



IDeal: Design for Learning

Newsletter of the Instructional Design & Learning SIG



Current Issue

:: Spring 2004

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A WORD FROM THE SIG MANAGER



Greetings, IDL SIG Members!

Moving from Past to Present: A New Year Begins

In December, Yvonne DeGraw, who has done a wonderful job of managing the SIG for several years, asked to have someone else volunteer for the job. I agreed to take on the task of following in her able footsteps. She and I have made the formal transition, so I wanted to thank Yvonne for all her time and hard work in the past and introduce myself.

I'm Jane Smith, and I've been an STC member for many, many years. I've also been in instructional design for 18 years now, having developed classroom, audio, CBT, IMT (Interactive Multimedia Training), WBT, and now e-Learning. I've also taught workshops or classes on most of those areas, too. I've been an independent consultant for over six years and was a contractor for many years before that. I am a Certified Performance Consultant by ISPI, and my work has won awards from STC as well as Brandon Hall. For more information: www.jemcommunications.com.

Moving Forward with the IDL SIG

In my efforts to get organized, I've already contacted many of you who volunteered to help. Chris Emanuelli has volunteered to take over the update of the website along with a couple of other volunteers. Sylvia Miller has been working hard to get all membership lists, welcome letters, and other activities up to date. David Williams and Jackie Damrau have completed this first newsletter. Karen Baranich is organizing the ID Progression for the conference. Thanks to all of you for your hard work! We also have other volunteers waiting to step in where needed, so we're well on our way to having a great team! If you want to be involved, we can always use more help. Just let me know.

Upcoming Plans

We will be meeting as a team soon to organize and plan our SIG activities, including the conference lunch, business meeting, and other activities. Stay tuned . . . and plan on attending the conference. Many sessions related to Instructional Design are on the program, and we'll be publishing those on the site and on the listserv. I will be at the conference, of course, and I look forward to meeting as many of you as can make it.

Our Members

The members in our SIG have a wide range of experience. Some of you have been in instructional design for many years, while others are expanding your skills and horizons in this area. The world of technical communications is changing, and many of us are being asked to fill roles for which we feel unprepared. Regardless of your reasons for being part of the Instructional Design and Learning SIG, we want to meet your needs in providing information and resources to you to make your job easier.

We Want Your Feedback

To be sure we're meeting as much of your needs as possible, we need your input. I'm very interested in hearing from you about what you want/need from the SIG, so that our website, newsletter, and listserv can meet those needs in the coming months. Please let me know your ideas and thoughts. I thank those of you who have already responded to this message in the listserv, but I look forward to hearing from anyone else who would like input into our activities. You can email me at jemcomm@sedona.net or phone me at 928-284-0455 in Arizona.

Join Our Listserv

For those of you not on the listserv, we need a way to provide you with links to the newsletter and updates to the website. If you have not joined the listserv, please do so. If you do not have an email on file with STC, please send Sylvia Miller (sylviamiller@woh.rr.com) your email address. We no longer have the budget for mailed newsletters, so having your email address on file is important for receiving the latest information from us.

Until Next Time

Thanks for your participation. I look forward to hearing from you and to meeting many of you at the conference.

Jane

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A WORD FROM THE EDITOR

I am pleased and proud to present the first edition of *IDEaL: Design for Learning* -- the official newsletter of the Society for Technical Communication's Instructional Design and Learning (IDL) SIG. We hope it will be useful to you!

Some of you may be wondering how this newsletter came to be? You may also be asking yourselves how we can work together to ensure that this newsletter serves the collective needs of the IDL SIG membership? Well...

The Genesis

At the 2002 STC Annual Conference in Nashville, several IDL SIG members met and expressed the need to have a newsletter that would provide information that specifically addressed the needs of those of those who do instructional design and training. At that time, I volunteered to be the Editor of such a newsletter.

The Creation

As I sent messages to the listserv calling for input, suggestions, assistance, and articles, many of you responded by taking an active role in contributing to this

newsletter. Your contributions have included suggesting and voting on the newsletter title, contributing articles, sharing your ideas about what you'd like to see in a newsletter, and volunteering your time to assist with creating the Newsletter.

Then, with your input and assistance as well as that from as the IDL SIG Leadership Team -- Jane Smith (Manager), Jackie Damrau (Copy Editor and Proofreader), Chris Emanuelli (Web Master),

Sylvia Miller (Membership Coordinator) and Yvonne DeGraw (past Manager) -- we produced this newsletter. These team members shared their insight, wisdom, and expertise and have been instrumental in producing this newsletter. Special thanks goes to Jackie Damrau whose support, advice regarding the production process, and solid editing have proved invaluable to this process!

I'd also like to thank Jeff Staples, Carol Eyman, Kristin Bojanowski, Jan Wright, and Lana Walker-Helmuth (current and former Newsletter Editors) who shared their experience on being effective newsletter editors. And of course, we couldn't have a newsletter without those who contributed articles including my Online Documentation professor, Michael Tillmans, as well as members who are experts in their fields such as Dave Smulers, Peter Heikes, Christina Morfield, and Jeff Staples.

It's been exciting and rewarding working with such a professional and collegial group of individuals, and I want to thank all who have helped with this first issue!

The Work in Process

But we're not done yet! As with all things, we can improve upon *IDeaL: Design for Learning*. To do this, we need your articles, feedback, input, and expertise! With your help, we can help ensure that this newsletter provides you with information you need.

How You Can Contribute

Our membership consists of an extremely talented group of individuals -- you all must be aware of this. And due to your talents and skills, most of you are extremely busy in your professional lives. So I understand that you may not have much time to spare. And yet, I also understand that you all have much expertise and information into which I can (and will, if I may) tap. What we particularly need is:

Feedback

- What sort of information would you find useful? Is there a particular topic about which you'd like to learn more?
- What sort of information regarding Instructional Design and Learning do you need to know more about?
- Are there any columns or features that you would like to see on a regular basis, such as "Employment 101" or "Writing and Editing Instructional Design Materials" or "Design Tools for the Instructional Designer."
- Are there newsletters (paper or electronic) that you've seen that are particularly useful and effective?

Content

- Have you written articles or led presentations that we could use in our newsletter? (See [article guidelines](#).)
- Would you be willing to write an article or articles?
- Do you know a tool particularly well, that you've found helpful in the Instructional Design and Learning work that you do? Would you be willing to write about how that tool can be

helpful and how to use it? (See [article guidelines](#).)

- Would you be willing to write a book review on an IDL-related book you read or resource you've used? (See [article guidelines](#).)

Expertise

- Would you be willing to serve as a Subject Matter Expert, allowing us to contact you if we are looking for information in your area of expertise?
- Do you know a software tool particularly well? Would you allow us to contact you if we need information about the tool for an article a member would like to write?
- Would you be willing to serve as a member of the newsletter staff, proofreading or copy editing submitted articles?

