



IDeal: Design for Learning

Newsletter of the Instructional Design & Learning SIG

<http://www.stcsig.org/idl/newsletter>

TEACHER, KNOW THINE AUDIENCE!

by Jack Butler



We instructional designers and tech writers are both explainers and teachers. We both hope our victims learn something from us. But how often do we pull ourselves away from our own divine creations long enough to try to learn something more about the people whose lives we claim to improve through our writing and designing? You're thinking audience analysis and usability testing by now. Yes, these are some of the most important, interesting, and intriguing parts of our work. Why? Because we try, as do the stones of the rolling type, to give them what they need.

It's difficult to bring people to the aha moment when they break their faces with broad smiles and say, "Now I get it." Or maybe we can just help them to say, "Thank heavens. I don't feel helpless anymore." Okay, in some cases it's a simple, "Got it." But this is what we're paid for. If we can't do it, well, that leads us on to "other opportunities." But when we do it well, we know it. And that feels good.

How does one get to know one's audience? I heartily recommend that you learn the best practices in audience analysis and usability testing, human factors, human-centered design, and computer-human interaction. And – study the brain.

Brain research in the last twenty years has been an explosion of new knowledge and, frequently, a reversal of what we were taught in school. In fact, much of the new information about the brain is revolutionary, but not yet appreciated by many. But this work is central to what we do, so I'd like to encourage you to start learning more about it. Misunderstanding the brain and holding on to antiquated notions about the brain could have serious consequences in our field.

I am not a brain expert. It's just that, since I've launched myself on this path of exploration, I've found that what I'm learning makes me better at what I do, and I enjoy it even more. Not only that, though. I've come to the realization that, whosoever professes to teach, thou shalt know thine audience and their diverse brain wiring.

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A WORD FROM THE EDITOR

by Dr. Jackie Damrau, Managing Editor

Howdy, y'all! Let me start this newsletter by introducing myself to you. You can see by my byline that I have "Dr." in front of my name. No, I can't heal your cold symptoms or prescribe drugs to send you to a nice quiet place. My doctorate is in Business Administration with a minor in International Business.

Professionally, I am a technical writer at a major wireless fidelity (Wi-Fi) company. I am an STC senior member with the Lone Star community (that's in Dallas, Texas!) and am serving this year as their Immediate Past President. Other STC involvement includes working with the Instructional Design and Learning SIG as well as the Management SIG.

In my spare time (yes, I have some), I enjoy spending time with my grandson, going to the movies, and reading classic literature and English/Irish/Scottish time-travel and historical romances. That's my bio!

Now, let's get on to the fun stuff...

This quarter's issue is full of interesting articles related to instructional design, thought-leader interviews from two IDL SIG members, and a host of SIG and STC news, as well as employment related information.

So, looking ahead, here's what I need from you to continue providing you with a newsletter loaded with useful information. We need:

- Educational news (Have you recently completed a degree/certificate or currently taking classes? Send in a review!)
- Tips and Hints (Share your unique ideas or methods for teaching classes or developing courseware that makes these classes enjoyable.)
- Any thing related to instructional design is fair game. We can even start a Tools and Games column. (Volunteer to find content or write articles. It'll get published.)

Remember, this is your newsletter. Publishing in this newsletter is one more piece that you can add to your electronic portfolio, especially those who are currently job searching.

TEACHER, KNOW THINE AUDIENCE! (cont'd from page 1)

What Michael Allen, the founder of Macromedia, has to say in his new Guide to e-Learning. "I think it is good to be concerned because much (probably most) e-learning is nearly worthless." (Page 50, Michael Allen's Guide to e-Learning, 2003, John Wiley & Sons, Inc., ISBN 0-471-20302-5)

We have all seen training that is nothing more than reading online, and we have all experienced teaching of questionable merit throughout our academic years and into our professional lives. The authors of the books I'd like to recommend to you recognize these problems and address them with answers that require some understanding of brain function. One common thread through modern brain literature is that the members of our audience are diverse in their abilities and in their learning styles, and these learning styles must be addressed.

I think that one of the toughest things to do in our profession is to work with subject matter experts who, through their own personal learning techniques and experiences, have come to know a body of knowledge so well that it seems common knowledge to them, and they do not see much value in the writer/designer. They may have also been the victims of some bad teaching, teaching that ignored their learning style in the classroom and taught them to avoid teachers and classrooms altogether. If we inform ourselves better about the brain and learning, we can better explain our value to a team, and we can better explain the basis for the decisions we make. Armed with knowledge of cognitive learning theory, we can have a positive influence on even the most challenging of projects.

Can you, as a writer or instructional designer, tell the members of your audience what learning is? Can you explain to them what you are trying to accomplish, in terms of what must happen within their minds? Can you teach them metacognitive techniques they might try? How many different techniques can you suggest for each learning goal? The following resources can help you explain your work.

RECOMMENDED READING

Here are a few books about the brain and learning that I think instructional designers and tech writers will enjoy. I have found them to be very rewarding, and I think that my colleagues will find great value in each. There's nothing systematic about the list. I'm the father of two adolescent boys, and that is reflected in my reading. Most of the books were recently published and make the most of recent research.

How People Learn: Brain, Mind, Experience, and School

Expanded Edition. 2000, National Academy Press. ISBN 0-309-07036-8. Committee on Developments in the Science of Learning. John D. Bransford, Co-chair of the Learning Technology Center at Vanderbilt University, serves as one of the editors and one of the authors.

How People Learn brings the latest research on the brain and learning to those who hope to teach. I think that this is one of the most practical and helpful books you can read on the subject today. It is easily read and comprehended, and it addresses the very types of learning issues encountered in our work. It also has some excellent advice for schools. Look for other books by John Bransford as well.

The Secret Life of the Brain

Richard M. Restak and David Grubin Productions, Inc. A co-publication of The Dana Press and the Joseph Henry Press, 2001. Book ISBN: 0-309-07435-5

One of the most fascinating and accessible works on the brain is the 2001 PBS documentary "The Secret Life of the Brain," available on DVD and VHS. A companion book of the same name is also available. Both formats break the material into five sections: The Baby's Brain, The Child's Brain, The Adolescent Brain, The Adult Brain, and The Aging Brain.

The book's opening chapter, "How We View the Brain," describes the technologies used for studying the great noodle. Subsequent chapters make liberal use of photos and graphics to illustrate brain functions and development as well as malfunctions and addictions. It uses the latest research to show how some long-held beliefs about language acquisition and aging, for example, are being reversed.

One of the most impressive features of this presentation is that all topics are introduced through the lives of real people. You'll find yourself learning about neuronal development in the brain as you watch a baby recover from eye surgery. You'll see how stem cells form new nerve cells, even into old age. You'll discover the molecular makeup of neurons while learning how things go wrong in the nerves of an Alzheimer's patient. You can learn more about the limbic system, the amygdale, and the role that emotions play in all learning while watching a patient overcome crippling depression. And these are just a few examples taken from the video presentation. The book brings additional information to the production as a whole.

PBS also hosts a very helpful Web site for the series. The site provides interesting and helpful activities and information on the brain.

