IDeaL: Design for Learning

Newsletter of the Instructional Design & Learning SIG

FEATURE ARTICLE

Building Models in Instructional Design

by Beth Lisberg Najberg

When describing what instructional designers do, it's often more effective to show rather than tell. I do this with a revised version of the ADDIE model. The session at this year's STC ID progression describes how I arrived at this version of the model.

HOW MODELS HELP

A model is a standard for imitation or comparison. A visual model, as I describe it, is a graphic that captures the main features of a process, system, or event. It usually shows the ideal function against which to compare what's really happening. Models are used in many fields from science to health care systems to instructional design.

Features of models are:

- Models function as guides to individuals or groups of people working on projects.
- Models help lock a visual depiction of a process in people's minds.
- Models show the ideal situation.
- Models are most useful when they are either simple or fairly abstract, at the highest level. In practice, a high-level model is composed of five to seven main stages.

Models are useful to groups because:

- The main components give people a common language when working: elaboration of these components makes models useful in practice.
- Models allow people to track progress on a project.
- Detailed steps within each phase or stage guide users in practice.

SOME EXAMPLES OF MODELS

Three well-known types of models are discussed before instructional design models are introduced.

First is the system model, which shows moving from one state to another. Note that feedback is an important part of the model.

A WORD FROM THE EDITOR

by Dr. Jackie Damrau, Managing Editor

April is here, the sun is shining in Dallas, and I'm glad to report that we have another full issue of instructional design articles and SIG news for you to read.

In this issue, we have:

- Beth Lisberg Najberg describing how to build instructional design models

- Walter Campbell showing how you can use wikis as an instructional design tool

- Michael Tillmans and Marina Lin covering cross-functional process analysis and improvement (an extension on his fantastic Webinar in March)

- Ken Silber from Northern Illinois University giving us his thought leader views

- Janani Gopalakrishnan reviewing de Bono's *Serious Creativity* book

- In SIG News, you'll find a *Tieline* article about TechComm 2005 by Aiessa Moyna; a year-in-review letter from Jane Smith, our leader; conference happenings from Karen Baranich; membership news from Sylvia Miller; and who our first IDL Scholarship winner from Gene Holden is.

The latest news, though, is that I have been asked by Jane Smith to take on a different leadership role within the SIG. You'll find out more about that in the near future. What this does mean, though, is that I will be "passing the torch" (Olympic-size, of course) to a new Managing Newsletter Editor, Jack Butler.

Jack has the same passion for providing our members with an excellent newsletter and in seeking information to fill its many pages. I know that you will all help Jack continue to make the IDL SIG's *IDeaLs* newsletter an award-winning publication.

Finally, I'd like to thank my staff of copyeditors for their fabulous work. You have all kept me sane and responded to deadlines exceptionally well. I know that you will continue doing the same for Jack as you get to know him. I'll still be in the background for the next two issues, and then as I move into that new role, you'll see articles from me.

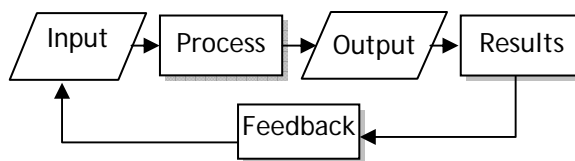Enjoy the beginnings of spring. Hope to see ya'll at the Conference.

Figure 1: System model

Next is a basic flow chart which depicts steps in a process. The flow chart in **Figur**e 2 includes a decision path, which is a critical feature of a flow chart.
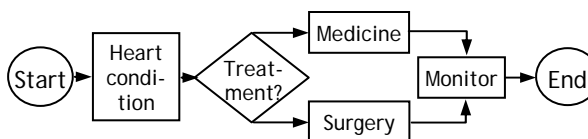

Figure 2: Basic flow chart

Another type of model is a table, or matrix, in which you match cells in a table to criteria on the side and top (**Figur**e 3). The STC membership model offers choices in membership structure by matching the membership category with the tier, a geographic category.

Membership Category	Tier			Additional Non-U.S. Postage	
	1	2	3	Canada	Other
Classic	$150	$120	$80	$15	$35
E-members	$140	$105	$75	N/A	N/A
Limited	$130	$90	$70	$15	$35
Student	$55	$50	$50	N/A	N/A

Figure 3: Table as a model

INSTRUCTIONAL DESIGN MODELS

Two familiar instructional design models are the Behavior Engineering Model (BEM) and the ADDIE model.

Thomas Gilbert's Behavior Engineering Model looks at individuals and the work environment. Each blue cell in **Figur**e 4 is considered to determine where a performance problem may occur in the workplace. There may be one or more problems in a given situation.

	Information	Instrumen-tation	Motivation
Environment	Information	Resources	Incentives
Individual	Knowledge	Capacity	Motives

Figure 4: Simplified BEM model

The second model is the ADDIE model (**Figu**re 5). This sequential, generalized model is used to plan a project in which training is requested. The acronym in ADDIE stands for:

Figure 5: ADDIE model

EXPANDING THE ADDIE MODEL

The ADDIE model is at a high level of abstraction, which makes it easy to remember. In practice, instructional designers use details in a subset under each of the stages.

What is not quite satisfactory about the ADDIE model is that it does not show how evaluation is a loop which helps to continually revise training. In this version, shown in **Figu**re 6, the instructional design process is shown as a cycle within two phases.
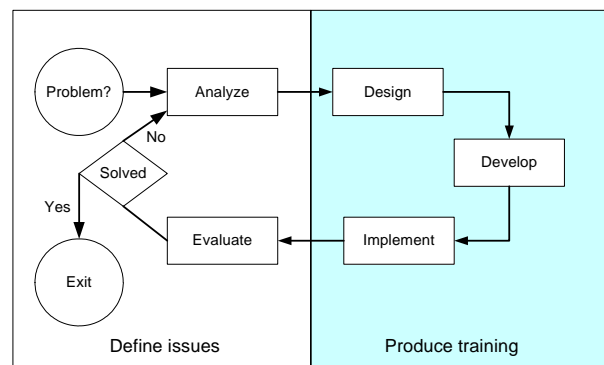

Figure 6: Najberg's revised ADDIE model

Consider how you can use this version of the ADDIE model when working on a project and when explaining it to a potential client.

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Beth Lisberg Najberg, principal of Beginnings, improves workplace productivity by developing training and on-line help for software applications and operations procedures. She incorporates graphics so it's easy to learn tasks and new skills stick. People say "Aha… I get it!" when they learn new skills.

ARTICLES

HOW MANY WAYS CAN YOU USE WIKIS?

by Walter Campbell

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I was thinking about additional resources for a class on open-source software at a local community college. Usually, I include a list of resources (Web sites, books, etc.) on the class syllabus, but this has two drawbacks.

First, the syllabus is a static document, whereas the resources are dynamic—some blinking into or out of existence every day. Second, space is usually tight. I try to keep syllabi to one page, which means whittling resource lists to the handful that seem most useful and will fit on whatever space is available.

Instead, I wanted something that could be as large as necessary, easily updated, and accessible to everyone long after the class ended. Better still would be something students could update as easily as I could. The open-source movement has a communal spirit, and I wanted to foster that same sense of community in the class. An online resource we could collectively maintain for our mutual benefit seemed ideal.

After considering several options—a Web site, mailing list, an online community (such as a Yahoo group), and a blog—I decided we needed a wiki.

WIKI BASICS

A wiki is a collection of documents that can be viewed and modified by anyone, using a Web browser. (For a more expansive definition, visit http://en.wikipedia.org/wiki/Wiki.) Traditional Web sites typify the top-down approach to creating content: the author writes and publishes the rest of us read.

With a wiki, we can all read, write, and rewrite. There's no distinction between author, editor, and reader. We're all collaborators. This bottom-up approach to creating content isn't the only difference between wikis and traditional Web sites. Whereas Web sites are typically built using HTML editors or full-fledged Web development tools, wiki content is created with the same tool used to view it: a Web browser.

Content—sometimes formatted as HTML, sometimes using a proprietary syntax that can take some getting used to—appears in a browser window. When finished editing, the collaborator clicks a button and the updated content is posted to the wiki.

When launching a wiki, you can either use a hosted service that provides and maintains the back-end software, sometimes called a wiki engine, or you can set up the engine yourself. Hosted services are available from companies such as Jotspot (http://www.jot.com/index.php), while freely available wiki engines include UseMod (http://www.usemod.com) and Oddmuse (http://www.oddmuse.org/cgi-bin/wiki). For a list of top wiki engines, visit http://c2.com/cgi-bin/wiki?TopTenWikiEngines.

For me, the choice was simple. The class wiki would likely be small, perhaps no more than a dozen pages. Likewise, I expect it will be viewed by dozens, not thousands, of people. Setting up my own wiki would mean spending more time tuning-up the engine than creating content. So I looked for a low-cost/no-cost hosted service. I finally settled on Schtuff.com (http://www.schtuff.com), which offers free hosted wiki services and 200 MB of data storage.