What's in It for You

Of course, not only will you be serving your colleagues by providing valuable information and skills, but you will also be able to enhance your résumé by adding your active involvement in your professional organization (STC) as well as listing your on-line "publications." As Technical Communicators, this can be helpful in strengthening our credentials when applying for jobs or landing that contract.

So please, please, please, please (just making sure I say, "please") contact us with any suggestions or ideas you may have or if you would like to contribute in any way by sending an e-mail to at stc_idl_newsletter@yahoo.com.

Don't be shy! Having your input really is the only way that we can create a newsletter that serves the needs of our membership.

I look forward to hearing from you!

Dave Williams

Editor, *IDeaL: Design for Learning* (Newsletter of the STC IDL SIG)

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ARTICLES

[Course Development Costs](#)

How much does it cost to develop computer- or web-based training? Dave Smulders provides an overview of the process, including time it takes, recommended development tools, and resources needed.

[Converting from ILT to WBT: The Process \(and Challenges\) of Developing a Blended Solution](#)

Peter Heikes details how one organization implemented a blended training solution that consisted of both web based training and a follow-up classroom workshop.

[Are Your Virtual Classes as Successful as They Could Be?](#)

Christina Morfield shares strategies for delivering effective virtual training using a blended learning approach.

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BOOK REVIEWS

[**e-Learning and the Science of Instruction: Proven Guidelines for Consumers and Designers of Multimedia Learning**](#)

"Whether an independent developer or working with a team of specialists, this book can help you decide on a unified design of your media features." Mike Tillmans, professor in the M.S. in Technical Communication Program at the Illinois Institute of Technology, shares his insights about this "important" book.

[**eResumes: Everything You Need to Know About Using Electronic Resumes to Tap into Today's Hot Job Marketook**](#)

"This book should serve as a great starting point to compile or enhance your electronic resume and a great reference..." states Jeff Staples in his comprehensive and informative review.

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EVENTS

[STC 2004 Conference -- Sessions Related to Instructional Design](#)

At this years STC Conference, there will be over 85 sessions offered that are related to Instructional Design and Learning. Wow! Find out which sessions best suit your needs and interests.

[STC 2004 Conference -- Instructional Design Progression](#)

This year's Instructional Design progression will provide you with the opportunity to attend several useful presentations-- all within a 90-minute period and all in the same room! See what topics will covered at this year's Instructional Design Progression.

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Course Development Costs

>> by Dave Smulders <<

An overview of some related discussions on the STCIDLSIG listserv from 2001/01/03 - 2002/02/21.

At some point in your instructional design career, usually early on before you realize what you're getting into, someone asks you that dreaded question, "How much time would it take to develop a course for...?" It may seem like a simple question. Someone wants an 8-hour course for software training, or you've been asked to convert some instructor-led training (ILT) to a computer or web-based training format (CBT, WBT).

The preferred answer ("Call me in a week and I'll let you know how I'm doing.") is generally not appreciated by customers and may ruin your professional reputation. So what do you tell them?

Who knows?

Well, usually someone on the listserv of the Instructional Design and Learning Special Interest Group does, and often your cries for help will be heard, virtually, within minutes. The IDLSIG list, which has been online since March 2001, includes hundreds of practitioners, from lone wolves singlehandedly creating training within small companies to project managers who oversee large course

development jobs involving a team of specialists. If you're looking for information on accurate estimating for a development project, chances are someone out there has been there before and can offer some good advice.

Not surprisingly the development time question has made a fairly regular appearance on the

IDLSIG list over the past year. Here are some variations on the theme:

- What are the industry standards for estimating course development (times and costs)?
- Is there any average dollar amount per page or hour that you need to use for developing CBT?
- Can anyone provide some general number-of-hours information for 'translating' classroom training to CBT/WBT training?

Rules of Thumb

Interestingly, everyone involved in these discussions - both those seeking a quick answer and those providing one - disavowed any leaning towards oversimplification. That is, while everyone knew that simple ratios of development time to learning time couldn't possibly tell the whole story, those numbers were important. So once contributors had dispensed with the caveats, everyone got down to the brass tacks of providing figures. For those of you who know that there's so much more to estimating development times and costs, here are the numbers anyway - just in case someone asks.

There is a significant difference in development time for instructor-led training and Computer-based and/or Web-based training. While instructor-led training was pegged at 35-40 hours of development time for 1 hour of classroom time, estimates for CBT/WBT development varied considerably, depending on different development tasks and resources and client needs.

One estimate was given as 250-400 hours of development time for 1 hour of instructional time. This more or less corresponds with Brandon Hall's figure of 217 hours. One contributor added that this number may be lower if the developer is well experienced and already familiar with the development tool.

Another figure offered was roughly half of that: 120:1. This was described as the number of development hours per hour of delivered media. Working with new media or tools could add up to anywhere from 16-40 hours of development time. Clearly experience is a time saver according to these discussions. On the low end of the scale, you could do CBT/WBT development at a rate of 60-100 hours for 1 hour of instructional time. However, be forewarned. This usually results in a product that is text-based and offers very low interactivity. As one contributor put it: "The more hours you cut from development time, the more likely you will create an electronic page-turning experience."

According to William Horton, developing an hour of WBT takes 2 to 12 times longer than developing for the classroom. The cost of WBT development is increased by as much as 4 times than that of development for the classroom due to programming and the complexities involved with multimedia and interactivity development. However, as Brandon Hall points out, the pay off is in the learning time, which he believes is reduced for WBT by as much as 50%. For example, he figures 40 hours of classroom instruction is reduced to about 24 hours in a WBT environment.

Clear as mud? Keep in mind that ratios are only as valid as you make them. If you or your organization has worked out a CBT development time ratio of 120:1 based on years of trial and

error and project tracking, then you can feel reasonably confident in making reliable estimates to clients. But for someone else under a different set of circumstances a workable ratio may be entirely different. The key is to learn as you go and remember where you've been.

Variables

As many of those who offered advice emphasized, the first part of your answer to someone's request for an estimate first needs to be "It depends." There are many variables to consider when providing an estimate for development time and contributors to the listserv have highlighted a few of the important issues.

Delivery Format

This is, of course, critical in determining how long you're going to spend on development since whatever format you choose will define the nature of your development. Also, while instructor-led training is generally considered to require less development time, consider what happens when you decide to go with a mixed mode approach to your training, that is using some CBT/WBT and some in-class work. Now you've got a whole different set of conditions to work under as you decide what stays in the class and what is implemented with your available information and communication technologies.

Complexity of the Training

As the rules of thumb indicate, your development time is affected by the degree of complexity and interactivity of your final product. Some variables to consider include: bandwidth allowances, use of multimedia components, level of interactivity, and level of automation. Also, one contributor mentioned that you may save yourself some valuable time by customizing an existing course rather than re-inventing the wheel. The important thing to remember is that these variables to a large extent depend on the needs of your clients and your own resource limitations.