Visit the Web site at:

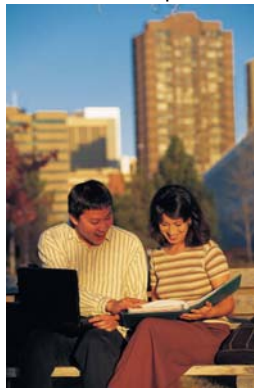
<http://www.pbs.org/wnet/brain/index.html>

A Mind at a Time

Mel Levine, M.D. Simon and Schuster, New York, 2002. ISBN 0-7432-0222-8.

Dr. Mel Levine is a developmental-behavioral pediatrician. He is a Professor of Pediatrics and the Director of the Clinical Center for the Study of Development and Learning at the University of North Carolina Medical School at Chapel Hill. Yes, his work focuses on pediatrics, but don't let that steer you away altogether. It's my opinion that everyone who teaches should read this book. It is very instructive in helping you to know your audience – young or not so young. Teachers and professors with students of any age group can use it to improve their teaching and help students overcome learning difficulties. This book is a wonderful read, and you will most likely find yourself described in one chapter or another. Levine addresses learning difficulties in children, but the benefit to writers and designers is that he describes most all of the brain functions involved with learning. If you do have children in school, you will find this book invaluable whether or not they have learning problems.

Visit the Web site at: <http://www.allkindsofminds.org/>



The Tangled Wing, Biological Constraints on the Human Spirit

Melvin Konner, Second Edition, Revised and Updated, 2002. Times Books, Henry Holt and Company, New York. ISBN 0-7167-4602-6.

Melvin Konner, M.D., Ph.D., is a professor of anthropology as well as psychiatry and neurology at Emory University in Atlanta. His book, *The Tangled Wing*, takes recent research from many areas – including the brain – and helps the reader to put this information into perspectives helpful to us within the context of our times and our culture. Konner has studied a wide variety of world cultures and this helps to make his points of view more interesting and more convincing.

In Chapter 16, Change, Konner presents the best, most detailed description of learning I have ever read.

The Tangled Wing is an in-depth look at how we can better understand ourselves through biology. It is not a light read, but it is occasionally—between descriptions of brain function at the molecular level—hilarious. Reading it will help you to step back from your own culture and nature, change the view to one of an outside observer, and enjoy some of the most helpful and most fascinating views on human nature that you're likely to come across.

In the Introduction, "A Prefatory Inquiry," Konner has these comments on our current cultural propensity to manage our brains by pharmacological intervention.

"The favorable effects of prescription drugs on the brain, still somewhat controversial two decades ago, are universally accepted as fact, although ethical questions continue to trouble many. Depression, delusion, obsession, compulsion, overeating, addiction, and attention deficit are all treated with medicines. Yet one need only change this list to read sadness, imagination, conscientiousness, diligence, appetite, habit, and restlessness to realize how very close we are to managing human nature by prescription."

Study Guide to Accompany: The Human Brain, An Introduction to Its Functional Anatomy

Fifth Edition, John Nolte, Ph.D., 2002, Mosby, Inc.

For those who want to know more – a lot more – about brain anatomy, this is a less expensive supplement to a larger work. It is a condensed version of a textbook. There are 190 illustrations as well as adequate text descriptions of all parts of the central nervous system (brain and spinal cord) and the peripheral nervous system. I found this work in a medical bookstore. It is intended for serious students of medicine. Knowledge of biology and chemistry are needed to get the most from this work. It provides thorough and detailed descriptions of the nervous system and the chemical events that take place in the neurons of the brain.

RESOURCES ON THE WEB FOR THE BRAIN

There are many excellent resources on the Web for learning more about the brain. Here are just a few.

nobelprize.org

<http://nobelprize.org/medicine/laureates/2000/index.html>

Visit the site for the Nobel Prize in Physiology or Medicine for the year 2000 for excellent introductions to the work of three important scientists and their research.

Be sure to explore the links "Education" and "Illustrated Presentation" for thorough information and even some excellent instructional design. There's even a game you can play to help you learn more about neurotransmission.

[The Brain from Top to Bottom](http://www.thebrain.mcgill.ca/flash/index_d.html)

The Canadian Institute of Neurosciences, Mental Health, and Addiction

http://www.thebrain.mcgill.ca/flash/index_d.html

This is a very well organized and helpful site that provides a wealth of information on the brain for three different levels of viewer: beginner, intermediate, and advanced.

Virtual Hospital, The Human Brain: Dissections of the Real Brain

<http://www.vh.org/adult/provider/anatomy/BrainAnatomy/BrainAnatomy.html>

This site displays photographs of the dissection of the brain. Accompanying illustrations help identify the parts of the brain.

Brain Facts, A Primer on the Brain and Nervous System

The Society for Neuroscience.
<http://apu.sfn.org/baw/pdf/brainfacts.pdf>

This is an excellent resource for beginners. It provides in-depth descriptions of brain anatomy and function. The color illustrations are very helpful.

A Science Odyssey, Probe the Brain, You Try It

<http://www.pbs.org/wgbh/aso/tryit/brain/#>

(Shockwave) Use your mouse and pointer as an electric probe to stimulate parts of the motor cortex to see which part of the body it controls.

Jacob L. Driesen, Ph.D.

http://www.driesen.com/brain_view_1.htm

This site provides excellent illustrations of brain anatomy.

CONCLUSION

I would very much enjoy hearing from others who have found good resources for reading about the brain and learning theory. I hope that we can start a discussion about the rewards for brain study among tech writers and instructional designers. Please write me with your thoughts at butlerja@bellsouth.net.



STC's 53rd Annual Conference
Las Vegas, Nevada
May 7-10, 2006

- CONFERENCE PRESENTER INFORMATION -

Conference Links

- [Conference Information](#)
- [Presenter Information](#)
- ☐ [Exhibitor Information](#)
- [Session Materials](#)
- [Conference Proceedings](#)

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

Additional Links

- [STC Training Program](#)
- ☐ [Remote Seminars](#)
- [STC Home](#)

STC ANNUAL CONFERENCE

May 7-10, 2006
Las Vegas, Nevada
Bally's Las Vegas Hotel & Paris Las Vegas Hotel

Technical Communicators: A Winning Community

Technical communicators share a passion for excellence in designing and distributing information. On paper, on screens of every size, and in media formats that constantly change and challenge us, technical communicators help myriad audience members achieve their business and personal goals—and when they win, we win, too!

You can "up the ante" for all professional communicators by sharing your knowledge, experiences, research results, and best practices with others at STC's first-ever international gathering in Las Vegas.

Submit a Proposal

The deadline to submit a proposal for STC's 53rd Annual Conference is August 15, 2005.

The online Call for Proposals will be available shortly. Please check back.

Check the STC web site at <http://www.stc.org/53rdConf/presenter.info.asp>

ARTICLES

Improving the Management and Efficiency of Instructional Systems Development Teams (A White Paper)

By Advanced Systems Technology Corporation

INTRODUCTION

This paper presents solutions for select problem areas that affect Instructional Systems Development (ISD) teams and introduces Integrated Knowledge Elements or iKe™, a tool that can improve communications, increase efficiencies, and significantly reduce development time. Using iKe™, ISD teams can produce web-based or CD-ROM-based training products that conform to the Sharable Content Object Reference Model (SCORM) and comply with the requirements of section 508 of the Americans with Disabilities Act.

