothing out process steps and patiently answering a multitude of questions.

What's that "Performance" in the program name?

When I started the program, I didn't really "get" what the "performance" part of the program name meant, but the range of courses offered looked interesting. I liked the emphasis on understanding and developing interventions for

continues, next page

Boise State IPT Program, continued:

the "workplace." That seemed to acknowledge much of what we do in the technical communication world (not only "training"). When I started, though, I thought I was more interested in the instructional side of things. Now, as I go along, I've found my interests have expanded and morphed outward.

With each class I've taken, I've learned things I never expected—things that are absolutely changing how I work, improving what I can offer as a professional, and expanding my skills to be able to do more.

I'm now in my second year of taking classes, and am about half-way through. So far, I've found that what works for me is to take one class at a time. (Some people do more, but one has been my limit.) There's a lot to read, and a lot to write.

My overall impression

This is the best thing I've done in a long time. Being a student is WONDERFUL. And being a student in this program is AWESOME. The online part? It's a great experience. I get to be a student at the times of day that work for me. The regular writing helps me reflect and think through it all. With each class I've taken, I've learned things I never expected—things that are absolutely changing how I work, improving what I can offer as a professional, and expanding my skills to be able to do more.

As for that "performance technology" part of the program name—wow! It's been quite an eye-opener. It provides a broad context for thinking about development and use of any instruction or information. It is based on the essential recognition that what people need in order to do their work (to "perform") is so much more than what we create. Many factors affect how people work and whether the work they do supports the goals of the organization. The

materials we create as instructional designers, technical writers, and help authors provide support for some things. But they are not necessarily the right support, or the right solution, or enough support. If we're going to create useful and usable content and instruction, we have to understand what's

needed, and why. And when we're asked to create a training (or a new help system), we need to be able (and willing) to say "you know, I'm not sure that what you are asking for is going to provide the result you want. Let me learn a bit more about this, to make sure this is the best solution."

What I've been learning so far

Foundations of Instructional and Performance Technology: This course provides an excellent overview of the fields of both instructional technology and performance technology. It introduced me to lots of theories, examples, and models ("tools for thinking", as one of my professors calls them). Weekly classwork centered around practical discussions about how we could use the ideas we were reading about in our work. It provided a good foundation for instructional design concepts and for the beginnings of "systems thinking," which is essential. For me, a key piece was an introduction to Thomas Gilbert's (2007) "behavior engineering model" which provides a framework for how to think about what can help support people in their work.

Principles of Adult Learning: This course was full of lots of great stuff about how we all learn. It provided an overview of various theories, how they evolved, and how they interrelate, from

continues, next page

Boise State IPT Program, continued:

behaviorism, to schemas and mental models, to situated cognition and cognitive apprenticeship, to informal learning. It included details about andragogy (that's the "techy term" for how adults like to learn), different ways of approaching learning and instruction, and when to use different methods. Class activities provided lots of practical discussion and examples. Our readings were evidence-based; we learned about the research that backs up the theories and principles we were learning. (One of my favorite articles from the course: "Situated cognition and the culture of learning," by John Seeley Browne and Allen Collins, 1989.)

like to, so we have to figure out what approach will help us learn what we need. We read and discussed a number of theories, and then did a hands-on project, in small teams. And here's where I (re)fell in love with research. We used ethnographic techniques to gather and analyze data, and also learned to consider what we discovered using this terrific approach called "causal loop theory." When I've had the chance to work in the usability/UCD area, the qualitative research part is always what I loved the most. It was great to find it here in this class, learn more about how to do it, and more ways to use it. Great stuff.



Instructional Design: I've developed a number of courses over the years, but I learned a ton in this class. It was project-based, and each class team developed 3 hours of instruction. We followed a very thorough process, starting with performance analysis to confirm the need for this training. Then we did a learner analysis and task analysis, defined objectives, created an assessment instruction, created a plan for instruction, developed the actual materials, and finally evaluated what we'd created by doing a pilot. Again, we used theories that are based on evidence-based practice. One model we followed was Merrill's (2002) "First Principles of Instruction."