With Schtuff.com, I can enable as many or as few people as I like to modify content—so I can safeguard the wiki against troublemakers—such as the vandals who caused the Los Angeles Times to shut down their wiki within a week of its launch. Also, Schtuff.com lets me back up the site's content, so I can easily restore it if anything unfortunate happens.

WIKIS AS BULLETIN BOARDS

Compared to traditional Web sites, the structure of wikis tends to be highly organic—there's no telling where or when new content will appear. Despite (or perhaps because of) this lack of formal structure, wikis are used to share information across a community. For example, the student chapter of the Association for Computing Machinery at the University of Illinois (https://www-s.acm.uiuc.edu/wiki/space/home) uses a wiki to provide information on administrative matters and upcoming events.

A bulletin board is how I envision the class wiki, Open Source Tech Writer (http://opensourcetechwriter.schtuff.com), being used. I and other collaborators can use it to announce new and updated software, offer opinions, share tips, request help, and support each other in our use of open-source software.

Of course, you don't need a wiki for this. Traditional online bulletin boards allow for this type of communication and include helpful features that wikis typically lack, such as the ability to sort discussions by author, topic, and date. But wikis are well suited to sharing relatively small amounts of information that will be regularly updated.

For example, suppose I want to create a document with information about the latest release of OpenOffice.org. With a traditional bulletin board, I'd have to post a new message with each new version. There would then eventually be half a dozen "New OpenOffice.org released!" messages, and readers would have to sort them by date to figure out which message was for the most recent version.

With a wiki, there's one—and only one—page devoted to the latest OpenOffice.org release. Whenever a new version appears, someone edits the page as needed.

WIKIS AS TEXTBOOKS

Because wikis support collaborative authoring and can be easily updated, they're now being used by some authors and instructional designers as textbooks. Wikibooks (http://en.wikibooks.org/wiki/Main_Page) is a

collection of wiki textbooks anyone can edit. The best-known wiki book is likely Wikipedia (http://www.wikipedia.org/), an encyclopedia both celebrated for the bottom-up approach to authoring it encourages and derided for the uneven, sometimes shoddy quality of (and inaccuracies in) the entries that result from this approach.

Personally, I'm not sold on the idea of using a wiki to create a book. Unless you're using a self-installed wiki engine, you may have limited control over the book's layout and formatting. Also, the same strengths that make wikis good for use as a bulletin board—namely the ability for anyone to edit anything—could work against authors. Writing is hard enough without having to continually determine who changed what, when, where, and why.

WIKIS AS DOCUMENTS

Wikis may not be ideal for creating long, linear manuscripts (such as books), yet they're well suited for writing articles, reports, and other types of smaller, collaborative documents. For example, University of Washington Professor Jan Spyridakis collaborated with a student research group that used a wiki to author a paper for the Society for Technical Communication ... on wikis (see "Wikis for Supporting Distributed Collaborative Work" at http://depts.washington.edu/intres/presentations.shtml).

Instructional designers and trainers can similarly use wikis as an authoring tool or environment for writing-related projects. Not only can students use wikis to create documents, instructors can use them to provide feedback or coordinate peer reviews.

ADDITIONAL USES

Wikis are flexible enough for other uses than just bulletin boards, textbooks, and documents. For example, Professor Spyridakis said her research group also used a wiki to create agendas for group meetings, track "to-do" lists, and store the group's work. She explained that a wiki was a useful tool for the group because, "It could be modified as group knowledge and work evolved—we have been able to adapt the tool to suit the work processes that have emerged over time and with new group members. It has also helped all members take ownership in multiple aspects of projects because information is always available to all members, new or old."

For more wiki uses, visit http://www.willamette.edu/%7Ejmeyerto/goodwikibloguse.htm. At this site, Jo Meyertons, Director of Instructional Design and Development at Willamette University, has offered suggestions on how wikis might be used. As she notes, wikis are well suited to "collaborative writing tasks or any other team-based document creation tasks that require simple, ubiquitous, trackable access."

Whether you use them as a bulletin board, a course text, or an authoring environment, I hope you'll consider incorporating wikis into your instructional design and training projects. You may find they make courses more engaging, simplify communication among learners, and facilitate peer learning. (And if you're interested in open-source software, I hope you'll drop by Open Source Tech Writer, too.)

Walter Campbell is a technical writer at Sakson & Taylor, a content design and development firm in Seattle. He also teaches courses related to technical communications at Bellevue Community College in Bellevue, Washington.

Insights Shared on Classroom vs. Online Instructional Design

By Janice Watrous-McCabe

The recent listserv discussion on instructional design differences between online and classroom instruction provided some useful insights from IDL SIG members.

The members participating in the discussion raised some interesting points:

- Needs analysis is necessary regardless of the form of the final training product, though a thorough needs assessment is more likely to occur in classroom training. This seems to be the case primarily because clients have often decided that an online course will meet their needs prior to approaching the designer. In other words, in online instructional design there is a heavier emphasis on design of the online course versus emphasis on determining if the online course will actually resolve the issue/problem for which the course is designed.

- There was a consensus that online course design was far and away the most time consuming. One of the interesting elements of the discussion was the description of the types of online courses

developed. The range of online course designs shared included:

o   asynchronous with learning experiences confined to individual interactions with the course content

o   asynchronous with the use of newsgroups or discussion boards to share thoughts and ideas among a defined student group

o   asynchronous with elements of synchronous learning provided through the use of web conferencing technology as well as telephone conferences designed to provide additional support to the asynchronous course elements

o   synchronous using web conferencing or telephone conferencing

An important point was made regarding the level of client understanding of online technology. Customers need to understand the cost not only of developing an online course, but understand the time and cost involved in making changes after initial course development. This is a very strong reason for creating storyboards that provide clients with a thorough review of the content as well as the look and feel through template usage.

•   The time and effort required for creation of classroom training is directly proportional to the control the instructional designer has over the delivery of the training. For example, the least time required for course design is for a course that the instructional designer both creates and delivers while the most time for classroom training is needed for a class that is facilitated by someone else.

•   Surprisingly, there were no opinions expressed on blended learning (the combination of online and classroom training in one learning program) in

terms of instructional design. This will be an interesting topic to pursue!

This discussion truly highlighted the breadth of experience in the IDL SIG. Need some expert advice? All you have to do is ask!

Cross-Functional Process Analysis and Improvement

by Michael Tillmans and Marina Lin, Technical Communication, Illinois Institute of Technology, Chicago, IL

Most people try very hard to do their jobs correctly and follow the standard company processes. Eighty five percent of the problems encountered at work are due to the processes used to guide and regulate the work, and only 15% are due to workers. Over time, a standard process loses its efficiency as modifications are made to accommodate new workers, suppliers, materials, tools, regulations, and customers. Therefore most product and service defects are controlled through process analysis.

CROSS-FUNCTIONAL PROCESS ANALYSIS

A cross-functional process map displays the tasks and decisions that are carried out during a process by all the contributing workers. It displays all the tasks and workers that contribute to a process, even though they may exist in different departments and result from different types and levels of skills. Process analysis usually begins with a high-level process map, sometimes called a relationship map or a structure diagram. This is used to scope out the limits of the analysis for the process improvement team. Figure 1 is a structure diagram for a hiring process.

Each of the high-level tasks is then expanded, as shown in the cross-functional map in Figure 2 on the next page.
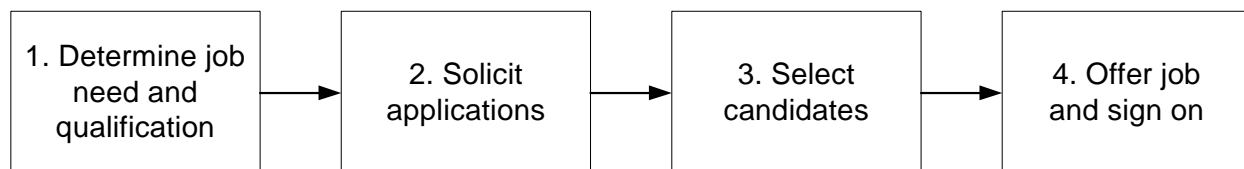