Advanced Systems Technology, Inc. (AST) is a systems and software engineering firm that has specialized in information technology and the development of computer-based instruction and training for the past 20 years.



INSTRUCTIONAL SYSTEMS

DEVELOPMENT TEAMS

ISD teams involved in the design, development, and implementation of Web-based learning products face many challenges, such as tight schedules, ever-changing technology standards and tools, and customer expectations. Successfully meeting these challenges requires improving the team's performance.

AST identified four recurring problem areas that adversely affect courseware development for interactive multimedia instruction:

- Project management
- Complex programming processes
- Nonstandardized processes
- Lack of ready access to information

Project Management – The first problem area affecting performance is a separation between ISD process management and project management methodologies. In many cases, project management consists of a Gantt chart displayed on the project manager's office wall. This chart usually reflects a schedule based on a contractually required product delivery date rather than a realistic evaluation of the time required to accomplish specific development tasks based on the resources available. In addition, the customer and designated subject matter experts (SMEs) are often unable to meet their obligations for timely review and approval of scheduled project milestones.

Complex Programming Processes – The second problem area involves the need for programming. Commercial off-the-shelf authoring systems often require advanced programming skills to produce interactive courseware. The wide array of programming skills needed for a variety of authoring programs is costly to maintain, and bottlenecks in development often occur.

Nonstandardized Processes – The third problem area is a lack of standardized processes. A new project is often treated like the first of its kind, limiting opportunities to leverage previous design and development efforts. This approach taxes development resources and extends development times.

Lack of Ready Access to Information – Finally, development tools and information were not centrally located or easily accessible by all development team members. The Monday morning status meeting would take several key resources off task for an hour or more to determine who did what last week and who was going to do what in the coming week. Project-related documents were usually stored in hard copy in the project manager's office. Anyone wishing to review documents had to locate the documents, research what was needed for the project, then take notes or make copies. Most of the time, the documents had to remain where they were stored so that other team members could have access to them. These activities took time, disrupted productivity, and caused delays in development.

SOLUTION: WEB-BASED ELECTRONIC PERFORMANCE SUPPORT SYSTEM (EPSS)

In her book, *Electronic Performance Support Systems*, published in 1991, pioneer Gloria Gery defined an EPSS as "an integrated electronic environment that is available to and easily accessible by each employee and is structured to provide immediate, individualized on-line access to the full range of information, software, guidance, advice and assistance, data, images, tools, and assessment and monitoring systems to permit job performance with minimal support and intervention by others."

AST developed the Integrated Knowledge Elements for Instructional Systems Development (iKe™) EPSS to provide integrated information, advice, learning experiences, and tools to support ISD-related tasks and address the four problem areas previously identified.

iKe™ integrates project management tools with a scalable and customizable ISD methodology in a Web environment where communications, collaboration, and access to tools and information are maximized.

iKe™ can help instructional designers develop Web-based training in less than half the time of previous development efforts.

CONCLUSION

ISD teams can look to iKe™, a Web-based courseware development tool protected by SSL technology, to overcome problem areas inherent in courseware development.

Visit our webpage at <http://www.astcorp.com> for an iKe™ tour.

Listserv Summary on Learning Management Systems Discussion

By Jan Watrous-McCabe

What experience do you have in selecting and working with a Learning Management System (LMS)? This is the question that was sent to the STC IDL SIG's listserv, where two responses were received.

Fred Sapio provided a link to Moodle (<http://moodle.org>), an open source software package that is designed for the creation of online learning communities. If you're up to programming, this solution is free. The site is worth exploring and provides all the information you'll need to get started if you have an adventurous spirit.

Alice Leal shared her experience with the implementation of two LMS systems. The first implementation, with a company called Mydas (<http://www.mydas.com>), was of an application that was designed for content management and did not meet the overall needs of the company. There was additional need to address classroom registration and management. The second implementation was provided by SumTotal (<http://www.sumtotal.com>). Alice reported that the application is currently being used for registration and has been relatively easy to learn and use as a registration tool.

Just to straighten out some alphabet soup:

Learning Management System (LMS) – used for the administration of training usually including both online and classroom registration, tracking, facility coordination and reporting.

Content Management System (CMS) – used to create and manage online course content.

Learning Content Management System (LCMS) – manages the creation and administration of training for both online and classroom.

If you have experience with an LMS implementation, we'd love to hear from you. If you haven't implemented an LMS yet, you most likely will in the not too distant future, so feel free to send your questions and concerns to our Managing Editor at jdamrau3@airmail.net.

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 new column will offer you insights into how instructional design Thought Leaders, like Ruth Clark or Jack Phillips, got started in the profession as well as their thoughts on where the profession is headed.

Two of our own IDL members—Elizabeth Bailey and Karen Baranich—took the opportunity to answer the Thought-Leader Questionnaire.



ELIZABETH BAILEY

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

I started working at a job where I was required to communicate with politicians and their staff members, where I discovered that communication was not all about speaking, listening, and worrying about filters. It was more about preparing what you had to say for the intended audience. As I progressed through my jobs and my education, I discovered more and more about the communication needed to prepare verbal and written documentation. Through these jobs, I was asked to prepare short training sessions for people regarding job processes and learned more about analysis.

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

After a few times in front of people, I discovered that there was more than just the audience consideration, there was the need to understand what they already knew and how they were going to accept my information (or not). This, of course, led to my learning more about task analysis,

needs analysis, and adult learning styles and methodologies. Hence, I have a desire to learn more and more in the realm of communicating within our communities of practice and outside of those, seeking best practices to share with others. I like sharing information.

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

Not really. I failed to understand that people, everyday laymen in my field, sometimes didn't grasp the same things I have learned over the years. What may have taken me a few minutes to understand and translate into practical use in my everyday job, these people don't always get the first time. So, I have learned to find ways to share this knowledge with others who are interested. (This is the hard part – shutting up when they aren't interested and figuring out they are not interested without the need of a frying pan upside my head! ☺)

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 see more and more integration of business units within organizations and training departments. People need more understanding of how to do their jobs and what is expected. So, I see the business trying to communicate objectives and strategies to their employees and needing the assistance of communication and training departments to get this information across, since not every business unit has people who excel in understanding how to communicate with others.

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 believe the Internet is becoming an increasing powerhouse AND blended learning is still an option. Not all learners learn the same way. Many authors have researched and written on this topic by comparing the Internet as a resource for information AND as a learning media. Our task is to ensure that managers and decision makers understand that an audience, organization, and environment analysis is required to determine which media and methods are better for the specified environment.

We need to learn how to relate this to things executive management and upper management understand. For example, many managers have already been sold on the concept that there are different leadership styles. So, let's educate them on learning styles as well.

6. What one nugget of advice would you offer today to someone who is thinking about entering the instructional design field?