Also, you need to consider your development team and the availability of specialists for the job. Working on your own is considerably different than managing a team of programmers, writers, graphic artists, and technical support staff. This will influence not only the final product but also the way in which your training is produced.

Status of Software Development

If you are developing training for a software program that is itself in development, then you need to know when you can count on the program not undergoing significant design changes. Starting on training development early in the software development cycle can add time by as much as 25-50%.

Development Tools

Familiarity with a development tool is considered to be an important factor in estimating development times. If you are working with a new tool, you may have to factor in learning-curve time into your estimate. Some vendors promise that their tools will reduce your development time.

Take these assurances with a grain of salt.

Some of the development tools mentioned in the listserv discussions include:

- Dreamweaver (this comes with Course Builder, a feature that adds interactivity to your WBT)
- Frontpage (for WBT)
- Authorware (CBT and WBT)

- Click2Learn, formerly known as Toolbook (CBT and WBT)

Murphy's Law

You'll never see this as a line in anyone's development budget but it is there. This can include anything from making sure the tools work properly to getting timely feedback from reviewers.

Recommended Resources

The following list of books is not exhaustive but includes only what was mentioned in the IDLSIG discussions. However, these represent the standard texts on the subject and are all well worth checking out. One of the authors mentioned, Rives Hassell-Corbiell, was also a frequent contributor to the discussions.

Driscoll, Margaret. *Web-Based Training: Using Technology to Design Adult Learning Experiences* (San Francisco: Jossey-Bass Pfeiffer, 1998).

Hackos, Joanne. *Managing your Documentation Projects*. (New York: Wiley, 1994).

Hall, Brandon. *Web-Based Training Cookbook* (New York: Wiley, 1997).

Hassell-Corbiell, Rives. *Developing Training Courses: A Technical Writer's Guide to Instructional Design and Development*. (Learning Edge Publishing, 2001).

Horton, William. *Designing Web-Based Training: How to Teach Anyone Anything Anywhere Anytime*. (New York: Wiley, 1999).

Jolliffe, Ritter, and Stevens eds. *The Online Learning Handbook: Developing Web-based Learning Materials and Systems*. (London: Kogan Page, 2001).

Oakes, Kevin. "The Hardest Question to Answer about CBT," *Training & Development*, Sep97, Vol. 51 Issue 9, p45, 3p (accessed through EBSCO).

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Converting from ILT to WBT: The Process (and Challenges) of Developing a Blended Solution

>> by Peter Heikes, EDS<<

How one organization implemented a blended training solution that consisted of both web based training and a follow-up classroom workshop.

Many companies are making serious decisions about how they spend their training dollars, forcing many training organizations (and training consultants) to re-evaluate the use of the web for lower-cost training delivery. What used to be delivered in an instructor-led classroom setting is now at least being split up into several different solutions, if not eliminating the classroom training altogether. Gone are the days when instructors or trainees travel across the country to deliver/attend training, and being away from their desk for days (if not weeks) at a time. The company that I work for, Electronic Data Systems (www.eds.com), and one of our clients, United Defense, have also made those decisions about the global way to deliver their training to geographically dispersed users without anyone leaving their office. This business case is an example of a Department of Defense (DoD) program, Crusader, and its implementation of a blended training solution for its product data management (PDM) system that includes (1) online training delivered via an Intranet and (2) a follow-up classroom workshop (which may become optional to offsite users).

Project Description

To begin, let's look at a brief description of what laid before us, with a description of the project. The current training is: an 8-hour, instructor-led technical training course (of a PDM system that we'll simply refer to as IDE – Integrated Data Environment) with 10 users in a classroom equipped with

PCs and a computer projection system. The training material consists of an online Training Manual available from the Intranet (in the classroom and for users back at their desk) that is currently maintained by the instructor – as software releases of IDE occur. Part of the IDE support team includes on-site mentors (at the major program locations) who work with IDE users (after completion of the training) to assist them with their successful use of the system.

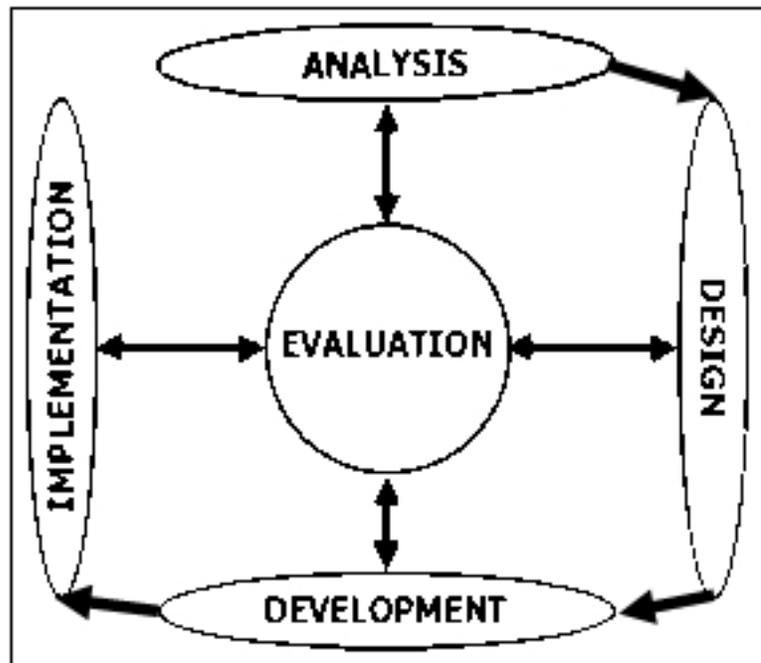
The program manager wants to reduce training costs. These reduced costs are intended for three groups: (1) the users – time away from their desk in a classroom and traveling costs, (2) the instructor – time in the classroom, preparation time, and traveling costs, and (3) support staff – system administrator time for maintaining the current training environment and time and travel to set up offsite training at other sites (averages 2-3 trips per year). Many of the IDE users work at various locations throughout the US (at 15 sites from San Jose, CA, to Picatinny Arsenal, NJ; from Minneapolis, MN, to Orlando, FL). In addition, the number of prospective new IDE users that will require the training (average is 25-30 users per month) is not expected to significantly decrease over the next 2-3 years.