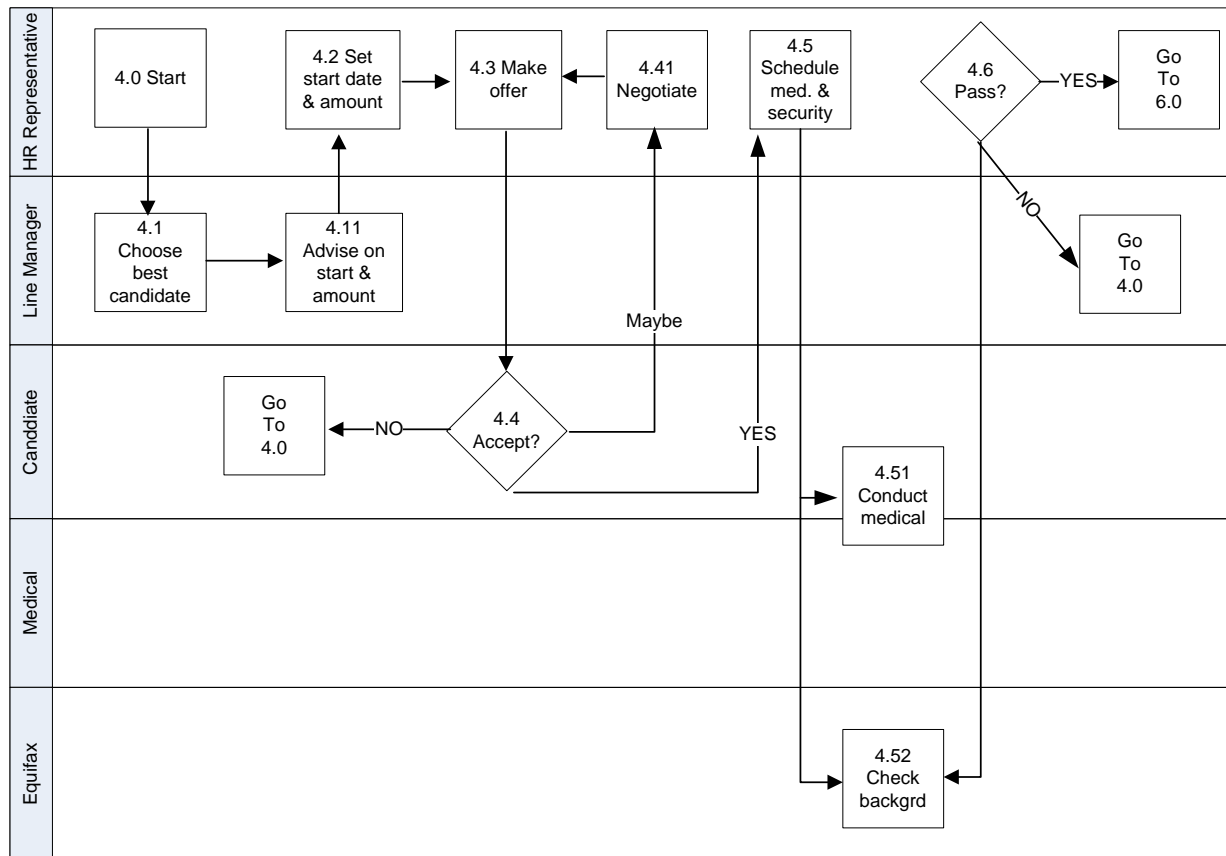Figure 1: Structure Diagram of the Hiring Process

Figure 2: Cross-Functional Process Map of Job Offer and Sign-On

PROCESS IMPROVEMENT

Once the "as is" process is documented, a visual inspection of the map can proceed. It is relatively easy to spot many types of potential problems and opportunities for change from the cross-functional map:

- Who is responsible for each step?

- When handing off work to another department (crossing the swim lanes), do you know their expectations or needs? (your internal customers)

- What opinion does the customer form of you and your company at each transaction? (moment of truth)

- What steps are taken by the customer to do business with your company? (service cycle)

TOOLS FOR PROCESS ANALYSIS

As business processes become more complex, they can be modeled with software. The complexity of process analysis tools varies greatly.

One of the more popular drawing tools is Visio Professional, which lets the user assemble diagrams by dragging predefined symbols. Visio supports many diagram types, such as block diagrams, charts and graphs, flowcharts, directional map shapes, and organizational charts. Other drawing tools include Flowcharter 2005 (Corel iGrafx), ActionWorks Business Process Builder (Action Tech), BizFlow Process Designer (HandySoft), and SmartDraw 7 (SmartDraw).

Process modeling tools use the graphic representation to populate a database, thus saving the information across multiple process maps. Gradually the model accumulates data about processes and sub-processes, their costs, their management structure, the activity costs, the personnel involved, etc. The best examples of process modeling tools include Holocentric Modeler, iGrafx Process 2006, Casewise Corporate Modeler, and TIBCO Staffware Process Suite.

CONCLUSION

Besides the obvious benefit of quality control, process maps also help workers focus on the customer's needs, assist management in tracking the use of their resources, and provide excellent training materials for new employees.

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Marina Lin (lin.marina@gmail.com) is a Masters student in the Information Architecture program at the Illinois Institute of Technology in Chicago and the Senior Web Designer for CEC Online Education Group.

THOUGHT–LEADER INTERVIEWS

Do you know of an instructional design Thought Leader whom we can interview? We are looking for a volunteer to help the Newsletter Staff by emailing our Thought-Leader Questionnaire to at least two Thought Leaders per quarter. The Thought Leaders' responses will be published in IDeaLs. Are you interested? Contact jdamrau3@airmail.net.

This quarter we interviewed Ken Silber of Northern Illinois University as our selected Thought Leader.

KEN SILBER, NORTHERN ILLINOIS UNIVERSITY

1. *Tell us briefly about your professional background. How did you get started in the instructional design profession?*

    I got started in the field accidentally in 1963 by doing an experiment comparing linear and branching programmed instruction with straight text. From there, I took one of the first courses offered (at University of Rochester) on how to write programmed instruction. Then it was on to get my PhD in instructional technology and design with one of the major figures in the founding of the field, Dr. James D. Finn. And I've been working in the field ever since.

2. *What keeps you excited today about continuing to work in this profession?*

    There's both a forward and backward pull that keep me excited. The forward pull is to develop new ways of thinking of about instructional design (ID)

and human performance technology—new models, new paradigms, new theories, new research. The pull is also to explain ID and Human Performance Technology (HPT) and its implications to new audiences—from technical writers to CEOs. The backward pull part is for me to look back and see how we continue to make the same mistakes over and over—we are making the same mistakes with the introduction and writing of e-learning that we made 40 years ago with the introduction of video-based and programmed instruction. And I'm one of the few people still active in the field who were there when those mistakes were first made, and who can remind people that we are repeating them.

3. *Did you ever think you would become an expert in this professional field?*

    As I said earlier, I entered the field accidentally. But once in, Dr. Finn always told us that if we were to be in this developing field, we had no choice but to be experts and leaders. And I've always tried to live up to his challenge.

4. *What are the core principles of instructional design that are as important today as they were when you started? What core skills do you feel instructional designers should focus on today?*

    I believe the core principles of instructional design (as spelled out by the International Board of Standards for Training, Performance and Instruction [www.ibstpi.org]) and the core principles of HPT (as spelled out by the International Society for Performance Improvement [www.ispi.org]) are as relevant today as when I started. Though, of course, they have evolved over those 40 years, the essential notions about human performance, learning, instruction, and instructional design have not changed substantially. Even new instructional philosophies, such as constructivism;, new emphases, such as rapid prototyping; and new delivery systems, such as e-learning have not, in my view, changed the essential view of how to design effective and efficient instruction. Those principles are the same ones that underlie the ADDIE model (though the model itself has outlived its usefulness), that are spelled out in standard ID texts, and are the subject of a presentation I'm giving at the ISPI Conference in April 2006.

5. What aspects of online learning will be most useful in the future? Why?
    a. online modules (asynchronous, self-paced, on-demand)
    b. online conferencing
    c. blended learning (some combination of live instructor, online conference, and/or online modules)

I'm fairly certainly that people's resistance to being replaced by any media (from early film and video to e-learning today) will continue, and therefore blended learning will be the predominant form of instruction for the foreseeable future—in the realm of "online instruction." As I said above, I've been around for every educational/instructional revolution since television and programmed instruction. And each promised to be something really different and to replace live instruction. And each has failed due to human resistance, innovator over-promises, lousy quality materials, etc. And in turn, each has been replaced by the new instructional panacea. So I expect this question to be moot in five years, when the newest "educational revolution" comes around.

6. Are degree or commercial certificate programs preferred? Do you have any recommendations for online programs versus traditional college programs? Do you view a certificate as being better than a degree?

Learn the theory and principles underlying the step-by-step process, because the process will change based on the educational theory of the day, and the organization you work for. But the theory and principles will remain constant, and will allow you to adapt to new situations easily.
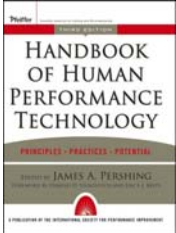
7. What reference materials or books would you recommend are important for instructional designers to have in their personal libraries?

Since I am an ISPI Certified Performance Technologist (a designation conferred based on performance over at least five years), and an author of the original IBSTPI ID Standards, and a professor at a university in addition to being a consultant, I have a distinct bias in this matter. The key is the result, not how you get it. ISPI and IBSTPI have clearly spelled out what you should be able to do to be competent in this field. And I have

said I believe the principles and theory are more important than the techniques. That certainly means that I do not support becoming what we call a "one-week workshop wonder," who goes to a four-day workshop and proclaims s/he knows ID. I also do not support getting a PhD just to do ID. Somewhere in the middle lies the certificate/degree program that actually gives you all the skills you need and want. And as long as you have demonstrable skills at the end (which is what employers look for), whether you learn ID online or in classrooms or by having your DNA modified does not matter at all.