Needs Assessment: This course covered front-end analysis and needs assessment: the steps to do up front to understand the need. One of our texts (from Alison Rossett, 2007) started with the recognition that there's often not enough time to do all the analysis that we'd

Ethnographic Research in Organizations:

This is my current class. I'm up to my eyeballs in another project (this time solo), learning more about doing ethnographic research on a project that involves scientific researchers doing collaborative work. We have read a lot about different research paradigms, considered our own approaches and points of view, considered ways bias creeps in, and read samples of other people's research. I am heartily enjoying it. I am presently doing interviews, and will then analyze them and create a final report.

What's next, to finish up?

I have a couple more required courses (Evaluation Methodology and Human Performance Technology) and for sure one more elective (I'm presently thinking of taking Change Management.) Then I'll have the choice of either doing a thesis or taking a

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Boise State IPT Program, continued:

couple more electives and putting together a portfolio. At the moment, I'm thinking thesis, but I'm not 100% sure. With each class I've taken so far, I have found new directions to explore. There are a lot of great electives. With more time, I might take some of the ones related to eLearning.

As for learning what's needed to develop good online instruction: I could not ask for a better model. The curriculum is rich and robust, the development of class activities is well thought out, and the interactions are well facilitated. The instructors are engaging, knowledgeable, and generous with their expertise and feedback.

I find myself wondering what I'd be doing now if I'd found this program 10 or 15 years ago. Who knows? But I'm happy to have found it now. I'm having a great time. And I'm interested to see where it leads me. At the moment, I'm looking forward to projects where I can dig into the upfront research and analysis.

If the BSU IPT program sounds enticing to you, I encourage you to browse through the website <http://ipt.boisestate.edu>. There's lots of information there. And if you have questions feel free to send me an email, or talk to those great folks in the IPT office.

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- Merrill, M. D. (2002). First principles of instruction. *Educational Technology Research & Development*, 50(3), 43-59.
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ROUGH DRAFTS

CHICAGO 2012

Don't miss the Music Jam, returning to the Summit on Monday night following the Communities' Reception!



**Instructional Design & Learning
Special Interest Group**

STC Society for
Technical
Communication

[Visit the IDL SIG online at www.stcidlsig.org](http://www.stcidlsig.org)

The 2012 IDL SIG Summit Roadmap

by Jackie Damrau

These are selected sessions of particular interest to Instructional Designers. Titles link to session information in the STC Live Learning Center. ([Here is a complete PDF program schedule](#))

Monday, May 21

8:30 - 9:30

“Education”
Progression

- [105 Bulletproofing Your Career Online](#)
- [110 Editing Evaluation Workshop](#)
- [119 Developing for the Unknown](#)
- [150 Taxonomy: Do I Need One?](#)
- [300 Progression: Education](#)
- [301 eLearning Audio Simplified: Understanding Noise, Distortion, and Gain](#)
- [302 Tutorial Pacing](#)
- [303 Practitioner-Student Interaction: From Classroom to Cloud](#)
- [304 Information Design in Undergraduate Posters](#)
- [305 Designing Student Projects for the TC BOK](#)
- [306 The Learning Resource Metadata Initiative \(LRMI\)](#)
- [307 Experiences in Making Experiential Learning Work](#)

10:00 - 11:00

- [106 Mobile Usability Guidelines You Need to Implement Now](#)
- [115 Project Tracking and Metrics Using SharePoint](#)
- [130 Building a Developer Documentation Wiki](#)
- [142 Five+ Ways to Add Interactivity to Online Help](#)
- [160 Information Product Evaluation Workshop](#)
- [163 Creating ePubs: What's the Best Tool for Me?](#)
- [403 Make Your Content Matter](#)
- [501 Beyond the Gutenberg Parenthesis](#)

2:00 - 3:00

- [101 Index Evaluation Workshop](#)
- [165 No Drama: Selecting the Right CMS for You](#)
- [176 Think-Aloud Protocols: Does Age Make a Difference?](#)
- [400 Getting Started with HTML5](#)
- [413 Wireframing 101: From Ideas to Communication](#)

3:30 - 4:30

- [100 Goodbye, Arial and Verdana. Hello, Web Fonts!](#)
- [181 Training Evaluation Workshop](#)
- [409 Translation Technology: MT, TM, and Translation Reuse](#)
- [410 Turning Technical Documentation into Profit](#)

