



# Student Outreach Article-Writing Competition Entry Packet

Congratulations on your interest in entering our competition and possibly being published before you graduate!

The sincere wish of the Instructional Design & Learning Special Interest Group (IDL SIG) of STC is that publishing your article before you graduate gives you an added advantage in landing a great job in instructional design or technical communication.

In this entry packet, you can find the following:

- This invitation to submit an article
- [2022 List of Topics in Instructional Design](#)
- [Student Outreach Article-Writing Competition: Frequently Asked Questions \(FAQs\)](#)
- [Contributor Guidelines](#)
- [Final Checklist](#)

With this entry packet, you have also received a Submission Form, which must accompany your article. This form can also be found on the IDL website and filled out electronically.

Please read the enclosed information carefully and contact me with any questions.

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

Sincerely,

**Mellissa Ruryk**  
**IDL SIG Student Outreach Chair**  
[StudentOutreach@stcidlsig.org](mailto:StudentOutreach@stcidlsig.org)



## 2022 List of Topics in Instructional Design

### Analyze

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

### Design

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

### Develop

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



## E-Learning

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

## Evaluate

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

## Implement

- Facilitating vs. teaching

## Media Use

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

## Technology

- Instructional Management Systems
- LMS
- LCMS

## The Profession of ID

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

## Theories and Models

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



## Student Outreach Article-Writing Competition: Frequently Asked Questions

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

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

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

A: Yes. Just be sure to include the names of all team participants when submitting the article. Professors may **not** be listed as team participants. If we select your team's article for our newsletter, up to 10 team members can receive the award. Please note that only one person should submit the article for consideration.

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

A: We can award up to 10 memberships per academic year.

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

A: No. The cost of the student membership (US\$75 as of this writing) will be applied to the STC membership of your choice. (See [www.stc.org](http://www.stc.org) for the various types of memberships available.)

Your IDL membership will still be complimentary. You must be considered a student at the time the article is **submitted**.

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

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

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

A: No. You can be enrolled in any degree program or an instructional design-related certificate or degree program.

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

A: Your team members must all be undergraduate or graduate students; faculty may not collaborate.

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

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

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**Q: Why would I want or need to be a member of the STC and the Instructional Design and Learning SIG?**



SOCIETY for TECHNICAL COMMUNICATION

Instructional Design and Learning  
Special Interest Group



A: Here are some of the benefits of an STC membership from our membership page:

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

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

If you still have questions about the Student Outreach Article Competition, please email [StudentOutreach@stcidlsig.org](mailto:StudentOutreach@stcidlsig.org).



## Contributor Guidelines

The Instructional Design & Learning Special Interest Group of the Society for Technical Communication (STC IDL SIG) hosts the annual Student Outreach Article-Writing Competition twice each year (February and November). Articles submitted before each deadline are reviewed by a committee of IDL SIG member-editors in the month following the deadline. Within 2 months of submitting their article, entrants are advised of the judges' decision regarding their article.

Please read and follow these guidelines while preparing your submission.

### Your Target Audience

IDL SIG members are:

- full-time instructional designers
- technical communicators
- professors of technical communication or an instructional design-related field
- those curious about any aspect of instructional design (assessing the instructional need, doing stand-up training, developing e-learning pieces, evaluating training effectiveness, writing training objectives).

Also, see our list of suggested topics for a complete picture of our readers' interests. Thus, your article can address a broad spectrum of experiences.

Be prepared to write a short biography (512 characters) for you and, if applicable, the lead authors (on the submission form).

### Style and Format

Follow these guidelines when writing your article.

- Write in a clear, informal style, avoiding jargon and acronyms. Guide all decisions about style and usage on the needs of your audience, and refer to these standards as needed:
  - [American Heritage Dictionary](#) for spelling and usage
  - [Chicago Manual of Style](#) for punctuation and format
  - [Chicago \(Author-Date\) style for citation](#) and reference list formatting
- Make sure to proofread and edit your submission.
- Use the following format and order for your submission:
  - Title of the article at the top of the first page



- Name of the author(s) and STC membership level (if applicable) on the second line (Note: You do not need to be an STC member to submit; state “none” here)
- If the article has previously appeared in another publication, state the name and date of that publication. Otherwise, all materials submitted must be original and not plagiarized.
- Body of the text (your article)
  - Subheads in **boldface**.
  - Sub-subheads in *italic*. (A two-page article should not need more than three heading levels.)
- Use no more than two fonts: a single, standard business font (Arial, Times New Roman, or Calibri) in 10- to 12-point size for the body of your article and, if you desire, a single different font for headings.

### Bibliography/Suggested Reading

- This lists resources you may have consulted when researching but did not cite in your document, and may provide readers with more detailed information about your topic.
- At the end of your manuscript, you may include a list of resources to provide readers with more detailed information on your topic. Format these references according to the styles defined in [The Chicago Manual of Style](#).

### Citations & References

Cite sources used in developing your article. Also, include a list of references for your sources (including graphics) in your article.