8. Share with us your views on the future of instructional design?

I would be lax in not recommending my own book and articles:

- Silber, K. H. and Foshay, W.R. (2006). Using Cognitive Instructional Strategies. In Pershing, J. (Ed.) (2006) *Handbook of Human Performance Technology. 3rd Edition.* San Francisco: Jossey-Bass/Pfeiffer

- Silber, K. H. and Kearny, L. (2006). Business Perspectives for Performance Technologists. In Pershing, J. (Ed.) (2006) *Handbook of Human Performance Technology. 3rd Edition.* San Francisco: Jossey-Bass/Pfeiffer

- Foshay, W. R., Silber, K. H. and Stelnicki, M. B. (2003) *Writing Training That Works.* San Francisco: Jossey-Bass/Pfeiffer

Also I recommend:

- Smith, P.L., & Ragan, T.J., (2004). *Instructional Design*. San Francisco: Jossey-Bass/Pfeiffer.

- Broad, M. (2005). *Transfer of Training*. John Wiley & Sons, Inc.

- Rummler, G. (2004). *Serious Performance Consulting According to Rummler*. International Society for Performance Improvement.

9. *Share with us your views on the future of instructional design?*

It will change and morph into something that looks and feels different, but will still be based on the same underlying principles. It is an approach to the design of instruction that corporations and academia will study and use for many years to come.

Image © NavajoLand Images by DeJolie. Used by permission.

2005 STC Region 5 Conference

2005 Region 5 Conference: STC's Transformation in Action

by Aiessa Moyna, Associate Fellow, Phoenix Chapter, and Public Relations Committee Manager, TechComm 2005 Conference

When the Phoenix chapter agreed in 2003 to host the 2005 Region 5 Conference—known as TechComm 2005—chapter leaders and volunteers were enthusiastic, but cautious.

In the two years leading up to the conference, the chapter would overhaul its budgeting and planning process, launch a new professional education and development series, serve as a pilot for rechartering under the Society's transformation initiative, and lead several communities in sponsoring the Southwest Regional Technical Publications, Art, and Online Competitions—all while continuing to deliver its award-winning program of meetings and services for members and other technical communicators across central and northern Arizona. There would be a lot to do in a relatively short time, and a relatively small group of dedicated volunteers to do it all.

Then, inspiration struck. Phoenix chapter member Jane Smith, who also serves as Instructional Design and Learning special interest group (IDL SIG) manager, and STC director Sherry Michaels, who was Phoenix chapter president at the time, wondered what might happen if the two communities joined forces. The Phoenix chapter needed to host a regional conference for technical communicators across the southwestern

United States, and the IDL SIG had been looking for an opportunity to deliver more value to its members, apply its financial resources effectively, and help members

grow as individuals and as a community. Meanwhile, the Society's transformation initiative had motivated chapters and SIGs around the world to consider new models for developing community and delivering value to members. TechComm 2005 represented a perfect opportunity to put the principles into practice and to help both communities achieve their goals.

Along the way, both the IDL SIG and the Phoenix chapter learned some valuable lessons that will benefit other communities that enter a virtual-geographic community partnership.

ESTABLISH JOINT LEADERSHIP

Conference co-managers Karen Zorn, representing the Phoenix chapter, and Jane Smith, representing both the IDL SIG and the Phoenix chapter, led the conference planning team. They ensured that the interests of both communities always were considered equally. In addition, the various conference committees included members from both communities, as well as members of other chapters in Region 5.

When the Phoenix chapter hosted the regional conference in 1999, the chapter provided virtually all the volunteer power, essentially delivering the meeting for the entire region. In contrast, TechComm 2005 was a true team effort in which the IDL SIG and Phoenix chapter managed the delivery of a meeting presented for the SIG and region by the SIG and region. Never before had a chapter and SIG collaborated on such an event. Planning team members hailed from Phoenix, Mesa, Gilbert, Scottsdale, Sedona, Tucson, and other locations in Arizona. But they also hailed from Austin, Dallas, and Houston, Texas; San Diego and Stanford, California; and New York City (part-time).

LEARN FROM THOSE WHO PRECEDED YOU

Better still: Recruit them for your planning team.

The small core team that initially formed to begin planning the conference didn't have a lot of experience—a couple of members had never even attended an STC regional or international conference when they volunteered. They got the ball rolling by securing planning resources available from the Society. The team found a great deal of valuable information on

the Tieline KnowledgeBase (www.stc.org/stcmembers/tielineKb01.asp) and adapted or incorporated some of the annual conference supporting materials into their regional conference planning—the Call for Papers and guidelines on Preparing Your Conference Session (see www.stc.org/53rdConf/sessions/presenter.info.asp) provided useful models.

Next, the planning team reached out to members who helped plan the 2004 Region 5 Conference in Salt Lake City and the 1999 Region 5 Conference in Phoenix. They also contacted planning team members for STC conferences in other regions and for non-STC conferences and events. In this way, they learned through the experiences of others what to do… and what not to do.

The planning team got to work filling the committee manager roles and recruiting other team members. First, they asked volunteers who had served in those roles in the past. Many were pleased to receive the implied affirmation of a job well done, and they happily agreed to tackle those jobs again. Others were happy to share their experiences, notes, and samples from previous conferences, but preferred to volunteer for other roles this time around. And even the folks who declined with a polite "Been there; done that" still offered to share whatever materials and memories they had.

As the planning team continued to recruit volunteers, they considered which roles were location-dependent and which could be done virtually. With about 180 members concentrated mostly in a single metropolitan area, the Phoenix chapter was able to contribute volunteers "on the ground" to secure a venue, serve as points of contact for key vendors, and manage the event logistics. With more than 1,800 members worldwide at the time, the IDL SIG was able to contribute volunteers who could handle "back-office" tasks that didn't require being within easy driving distance of the conference venue. And with years of experience working as a virtual team, the SIG introduced a number of best practices to the planning process, including the use of teleconferences, e-mail, and small-group meetings, rather than frequent face-to-face meetings of the entire planning team.

AGREE IN ADVANCE ON SHARED INVESTMENT AND RETURN

As an established community with strong economics, the Phoenix chapter agreed to manage the conference expenses and income through its checking account, and was prepared to contribute any up-front investment that might be required to deliver the conference. The IDL SIG, with a smaller treasury, was prepared to contribute in-kind goods and services, such as printing of promotional materials, as well as fun items for the gift bags presented to conference attendees.

There was an assumption among planning team members that the Phoenix chapter would absorb the financial loss if the conference failed to break even (although for the conference co-managers, that was never a viable option!) However, the two communities never explicitly discussed whether they would share responsibility for a financial loss or would share the proceeds if the conference produced a financial surplus.

When the final receipts were in, it was clear that the conference had been a financial success. It was then that the core planning team quickly proposed granting the IDL SIG a generous share of the proceeds, reflecting the effort that its members had contributed. Because this sum would constitute a rather large disbursement from the Phoenix chapter's treasury, however, it required a vote of the chapter's elected council members. The vote had to be called hastily (and handled virtually!) at a time when the chapter and SIG leadership and general membership should have been celebrating their success and getting some much-deserved rest. Afterward the team agreed that, next time, they would decide in advance how to split the proceeds so that they could avoid a last-minute scramble!

BENEFITS OF COLLABORATION

So why collaborate? How might your community benefit from a SIG/chapter partnership? While similar results cannot be guaranteed for all such ventures, the TechComm 2005 collaboration was an impressive success on several fronts.

The conference generated a significant surplus that will allow both the Phoenix chapter and the IDL SIG to fund their existing programs and services, plus new initiatives.

It provided the two communities a forum to demonstrate to their own members the value they can deliver. Attendees rated their overall experience 3.6 on a scale of 1 (poor) to 4 (excellent), and the consensus was that the conference delivered a premium educational and networking experience.

More important, the conference provided each community a forum to demonstrate to the other the value it can deliver. The conference represented a unique opportunity for them to market their programs and services to a receptive audience and possibly attract new members.

Our experience proved the maxim that there is strength in numbers. By joining forces, the communities attracted more than 100 conference attendees, both Society members and nonmembers, and presenters from across the United States, as well as from Canada and Belgium! Alone, either community likely would have had difficulty mounting a conference with such broad appeal.

For more information, or to obtain a copy of the post-conference summary, contact conference co-managers Karen Zorn (k.zorn@zorntech.com) and Jane Smith (jemcomm@sedona.net).

BOOK REVIEW

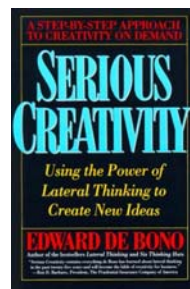## A Systematic Creativity Approach

By Janani Gopalakrishnan

De Bono, E. (1993). *Serious Creativity: Using the Power of Lateral Thinking to Create New Ideas.* Harper Business.

Why not get up and shake the apple tree, instead of sitting under it and waiting for an apple to fall? Life is much faster than Newton's days. We cannot afford to wait for creative ideas to strike. Instead we need to go in search of them. That's exactly what Edward de Bono teaches us how to do, in his book .

The book is organized in three parts: the first deals with the nature, logic and importance of creative thinking; the second details deliberate and systematic lateral thinking tools; and the third part explains the application of creative thinking.