Challenges

- User interface (UI) is changing from the current classic client UI to a web-enabled UI in a phased implementation approach (first release in March)
- Schedule – online training prototype delivered by 12/31/01, training project 50% complete by 1/31/02, training project 75% complete by 2/28/02, and training project 100% complete by 3/31/02
- No formal training on the authoring system selected to develop the online training course (only telephone/email support by vendor)
- Secured firewalls between each program partner at various sites throughout the US
- 3-person team doing analysis and design, but 1-person team doing development, implementation, and evaluation
- Person who developed the blended solution would not be the person maintaining it, once it was in place (but the maintainer was involved in the analysis and design)
- The authoring tool vendor that was selected developed a customized plug-in that needed to be tested at various geographic locations, and on different types of equipment (PCs using Windows 98, PCs using Windows 2000, PCs using Windows ME, and UNIX) before the online training course was released to users
- Due to equipment constraints, neither audio nor video could be used in the online course (challenge or blessing?)
- Web-based training will not include any interactive synchronous/asynchronous learning (challenge or blessing?)

Process

We followed an ADDIE model of instructional design, as shown in the graphic. Because of the size of the challenge, the size of the program, and some of the strict requirements, we felt that evaluation in every phase of the process was crucial to our success. The method of evaluation varied. In some cases (such as defining the requirements during the analysis phase), the evaluation was conducted with the program manager. In other cases (such as validating the content in the storyboards during the development phase), the evaluation was conducted with the SMEs. In yet other cases (such as approving the design of the workshop/lab during the design phase), the evaluation was conducted with more than one group (project manager and SMEs). Details of each phase of the process follow.



Analysis

Team of three trainers performed the analysis and design on the training project. Two who had taught the current training class numerous times and one who had only attended the training. In addition to the interviewing, we worked closely with the program manager to identify the requirements of the new training solution. Three months later, we identified the following requirements (in order of importance):

- Reduce overall training time by users, while updating the delivery approach and instructional techniques to be business-process focused
- Improve format, presentation method, and material content
- Utilize existing tools and procedures to align with program-wide technical training
- Incorporate other IDE training and online help into a single solution

These discussions with the program manager also identified the metrics we were to use – her expectations in what will determine the effectiveness of the new training approach (other than simply reducing the overall training time by users). She identified the minimal course requirements that need to be completed for users to be successful in their use of IDE. She also identified her expectations for what the new training approach will provide to not only meet the needs of new users, but also to provide a mechanism for experienced users to obtain refresher training on IDE concepts, as needed.

With the requirements in hand, we began developing the Training Plan. Based on the above requirements, we brainstormed these possible solutions:

- Blend of online training, classroom workshop/lab, and mentoring
- Blend of computer-based training, classroom workshop/lab, and mentoring

- Blend of (slightly reduced) current classroom training, (small amount of) online help, and (supplemental) “show me” tutorials
- Blend of (largely reduced) current classroom training, (large amount of) online help, and (supplemental) “show me” tutorials

From the above list of potential solutions, we identified the first option as the best solution, proposed it to the program manager (with supporting rationale/justification for each solution), and reached agreement on the blended solution of web-based training, classroom workshop/lab, and mentoring.

Once we had nailed down the requirements, and then the training solution, the next step was to identify an authoring system to create the online training portion of the new solution. In order to do that, we again met with the program manager to identify the requirements for such a system. These were the requirements that were identified (in order of importance):

- No plug-in required
- Can run on PCs and UNIX using Netscape as the default browser
- Requires a logging-in system for users (security control)
- Cost is less than \$6K (for a single license with upgrades and technical support assistance for at least 2 years)
- Able to create/include progress checks (user evaluation method)
- Tracks user’s completion of lessons and results of progress checks (AKA testing), generating appropriate reports
- Generates (relatively) small file sizes (for potential bandwidth restrictions)
- Allows for interactive learning (not simply a page-turning system)
- Operates on a 16- or 32-bit application (vs. 8-bit)
- Relatively short learning curve (for authoring)
- AICC, SCORM compliant

Based on the above criteria, we conducted a trade study of authoring systems – this included obtaining evaluation copies of some for testing, analyzing tools currently in use on other programs within the company, and eliminating some tools in the process (for not meeting the requirements). In the final analysis, the above requirements were matrixed to the evaluated tools on the “short list,” and the final tool selection was made. We met with the program manager, shared our findings, and got her approval on the selection. Once that decision was made (and approval received), the purchasing process began and intense self-taught training began on its evaluation copy.

Design

The design phase began with many brainstorming sessions on the training approach – how to take this instructor-led training course and migrate it into a blended solution of online training and classroom workshop/lab. It soon became apparent that we could not simply “copy and paste” our way into the new training! This presented some real design issues – what content would we retain and simply chunk into smaller pieces for online delivery, and what content needed to be redesigned in its delivery method (after all, there wasn’t an instructor nearby to guide them down the right path any longer)? We went through each piece of content in the current training course and determined what could be used pretty simply and what had to be completely redesigned. In addition, based on user feedback done during the analysis stage, we made some decisions about which content

should even be eliminated (or perhaps included in a future delivery). The driving force behind this effort was part of the first requirement – to update the delivery approach and instructional techniques to be business-process focused.

The result of the above exercise was a training design model that included not only the various pieces/chunks of content divided into either the online training course or the classroom workshop/lab (or neither), but also included the navigational models and templates to be used for storyboarding and the levels of interactivity. The model also reflected the decision that the workshop/lab would consist of a series of discussions to review key concepts covered in the online course (as a prerequisite to the workshop), and then use business case scenarios that would result in the class performing an exercise together. The workshop/lab would have an Instructor Guide developed to lead the discussion, and to set up the exercises (using scenarios). The Instructor Guide would identify a series of scenarios (based on different business processes used within the program) that the instructor would select from, based on the functions performed by the attending users in the workshop (thereby tailoring each workshop to fit the makeup of the users, as best possible).

Development

The development began with the construction of the first storyboards for the online course – following the models agreed to in the design phase. This model also identified the basic structure of the online course – with a course home page, connected to 9 topics, each with a number of lessons that ended with a progress check (evaluation method). The storyboard model also included a decision up front that we would include the content of the online course in the storyboard to better facilitate the development of the lessons (especially since that development included the recording of the simulations, which needed a specific script to follow to make them efficient, and to keep their size under control).

From the initial storyboards, the prototype was built. It was delivered to the program manager (as a demo) on December 21 (meeting the schedule milestone), and was enthusiastically accepted! Based on acceptance of the prototype, the creation of additional storyboards and course lessons began. To ensure the accuracy of the content (and their acceptance by the program manager), a storyboard review team of IDE SMEs was created, the review process defined, and the team implemented.

As work continued on the storyboards and creation of the lessons, a tracking mechanism was developed to ensure that: template changes were incorporated accurately/consistently, graphics were accounted for, interactivity was documented, reviews were conducted and documented, and progress checks were made.

Even though most effort was now concentrated on creating the online course, the draft version of the Instructor Guide for the workshop/lab was completed, submitted for review, and accepted (with minor changes).