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Summit Roadmap, continued:**Tuesday, May 22****8:30 - 9:30**Contracting & Consulting
Progression

- [117 Don't Suck at Social Media](#)
- [124 Communication Culture: Resolving Conflict and Leveraging Feedback](#)
- [172 Open Source Automated Documentation in a Development Environment](#)
- [357 Virtual Partnerships: New Ways of Working](#)
- [358 Working Successfully as a Consultant](#)
- [359 Is There Anyone Out There? Working Virtually](#)
- [360 How to be Famous in Your Profession](#)
- [361 Transform a Prospect Meeting into a Signed Contract](#)
- [424 Analytics for Web-Based User Docs](#)
- [427 Global-Ready Content NOW!](#)

10:00 - 11:00Management
Progression

- [121 Technical Writing: New Horizons and Frontiers](#)
- [132 Building Your Professional Network—Beyond the Social Media Maze](#)
- [191 Using Graphics in Real-World Tech Comm](#)
- [209 Adapt, Innovate, Expand—How to Stay Relevant](#)
- [315 Progression: Management](#)
- [318 Mentoring 101: Other Duties As Assigned By Manager](#)
- [319 Innovate to Motivate: Managing Global Teams](#)
- [320 Project Management and Personality Type](#)
- [321 Using Meta-Communication to Manage Successful Online Teams](#)
- [323 Skeleton Key: Growing Influence Beyond Your Department](#)
- [324 Managing More Than Tech Comm](#)
- [428 Surfing the Perfect Storm](#)

1:00 - 2:00Writing & Editing
Progression

- [125 A Tool Conversion from the Trenches](#)
- [146 Making Sense of It All: Analyzing Qualitative Data](#)
- [152 21st-c. Communication Studio for a College of Engineering](#)
- [174 Using Videos to Enhance “Traditional” Documentation](#)
- [186 Virtual vs. Local Teams—Communication Success and Failure](#)
- [197 Publishing in a New Media Landscape](#)
- [205 SharePoint Documentation Repository](#)
- [343 Progression: Writing and Editing](#)
- [350 Writing for Global Audiences](#)
- [354 Improving Processes Using Business Transformation Tools](#)
- [407 Delivering Accessible Content With WCAG 2.0](#)
- [414 Design Through Progressive Prototyping](#)

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Summit Roadmap, continued:

Tuesday, May 22 - continued

2:30 - 3:30

- [139 Bite the Bullet—Creating Multimodal Presentations](#)
- [158 Developing Engaging \(and Effective!\) Technical Training](#)
- [200 Portfolios for Tech Comm Professionals](#)
- [207 Learning Lessons from a Completed Communications Project](#)
- [386 Getting Started with Personas](#)
- [401 Understanding Web Technologies](#)

4:00 - 5:00

Professional Development
Progression

- [135 Brave New World: Tapping Enterprise Communities](#)
- [147 Technical Writing Meets Instructional Design](#)
- [330 Progression: Professional Development](#)
- [331 SMM 101: 5 C's of Managing Your Presence](#)
- [333 Building the New Resume](#)
- [335 Clutch and Cool Tech Comm: How to Train](#)
- [336 Break It! A Methodology for INSTANT Innovation](#)
- [338 Driving Change: Empowering Yourself to Empower Your Organization](#)
- [339 Expanding Your Sphere of Influence](#)
- [433 What is Certification?](#)

Wednesday, May 23

8:30 - 9:30

- [136 Pattern Recognition for Technical Communicators](#)
- [402 CSS3, Media Queries, and Responsive Design](#)
- [426 Mobile App Design—The Language of Tiny and Touch](#)
- [429 Functional Design: Developing a Standard That Fits Your Needs](#)
- [454 Create Meaningful Online Experiences](#)

10:00 - 11:00

Lightning Talks 2

- [430 From TechComm to UX: Are You a Designer](#)
- [503 Communication, Culture, Technology](#)
- [503 Making Your Content Less Flabby](#)
- [503 My Dog is Smarter Than Me](#)
- [503 Shockproofing Your Use of Social Media 2012](#)
- [503 Wikis and Structure: Perfect Together](#)

11:30 - 12:30

- [120 Beyond the Bleeding Edge](#)
- [164 Correlation Between Educators' Communication and Learning Styles](#)
- [167 Launching Your Tech Communication Business—Both Sides Now](#)
- [434 How do I Become Certified?](#)
- [450 Introduction to Global English](#)
- [455 Technical Communication Training in China Today](#)

2012 IDL SIG Scholarship Competition Results

by *Sylvia Miller* – IDL SIG Scholarships Manager

Five judges have selected the winners of the 2012 IDL SIG Scholarships.