Those of you who have read de Bono's earlier books on lateral thinking may find the first part of this book a little repetitive, but do not let this dampen your interest for the second part is probably the best.

The techniques explained in the second part of the book are so magical that you realize it is actually possible to kindle your muse sitting at the office desk.

Among de Bono's repertoire of lateral thinking tools and techniques, it is the concept of provocation and po (Provocative Operation) that fascinated me the most. He explains how we can start with an utterly absurd and impossible idea as an input and derive workable, perfectly logical ideas from it. Here is an example narrated by the author…

"I once asked a classroom for ideas on how to estimate the height of a tall building in the town. I was given many sensible suggestions. Then one young fellow, trying to be facetious, said, "Put the building on its side, walk along its length and remember to count your steps." Although this was intended to be funny, we can choose to treat it as a provocation, "Po, put the building on its side."

The first obvious idea is to measure the length of the shadow and use this to estimate the height of the building (by comparing your shadow with your height.) Another idea is to take a photograph of the building and then put the building on its side from the photograph. But before taking the picture we would have a large box exactly twenty yards from the base of the building. The distance shown between the base of the building and the box in the photo would represent twenty yards and would thus provide a scale. There are other ideas that come from the same provocation."

Amazing, isn't it? De Bono explains many more such techniques and tools including the famous Six Thinking Hats and the lesser-known Stratal.

Of course, a plethora of ideas is of no use unless we are able to organize the ideas, harvest their potential, and improve every idea in terms of usability and value. The book teaches us how to do this too.

One thing is for sure. These techniques are not easy to learn. They can be mastered only through practice. They are worth learning though. Next time we need to present command syntaxes in an innovative and easily visible form in a tutorial, or when we seek a catchy way of presenting a product's new features in a user manual, we don't have to twiddle our thumbs and wait for a brilliant idea to strike. We can go to the ideas instead of waiting for them to come our way.

SIG MANAGER'S THOUGHTS

by Jane Smith, SIG Manager

Greetings SIG Members,

If you're new to the SIG, this newsletter and this letter from me may be your first. If you've been a member for a while, you may know that I've been the SIG Manager for two years now.

In these two years, the leadership team has made it our goals to:

- Become more visible to you
- Provide more value and service for your dues
- Be open to your ideas
- Be ready to meet your needs
- Be enthusiastic about Instructional Design and share that enthusiasm with you through our activities and communications, not least of which is this newsletter.

To recount our successes in the last two years, the IDL SIG has:

- Re-chartered in 2005 with a clearly identifiable mission statement, goals, strategies, and activities to take

- Been an enthusiastic, visible presence at the Baltimore and Seattle Conferences

- Continued to host the IDL Progression at the conference.

- Added a Tools Panel at the last conference.

- Co-sponsored the TechComm 2005 regional conference with the Phoenix chapter—this conference had over a third of its sessions devoted to IDL and resulted in excess revenues of which the SIG received some.

- Awarded two members the DSSA award, Congratulations to Jackie Damrau and Sylvia Miller!

- Conducted our first IDL SIG webinar last month, which was attended by participants in approximately 120 locations.

- Awarded our first scholarship this year.

- Produced over nine newsletters as well as an index of articles in those newsletters.

- Produced a road map of IDL-related conference sessions for 2004, 2005, and 2006.

- Mailed two different mailings to you (one this year and one in 2005) to be sure we're connecting with each one of you at least once annually.

- Gave away various "goodies" at the conferences.

- Increased in membership from 1400 to 2500.

- And last, received the SIG of Distinction award for 2005. We have applied again, and our application is really strong. Wish us luck!

The leadership team is an awesome group of even more awesome people committed to IDL and making a different to all of you and us.

In addition, during these years, STC began its transformation and required more of SIGs due to the rise in memberships in SIGs. And we're doing it! More changes will come in the years ahead, and I'm proud to be part of those. To help continue the transformation of our SIG, I've agreed to stay on as Manager for 2006-2007. In June 2007, I'm hopeful that one of our very capable Associate Managers will become Manager and bring her own brand of enthusiasm and vision to the SIG.

As we transform, we need more people who are eager and willing to be part of our leadership team, in a major role or by being an assistant to one of our current members with an eye toward taking full responsibility at some time in the future. If you're interested in exploring options, please contact me at 928-284-0455 or jemcomm@sedona.net . We have formed some wonderful friendships and bonds in this group and are always welcoming new people. At the current time, we're focused on conference activities. In June, we'll start strategic planning for 2006-2007, including determining program and webinar ideas. We welcome your ideas of ways to help you as instructional designers and hope you'll share both your needs and your ideas for programs and activities.

Best wishes to all of you. I hope to meet many of you at the conference or at some other function in the future.

SIG NEWS

Wanna find out what's happening in STC and in the Instructional Design and Learning SIG? Well here are just a few things that you might find interesting.

SIG Conference Activities

by Karen Baranich,
SIG Conference Committee Coordinator

TECHNICAL COMMUNICATORS:

A WINNING COMMUNITY!

Las Vegas is the gambling capital of the world. People migrate there to take a chance on winning the jackpot of their dreams. Technical communicators will likewise assemble there from May 6 through 12, not to try their luck (although some of them may), but to be part of a conference that promises them a jackpot of knowledge.

The Instructional Design and Learning SIG proved its worth as a winning community when it received the first SIG Distinguished Achievement award for a virtual community in 2005. This year, YOU can be a winner by attending the SIG sponsored events at the conference. Mark your program to attend all of these activities.

- **Meet & Greet, Sunday 4:00–5:30 pm (Bally's Bronze 3)**
  Join SIG members and guests to put some faces to the names you've seen over the past year. Help us to plan future programs to help you professionally. Have some fun.

- **Welcome Reception, Sunday 7:30–9:30 pm**
  This fun, casual event kicks off the conference. Enjoy delicious food, chat with old friends, and make new acquaintances. Please take a few minutes to visit the SIG table.

- **SIG Table in Exposition Hall, Monday 9:30–11:00 am**
  Stop by the SIG table in the Exposition Hall after the Opening Ceremonies. Pick up a souvenir and chat a while.

- **SIG Progression, Monday 2:00–3:30 pm**
  The SIG Progression offers a smorgasbord of Instructional Design topics. Ten different 25-minute presentations offer something for both novices and experts. Take your pick of three of the interesting topics.

- **Tools Panel: Change to E-Learning Tools for the Web, Tuesday 8:30–10:00 am**
  View the similarities and differences between the two distinct types of e-learning used in academia and industry. Watch demonstrations and comparisons of several tools available on the Web for distance learning.

- **Networking Luncheon, Tuesday 12 noon**
  Join fellow conference attendees with an interest in Instructional Design. Discuss your questions, concerns and interests with people who have been there and done that.

In addition to these events, many SIG members will be making presentations and conducting workshops. The Theory, Research, Education, and Training Stem (TE) is a good place to begin looking for related topics.

Feeling lucky? Look for your winning IDL program in Vegas. We'll see you soon.

IDL Hosts Its First Webinar

by Lucille Mazo, IDL Webinar Committee

On March 15th , IDL held its first webinar. Over 120 members and non-members from three countries participated in a one-hour session that used a web-based distance learning system, Replay Rich, enabling everyone to listen to the speaker, and to actively engage in polling questions during the presentation.

Participants from U.S., Canada, and Israel listened to the presenter, Michael Tillmans, PhD, whose career as an instructional designer and consultant in Chicago spans over 25 years. He currently teaches at the Illinois Institute of Technology and has recently earned the Dean's Award for Excellence in Teaching in the College of Science and Letters. He is a member of the Society for Technical Communications as well as ISPI, ASTD, and AACE.

The one-hour webinar began with Michael Tillmans, presenting on the topic of "Successful ID: Where Theory and Practice Meet." During his presentation, he used research to support his subtopics that included types of learning required in teaching situations, findings that guide teaching and learning, and teaching methods appropriate for learning types. Participants were able to listen to the webinar over the telephone while viewing the slide presentation on the web which was facilitated through Replay Rich a web-based distance learning system.

Participants were asked to actively respond to a series of polling questions during the presentation and then view the results on-screen as they were briefly analyzed by Michael Tillmans. Some polling questions included "What percentage of your time is spent on instructional design and training?" and "Which type of learning do you teach most?" After the presentation, there was a question period where participants were able to post questions online to which Michael Tillmans responded.

At the end of the webinar, participants were directed to online materials that contained information presented in the session. Also, a recorded version of the webinar presentation was made available for those participants who were unable to attend the webinar.

Thanks go to the IDL SIG members who worked very hard to ensure this webinar was a success: Jennie Douglas, Conni Bille, Chris Emmanueli, Jeanette Thomas, and Jane Smith. Also, a special thank you to Michael Tillmans for the excellent presentation he gave, and to Phil Smith, Replay Rich representative, who donated the use of this web-based software for this webinar.

The IDL SIG is currently in the planning stages of offering future webinars, so watch for them in upcoming newsletters.