The development of the storyboards and respective lessons will continue until their full completion, including the addition of the progress checks (exams) and tracking system – something that will not be fully integrated until the lessons are moved onto the company server.

Implementation/Evaluation

Though we are still only in the development phase of this project, during the implementation phase, we will begin the development of the deployment plan – how the online course will be released to the user community, the registration and log-in process, and the advertising of its release. Once released, we will begin tracking the results of the online course per the defined metrics in the analysis phase (and what is available with the tracking mechanism available with the authoring system). In addition, we will evaluate user surveys and feedback from users to use as input to the revision cycle and maintenance program of the training course. The maintenance program will include changes to the training course due to the phased implementation of the new IDE user interface, upgrades to the COTS IDE system (and its many parts), and expanded lessons to topics that were determined to be out of scope for the initial delivery. In addition, the maintenance program might also include the implementation of an online help system, if the program manager determines that it's necessary/required.

We plan to continue using ongoing evaluation throughout the remainder of the project. This evaluation will also include the demonstrating of lessons for review and feedback from the program manager and SMEs as more lessons are developed. This is to serve as a culmination to the review of the storyboards, ensuring that the intended message of the storyboard is properly converted to the actual lesson of the online course. In addition, additional reviews will be conducted on the Instructor Guide to be used in the classroom workshop/lab.

Conclusion (Lessons Learned)

Given the need to convert instructor-led training to a web-based alternative, there are several options available for consideration. If a blended solution is chosen, each part needs to be restructured (redesigned) to be fully effective. For this project, what started out as a seemingly impossible challenge to restructure the current training delivery in order to reduce the training time of users (without diminishing its effectiveness), actually resulted in a blended training solution with increased effectiveness as well as reduced training time. In fact, the accepted blended training solution allowed for training access 24/7, an additional benefit of the redesign.

Though we followed every phase of the ADDIE model, the evaluation phase was identified as having a critical aspect to the success of the project, and as a result was integrated into every phase of the model. This integration resulted in the client's approval of milestones as the project progressed through each phase of the model, which helped to ensure project success. Ask me in several months (when the project is completed), and I'll tell you how successful.

The content drives the project, so content is king! Without the need to share content, we wouldn't be discussing this business case at all. Therefore, treat the content carefully. You are, after all, evaluated on how effective you can get someone to understand and use it. The change in the delivery of this content is the real challenge in this business case. We certainly couldn't just cut-and-paste it (well, we could have, and most users would've stopped the course after the very first lesson). We needed to be very careful with making the content "work" for the learner rather than just appearing as an online user manual.

We built the prototype with the intent of throwing it away. Having approached it this way, it made it much easier to develop the prototype in a much shorter amount of time — we didn't worry about an

exacting format that might change daily until it was finally put before the program manager. We just took a stab at what she might accept, and delivered something to her for discussion. After the demonstration of the prototype, she did actually make comments about the appearance of the cursor on several frames (and that's just what we wanted!).

For some, taking yourself away from the front of a classroom and repositioning on the sidelines is appealing. It wasn't difficult for us to transition from the "sage on the stage" to the "guide on the side." In fact, we were pleased with the new blended solution that was chosen by the program manager, and were anxious to get out of the classroom and out of the airports!

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Are Your Virtual Classes as Successful as They Could Be?

>> by Christina Morfeld, Affinity Business Communications<<

With advanced planning that gives special consideration to the online environment -- and a bit of practice -- your virtual training sessions can be just as effective (and enjoyable) as those that take place in a traditional classroom setting!

"Blended learning" is the carefully managed integration of formal training programs and informal knowledge-enhancing opportunities. It is becoming an increasingly popular business strategy for two primary reasons:

- As opposed to traditional training, which tends to be a series of isolated or unrelated events, a blended approach is self-reinforcing. Additionally, as an important first step in communicating learning as a core corporate value, it has the power to improve performance at both the individual and organizational level.
- Thanks to the Web's robust collaborative capabilities, face-to-face gatherings are no longer a prerequisite for knowledge transfer, brainstorming, and teamwork. This translates into significant cost savings for employers, particularly those with geographically dispersed workgroups.

There are many Web-based applications on the market that support synchronous ("virtual") meetings and classes. These include Centra, HorizonLive, and PlaceWare, to name just a few. While several noteworthy differences exist between them, most of their features and functions are quite similar - *and specifically designed to mirror the activities of a traditional classroom.*

That being the case, why is learner engagement such a tough challenge for synchronous trainers? It's not that the necessary tools and utilities aren't available; in fact, they're built right into the software we're using! Instead, it seems that we're simply not leveraging them to their fullest extent. PrimeLearning (<http://www.primelearning.com>), a leading provider of business and professional skills eLearning, uses Centra for its synchronous events. They have graciously allowed me to share information included in a virtual class I designed for them. The goal of the class was to demonstrate "best practices" for developing and delivering training via Centra, but the advice - which focuses on strategy rather than mechanics - applies equally well to other platforms.

Strategy #1: Vary the "look and feel" of the presentation

Synchronous classrooms contain a "content window" where information is displayed. Slides uploaded from a presentation application, such as Microsoft PowerPoint, are commonly used, just as "overheads" might be employed in a traditional setting.

During the Development Phase

While your slide set should be consistent in terms of background color, placement of company logo, etc., diversify the way the subject matter itself is presented as much as possible. Bulleted lists are certainly preferable over paragraphs, but also be creative in your use of tables, single-item screens (for impact), and simple graphics in lieu of text when appropriate.

Limit text to key concepts, phrases, and questions that you will *verbally* expand upon. (Hint: Use the presentation software's "notes" feature to document what you plan to say in support of the text, then print out a hard copy to serve as a "cheat sheet" during delivery.) And while colored text should not be used excessively, it is an interesting way to indicate "action items" such as activities and questions.

Finally, avoid the use of animations, slide transitions, build slides, and other special effects, as they do not "carry over" into the classroom environment. (Note: It's possible that the other platforms - as well as newer releases of Centra - do, in fact, support these.)

During the Delivery Phase

As you discuss each slide, use the application's whiteboard tools to draw attention to important items. But don't just settle for one! Instead, alternate between the standard pointer and using a variety of colors to underline, highlight, and enclose text within rectangles and ellipses.

Strategy #2: Capitalize on the power of questions

While this issue may seem applicable only to the delivery phase of a virtual class, it is strongly recommended that you pre-determine when and how you will employ questioning techniques. Be sure to keep the following methods in mind:

Asking Questions	Answering Questions

- Use open-ended questions.
- Give learners up to 5 seconds to respond.
- If no volunteers, give a hint or example rather than immediately providing the answer.
- Frequently ask learners if they have questions.
- Instead of asking whether learners understand something, pose a question that allows them to demonstrate their understanding.