### Lists

- Use a lead-in sentence to introduce a list. Use a colon at the end of the sentence or introductory clause.
- Make sure lists are parallel in construction.
- Use ordered (numbered) and unordered (bulleted) lists appropriately.
- Be consistent about capitalization and punctuation within each list.
- Avoid repeating the same word(s) at the beginning of each list item; try to use distinguishing keywords for each.
- Ensure that a list has at least 2 numbered or bulleted items.
- Try to follow the 7 +/- 2 rule: show 5 to 9 items in a list. If you have more than 9, use headings to break a single long list into shorter ones.

### Links

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



- Edit and **proofread** your submission. We suggest having a writing major, who wasn't involved in creating the article, do thorough and candid proofreading. Obtaining this objective feedback should prevent embarrassing errors and a low judging score.
- Submit your article as a Microsoft Word file, single-spaced and no longer than 2,500 words. Append your last name to the filename (ex.: "SubmissionForm\_Smith.pdf").

## Graphics (Optional)

**Important:** If you submit graphics with your article, please read this section carefully.

### Submitting Graphics (charts, figures, graphs, etc.)

If your article includes graphics or images, **do not** embed them in the Word document. Instead, attach graphics files to the same email where you attached your article Word document.

Use a call-out in the article (such as "see Figure/Table 1") to indicate where a graphic should be inserted and supply an appropriate caption and alt-text for the graphic.

If any single graphic is over 2MB, contact [studentoutreach@stcidlsig.org](mailto:studentoutreach@stcidlsig.org) to discuss an appropriate submission method.

All graphics—screen captures, charts, graphs, photos, drawings—must be high-resolution files, as camera-ready as possible, **sent separately from the article text file.**

**Important:** The IDL SIG Student Outreach committee cannot change the quality, readability, or resolution of an image that you send. We cannot touch up or re-create your graphic. Therefore, what you submit is what appears in our newsletter. If we receive a low-quality graphic, we will ask you to send a better version or delete the graphic altogether.

### Submitting Screen Captures

- Provide screen capture images at the size they were created (that is, 100%). Please do not resample, enlarge, reduce, or convert them in any way. You may add callouts, arrows, numbers, and the like in a graphics program.
- Save all images with high resolution, preferably in .png, .TIFF, or .jpg format.

### Submitting Graphics Created in PowerPoint

- Supply the original PowerPoint slide if you created the graphics in PowerPoint.

## References/Bibliography/Suggested Reading

- Only the reference list is mandatory.





- You must include a reference list of resources you cited in your article at the end of your submission. An example of a citation would be, "These principles were confirmed by extensive research" (Smith 1995). Supply page numbers (if available) for all quotations or provide website addresses and access dates for online material.

## Word Count

Ensure your submission is at least 1,000 words but does not exceed 2,500 words.

**Note:** The word count does not include a reasonable list of references.

## Submission Email

Submit your article as an attachment to an email addressed to [studentoutreach@stcidlsig.org](mailto:studentoutreach@stcidlsig.org), together with any graphics and the submission form. Remember to append your last name to the filename of the submission form (for example, "SubmissionForm\_Smith.pdf").

Contact us to discuss using an alternative method of transmission if your submission exceeds 5MB.

## Licensing of submitted materials



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

To read the license in full, visit [http://creativecommons.org/licenses/by-nc-sa/3.0/deed.en\\_US](http://creativecommons.org/licenses/by-nc-sa/3.0/deed.en_US). By signing the submission form and sending your article to the STC IDL SIG for judging, you agree to comply with the STC copyright, licensing, and attribution agreement.

**DEADLINE: Friday, February 18, 2022**



## Final Checklist

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

- Obtain pre-approval of the topic if it is not on the list included in the Submission Packet.
- Proofread article by an objective third party for accuracy and errors. This third party should be the best writer you know!
- Use a single, standard business font (Arial, Times New Roman, Calibri, etc.), size 10-12 points for the body and the same or a single different font for headings.
- Single-space the article and use between 1,000 and a maximum of 2,500 words (not including references or recommendations for additional reading).
- Introduce lists with a lead-in sentence, and ensure list items are parallel in construction. Use numbered lists for steps in a procedure, a long list of items, or to indicate priority or sequence. Otherwise, use an unordered (bullet) list.
- Include a references section at the end of the article that includes the following information for all non-original material (including graphics) and/or quotes:
  - author or editor name
  - publication source (which could be an internet URL)
  - page number(s) if applicable, and year of publication
- Verify article links are current and correct.
- Use Microsoft Word file – text only, with no embedded graphics or images (attach these separately). Also, include call-outs to show where any graphics or images need to appear in the article.
- Do not modify screen captures (resample, enlarge, reduce, convert, or alter) in any way.
- Save all images as high-resolution files in .png, .jpg, or .TIFF format, except:
  - Provide original PowerPoint slides if created graphic(s) in PowerPoint.
- Attach the submission to an email addressed to [StudentOutreach@stcidlsig.org](mailto:StudentOutreach@stcidlsig.org) with the following attachments:
  - Article as an MS Word file.
  - Any graphics or images to be integrated with the article.
  - Student Outreach Program Submission form signed and scanned.
- Review the STC IDL SIG Contributor Guidelines and edit the article according to the standards outlined there.