IDL SIG Leadership among New STC Associate Fellow Honorees

By Mark Hanigan, IDL Roving Reporter

Editor's Note: This is the first part of a two-part article that showcases members of the IDL SIG community who are to be honored at the 2006 STC Annual Conference in Las Vegas.

What a way to cap off the IDL SIG year as the STC SIG of Distinction! Indeed, congratulations go out to Jane Smith and Jackie Damrau, two of STC's newest Associate Fellows! As our SIG Manager and SIG Newsletter Editor respectively, Jane and Jackie are a significant part of the core leadership that has guided us to where we are today!

In case you do not know, being elected as an STC Associate Fellow is the second highest honor that can be bestowed upon an STC member. It means that the member has attained distinction in the field of technical communication. This ranking is codified in the STC Bylaws as follows:

Associate fellow. The rank of associate fellow is conferred only upon a senior member who has attained distinction in the field of technical communication. Senior members may not apply for the rank of associate fellow; they must be nominated by a committee composed of fellows and associate fellows. A senior member may be elected an associate fellow if the member (1) has been active in the field of technical communication at least fifteen years, (2) has been a member of the Society at least ten years, and (3) has (a) been responsible for important work in the field of technical communication, (b) done notable original work that has contributed to the advancement of technical communication, or (c) made a significant contribution to the Society.

The rank of associate fellow is conferred only by a two-thirds vote of the entire board. The rank of associate fellow is bestowed only once upon an individual. Associate fellows retain the rank as long as they remain members of the Society, unless elevated to the rank of fellow. Not more than three percent of the Society's membership may hold the rank of associate fellow at any time.

To celebrate the occasion, IDeaLs: Design for Learning caught up with Jane and Jackie to see how they were taking this wonderful news.

IDeaLs: Design for Learning: What does it mean to you to be elected an Associate Fellow of STC?

Jane: It is quite an honor to be elected as an Associate Fellow. I am pleased to be recognized for making a difference to both the organization and fellow technical communicators; however, making that difference is the most important thing to me.

Jackie: For me, being elected an Associate Fellow of STC shows my dedication to the Lone Star Community (LSC) and the Society is recognized. My love of the technical communication profession is obvious through all the many committees that I serve on and all the activities that I do in support of STC and LSC.

IDeaLs: Design for Learning: Do you happen to know whether you were nominated by your landlocked community or by IDL?

Jane: I was nominated by the geographical Phoenix Chaptercommunity.

Jackie: LSC nominated me for this honor.

IDeaLs: Design for Learning: How did you celebrate receiving the good news?

Jane: Went out to dinner with my husband.

Jackie: I called one of my dearest friends and shared the news with her. I then emailed another dear friend and my former Region 5 Director-Sponsor, who called me to celebrate on the phone. When I got home and told my husband, he took me out for a fantastic steak dinner. He was very proud of my accomplishing this and knows the value of all the hours I spend working on STC activities.

IDeaLs: Design for Learning: Do you plan to come to Las Vegas?

Jane: Yes. I will be presenting several sessions at the conference, along with participating in the IDL Progression and other SIG activities. I enjoy meeting new people and seeing old friends. It's a great way to connect!

Jackie: Most definitely! I'm actually involved in several activities from progressions and panels to committee workshops to individual presentations, besides all the SIG Meet-n-Greet and Welcome Reception activities. In Vegas, you can't sleep!

IDeaLs: Design for Learning: Anything else you would like to add?

Jane: It's fun (and gratifying) to see what happens when I follow my passion.

Jackie: I feel very honored that my dedication to STC has been recognized. This is my lifetime career so I have a personal loyalty in continuing to advance my career, my skills, and my education through everything that I learn or have learned from my volunteering. There is no other organization like STC in which I would give so much of myself.

While both Jane and Jackie seem to be enjoying the moment, neither are "resting on their laurels." Both are candidates for leadership this year – Jane has thrown her hat in the ring to be return for a third term as the IDL SIG Manager. Jackie is a candidate to be one of the two IDL SIG Associate Managers. For details on their candidacies and visions, go to http://www.stcsig.org/idl/.

By the way, the highest honor that can be bestowed upon an STC member is the rank of Fellow. To attain that level, a member must, among all the other qualifications, be an Associate Fellow for two years. Based on evidence to date, there is a Part 2 to the Jane and Jackie story to be written in 2008.

Speaking of Part 2, in the next issue of IDeaLss, other IDL SIG members who were Las Vegas honorees will be profiled. Talk to you then!

MEMBER NEWS

by Sylvia Miller, SIG Membership Manager

Bustin' at the seams…growin' like a weed…no matter what growth-related cliché you use, it describes the IDL SIG! Since our last newsletter 536 new members have joined us. That's terrific. It means that not only are more STC members interested in training, but also there are more of us to share experiences, lessons learned, and expertise with each other in the form of our newsletter, our discussion list, and networking, especially at the annual conference. But before we list the names of our new IDL members, we need to salute some members.

Terrence L. Dunne…
from Tampa, Florida, USA, is part of a team that recently earned the following awards:

- Merit award in Online Communications for "Agency Lending Disclosure Help," which is an example of the uniquely customized online help documentation created by Customer Training and Information products (CTIP) especially for their new Participant Browser System (PBS).

- Merit award in Online Communications for the animated tutorial "Retrieving a Report." This animated tutorial uses the new Shockwave Flash format that allows complex animation to be sent quickly and efficiently to trainees.

- Merit award in Technical Art for the flow diagrams created for a user manual to help clarify the

complex concept of including insurance assets in automatic account transfers.

Terrence's role was Lead Developer, Learning Applications. Congratulations to Terrence and his team for earning not one or two, but THREE awards!

Karen Baranich…
from Swansea, South Carolina (SC), USA, recently served on the SC Lt. Governor's Writing Awards Executive Committee and she presented at the Lt. Governor's Young Writer's Workshop. She also served as a judge in STC's International Technical Art Competition. Karen also heads up our IDL Progression session at the annual conference and is one of two new Associate Managers of the IDL SIG.

Janice B. Watrous-McCabe…
recently had an article published in The eLearning Developers' Journal titled "Applying Multiple Intelligence Theory to Adult Online Instructional Design." This is an excellent article! Go to www.elearningguild.com and click on *Learning Solutions eMagazine* to locate the article.

Jackie Damrau and Sylvia Miller…
from Dallas, Texas, and Tipp City, Ohio, USA, respectively, recently were awarded the Distinguished SIG Service Award (DSSA) from STC International. Jackie has also served as our newsletter editor for the past several months, and is one of two new Associate Managers of the IDL SIG. Sylvia serves as the Membership Manager of the IDL SIG.

If you recently earned an award, published an article, gave a presentation, wrote a book, or accomplished similar feats related to instructional design, please let me know so we can recognize you among your peers. Also, if you are a new member and have not received a Welcome email from me, please contact me at sylviamiller@woh.rr.com.

Now, the names for the folks who just became IDL SIG members during December, January, and February appear at the end of the newsletter. Welcome again to each of you!

EDUCATION NEWS

This new column offers SIG members an opportunity to share information about educational programs, degrees, and such with our membership. Send your reviews to jdamrau3@airmail.net for publication in a future IDeaLs issue.

SIG Scholarship

by Gene Holden, IDL SIG Scholarship Chair

The IDL SIG is pleased to announce our choice for our first recipient of our scholarship award. Laura Filla is currently an online graduate student at Capella University. She is working toward a Master of Science in Education with Instructional Design for Online Learning as her area of study.

With a current GPA of 4.0, she is in a demanding program with rigorous coursework. She plans on completing her degree in the 2006-2007 academic year. While she has had several years as a technical documentation specialist, she has been unofficially working as an instructional designer for several years. As Laura wrote in her application:

"In 2004, I looked back at my career in technical writing and I realized that I enjoy training development projects more than any others. I love the idea that the training package I put together will help others do better work, could further their career, and may even improve their job satisfaction and self-confidence."

To the scholarship committee, this sounded very familiar. The desire to help others seems to be a recurring them throughout the organization. It is this very desire to help others achieve a measure of success that binds us together in a community of practice. As a group of life-long learners, our shared goals and visions strengthen us as a group and as individuals. It is a pleasure to welcome another individual into our group; it is even more of a pleasure to be able to help one of our own get to where she wants to be.

Editor's note: Information on the Instructional Design SIG Scholarship overview and application are at: http://www.stcsig.org/idl/.

SOCIETY NEWS

LEARNING OPPORTUNITIES

STC offers several opportunities to learn and improve your knowledge in technical communication and instructional design. Check out some of these opportunities to update your skill set, have fun, and increase your earning potential!

STC Telephone Seminars

April 12, 2006   Presenter: William Horton
Software Simulations: Tips, Tricks, and Best Practices

May 24, 2006   Presenter: Neil Perlin
Life After RoboHelp
How We Got Here and Where to Next

June 14, 2006   Presenter: Paul Prescod
Introduction to DITA

July 12, 2006   Presenter: Leah Guren
Adding Panache to your procedures

August 9, 2006   Presenter: Maggie Haenel
Creating Training that Sticks

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

SIGN UP
Email your name, phone number, and the name of the seminar you would like to attend at least seven days before the event to: stcphoneseminars@wing-group.com.