- Repeat/paraphrase to ensure that entire class has heard and to confirm your understanding.
- In general, provide direct answers only if you alone possess the knowledge to respond appropriately.
- Redirect the question to the group.
- Help the questioner come to his or her own conclusion.
- Admit when you don't know the answer (but commit to quickly finding out and getting back to the learners with the information).

In short, don't tell your learners something if you can get them to tell you instead.

Strategy #3: Take advantage of the system's interactive capabilities

Most platforms offer sophisticated functionality such as application sharing and breakout rooms, and you should use them as appropriate. However, each also supports a variety of simple techniques for increasing participation and appealing to a wide range of learning styles and preferences. For example, you can:

- Ask learners to respond "Yes" or "No" (by clicking the appropriate button) to a closed-ended question.
- Pose a question to the group and ask those who wish to respond to raise their hands. You may alternately ask one or more learners to type their own responses on the screen.
- Ask learners to brainstorm about a specific issue or topic using the "chat" feature. This tool lends itself especially well to discussions about personal feelings and experiences, such as "what XYZ (e.g., customer service, effective communication, etc.) means to me."
- Ask learners to "vote" by placing a gold star (or some other whiteboard indicator) next to the item of their choice.
- Create a two-column matching exercise in which a volunteer draws lines between the corresponding items in Column A and Column B.
- Poll learners with a single multiple-choice question.
- Quiz learners with a series of multiple-choice or fill-in-the-blank questions.
- Consider using "pre-work" - such as an article, case study, etc. - as a means of stimulating discussion at the very start of your presentation.

Bottom line: With advanced planning that gives special consideration to the online environment - and a bit of practice - your virtual training sessions can be just as effective (and enjoyable) as those that take place in a traditional classroom setting!

Christina Morfeld is president of Affinity Business Communications, a provider of high-quality instructional design, technical writing, and content development solutions. Whether writing to instruct, inform, or persuade, our work is reader-focused, benefits-oriented, and results-driven. Contact us at 203-445-9964 or info@affinitybizcomm.com, or visit our website at <http://www.affinitybizcomm.com> to learn how we can increase your firm's sales and effectiveness!

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Clark, Ruth Colvin & Mayer, Richard E.
*e-Learning and the Science of Instruction: Proven
Guidelines for Consumers and Designers of Multi-Media
Learning*
Jossey-Bass Pfeiffer, 2003

ISBN: 0-7879-6051-9
Cost: \$40

>> Reviewed by Mike Tillmans, Ph.D.<<

This book is important.

It is important to instructional designers, technical writers and performance consultants, because this book is based on how people learn. The authors provide a book full of guidelines and examples on how e-learning can support the total learning process.

It is important to the empiricist in us, because the book summarizes 20 years of learning research in straightforward language, including the last 15 years of research on cognitive learning. I also enjoy reading books by authors who share their favorite online techniques that appear to work in certain situations. But Clark and Mayer provide us with research, not opinion, to give us confidence in the use of learning strategies that best exploit the online media.

Perhaps the most important use of the book for me is to help distinguish between personal preference in design and proven techniques.

It is also important, because the authors integrate the findings in the use of online media, audio, graphics and text so we can see how they work best together. Whether an independent developer or working with a team of specialists, this book can help you decide on a unified design for your

multimedia features.

e-Learning and the Science of Instruction is not a 'how to' guide in the procedural sense. The book is deceptively simple, explaining and illustrating six principles to guide the design and use of e-learning. The six principles cover the use of words and graphics, audio narration and onscreen text, writing style, and online aids. Each principle is supported by research, contextual examples, and scenarios, which are written in easy-to-understand language. Important issues in e-learning are covered in separate chapters, including the best ways to use examples, which kinds of practice work best, collaborative learning, learner versus program control, and building problem solving skills.

I was most interested in learner versus program control, which is nicely described in *Chapter 12: Do Surfing and Learning Mix? The Effectiveness of Learner Control in e-Learning*. It has helped me better understand when to allow students to browse my content, and when to use navigational devices to guide the sequence of learning events.

If you'd like a seven page thumbnail description of the book's principles, you can consult the *eLearning Developers' Journal*, an online publication of the eLearning Guild (www.eLearningGuild.com), for the September 10, 2002 issue that contains *Six Principles of Effective e-Learning: What Works and Why* by Ruth Clark.

But I recommend you buy the book and mark it up extensively.

Mike Tillmans has extensive project management, training development and process analysis experience in business and education. His areas of interest include curriculum planning, job/task analysis, group facilitation, process mapping, and training materials development and evaluation.

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Whitcomb, Susan Britton & Kendall, Pat
*eResumes: Everything You Need to Know About Using
Electronic Resumes to Tap into Today's Hot Job Market*
McGraw-Hill: New York, 2002

ISBN: 0-07-136399-8

Cost: \$11.95 (softcover)

>> Reviewed by Jeff Staples <<

Should I use PDF, RTF, or maybe ASCII for creating my e-resume? Do I want to provide specific contact information or do I want my e-resume to convey little contact-related information? These decisions and many others such as the right keywords to use are addressed in *eResumes*. The descriptive subtitle says it all: "Everything you need to know about using electronic resumes."

This book provides something for all e-resume developers. If you don't have an electronic resume, you should be able to find out all you need to know to create one. If you have provided your resumes to prospects via the Internet for some time, you might discover items in this book that you haven't considered before, such as privacy concerns, or find ideas for updating the look of your e-resume with the large array of example resumes.

The authors have included a host of resources for the e-resume developer, including effective writing strategies, visual aids, and effective design templates. Start with the Preface for a quick overview of the book. There you find a

brief synopsis of each chapter and its focus.

Chapter 1 provides interesting information on various types of electronic resumes. However, much of the chapter focuses on why you should take your resume online. Probably most people in

today's job market will not need any convincing on the value of providing their resume to the wider market that the Internet can offer.

Chapter 2 focuses on keywords and the value they offer in an e-resume that will probably be searched rather than read. You learn that today a computer will probably be scanning your resume searching for keywords to decide if you are a match for the position available. The authors coin a new definition for ROI and consider it "the secret to writing a winning eResume" (p.33). It's important to be familiar with keywords in your particular industry, and the chapter offers a list of keywords that recruiters say they typically look for and a number of resources for finding applicable keywords.

Chapter 3 covers ASCII e-resumes. You learn coding for ASCII characters and see various examples of what can go wrong when characters are used incorrectly. There is a great discussion on formatting resumes that are intended to go in e-mail messages and in e-forms on job-search Web sites. If you have covered Chapter 3, then you have created an ASCII resume.

Chapters 4 and 5 take you through the process of submitting your ASCII resume into an e-form and attaching it to an e-mail message. An important point of the chapter is to use the universal language-plain text-when submitting your e-resume via e-mail and the Internet. Plain text may not be pretty, but it will deliver something that is understandable to the recipient. And don't forget the cover letter, or you run the risk of being regarded as "a bit clueless."