Be prepared to understand that you may never learn everything. This is such a large field; you may want to consider reducing your scope of absorption to some sub-set of the profession: learning methodologies, analysis methods, evaluation methods, design methods, etc. Or, you may find that your interests slide into a specific area in which you feel comfortable. Be okay with this.

7. 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?

My opinion on this is based on my audience. When I seek new employment, for example, I see what positions are available. Then, I research the company and see what they tout among their current employees. If they are proud of their degreed employees and list this information in their corporate web site and annual reports, then that tells me they want to know about my education. If they are proud of the number of employees with certifications, then I know that I need to slant my formal education around comparisons to certifications and emphasize that I maintain my knowledge base and keep my understanding of the industry current. I personally

prefer some sort of accredited method of learning. However, everyone needs to understand that once you get your preferred degree, your education is not over. This field is growing so much, as people are researching and discovering new methods of doing things and sharing that information with others. You must be willing to keep up with the field and learn as much as you can to enhance your successes over time.

8. What reference materials or books would you recommend are important for instructional designers to have in their personal libraries?

*Handbook of Human Performance Technology : Improving Individual and Organizational Performance Worldwide
by Harold D. Stolovitch (Editor), Erica J. Keeps
Publisher: Pfeiffer; 2nd edition (March 26, 1999)
ISBN: 0787911089.*

*Fundamentals of Performance Technology,
Second Edition
by Darlene M. Van Tiem, James L. Moseley, Joan Conway Dessinger
Publisher: Intl Society for Performance;
2nd edition (April, 2004)
ISBN: 1890289175 .
Human Performance Technology Revisited
by Roger Chevalier
Publisher: Intl Society for Performance
(April, 2004)
ISBN: 1890289183 .*

*The Adult Learner: The Definitive Classic in Adult Education and Human Resource Development
by Ph.D., Malcolm S. Knowles, III, Ed.D., Elwood F. Holton, Ph.D., Richard A. Swanson
Publisher: Gulf Professional Publishing;
5th edition (1998)
ISBN: 0884151158 .*

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

Unfortunately, I still see a need in proving ourselves. To do that, we need to network with upper and executive management within our organizations and other organizations. We need to clearly document (yes, write white papers and presentations) on our success stories. We need to share our challenges, our constraints, our

assumptions, our actions, our results, our post-evaluation, our recommendation for going forward in similar circumstances, and then figure out a way to present this information so that the "concepts" can be applied to other, similar instances. So, we need to find a way to determine how to word the initial issue we faced in such a way that others can recognize similar issues in their own environments and recognize "Oh, yeah, I heard about someone who faced something like this and results of that performance is documented"

KAREN BARANICH

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

I became interested in scripting for interactive multimedia back in the 1980s in an undergraduate class in Media Arts. I knew a lot about media, but decided I didn't know much about education, so I went back to school for a Masters and eventually a Doctorate in Educational Psychology. Now I figured I knew enough, but didn't have a job that let me use what I learned.

I was with a company working on a government grant as an education coordinator and my position was deleted. Out looking for a job, a friend sent me to a computer-oriented job fair. The guy asked me what I did and I said, "I write scripts for computer-based training." The only word he heard was "write." I was sent for a job as a technical writer, and was hired. Since writing and training are combined at my company, I get to do everything.

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

It's always changing. There is a continuing challenge to become better and more creative—delivering ever better designed instruction.

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

I'm not an industry expert, yet I have a desire to learn all that I can about the instructional design profession.

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 think it will become increasingly important to companies. Really, I use instructional design principles in writing and public speaking as well as training—both classroom and CBT.

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)

Blended learning will always be an option. Some people just do not learn well by themselves. The human interaction will always be an important part of the learning process. If you think about how kids learn, some of it is from watching TV, reading books, playing video, and other non-human tutors, but these things are never going to replace or do better than the attention they receive from mom, dad, siblings, or teachers. That being said, I think that most instructors in the classroom fail to use the technology to its fullest extent. The "blend" part is missing, or poorly done so that what you end up with is two sides with a really weak link between them.

6. What one nugget of advice would you offer today to someone who is thinking about entering the instructional design field?

Don't limit your vision. Allow yourself to be open to new technologies and innovative solutions to the training opportunity. My second nugget, which you didn't ask for, is to get a really good understanding of how people learn—the theory upon which instructional design is based.

7. 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?

I think it depends on your learning style and life circumstances. If you live somewhere that a degree program is an option, I would say go for it. There is no substitute for the mentoring and experience provided by a good instructor who is interested in your development. Some of the most valuable things I learned were not even in the classroom, but were nevertheless taught by my instructors—how to operate effectively, how to write for publication, how to feel good about what I was doing. For some, however, classroom training is not an option. Time constraints, distance, availability of programs, etc., may all contribute to a person's decision to take one type of instruction over another.

8. What reference materials or books would you recommend are important for instructional designers to have in their personal libraries?

Learning and Instruction: Theory into Practice
by Margaret E. Gredler
Publisher: Prentice Hall; 5th edition (2004)
ISBN: 013111980X.

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

It's not new, but I think understanding how people learn and what motivates them is the most important element. You can add a bunch of bells and whistles and use the latest technologies, but if the underlying instruction is poorly designed, the instruction is worthless.



SIG MANAGER'S THOUGHTS

by Jane Smith, SIG Manager



Greetings SIG Members,

Sometime during the last week, a technical communicator friend said that she's heard that English is the most metaphorical language. While I can't categorically refute the statement, I pondered it,

thinking about Japanese, Chinese, and other languages that are based on pictographs or complex characters. I recalled one of my favorite books that I read before going to Vietnam, *Catfish and Mandala*, by Andrew Pham. While reading it, I was struck by the wonderful metaphors he used and the amazing pictures he painted, and I wondered if his writing reflected a more picture-based thought pattern. No answer, of course – just a thought. Yet as my friend and I continued our conversation, we became aware of the metaphors that litter our everyday conversations.

Since that conversation took place, I've thought about the many metaphors we use to describe our daily lives. How many of you have said any of the following sentences or phrases? "I feel like I'm just juggling too many things right now. I'm having trouble keeping all the balls in the air." "I wish I could get off this roller coaster (or merry-go-round)." "Welcome to my three-ring circus." "It's a balancing act, all right."

That last one – balancing act – has many meanings. For most of us, it conjures up balance beams and teetering and other similar images. From another perspective, however, the balancing act is one of balancing one's life. At this time of year, we have an opportunity to bring back more balance into our lives as we take vacations, play Frisbee in the park, swim outdoors, or just take time to laze about in the sun. For the rest of the year, how do we balance our work life with our personal life? How do we take care of ourselves so that we don't get out of balance? If we're out of balance, our work and

creativity suffer, yet we think we've got to work hard at work. We don't always just let it flow.

Although I've never been a gymnast, I did do a ROPES course once. While the first three ROPE activities were truly ropes that I walked across in one fashion or another, often with side ropes for support, the final activity took place on a log about 8–10 inches wide at the top, 20 feet long, and over 20 feet off the ground with a ravine below. Yes, I was in a harness, yet the fact remained that there was a 20-foot space between the ground and me. My task was to walk across the log without holding onto any wire and without falling. I approached the log with trepidation, yet also with a sense of relief in this task being the final one before my slide to terra firma. I tentatively took a step and teetered. I found my balance once again and took another step and teetered. On my next try, I took three steps in a row and discovered that I felt much more sure-footed when I took those steps without thinking. With that discovery made, I walked the length of the log, not thinking about each step but sure-footedly walking across and with the log – to the cheers of my buddies already on the ground.