EMPLOYMENT OPPORTUNITIES

STC Career Center Now Open!
Check out the STC's Technical Communication Career Center at http://jobs.stc.org .

SIG Employment Postings
The SIG listserv, http://www.stcsig.org/idl/listserv.shtml, is where you can find occasional job postings from our own SIG members for professionals in the areas of instructional design.

YOUR LETTERS

Were there articles that you found helpful in this newsletter? Is IDeaL: Design for Learning serving your needs? Is there an article or feature that you would like to see in the future?

Share your thoughts or give us your suggestions on how we can improve the newsletter by sending your letters to jdamrau3@airmail.net.

Great Newsletter!

Steven Ulosevich, EdD, SPHR

Jackie and Jane, you've scored another hit with the IDL newsletter. Glad to see the folks such as Horton, Clark and Rossett being made available to our members. Lots of "must reading" for my students. Thanks so much.

Michael C. Tillmans, Ph.D.,
Asst. Professor, Technical Communication
Illinois Institute of Technology
tillmans@iit.edu

Just wanted to drop a quick note to tell you how impressed I am with the newsletter. Great job for you and your team! Loved the interviews, and the feature article was very informative. Our members will certainly greatly benefit from the quality of the information and resources available.

Janice Watrous-McCabe
IDL SIG Secretary

I don't know of another SIG newsletter that has so much meat to it. Each issue is very substantive and loaded with tons of informative items. Great job!

Bill Collins

TIPS & HINTS

Do you have a short tip or quick reference guide that you use when designing instruction or when teaching? Send your tips or hints to jdamrau3@airmail.net.

ABOUT THE NEWSLETTER

How do I contribute to the newsletter? How often is the newsletter published? What's the mission of the Instructional Design & Learning SIG? Find out this and more in this section!

Publishing Schedule

IDeaL: Design for Learning is published for members of the Instructional Design and Learning (IDL) SIG of the Society for Technical Communication.

Our annual publishing schedule is:

Issue	Article Deadline
April	March 1
July	June 1
September	August 1
January	December 1

Visit www.stcsig.org/idl/newsletter.shtml to access the newsletter archives.

Article & Contribution Guidelines

We encourage you to submit for consideration content of interest to those who do instructional design or wish to learn more about this field.

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LENGTH

Article formats: 25 words to approximately 1000 words. Consider breaking lengthy articles into smaller submissions (such as part 1, part 2, etc.) for publishing in successive issues.

Picture formats: JPGs or GIFs

Text format: Word, RTF, or ASCII

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WHERE TO SUBMIT ARTICLES

Send your articles in electronic format (.doc, .rtf, or body of email) to Jackie Damrau, Managing Editor, at jdamrau3@airmail.net

Advertising Rates

We encourage advertising as long as it follows the STC guidelines and promotes services to the Instructional Design & Learning SIG members. Ad sizes and rates are:

Size	Cost	
	1 issue	4 issues
Half page (7.5 x 4.5)	$75	$225
Business card (3.5 x 2)	$25	$100

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

Send ads to: Jackie Damrau at jdamrau3@airmail.net at least two weeks before scheduled publication. (See the Publishing Schedule for the date.)

Payment: Checks made payable to *Society for Technical Communication*

Mail checks to:

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

Meet the Newsletter Team

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Assistant Editor	Jack Butler
SIG Membership Manager:	Sylvia Miller
Copy Editors & Proofreaders:	William Collins Andrea Kenner

GIVE US FEEDBACK

Thanks for taking a moment to give us feedback!

- We want to ensure that the newsletter is serving your needs. If you have suggestions on how we can improve the newsletter, please send your suggestions to jdamrau3@airmail.net.

- We welcome letters to the editor, which we will share with readers in our newsletter. If you want to share your thoughts about the newsletter, please send your letter to the Editor.

IDL SIG Mission and Leadership

The mission of the IDL SIG is to help STC members identify and develop knowledge and practical skills for designing, developing, and implementing technical instruction in electronic and traditional classroom settings. The SIG strives to promote sound design practices, provide information, and educate about instructional theory and research.

The leadership team includes:

SIG Manager: Jane Smith
SIG Membership Manager: Sylvia Miller
SIG Secretary: Jan Watrous-McCabe
SIG Treasurer: Jeanette Thomas
Web master: Chris Emanuelli
Website Resource Manager: Loria Kutch
Newsletter Editor: Jackie Damrau
Business Directory Coordinator: Jackie Damrau
Conference Committee Coordinator: Karen Baranich
Online Forum Coordinator: Rosalind Rogoff
Program Managers: Conni Bille & Jennie Douglas
Scholarship: Gene Holden

STC Mission

The mission of the Society of Technical Communication is to create and support a forum for communities of practice in the profession of technical communication.

