



IDeAL: Design for Learning

Newsletter of the Instructional Design & Learning SIG

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

FEATURE ARTICLE

Designing Instructional Articles in Online Courses for Adult Learners

by D. Verne Morland and Herbert Bivens

Aspiring teachers are taught the elements of *pedagogy*, originally the art and science of teaching children. Many aspects of teaching adults, however, are fundamentally different than those employed in teaching children. In order to acknowledge these differences, a new word — *andragogy* — gained currency in the late 20th century. This article highlights the important principles in teaching adults and suggests teaching strategies to support these principles in online courses for higher education and corporate learning programs. To demonstrate these principles, the full-text of this article is also available in an [online instructional format](#) that the reader may wish to follow in lieu of or in parallel with this standard journal format. [Editor's Note: You will need to sign up for a free online account to get the full-text article.]

PEDAGOGY AND ANDRAGOGY

According to the fourth edition of the *American Heritage Dictionary*, the word *pedagogy* is derived from the Greek *paidagogos*, which referred to "the slave who took children to and from school," and the term is commonly understood to mean "the art or profession of teaching." Most schools of education require the study of child development and train new teachers in methods that account for children's stages of maturation.

To their detriment, most training courses for educators in higher education and corporate learning programs pay less attention to learners' needs, though the literature on adult education is quite rich. In 1833 the German educator Alexander Kapp coined the term

andragogik or andragogy (Reischmann [2004](#), "Why 'Andragogy'?"). The term was not widely used until it was resurrected, refined, and popularized in the 1970s and 1980s by Malcolm Knowles. According to Knowles, adult learners differ from child learners in their desire to be self-directed and to take responsibility for decisions (Carlson [1989](#); Atherton [2002](#)). Courses that address adult learning must be sensitive to these desires and should be designed accordingly.

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A WORD FROM THE EDITOR

by Dr. Jackie Damrau, Managing Editor

Another year has passed; another year in which to look forward. New Year's resolutions are made and, hopefully, not broken as this year begins.

As the holidays leave us and we look forward in 2006, you'll see the SIG continue to grow and provide you, our members, with many learning opportunities that we hope you'll find of interest. We also have the annual conference to look forward to and are avidly planning for the IDL Progression and our SIG Business meeting.

In this quarter's newsletter:

- [D. Verne Morland and Herbert Bivens](#) talk about designing instructional articles in online courses for adult learners followed by [Alicia Shevtone's article](#) on the top five reasons you shouldn't consult.
- Our thought-leader interviewees are [Allison Rossett](#) and [William Horton](#), both very well-known in the world of instructional design.
- You know that the SIG co-sponsored the STC Region 5 Conference, known as [Tech Comm 2005 — Lessons from the Desert: Resilience, Survival, Success](#). This conference was VERY successful. You'll find out about the conference sponsors and be able to read four fascinating reviews from conference attendees.
- As instructional designers, we are always looking for that one software application or book that will help us enhance our professional skills. [Guy Ball](#) reviews the latest Adobe PhotoShop Elements software for us.
- In [SIG News](#), you'll find a list of the activities that your SIG leadership team has been actively working on to bring you a host of new offerings this coming year. You'll also find information about our newest announcement list service, our upcoming Webinar for our own members, Sylvia Miller's great column on [Membership News](#) with the complete list of [new members listed](#) on the last page of this newsletter.

• Education is important to us all. Whether we're returning to an academic institution or taking courses from a community college or online institution, finding instructional design programs that meet our needs can be difficult. You'll find a list of [online educational institutions](#) that offer IDL-related programs.

- The BIGGEST news is that the IDL SIG will be sponsoring its first [IDL Scholarship](#). You can find all the details needed in this issue.

You'll see that this newsletter offers you plenty of information.

As we begin this year of 2006, I wish you all success in your careers and educational pursuits. My one largest wish is to have more of you involved in writing articles, reviewing books and software, and any other publishable events that can make this SIG be recognized for the great group it is.

You can submit your articles, book reviews, software reviews, or any other information whenever you like. I'll schedule it for the next issue. Remember, this newsletter is your avenue for learning and for letting others know that we are a group that enjoys helping others enhance their instructional design and learning skills.

Until the next issue...

PRINCIPLES OF ADULT INSTRUCTION

An article on andragogy in the Theory Into Practice (TIP) [database](#), an excellent online resource that succinctly presents 50 learning and instructional theories, lists Knowles's assumptions (Kearsley [n.d.](#), paragraph 2):

- Adults need to know why they need to learn something.
- Adults need to learn experientially.
- Adults approach learning as problem-solving.
- Adults learn best when [they believe that] the topic is of immediate value.

In their book *Telling Ain't Training*, Stolovitch and Keeps (2002) summarize Knowles's work into four key principles of adult instruction:

- **Readiness:** Training must clearly address learners' needs so that they will be ready to learn.
- **Experience:** Training must respect and build on the life experience learners bring to the learning session.
- **Autonomy:** Training must invite learners to participate in shaping the direction, content, and activities of the learning experience.
- **Action:** The connection between the training and the application of what is learned must be clear.