Chapter 6 is basically for supplemental reading unless you are unsure of the value inherent in an electronic resume or portfolio. However, it does provide information on the differences between the Web resume and a portfolio. There are good examples on how to enhance the look of a Web-based resume.

Chapter 7 conveys options for getting external help in creating your e-resume. No, you do not have to go it alone. Details are provided on various options available such as hiring a professional Web page designer and using Microsoft Word's Save as Web Page option.

In Chapter 8, the focus is on the effectiveness of your e-resume. You will notice that many items that you focus on in your printed resume such as typography and capturing an employer's attention hold true for electronic resumes as well. In addition, an online resume lets you consider items such as use of graphics and color. Good examples of resumes are provided that demonstrate before-and-after effects on e-resumes that use the techniques the authors recommend.

In contrast to Chapter 7 and its options for external help, Chapter 9 is for the do-it-yourself individual. The focus is on creating your own e-resume by working directly with the HTML code. You get a brief overview of the basics of HTML and a reference to resources that offer additional information.

Chapter 10 is a must read for even the seasoned e-resume developer. Here you find a discussion of privacy issues associated with posting and distributing e-resumes. In addition, several examples convey how much or how little you want your resume to reveal. But the information does not stop there. Now that you have created your electronic resume, where do you send it? This chapter provides several suggestions on where to post your resume, including career, recreation, and resume-distribution Web sites.

The authors have assembled an array of information that covers a multitude of items related to the creation and distribution of e-resumes. This book should serve as a great starting point to compile or enhance your electronic resume and a great reference in your technical communication library.

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Jeff Staples is an Information Developer in Houston, where he creates online and print documentation. Jeff is a past President of the STC Houston Chapter and past Editor of the STC Quality SIG newsletter, DocQment.

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Instructional Design and Learning Conference Sessions

Jackie Damrau created the following comprehensive list of upcoming conference sessions which in some way relate to instructional design and learning. Use this list to identify the sessions that best suit your needs, so you can get the most from the conference. Thanks, Jackie, for the great list! If you'd like to view the full version of this list (which includes presenter's name), [download the list as a pdf file](#). You can also [download the list as an excel spreadsheet](#).

Session List

MONDAY

Session No.	Title	Presenter
MG 3E	Using Metrics (Part I of the Metrics Story)	Deirdre Murr
MG 3O	Information Product Development Process Quality	Dia Burroughs
MG 4R	Creating Phenomenal Consulting and Outsourcing Relationships	Anne Bennett
PD 2C	Information Engineering: A Step-by-Step Approach	John Bowie
TE 2Q	Design & Delivery Principles of Synchronous Online Training	Hadiya Nuriddin
TE 3M	Effective Interactions for e-Learning	Jane Smith
TE 3U	Papers Reporting Survey Results on Web Design and from the ATTW	David Dayton
TT 2B	XML for Writers	Tina Hedlund
TT 3D	Beyond the Bleeding Edge, Part I	Neil Perlin
TT 3P	Tools of Training & Communicating	Robert Berry
TT 3R	Introduction to Diagramming with Visio	Mark Attew
TT 4B	FlashHelp, WebHelp, Web Help...Help!	Neil Perlin
UID 2A	The Future of The Web: Reaching "Any User"	Whitney Quesenberg
UID 2I	Are You in Your Right Mind?: Considering the Left-Hander	Judy Glick-Smith
UID 2J	Less is More: Developing Online Tools to Help Customers Make Buying Decisions	Bonni Graham
UID 2K	Designing Information for Mobile Users	Patricia Hallstein

UID 2T	Constructing a One-Stop "Answer Station" for Software Users	Nicoletta Bleiel
UID 3B	Getting Started in Usability	Susan Tacker
UID 3G	How Blind and Low-vision Users Work with Web Sites	Janice Redish
UID 3K	An Introduction to Prototyping Online Information	Kristen Eberlein
UID 3L	Magical Numbers	Jean-luc Doumont

TUESDAY

Session No.	Title	Presenter
MG 5C	Creating Graphics (Part II of the Metrics Story)	Rahel Anne Bailie
MG 6N	Creating and Sustaining Communities of Practice	Nancy Larbi
MG 7D	Planning for Tomorrow: Trends, Technologies, and Skill Sets	Paula Berger
MG 7K	Ethics, Technology, and the Technical Communicator	Lori Marra
MG 8J	Strategies for Building Relationships	Suzanne Hosie
MG 8O	Transforming Your Department into a Corporate Core Competency	John Bowie
PD 6U	STC and UCF: A Winning Combination in Orlando	Daniel Voss
PD 7R	Developing a Technical Communication Book Review	Avon Murphy
PD 7C	Contracting and Independent Consulting SIG Progression	Linda Gallagher
TE 5E	Cultural Considerations in Educating International Students	William Coggin
TE 5I	Analyzing Games for Use in Training	Karen Baranich
TE 6D	Encouraging and Managing Online Student Discussions	Sarah Warren
TE 6H	Dissecting Dysfunctional Design in Desktop Publishing	Carol Hidingier
TE 7C	Evaluation Feedback on e-Learning Courses	M. Lynette Ross
TE 7P	Graphics, Web State Maps, and Visual Design of Digital Media	Sharese Terrell
TE 8D	Making Learning Fun and Engaging	Lance Gelein
TE 8K	Economical Communication in Text, Image, and Code	Russel Hirst
TE 8L	Transitioning Print-Based Training into Web Delivery	Susan Codone
TT 5B	Beyond the Bleeding Edge, Part II	Neil Perlin
TT 6F	Transforming Graphic Files	Sara Porter
TT 7E	XML Authoring Tools for Word	Neil Perlin
UID 5K	Strategies & Tools for Information Architecture: Helping User Gain	Thomas Haller
UID 5T	Designing Information Deliverables Using a User-Topic Matrix	Alexia Idoura
UID 6K	Designing Search Pages: Strategies & Best Practices	Scott McDaniel
UID 6L	Tips-Based Help: Reshaping User Assistance	Rob Wolfe
UID 7O	Designing & Conducting Usability Tests of Handheld Applications	George Hayhoe
UID 7T	Three Methods for Gathering Usability Data	Catherine Morlino
UID 8G	Adobe Acrobat and PDFs: Usability, Accessibility, and Section 508	Katharyn Bine
UID 8M	Lessons from the Theater	Whitney Quesenbery
UID 8U	10 Ways to Engage Online Learning Audiences	Ann-Marie Grissino
WE 5S	Signposting: Making Information Accessible	Leah Guren
WE 5W	Fostering Productive Author-Editor Relationships	Helen Grady

WE 6C	Developing a Corporate Style Guide	Lorie Boucher
WE 8Q	Analyze This: Extracting Structure from Unstructured Documents	Sarah O'Keefe