We had approximately 15 applicants this year who hailed from Florida State University (3), North Carolina State University (4), York College of Pennsylvania, Daytona State College, Brigham Young University, Capella University, and University of North Carolina. The primary judging criteria included strength of recommendations, relevance of research to the Instructional Design field, the writing quality of the application, and estimated likelihood of continuing in the field.

Graduate Scholarship Winner and Honorable Mention

Michael Alexander O'Malley is the winner of the graduate scholarship of \$750. Michael is enrolled in a Master's program at North Carolina State University majoring in Training and Development. Judges were impressed with the overall excellence of Michael's application, even commenting that his application was "way above the others in relevance and creativity." His experience has included e-learning development and being part of a team developing a curriculum and courses in m-learning, or mobile learning. His m-learning curriculum work included developing the first course in the curriculum to coincide with the release of a new SmartPhone application used by caregivers visiting patients' homes. His excellent references and high grades confirm his adeptness and performance in the ID field. Watch for a future newsletter article from Michael about his research and experience. Congratulations, Michael!

Receiving Honorable Mention in the graduate level competition was Sharon Hyein Jun. Sharon left a "thriving" career as an analytics team leader to return to school for her PhD in instructional systems. All the judges commented on how interesting her research is, and we have invited her to share a summary of it when she is ready to do so. Congratulations, Sharon!

Undergraduate Scholarship Winner

Abby Nicole Wiseman is the winner of our 2012 undergraduate scholarship of \$500. Abby is enrolled in a Bachelor's program at York College of Pennsylvania majoring in Education. Besides numerous education courses, Abby has taken courses in Assistive Technology and Instructional Technology. Judges commented on Abby's grasp of individual needs when designing instruction. Judges said her "recommendations provided super coverage of Abby's strengths and strategic initiatives in working with special needs students," and her passion, enjoyment, and spirit were evident in her essay. Outside of her course work Abby has worked at the Amazing Kids' Club in Hanover, PA, as a Program Specialist Assistant, and she created a "comprehensive study guide that helps prepare students with high incidence disabilities take the written PA junior driver's license permit exam," per one of her professors. Congratulations, Abby!



A big thank you to the five judges, and congratulations again to the winners. Check the College Scholarships page of our website next fall for details about our 2013 scholarship offerings.



Welcome, New SIG Members!

Emily Alfson
 Kristine Anderson
 Tannis Marie Arts
 Susan Barclay
 John Bartol
 Cindy Bartrop
 Craig Battrick
 Mary Berger
 Michelle Bezverkov
 Judy Biedrycki
 Joseph Bifulk
 Anne Blaha
 Melanie Blank
 Laurie Bouck
 Greg Bowles
 Chip Boyd
 Bryan Bready
 Megan Brown
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 Elizabeth Chen
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 Julie Novak-
 McSweeney
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 Johnson
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 Pushkala Venkatraman
 Beverly Voigt
 Amy Wachter
 Irina Doris Walker
 Marie Walter
 Thomas Warren
 Prescott Williams
 Donna Zacks

IDL SIG Treasurer's Report

The SIG continues to perform well financially in 2012. As of March 31, our accounts (Office and PayPal) total \$9211.

Our income this year for webinars, having held two so far, is almost \$1900!

The SIG's major expenses so far are

- SurveyMonkey renewal
- Graduate and undergraduate scholarships
- Summit publicity and giveaways
- SIG leader attendance at the Summit

At our annual business meeting during the Summit, I'll address the SIG's 2011 finances in detail. If you have any questions about them, and will not be at the Summit, send me an e-mail at treasurer@stcidlsig.org.

- *Cindy Pao, IDL SIG Treasurer*

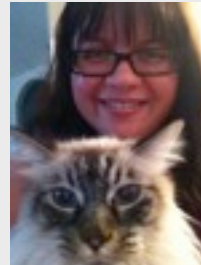
Do you really know who is in our SIG?