Why am I recalling all this? Because I'm realizing that balance is not an act of effort. Balance is an act of flow, of allowing, of trusting, of being, and of experiencing all that is. We do that more easily in the summer when, for most of us, the weather allows a greater sense of spontaneity and freedom in our activities. And some of us carry that ease with us much of the time. Yet many of us work hard at balance and struggle, just as we work hard at our jobs and exhaust ourselves.

My wish for the summer:

As we enjoy our summers, may we find a sense of balance that we can easily bring with us into the rest of the year, allowing the flow and integration of work and play to nurture us rather than to exhaust us. In that flow, we bring creativity and fun into our designs and courses.

Have a great summer!

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 Activities

As a result of the SIG's re-chartering effort, the IDL SIG leadership team is beginning strategic planning. Anyone wanting to participate in planning our activities for the next year is invited to contact Jane Smith (jemcomm@sedona.net) to find the call-in numbers. All meetings are held via teleconference on Thursdays at 1:00 Eastern time. The following areas are up for discussion during the upcoming team meetings or via email:

- Ideas for conference activities and sessions for next year - June 23rd
- Programs (webinars, etc.) – July 14th
- SIG Communications – e-blasts, listserv policies, summaries of discussion questions, etc. – Aug 4th
- Web enhancements – TBD
- Tools, technologies, best practices – TBD
- Speakers' bureau – TBD
- Mentors' bureau – TBD
- Scholarship – TBD
- Recognition – TBD

For each of these areas, we'll be determining goals and objectives, target dates, who's responsible, and how we'll follow up. To increase the events and activities of the SIG, we'll need lots of volunteers. Many of you may be reluctant to take on an ongoing, regular position, so if you're interested on something more of a one-time nature, please let us know. Becoming active in the SIG is a good way to meet some great people and make new friends.

In addition, Jane Smith, Jackie Damrau, Gene Holden, Michael Tillmans, and Beth Troell are all working on the TechComm2005 conference held in conjunction with the STC's Phoenix Chapter on November 11th and 12th. Check the conference web site regularly for registration and program information:

http://www.region5conf.com/framesets/region5_Frameset.htm

Volunteers Needed

The IDL SIG, as STC's first SIG of Distinction, would like to continue providing real value to its members. To do so and to continue being on the leading edge of the transformation, we need some help. Our current leadership team is a team of awesome, dedicated individuals who bring a wealth of both instructional design and leadership experience to the table. It's a pleasure to work with such gifted people. If you want to work with them, get to know them/us better, and see how you can help your fellow technical communicators and instructional designers improve their skills and knowledge, you have three opportunities currently:



- **Secretary** – an individual to take notes during our leadership team calls and contribute to our strategic planning for the upcoming year or two.
- **Treasurer** – an individual to help us plan, budget, and monitor our income and expenses. During this year or the next, SIGs will all obtain the same level of control over their finances that chapters have, and we want to be ready to assume that responsibility with ease.
- **An Associate Manager** – an individual to work with Jane and the team with an eye towards becoming the SIG Manager in the next year or two.

If you're willing to consider one of these positions in an exciting, growing community, please contact Jane Smith, jemcomm@sedona.net or 928-284-0455 to discuss the details. Thanks so much for your involvement!

STC 52nd Annual Conference Events & Summaries



The IDL SIG was awarded the first "SIG of Distinction" at the 2005 STC 52nd Annual Conference in Seattle, Washington. Congratulations all! (Others pictured: Judith Herr, Management SIG – SIG Pacesetter Award and Linda Gallagher, Consulting and Independent Contract SIG – SIG Pacesetter Award; Dana Chisnell, STC Board SIG Liaison)

CONFERENCE SUMMARIES

The conference was great fun for all of us, especially with our winning the SIG of Distinction. However, the educational and networking part was the best. In this issue, Jane Smith shares her review of the sessions in which she attended or presented. I encourage others who attended the conference to submit your summaries to share with our membership.

HANDLING YOUR MONEY AS AN INDEPENDENT

Jane Smith presented this 25-minute session as part of the Independent Contractors and Consultants' SIG progression. She presented recommendations on how to set up bank accounts, credit cards, and your business to facilitate ease of tracking business expenses. She discussed software available to help. In addition, she provided some calculation worksheets to help you determine how much you need to save regularly to provide your own vacation, holiday, and "unemployment" pay, regardless of whether you get paid on a 1099 or a W2. She also provided calculation worksheets for saving for taxes and your Social Security Income (SSI) if you get paid on a 1099.

TRAINING EVALUATION SESSION

In this session, Maggie Haenel, Jane Smith, and Michael Tillmans provided review and comments to seven participants who had submitted their training materials for evaluation. Each participant got to spend 45 minutes with one of these instructional design experts to ask questions and gain constructive suggestions on how to improve their training materials, whether for classroom or electronic delivery.

PERFORMANCE OBJECTIVES: THE BACKBONE OF COURSE DESIGN

In this session, that was part of the IDL SIG progression, Jane Smith presented the reasons for creating instructionally sound performance objectives along with the criteria for writing them. Participants had an opportunity to evaluate objectives as well as to correct unsound ones.



CONDUCTING THE TASK

ANALYSIS: STICKIE BINGO

In this workshop, participants helped Jane Smith conduct a job task analysis for a common job using Post-it® Notes to create the task analysis chart that included: the job, roles, tasks, steps or guidelines, knowledge needed, processes, objectives, and assessments. After helping Jane, participants worked in groups to conduct an analysis of another common job. Participants learned the value of working with this visual technique and their subject matter experts to come to consensus on the tasks to train or to include in a document to avoid unnecessary rework and confusion.

PERFORMANCE TECHNOLOGY: GOING BEYOND DOCUMENTATION AND TRAINING

In this workshop, participants followed Jane Smith as she applied Performance Technology techniques to a case study to determine the best solution set for a performance issue, whether that set included training and documentation or not. Participants learned about whom to include in the research, the areas to research, the strategies to use, and the questions to ask to determine root causes, optimal and actual goals, performance factors, and the most effective solutions to the performance issue. After Jane's case study,

participants worked in groups on another performance issue to determine whom to ask, the strategies they'll use, and the questions they'll ask to arrive at the most effective solutions.

ABCs OF INSTRUCTIONAL DESIGN

In this full-day post-conference workshop facilitated by Jane Smith, participants followed the instructional design (ID) process to learn some of the basic skills involved in designing effective and instructionally sound courses. Participants learned that they need to think differently to design courses from the way they think when they write manuals. In addition, they conducted an extensive job task analysis for a job given and then created their course structure from that analysis. They

wrote the objective for a task in the analysis as well as the corresponding assessment. Then they determined effective instructional methods to teach to specific outcome types. They then looked at sample instructor and student guides and evaluated them for appropriateness for their organizations.