WEDNESDAY

Session No.	Title	Presenter
MG 9E	Technical Communicators on Cross-functional Teams	John Conklin
PD 9B	Changing Careers in Technical Communication	Mary Wise
PD 11L	The STC Newsletter Editors' Forum	Douglas Dow
PD 11N	Managing Your Career by Expanding Your Skill Set	Raymond Uργο
PD 11U	Gaining the Respect We Deserve	Suzanna Laurent
TE 9A	Instructional Design Progression	Karen Baranich
TE 9O	How One English Department Handles Online Writing Courses	Elizabeth Monske
TE 9Q	Providing Training within an Integrated Communications Strategy	Marissa Levin
TE 10J	Using Games in Technical Training	Paul Sinasohn
TE 11J	Best Practices Training for Technical Communicators at Microsoft	Suzanne Sowinska
TT 10N	Designing & Producing Content for the PocketPC Platform	Curtis Love
TT 11M	Multimedia and Simulations	Dave DeYoreo
UID 9L	Designing for Multimedia Using Digital Storytelling	Gloria Reece
UID 9M	Web Applications: Design Patterns, Guidelines, and Trends	Whitney Quesenberg
UID 9P	Design Standards and the Development Process	Marguerite Autry
UID 9T	Information Architecture: What's In It For Me?	Lee Anne Kowalski
UID 10I	Reviewing Your Web Site: Legal Land Mines	Christopher Juillet
UID 10L	Communicating with Older Audiences	Dana Chisnell
UID 11F	Bringing Brand Alive for Software and Web Sites	Leanne Logan
UID 11O	Learning More about Users-Then Using the Data	Sarah Leritz-Higgins
WE 9I	Writing Clear, Concise Instructions	Alexa Campbell
WE 9U	How Design Documents Improve the Development Process	Randolph Clark
WE 10G	Asking Good Questions	Elizabeth Frick
WE 11I	Planning for Content Management	Lynn Henry

THURSDAY - POST CONFERENCE SESSIONS

Session No.	Title	Presenter
PC 1	Brand Experience and Technical Communication	Dirk Knemeyer
PC 3	Using the Latest Research to Make Effective Web Design & Usability Decisions	Susan Allison
PC 5	Understanding Visual Communication	Jean-luc Doumont
PC 7	Crafting Personas to Guide Design	Leanne Logan
PC 8	Developing Successful e-Learning Products	Jane Smith
PC 10	Paper Prototyping	Carolyn Snyder
PC 12	Designing Effective Visuals for Presentations	Jean-luc Doumont

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Instructional Design Progression

Karen Baranich organized the Instructional Design progression, which will take place on **Wednesday morning from 8:30 – 10:00am** at this year's conference. The progression will consist of several mini-sessions (presentation-discussion). The mini-sessions will last approximately 20 minutes. Participants will rotate among the presenters of their preference. A big thank you to Karen for organizing the progression!

Topics

Title: A Look at Storyboards

Presenter: Frances Wirth

Description: Storyboards play a central role in the courseware development process. We'll discuss how storyboards are used, what elements an effective storyboard should contain, and why they are so important. We'll also take a look at a new tool for developing storyboards.

Frances Wirth is an independent instructional designer and principal of whizID Instructional Design, specializing in the design and development of e-learning courseware. She is a Senior Member of STC, and received the Distinguished Chapter Service Award for her contributions as Training Manager for the STCCarolina Chapter. You can contact Frances at wirth@peoplepc.com

Title: Measuring Return on Investment of Training

Presenter: Cindy Currie

Description: Many myths exist around measuring the contribution of training and development programs to a company's bottom line --- the payback. This session will examine some of these myths and dispel them. We'll also look

at some of the key issues and barriers to successful evaluation of training programs and a process that can be used to measure training impact.

Cindy Currie is a Senior Performance Consultant with Hewlett Packard Company, where she consults to both internal clients and external customers on many aspects of human and organizational performance. She is an STC Associate Fellow and the current Manager of the STC's International Technical Publications Competition (ITPC).

You can contact Cindy at cynthia.currie@hp.com.

Title: Conducting the Job Task Analysis, or "Stickie Bingo" for Better Course Design

Presenter: Jane Smith

Description: Participants will experience the ease of conducting a job task analysis for forming the basis of good course design as we play "stickie bingo." This visual method makes quick work of a once tedious task..

Jane Smith has been an instructional designer for over 18 years and has experience developing training for classroom, audio, CBT, IMT, WBT, and e-Learning. In addition, she has facilitated classes on instructional design. She is an independent consultant, providing course design, mentoring, project management, and workshops and seminars through her company JEM Communications, LLC. Jane also recently assumed the Manager position of the Instructional Design and Learning SIG. You can contact Jane at jemcomm@sedona.net.

Title: Technical Writing and Instructional Design Techniques

Presenter: Jackie Damrau

Description: Technical communicators and instructional designers use similar techniques in producing written documents. This paper discusses how the Perot Systems Instructional Design team creates its documentation in a similar manner as technical communicators. We start by discussing the use of the ADDIE model for developing documentation; 2) explaining how we implement our Word and PowerPoint style guides with a brief mention about our client-driven Training Engagement Methodology; and 3) ensuring copyrights are respected. The subject matter experts that we support as

technical communicators and instructional designers sometimes view us as the documentation police because we constantly question the data and quotations.

Jackie Damrau is a senior STC member and the incoming STC Lone Star Chapter President. She has over 20 years technical writing and 6 years instructional design experience. Jackie enjoys going to the movies and reading classic literature or Irish/Scottish/English historical and time-travel romance novels. You can contact Jackie at Jackie.Damrau@ps.net.

Title: Learning or Browsing: Should Learners Control the Sequence of eLearning?

Presenter: Mike Tillmans

Description: What is your elearning strategy: "Turn'm loose" or "Control all the choices" or somewhere in between? If you are like most other IDs, its a conflict. ID theory tells us there are optimal learning sequences. Web practice shows that learners demand control. Join this discussion to examine how a student's level of prior knowledge and self-organizing skills can be used to keep everyone happy and elearning.

Mike Tillmans has extensive project management, training development and process analysis experience in business and education. His areas of interest include curriculum planning, job/task analysis, group facilitation, process mapping, and training materials development and evaluation.

You can contact Mike at EyeDee@aol.com

Title: E-Learning or Classroom Training: Which One is Right for Your Organization?

Presenter: Sylvia Miller

Description: It's no simple decision to choose between e-learning and traditional classroom delivery of training. So many factors, only one of which is the cost difference. This session provides a "decision pak" with references, comparison charts, and a Decision Aid scoring device to help you decide which delivery method best fits your current training need.

You can contact Sylvia at sylviamiller@woh.rr.com

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