Our SIG is full of interesting people from around the world.

Each quarter, the Membership Column will highlight a different member of the SIG. If you're interested in being highlighted or would like to nominate another member, please write to membership@stcidlsig.org.

This Is Me!

IDL SIG Membership Interview



Jamye Sagan

Spotlighted Member: **Jamye Sagan**

IDL SIG Member Since: **2007**

IDL SIG Involvement: **Co-Manager**

I joined the IDL SIG because most of my work at that time focused on instructional design and training aspects. I wanted a place where I could go to ask questions and learn about the latest developments in the field. I may not have a degree (yet) in instructional design, but I have learned a lot thanks to extensive on-the-job experience and through the help of others.

I first got involved with the IDL SIG itself when I attended the SIG business meeting at my very first Summit, in Philadelphia. I began working with the scholarship program, then as co-assistant manager and now as co-manager. I thoroughly enjoy working with my colleagues, and look forward to the Summit when we can see each other face to face.

I currently work for H-E-B (major retail grocery chain in Texas) as the Pharmacy Communications Advisor where I help manage communications between the corporate office and the pharmacies in the

stores. I enjoy my work; I get to do so many different things - from designing e-learning courses to setting up and maintaining our department intranet site. In fact, I have learned so much that I could probably run my own pharmacy if I were a pharmacist. I did take the exam to become a certified pharmacy technician, though, so I'm one step closer to Pharm Power! (chuckle).

In my spare time, I enjoy knitting and crocheting. In fact, I like to indulge in a bit of "needle therapy" during lunch - you'll see me outdoors along the Riverwalk (the quiet part with all the ducks) with needles and yarn in hand. It's quite a stress reliever and it helps me recharge for the afternoon ahead.

I live in San Antonio, TX with my husband of 5 years and our two cats.



Would you like to be spotlighted or nominate someone to be spotlighted?

Please write to membership@stcidlsig.org.

Interview questions will include topics about career history, SIG history, extracurricular activities, and personal interests.

Are You Using the Right Tool?

by *Melissa Ruryk*

Are you using the right tool?

Joe Ganci of eLearning Joe (aka Captivate Joe) has been creating eLearning since 1983 and has been an Adobe Captivate expert for several years.

In February, Joe departed from his usually Captivate-specific teaching and spent some time explaining to an interested IDL audience how to “Choose the Right Tool for the Job” (of Instructional Design). Joe’s deep and wide experience in creating eLearning has given him lots of exposure to many tools and his voice is an impartial one. Joe also writes a monthly column on tools for the ELearning Guild in the “Learning Solutions” magazine.

Joe says, “The design of e-Learning should be purpose-driven, not tool-driven.”

Which tool is the best? The answer is: It depends... there’s no perfect tool. Each one has advantages; each is suited to a particular purpose. Then there’s the multi-use tool, which does many things but shines brightest by being handy.

Joe began by explaining the factors that might govern our choices, the 4 Ts of Talent, Topic, Technique, and lastly, Tools. Then he went on to show the audience how some of the tools work.

Talent - Joe asks: Who’s doing the work? Who builds eLearning in your org? Who should it be? Some organizations have instructional designers but in some cases, it is a Subject Matter Expert (SME) or a programmer working with others on a team.

SMEs might pick tools like Brainshark, PowerPoint, or Prezi since these are easily available and not too hard to pick up and use right away.

Instructional Designers often use tools such as Captivate, ZebraZapps, RolePlay, Camtasia,

Easy Generator, Lectora, or Articulate since they have attributes that allow greater freedom and control over the learning environment.

For the programmers amongst us, tools and languages such as XML, HTML5, and Flash can be tools of choice. Joe noted that almost all of the tools can do the same thing (create eLearning) but it’s easier with one over the other in certain cases.

Topic - Joe questions, “What is to be learned?” He notes that most training falls into one of four categories: Information, Compliance, Technical, and Soft Skills.