Finally, they looked at evaluation levels and methods. Throughout the course, Jane provided instruction followed by exercises in which participants practiced the techniques and skills Jane taught. Participants left not only with a new set of skills but with a full course book to use as reference back on the job.

CONFERENCE IDL PROGRESSION REVIEW

By Karen Baranich,

Conference Committee Coordinator

Sixty-nine people attended the Instructional Design Progression at the STC conference in May. Overall, attendees gave the session very good evaluations. Here's a sampling of the comments received:

"Good content, engaging presentation."

"Very Helpful!"

"Exactly what I hoped and more."

"Great examples!"

A progression gives attendees the chance to hear brief, 25-minute presentations on a variety of related subjects. Unlike a panel, where each presenter takes a turn, in a progression, the audience moves from table to table, listening to those presentations of personal interest. They are also good for new presenters, as the delivery is to a small group, and hence less formal—more like a classroom.

The IDL SIG hopes to sponsor a progression at the Las Vegas conference in 2006. You can help make this happen by showing your interest in presenting in the progression. Send an email by **July 30** to me at kbaranich@scana.com with the following information:

- Proposed session title with
- 3–4 sentences about the topic
- Your contact information
- 3–4 sentence bio about yourself

TechComm2005: Lessons from the Desert: Resilience, Survival, Success

The Instructional Design and Learning SIG is teaming up with the Phoenix Chapter to co-sponsor the conference traditionally known as the Region 5 conference to be held November 11th and 12th in Mesa, Arizona. This conference will have a significant number of ID-related sessions. We encourage you to submit proposals and make plans to come to Arizona in one of the most enjoyable times of the year. For more information, check out:

http://www.region5conf.com/framesets/region5_Frameset.htm

This joint cooperation between a SIG and a Chapter is a first in STC. Help us make it a success through your support and participation. If you're interested in volunteering to help in any way, please let Jane Smith (jemcomm@sedona.net), Co-Manager of the conference, know

MEMBER NEWS

By Sylvia Miller, SIG Membership Manager

Hello, IDL'ers of STC. By now, you're back in the routine of your jobs after the annual conference, if you attended, and if you're in the US, you're trying to find time to fit in many outdoor summer activities and keep up with work. Speaking of work, do you remember the question I asked at the end of the *Member News* of the last newsletter? I asked if you would share the subject matter of the training materials you develop--such as software, soft skills, hardware, gameware, healthcare, nuclear subs, haircare, food handling. I also posted this question to our online discussion list recently. Wow, did you guys respond!

Below are the results of your replies. If you ever present information about technical communication and/or instructional design at high school or college career fairs, this will be some great information to share with young folks considering this career.

1. Business Ethics
2. Business Intelligence
3. Business Performance
4. Certification in use of psychological assessments (primarily with Emotional Intelligence)
5. Soft skills, including customer service & management development
6. Enterprise Resource Planning (ERP) - 2
7. Finance & Insurance
 - Banking
 - Brokerage compliance
 - Financial Planning & Services - 2
 - Car insurance
 - Health insurance admin
 - Credit card processing
 - Loan processing & mortgage
8. Foodservice
9. Geographic Information Systems
10. Healthcare Industry
 - Microbiology of cancer therapy
 - Pharmaceuticals - 2
11. Instructional Design & e-learning - 2
12. Mathematics (elementary and high school), physics (high school) and English language curricula - elementary level

13. Order Processing
14. Process Improvement & in-house scheduling processes
15. Procurement
16. Supply chain management
17. OSHA
18. Product Data Management (PDM)
19. Project Planning
20. Railroad
 - Intermodal management system
 - Operations & maintenance of stations, vehicles (trains), rails, mechanical & electrical subsystems
21. Robotic drug dispensing equipment
22. Safety training for China Southern Airlines flight attendants
23. Safety management and injury prevention
24. Sales & Marketing
25. Social Service Decision Support Systems
26. Software
 - Academic research library software
 - Accounting system for elderly healthcare organization
 - Application development department of NYC Housing Authority
 - Aviation maintenance management (repair & overhaul)
 - Automobile manufacturing applications
 - Banking software
 - Clearance & settlement software connected to the stock markets
 - Connectivity software for healthcare industry
 - Dreamweaver, Adobe
 - Energy industry
 - Financial services software
 - Lotus Notes



- Marine & RV (recreational vehicle) markets - hardware and software
- MS Office Products - 3
- Networking on satellite and IP & VPN
- Pharmacy industry software
- Radar software & hardware
- Sales & Marketing, advertising agencies
- Satellite TV and communications systems
- Short & multimedia messaging platforms
- Software demos - 4
 - Software Sales
- 27. Technical writing courses for software developers
- 28. Technical Support
 - Internal support -3
 - Help Desk training for IT support
 - Network management essentials
- 29. Telecommunications - 2
- 30. Tradeshows
- 31. Transportation
- 32. Team Facilitation Techniques
- 33. U.S. Postal Service - large mail handling system, both hardware and software
- 34. Web site development
- 35. WiFi - 2

We certainly develop training materials for a wide variety of topics in many different industries.

WELCOME TO THESE NEW MEMBERS

Welcome to the [385 new members](#) who joined the Instructional Design & Learning SIG since the last newsletter (March through May).

Take a look at the New Membership flyer at the end of this newsletter to see our latest members. If your name appears on this list and you have not received a letter of Welcome from me, email me at sylviamiller@woh.rr.com to let me know. (Be sure your autocorrect doesn't change **woh** to **who**.) Have a great July and August!



SOCIETY NEWS

Intercom Online

The new Intercom Online is now available on the STC Web site! See STC's Web site at www.stc.org/intercom.

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

Here's the next round of STC telephone seminars with IDL-related topics for you to take advantage of.

UPCOMING SESSIONS

July 13, 2005 Presenter: Ann Jennings
*Upgrading Your PowerPoint Presentations:
Basics of Organization and Illustration*

August 10, 2005 Presenter: William Horton
Visual Fluency

August 24, 2005 Presenter: Robert Barlow-Busch
*Know Your Audience Like Never Before
Through User Profiles and Personas*

September 14, 2005 Presenter: Michael Doyle
Dreamweaver MX 2004: Part 1

September 21, 2005 Presenter: Michael Doyle
Dreamweaver MX 2004: Part 2

TIME

1:00 - 2:30 pm US Eastern Time

COST

Members: \$99
Non-members: \$149

SIGN UP

Email your name, phone number, and the name of the seminar you would like to attend at least 7 days before the event to: stcphoneseminars@wing-group.com.



WHAT IS STC'S TRAINING PROGRAM?

STC's Training Program, consisting of five two-day courses taught by some of the most respected names in technical communication, provides a unique, in-depth educational opportunity that will help you advance your career. You'll gain new skills, techniques, and hands-on experience that you can use to do your job better. You will have the opportunity to network with other highly motivated professionals. Certificates will be awarded upon completion of the course.

WHAT COURSES WILL BE OFFERED?