Future Conferences

Las Vegas, NV
May 7-10, 2006

Minneapolis, MN
May 13-16, 2007

Philadelphia, PA
June 1-4, 2008

Atlanta, GA
May 3-6, 2009

First	Last	First	Last	First	Last	First	Last	First	Last	First	Last
Andrew (Drew)	Abas	Beverly	Carlson	Ann	Elizabeth-Nagel	Rolando	Hasbun	Wesley	Kraszewski	James	McKinney
Danelle	Abaya	Allison	Carpentier	Kimberly	Elmore	Cynthia	Hauptner	Cynthia	Kratz	Julie	McLeer
Erik	Abel	Andrea	Carrero	Scott	Emery	Lois	Hawk	Stephen	Krause	Elizabeth	Meola
Dawn	Adams	Reece	Carter	Sue	Engle	Susan	Hawkes	Karin	Kristenson	Rodney	Merrill
Vanessa	Allison	Cassandra	Carter	Kathryn	Englert	Jacob	Heaton	Marguerite	Krupp	Mary	Michel
Janice	Amador	James	Carter	Gloria	English	Diana	Heiken	Mary	Kubelsky	Gwen	Mickey
Holly	Ambler-Jones	Kendra	Carter	Tara	English-Sweeney	Jon	Heiman	Megan	Kunig	Linda	Mikkelsen
Kaylyn	Anderson	Michelle	Casper	Scott	Erlandson	Barbara	Helling	Ron	Kurtus	David	Milkes
Michael	Anderson	Joanna	Castner	Thomas	Erwin	Marnie	Henderson	Loria	Kutch	Elliott	Miller
Clevlyn	Anderson	Claudia	Castro	Sue	Espeseth	Susan	Henson	pamela	lacey	Deborah	Miller
Christopher	Andrews	Carol	Challas	Ken	Evans	Erika	Herlugson	Barbara	Lang	Kathleen	Mislan
Susan	Antonovitz	Cheryl	Chambers	Janice	Ewertsen	Andrea	Herman	Kathleen	Lant	Thomas	Mix
Carla	Anzalone	Deborah	Chang	Janet	Farr	Marjorie	Hermansen-Eldard	Ed	LaPrath	Joseph	Molnar
Louise	Apichell	Irene	Chang	Ellen	Feerst	Susan	Herrin	Laura	Larson	Kathleen	Monahan
Jane	Appel	Carol	Chubiz	Christopher	Fischer	Elizabeth	Hess	Sue	Latham	Susan	Montgomery
Finina	Aranez	Gayle	Cinnamon	Christine	Fish	Connie	Hessevick	Debra	Layton	Ruth	Moore
Elaine	Astrue	Robert	Clark	Steven	Fitch	Maxine	Higginbotham	Dea Maria	Lazaro	Linda	Moore
Michael	Baker	Victoria	Clarke	William	Ford	Jennifer	Himes	Joy	Leake	Anne	Morganto
Julie	Baldwin	Herbert	Claxton	John	Forkin	Stephanie	Hinsey	Mabel	Lee	Zachary	Moring
Kristin	Baldwin	William	Clay	Victoria	Forsey	Jeanne	Hochstetler	Deborah	Leech	Andre	Mottart
Kimberly	Banfield	Hydee	Clayton	Ruth	Frank	Melinda	Hoffbauer	Karl	Lewis	Warren	Muench
Aaron	Bannister	Pauline	Clifford	Andrea	Frazier	Lexie	Hogan	William	Lewis	Susan	Mulloy
Sarah	Baranowski	Kathryn	Clodfelter	Jennifer	Freeman	Linda	Holbrook	Glenda	Lewis	Sara	Mutton
Robert	Barron	Grace	Coggio	Jacque	Fryday	Peter	Holman	Mark	Lewis	Terry	Myers
Janet	Belding	Pamela	Cole	Jean	Fukunaga	Lisa	Holmes	Anne	Lieder	Amanda	Napolitano
Anthony	Belle	Kevin	Coleman	Alicia	Gaff	Erik	Homme	Michael	Likhinin	Jocelyn	Nava
Jerry	Berget	Claudia	Conlon	Roger	Gagon	Joshua	Honomichl	Mindy	Lin	Geetha	Nazare
Jessica	Betterly	Cara	Coon	Linda	Gallagher	Rainy	Horvath	Carol	Lindholm	Barbara	Nightingale
Rachna	Bhutani	Colleen	Corrice	Carlene	Gardner	Catherine	Howard	Michael	Livingston	Kristen	Nolan
Traci	Billingsley	Michele	Cox	David	Garrett	Patricia	Hranilovich	Mallory	Lloyd	Jennifer	Nunley
Beatrice	Birchak	David	Cratty	Randall	Gentry	Thomas	Hudson	Wilkie	Lo	Kerri	Nussbaum
Jennifer	Bircher	Kimberly	Creed	Michael	Gernes	John	Humpert	David	Locke	Jennifer	O'Brien
Anna	Biunno	Brian	Crock	Adam	Gibson	Marita	Hurst	Linda	Locke	Dale	Ochalek
John	Blake	Lawrence	Crowder	Leslie	Gillette	William	Huscher	Maryjane	Long	Teresa	O'Connell
Robert	Bland	Cindy	Crowder	Brian	Glassman	Deborah	Hysell	Jane	Lorenzen	James	Oldham
Andreas	Bleiker	Debbi	Cyrkin	Amanda	Goldrick-Jones	Tanya	Isabel	Claire	Loscoe	Donna	OLeary
Kenneth	Blomquist	Ann	Dahlin	Barbara	Goltz	Ingrid	Jamison	Andy	Lowe	John	Olley
Jodi	Bonner	Nancy	Dale	Susan	Gonzalez	Dipa	Janardanan	Elizabeth	Lukaszewski	Karen	Olson
Patricia	Boone	Gail	Dana	Lynn	Gorton	Amy	Janczy	Lee	Lukehart	Sharon-Lee	Orpen
Scott	Bootes	Matthew	Daniel	Roger	Grainger	David	Jarman	Eileen	Lumsden	Patricia	Overbo
Margaret	Boreman	Cherie	Daniel	Courtney	Graves	Karin	Jensen	Carolyn	Luttrell	Brynn	Paine
Jennifer	Bost	Dave	Dannenberg	Barbara	Green	Jean	Jesensky	Douglas	MacMillan	Michael	Palmer
Jeanette	Bottitta	William	Darnall	Eve	Griblin	Rachel	Johnson	H.	Mandel	Aruna	Panangipally
KATHY	BOUTIN	Erica	Davis	Edward	Griffin	Steve	Johnson	Patricia	Markey	Prasad	Paramashivappa
Denise	Bowen	Linda	Davis	Mary	Grode	Christina	Jones	Amy	Marsh	Cynthia	Parker
Alan	Bowes	Rachel	Davis	Amy	Groncznack	Daniel	Jones	Paul	Martello	Julie	Pero
Mary	Boyd	Edward	De Rosa	Marilyn	Gross	Barbara	Jordan	Richard	Martin	Glenda	Person
Palmer	Boyle	Mary	Deaton	Priscilla	Gruenewald	Mark	Justice	Doug	Martin	Lisa	Peterson
Teresa	Boze	Virginia	deBuys	Suzanne	Guess	Mary	Kammert	Rebecca	Martin	Rhonda	Peterson
Janet	Bran	Scott	DeLoach	Myra	Gurney	Kathleen	Kares	Debbie	Martinez	John	Pfost
Leslie	Brand	Carol	DeLong	Mary	Guth	Leslie	Kearney	Mary	Martino	Wanda	Phillips
Wendi	Braun	Susan	DeMar	Susan	Hackett	Sandra	Keen	Sandra	Mason	Toni	Pollock
Don	Bright	Brant	Deranger	Carol	Hale	Pia	Kerber	Fran	Mason	Mary	Preston
M.	Brown	John	DiMarco	Lu	Hall	Shelley	Keyser	Ginnifer	Mastarone	Emmy	Prieto
Johel	Brown-Grant	Patrice	Dodd	Bradley	Hall	Zahara	Khan	Tania	Mayer	Susan	Probasco
Jean	Bryan	Eve	Dumovich	Michelle	Hallett	Melody	King	Margie	Mayo	Becky	Rahman
Alan	Bryner	Scott	Duncan	Thurston	Hanley	Nancy	Kirby	Jerry	McBride	Jyothi	Ramachandran
Amy	Burdan	Leslie	Dupont	Randi	Hansen	Matthew	Kirkpatrick	Kate	McCann	Linda	Ramaglino
Christine	Burgoyne	Sara	Durning	Donald	Harman	Leslie	Kirschner	Janet	McClay	Alexandra	Rankin
Jeff	Burton	Tamara	Dwyer	Ivonne	Harris	Diane	Kistler	Staci	McCormick	Kenneth	Ray
Martha	Burton	Larry	Dybala	Norman	Harris	Naomi	Kleid	Muffy	McCuaig	Hugh	Read
Jacqueline	Cabral	Natalie	Dyen	Spring	Harris	Michael	Kleiza	TerriAnn	McDonald	Alan	Reade
Lindy	Cacioppo	Earl	Eddings	Sandra	Harrison	Karen	Koba	Michael	McFadden	Joanne	Reynolds
Catherine	Cairns	Daphna	Edgar	Ronald	Hartberger	Joy	Kocar	Cameron	McGill	Jamie	Rice
Barry	Campbell	Cindy	Edwards	Adam	Hartfield	Elizabeth	Kohl	Michael	McGinnis	Rick	Richolson
Daniel	Capo	Rachel	Eichen	Jeffrey	Harvey	Lynne	Koontz	Patrick	McKenna	Debra	Riley

First	Last	First	Last	First	Last
Eleanor	Rizzo	Heather	Stearns	Elaine	Winters
Deborah	Robbins	Linda	Stein	Jordan	Witmer
Lance	Robert	Cynthia	Stenehjem-Sparks	Paula	Wittekind
Linda	Roberts	Katherine	Stevens	Lorraine	Woolsey
Steven	Robinson	Laura	Stewart	Mark	Wray
Barbara	Robleto	John	Stikar	Arthur	Young
Debbie	Roche	Michael	Stowe	Scottie	Zimmerman
Marilyn	Rogers	Aubrey	Stribling	Christine	Zucker
Lisa	Romie	Gabrielle	Suhr		
Emma	Rose	Odile	Sullivan-Tarazi		
Jonathan	Rose	Joanne	Sutton		
Debra	Rossen	Bonnie	Swan		
William	Roy	Peter	Szabo		
Alan	Rubenstein	Joanne	Tait		
Janis	Rudd	Jing	Tan		
Carolyn	Rude	Paula	Tannahill		
Ilma	Ruocco	Beth	Tanner		
Barbara	Ruth	Kirsty	Taylor		
Victoria	Sadler	Jeffrey	Taylor		
Stephanie	Sage	Beverly	Tester		
Gary	Samartino	Tonya	Thomas		
Sowmini	Sampath	Paul	Thompson		
Stanley	Samuels	Arpana	Tiwari		
Kristin	Sanders	Vijay	Tiwary		
Scott	Sanders	Carlo	Tognoni		
James	Sands	Teresa	Trujillo		
Anna	Santiago	Lee	Turner		
Danielle	Schechter	Shirley	Tweedell		
Eric	Schieler	Nancy	Upchurch		
Trina	Schira	Stephen	Van Esch		
Phillip	Schlueter	Amanda	Van Roy		
Wayne	Schmadeka	Andre	Vanderschueren		
Lisa	Schmeling	David	Villicana		
Suzanne	Schneider	Kathleen	Vincenz		
Sigrid	Schoepel	Amelia	Vogler		
Gloria	Schramm	Susan	Vogt		
Kimberly	Schultz	Gideon	Vos		
Kathey	Schuster	Bruno	Wagner		
Dennis	Scott	Joanne	Wakeland		
Shery	Scott	Bryce	Walat		
L.	Seigh	Timothy	Waldusky		
Mary	Seltzer	Paula	Wanska		
Dixelle	Sequeira	Rod	Ward		
Sheila	Shaw	Michael	Weart		
Myron	Shawala	Robert	Weaver		
Judith	Sheldon	Erin	Weber		
Reba	Shoulders	Martin	Webster		
Martha	Shrader	Kathy	Wellisch		
Mark	Siegeltuch	Jennifer	Wendell		
Cathy	Sierra	Stephanie	Wenger		
Theresa	Sites	Tom	Wenzler		
Cynthia	Skawinski	Cynthia	Westbrook		
Corpron	Smita	Berdine	Whedon Smith		
Joycelyn	Smith	Linda	Wheeler		
Crystal	Smith	Miranda	White		
Mary	Smith	Susanna	White		
Mary Elizabeth	Smith	Mary Jo	White		
Monika	Smyczek	Jamie	White		
Tony	Snider	Meryl	Wilk		
Ann	Snyder	Sharon	Williams		
Laurie	Soder	Craig	Wills		
Vidyut	Sonde	George	Wilson		
Symra	Spottswood	Wendy	Wilson		
Patricia	Srinath	Kevin	Wilson		
Kim	Standish	Stacey	Winn		
Judith	Stanley	Waltraud	Winter		