Information: short timelines, shelf-life (see SME list above)

Compliance: Typically, safety and other government regulations. Important for organizations to track that learners have experienced the learning. Camtasia, Easy generator, Lectora, Articulate

Technical: People using the info to make their jobs, behaviour changes, processes, procedures, usually technical in nature, i.e. software and hardware training. Captivate, Camtasia

Soft Skills: social interaction, selling, patient care, management training. Good choices here include RolePlay, Articulate Storyline, HTML5, or Flash.

Technique - We should ask: How will they learn it? As IDs, we’re familiar with the concepts of telling, showing, and doing – but Joe adds one more: testing. These styles of teaching range from simple to more complex requirements for a software tool.

Finally, we come to **Tools**: Joe asks, What is available and what should be available? What tools does your organization use? What tools do you know?

continues, next page

Joe discussed a number of tools and touched upon which ones work well under various constraints and situations. He then shared his screen and demonstrated three of these tools:

Captivate is good for “show me/let me’ with software applications, but can require more effort to train on non-software topics. Joe showed us how the user interface is similar to PowerPoint with the addition of easily accessible property files, the “stage” and a timeline for controlling what appears on the screen and for how long.

Zebra Zapps is Software-as-a-Service (SaaS) – you go online and work in the cloud rather than installing software on your computer. You’re always working with the latest version of the software. ZZ allows you to create media-rich interactive designs by linking items, and build in conditional actions (on the part of the learner). It’s easy to prototype and replace items as you refine what you are training on. Zebra Zapps templates are great for design ideas and speedy development. Gadgets support drop-in content and direct, in-context editing. It requires no programming or scripting. The cost for ZZ is zero – for two months, then \$8.95 per month (\$100 a year). However, ZZ does not handle software simulations.

Role Play is an excellent tool for soft skills training and is another SaaS. You create scenarios with different (positive or negative) possible outcomes that lead to additional scenes and choices. It looked amazingly easy to create complex, choice-based scenarios that gave a learner the opportunity to test different actions and evaluate the consequences. From their website: “Roleplay is Full Immersion Training Software (FITS) where the trainee is placed deep inside a scenario. They respond in a truly emotional manner. The heart races, the brain floods with options and they are free to explore, to make mistakes and safely learn from consequences without the fear of being harmed or judged by their peers.”

After the webinar material was covered, Joe was very generous with his time and answered many audience questions that also exposed more strengths of a lot of these products.

Additional Resources:

Jane Hart in the UK publishes “Top 100 Tools for Learning 2011” compiled for the Centre for Learning & Performance Technologies (www.C4LPT.co.uk)

Recent and related articles by Joe Ganci:

www.learningsolutionsmag.com/authors/4/joe-ganci





Virtual Training Evaluation Workshop

Free for IDL SIG members.

http://www.stcidlsig.org/wp/?page_id=105

STC Tech Comm Certification

<http://www.stc.org/education/certification/certification-main>



Download a free e-Book about Instructional Design from the eLearning Guild:

[58 Tips for Breakthrough eLearning Instructional Design](#)

Rachel Sarah Williams, on LinkedIn, posted a link to this piece about perceived personalities of fonts:

<http://www.surl.org/usabilitynews/81/PersonalityofFonts.asp>

Don't forget to use the IDL SIG Summit Roadmap (on page 9 of this issue) when you put together your calendar for Summit sessions!

SIG Meeting

Come to the IDL SIG
Business Meeting
at The Summit!

11:30-12:30 May 22
Vienna Classroom

Bring a lunch, meet, greet,
and learn what's up with
the IDL SIG





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The IDL SIG congratulates **Jeanette Rogers** and **Cindy Pao**, recipients of the Distinguished SIG Service Award.



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DISTINGUISHED SIG SERVICE AWARD

INSTRUCTIONAL DESIGN AND LEARNING SIG

Jeanette Rogers

In recognition of your inspirational leadership, can-do attitude, and deep commitment to the members of the Instructional Design and Learning SIG.

2011

Hillary Hart
President



Society for
Technical
Communication

DISTINGUISHED SIG SERVICE AWARD

INSTRUCTIONAL DESIGN AND LEARNING SIG

Cindy Pao

In recognition of your prompt response to all budgetary questions and reimbursement requests, your cheerful demeanor, and your guardianship over the financial health of the Instructional Design and Learning SIG.

2011

Hillary Hart
President