[The Architecture of Content](#)

Instructor: Jonathan Price

[Creating and Using Personas to Improve Usability](#)

Instructor: Whitney Quesenbery

[Focusing on Content: Making Web Sites Work for Users](#)

Instructors: Janice (Ginny) Redish and Caroline Jarrett

[Leadership in Information Management: Developing the Business Framework and Implementation Roadmap for Single Sourcing, Content Management, and Knowledge Management](#)

Instructor: Benhong Rosaline (Roz) Tsai

[XML: From Hand-Coding to WYSIWYG Authoring](#)

Instructor: Neil Perlin

HOW DO I REGISTER?

Register by September 21, 2005 to guarantee a hotel room and advance registration rates. Refer to the [Registration Information](#) page for detailed instructions on how to register.

WHAT ARE THE COSTS?

Member w/ hotel*: \$1,295
Member w/o hotel: \$1,095
Non-member w/ hotel*: \$1,455
Non-member w/o hotel: \$1,255

Registration rates increase by \$150 after September 21.

Visit <http://www.stc.org/training/> for more details.

EMPLOYMENT OPPORTUNITIES

STC Career Center Now Open!

We're pleased to announce the debut of STC's new Technical Communication Career Center! Far more advanced than our previous job board, the Career Center (<http://jobs.stc.org>) provides a comprehensive resource for job seekers. With STC's Career Center, you can:

- view new job listings before they're made available to the general public
- post anonymous resumes and control, on a case-by-case basis, to whom your identity and contact information is revealed
- create personal Job Alerts, based on criteria you select
- create "My Career" accounts to store job openings, resumes, cover letters, and more
- access technical communication job listings and descriptions from more than 300 job boards in our network, including the International Association of Business Communicators (IABC), the Association for Career and Technical Education (ACTE), and the Association for Educational Communications and Technology (AECT)

While anyone can view basic information (position, company, and location) for each job listing on the site, only STC members can open the job description for critical details, such as qualifications and contact information. With the new Technical Communication Career Center, STC continues to improve the value of your membership dollar.

If you're interested in posting a job, you may wish to do so soon—as part of our promotional campaign,

employers and non-members will have full, free access to the site until August 1, 2005. So, spread the word about the Career Center to colleagues and managers! Once they've seen the benefits it provides, we hope they'll stick around.

At STC, we take our members' career development seriously. While the economy has begun a slow rebound from the dot-com bust of the early 2000s, it's still important to prepare for a difficult market. STC's Technical Communication Career Center can help.

SIG Employment Postings from the Listserv

The IDL SIG's discussion listserv also occasionally has job postings appear. Join our listserv by visiting <http://www.stcsig.org/idl/listserv.shtml> to find these postings.

The most recent postings included:

- Experienced, professional Instructional Designer – Email résumé to: information@p-t-a.com

YOUR LETTERS

Were there articles that you found helpful? 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 about the newsletter or give us your suggestions on how we can improve the newsletter by sending your letters to jdamrau3@airmail.net.

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
July	June 1
September	August 1
January	December 1
April	March 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

CONTENT

Content should relate to instructional design and learning. This includes:

- Short tips or hints
- Book, software, or technology reviews
- Feature articles
- Member news
- IDL SIG and STC news
- Employment information
- Learning opportunities such as courses, conferences, workshops, or events

LENGTH

Articles can range from 25 words to approximately 1000 words. If your article is particularly lengthy, consider breaking it into smaller submissions (such as part 1, part 2, etc.) that we could publish in successive issues.

LEGAL AND OTHER CONSIDERATIONS

- Include a reprint permission statement, if the article was previously published.
- Include a brief bio of yourself of up to 50 words.
- Verify that the item (book or software) is available for purchase when submitting a book or software review.
- Before submitting *Technical Communication* book reviews, indicate in which issue the review appeared; for example, published in the February 2003 issue of *Technical Communication*. (We cannot accept any reviews that have not yet been published in *Technical Communication*.)
- Verify that Web site links and resources (for example, PDF files) referenced in your article exist at the time you submit the article.

EDITORIAL LICENSE

The editorial staff reserves the right to edit a submission or break a submission into successive parts for publication where deemed necessary.

WHERE TO SUBMIT ARTICLES

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

Meet the Newsletter Team

Editor:	Jackie Damrau
Assistant Editor	Andrea Kenner
SIG Membership Manager:	Sylvia Miller
Copy Editors & Proofreaders:	William Collins Aisha Pena
Content Contributors:	AST Corporation Elizabeth Bailey Karen Baranich Jack Butler Sylvia Miller Jane Smith Jan Watrous-McCabe

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](#)
- Web master:** [Chris Emanuelli](#)
- Newsletter Editor:** [Jackie Damrau](#)
- Business Directory Coordinator:** [Jackie Damrau](#)
- Conference Committee Coordinator:** [Karen Baranich](#)
- Online Forum Coordinator:** [Debra Lynne Edwards](#)
- Program Managers:** [Conni Bille](#) & [Jennie Achtemichuk](#)
- 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.

WELCOME, NEW SIG MEMBERS!

Wendy	Aguiar	Amy	Cheng	Mary	Graham	Julie	Kano	Natasha	Menezes	Karen	Quinn	Diane	Surtees
Leslie	Aitchison	Janis	Childers	Kerensa	Green	Constance	Kiernan	Patricia	Mesker	Jara	Raphaelson	David	Swanson
Jon	Alger	Crystal	Chin	Eugene	Green	Howard	Kiewe	Rebecca	Middlebrook	Noel	Reid	Barbara	Taack
Anne	Allaire Burke	Will	Clayton	Sherlina	Gregory	Laura	Kijak	Walden	Miller	Cindy	Reid	Cheri	Tablada
Paula	Allen	Michael	Cline	Susan	Griffiths	Marylyn	King	David	Miller	Chris	Rennie	Judy	Tarbox
Casey	Allen	Brian	Collins	Amy	Griswold	Cara	Kirchoefer	Ione	Minot	Juliana	Rhodes	Jennifer	Taylor
Denise	Aschenbrenner	Erika	Coto	Renee	Guck	Kathleen	Klein	Paula	Miroewski	K. Emily	Ricketts	Teresa	Taylor
Anders	Backman	Marcia	Couey	Sara	Guernsey	Jill	Koch	Susan	Modlin	Monica	Rinderer	Linda	Tettamant
Steve	Bagel	Norman	Crandell Jr.	Robilee	Gunn	Allan	Kosiner	David	Moloney	David	Rodemerk	Lesley	Thode
Debra	Baker	Robert	Cree	Carole	Hall	Mark	Kretschmar	Janet	Moore	Maria	Roges	Blair	Toker
Stephanie	Baldwin	Paula	Creech	Cass	Hall	Jaclyn	Kshyk	Jennifer	Moore	Monique	Roques	Dorothy	Tonjes
Priya	Bangara	Jacqueline	Crisoloso	Melanie	Hamilton	Diya	Kuehm	Bridget	Moore	Su-Lyn	Rosenberry	Kristin	Turner
Diana	Bankston	Georgia	Crosby	Neshieka	Hancock	Connie	Lam	Stacy	Moore	Sarah	Ross	Heidi	Turner
Susan	Barclay	Authony	Crowson	Vanessa	Hardy	Elaine	Lanni	Gayle	Morton-Baptiste	Douglas	Rossi	Steven	Ulosevich
Sheila	Barnes	Corey Francis	Curtis	Leslie	Harper	Sandy	Larsen	Sue	Mullen	Kevin	Ryan	James	Uomini
Martha	Barron	Ramola	D	Doris	Harris	First	Last	Judy	Murdoch	K.	Saankoski	Christina	Valenzuela
Time	Barrow	Kathy	Davis	Kathy	Hartshorn	Marisa	Latin	Nina	Murdock	Edith	Sanchez	Valerie	Vance
Patrick	Bayne	Kimberly	Davis	Amon	Haruta	Lorna	LaVerne	Emma	Nelson	Chris	Scannell	Kalyani	Vankadaru
Carole	Beaudin-Hayes	Lisa-Antoinette	Davis	Rives	Hassell-Corbiell	Karen	Lawrence	John	Nicholas	Heather	Schenecker	Betsy	Vamo
Miranda	Bennett	Kimberly	Dawson	Paul	Hawkins	Wendy	Leach	Paul	Nichols	Jeffrey	Schieli	Barbara	Veneri
Thena	Berry	Becky	Day	Cheryl	Hawkinson-Melkun	Patrick	Leahy	Laura	Niles	Dorothy	Schirkofsky	Audrey	Verdos
Mary	Bertun	Werner	De Colfmaker	Sabra	Heagle	Anne	Leitner	Terry	Norwood	James	Schramer	Pim	Verheyke
Jeremy	Bibaud	Shantele	De Rocher	Jim	Henerberry	Ellen	Leleu	Kelly	Nowak	Kim	Schranzt-Berquist	Angela	Visco
Michael	Bishop	Elizabeth	Demuth	Erica	Hernandez	Rita	Lewis	Joanne	O'Brian	Judith	Schwartz	Nancy	Vogel
Barbara	Blake	Sarah	Detwiler	John	Herrin	Diane	Lillie	Joanne	O'Brien	Jonathan	Seale	Steven	Vogl
Kimberly	Blessing	Scott	Dewbre	Robert	Hershenow	Jason	Logue	Brian	Oden	Russ	Seligman	Cicely	Waldrop
Nicole	Bogdanovic	Melissa	Di Natale	Joan	Hertel	Walter	Lorell	Wendy	Ogden	Kyle	Selph	Thomas	Walker
Annette	Boken	Kellen	Diamanti	Nicole	Hettwer	Kimberly	Luketic	Julia	O'Hern	Jerry	Shafer	Kate	Walker
Tracy	Boyd	Robert	Donlan	Christopher	Hickman	Al	Luongo	Donna	O'Leary	Willow	Shanti	Carrie-Jean	Walker
Rita	Braun	Terrence	Dunne	Carol	Hidinger	Lyndsey	Lynch	Dave	Olsavsky	Flo	Sharp	Robyn	Walters
Camille	Breeze	Michelle	Dupont	Jeffrey	Hildebrand	Sarah	Lynch	Timothy	Ormsby	Angela	Shelly	Feiya	Wang
Regina	Brennan	James	Edwards	Katherine	Hinchey	Chopeta	Lyons	Kelly	Owen	Eric	Shellgren	Mary	Wargo
Steven	Brooks	Marta	Ekert	Teresa	Hinton	Eunice	Malley	Rodney	Paramoure	Cheryl	Shepherd	Stephen	Warren
Raymond	Brown	Nancy	Elliott	Connie	Hogle	Carol	Malmi	Nan	Parker	Lynda	Shindley	Garland	Watkins
Karen	Brydl	Patty	Evans	Janice	Holliday	Steven	Malone	Dorothy	Parnian	Elizabeth	Shun	Cheryl	Weeks
Yanira	Buendia-Land	Catherine	Fagiolo	Dianne	Holmquist	Amy	Malsbury-Nowack	Angela	Pasari	Lisa	Siegel	Andrew	Werth
Maggie	Burdick	Michael	Falys	Michael	Hood	John	Marinaro	Steven	Payne	Adam	Sim	Joan	Weytze
Kevin	Burnett	Jerry	Farnham	Samuel	Howard	Peter	Marques	Peter	Peartree	Holly	Skupp	Steven	Wheeler
Rebecca	Burnett	Rob	Fergusonson	Walter	Hudson	Cathy	Martin	Joel	Pemberton	Margaret	Smith	William	Wheeler
Elizabeth	(Peggy) Burns	M.	Finley	Alix	Hughes	Laurie	Martin	Mark	Pepper	Janet	Smith	Jim	Whitesel
Shelly	Butcher	Charles	Folkins	Virginia	Hupp	Lori	Masingil	Pamela	Perry	Robert	Soule	Melissa	Wibom
Greg	Byers	Barbara	Forrest	Michelle	Hutchinson	Matt	Mathews	Richard	Phipps	Simonne	Souliere	Gregory	Wickliff
Deborah	Camara	Diane	Foukls	Dennis	Hutchison	Deirdre	Maultsaid	Eden	Picht	Mark	Spencer	Katherine	Wikoff
Mimi	Campbell	Harold	Fox	Frank	Mayhew	Tracy	Platt	Tracy	Platt	Kevin	Spieß	Debbie	Wiles
Paul	Carr	Terry	Fravel	Celeste	Jackson	Lucille	Mazo	Peggy	Platt	Ornat	Spodek	Brian	Wilkins
Jeffrey	Carr	George	Free	Kristen	Jackson	Diane	McCarthy	Michael	Pleasant	Randy	Sprouse	Dorothy	Williams
Diane	Carroll	Erin	Friess	Karl	Jacobs	Amy	McDonald	Irene	Plockar	Karthik	Sridhar	Jocelyn	Williams
Larissa	Carroll	Kim	Fulleerton	Mark	Jamieson	Lex	McDonald	Sonya	Podolan	Nick	Stanerson	Stephen	Windham
Anne	Castro	Susan	Gallagher	Matt	Jennings	Gabriele	McDonnell	George	Pond	Hank	Stanley	Lynnetta	Winter
Annette	Castro	Erin	Gantt	Carolyn	Jensen	Mary	McGreal	Daniel	Portwood	Rhonda	Stanton	Elizabeth	Wolf
Mallory	Chamberlin	Lynn	Gardner	Mitzi	Johnson	Sharon	McLeod	Michelle	Price	Tracey	Stewart	Catherine	Woffman
Vanessa	Chaney	Erika	Garrison	Laura	Jones	Carol	McLeod	Carmel	Priore-Garlock	Justin	Stott	John	Woods
Robert	Chapman	Diane	Glanzer	Ernest	Jones	Susan	Mehrkens	Victoria	Pruden	Latice	Strickland	Craig	Wydeil
Virginia	Chapman	Carol	Gosnell	Marcus	Jordan	Susan	Meldazy	Linne'	Pullar	Juliana	Strubinger	Anu	Yadav
Jacqueline	Chardon	Sandy	Gough	Miriam	Kahn	Richard	Melton	Suzanne	Pyle	Michael	Summers	Kuang Da	Zhu