These principles suggest that teaching strategies such as case studies, role playing, simulations, and self-evaluation are most useful. Well-designed case studies, for example, provide engaging vignettes of real-world situations with which the students can identify and for which the subjects under study are clearly relevant. Students are encouraged to augment what they are learning with insights from their own life experience. And since case studies rarely have a single solution, they invite students to define and defend their own conclusions and to reflect on the application of these solutions in their own lives.



APPLYING THE PRINCIPLES

Principles are great, but how do we apply them? How do we transform this great advice into online courses that are more interesting and effective for adult learners?

Over several decades of developing and delivering traditional and technology-enhanced training in the corporate world, we have often witnessed the gap between good principles and their application. In the remainder of this article, we attempt to avoid this gap by examining one common online teaching strategy — the instructional article — in detail and explaining how the ideas we have discussed so far can be put into practice.

INSTRUCTIONAL ARTICLE PRINCIPLES

While adult learning tends to be more problem-centered than content-centered, it is still usually necessary for students to learn specific knowledge prior to moving on to more advanced levels of performance. In many classroom courses, this knowledge is gained through the time-honored instructional method called a lecture.

However, reading long lectures on the Web will not work because it is extremely difficult to tie the lecture's linear presentation of information, assertions, and (necessarily) rhetorical questions to the needs of the adult learner as expressed in the principles of readiness, experience, autonomy, and action outlined above. In place of a written lecture, several instructional articles that distill the major concepts addressed in the lecture are more appropriate for online learning.

Instructional articles are short and concise documents conveying relevant, critical information to support concepts, procedures, and/or performance-based skills. An instructional article is written specifically to communicate the content-knowledge necessary for improved, more advanced performance. For self-paced courses and online or Web-based training, instructional articles function like a subchapter of a book — the content is consistent with and essential to an understanding of the overall subject.

Yet unlike the subchapter of a book, an instructional article is written to stand largely on its own; it can be read and understood independently. This independence is important because flexible navigation in most online courses allows learners to jump easily from one article

to another, studying some articles in detail and skipping or skimming others. Although some designers may consider this user behavior undesirable since they have worked hard to plan an optimal path through the course material, skipping and skimming is likely to happen, and we would be wise to design our instructional articles to maximize the probability of student success.

ARTICLE CONTENT GUIDELINES

Successful adult learning experiences are *relevant* and *critical*. As skilled instructional designers developing course content, we should continually ask ourselves: What types of information and knowledge will the learner need to comprehend a concept and later to perform a certain task or skill? We should remember the old instructional design distinction between "need to know" and "nice to know." As explained above, adult learners will be attentive to self-paced instruction only if the content is relevant to them and if they see the knowledge as critical to their mastery of the desired skill. Good designers, like good authors, know what material needs careful elaboration and what material can be made available as an additional resource.

We recommend the following specific content guidelines for the creation of instructional articles:

- Ensure that each instructional article supports the learning objectives/goals of the course.
- Get the learner's attention immediately by clearly making the topic relevant to something important within the learner's frame of reference (e.g., job, studies, professional development).
- In the body of the article, follow the traditional form of expository writing with an introductory paragraph, one or more explanatory paragraphs, and a summary paragraph.
- Integrate questions or other interactive activities — such as exercises, problem-solving situations, and/or short simulations — into the body of the article.
- Always limit the instructional article to one or two main ideas or concepts.
- Use only the most important "need-to-know" supporting details.
- When possible, support the article content with audio and/or video clips containing relevant

information, such as "how to" instructions or examples that further clarify key learning points.

ARTICLE ORGANIZATION AND NAVIGATION

Organize the structure and navigation of an instructional article to enable the learner to read and review the instructional content in a short time as well as take advantage of any links, graphics, or animations that support learning the content. Follow these simple guidelines to ensure an effective structure and navigation:

- Minimize the need for the learner to scroll through text. A printed instructional article should not exceed three pages.
- Use graphics, diagrams, or pictures only when they lend meaning and clarification to the topic. (In some cases, graphics can also be used to get the learner's attention, but these graphics should not be overused because their effectiveness will diminish if the learner considers them an annoying distraction.)
- For ease of navigation, provide a link to the next article or interactive exercise at the end of an instructional article. Also make a link to the main course menu available on every page.
- Hyperlink all key words, phrases, and/or concepts within the instructional article to some type of glossary or reference that provides definitions and additional clarification as needed by the learner.

The [online instructional format](#) of this article provides examples of several of these points. Each page is short, and most pages require no scrolling. Graphics are used judiciously. Each page provides clear links to the previous page, the next page, and the beginning of the article. Since there is no overarching course of which this article is a part, there is no link to a main course menu. The example does not contain a global glossary, although at least one important online learning environment ([Moodle](#)) provides a powerful automated glossary feature as part of its course development toolset.

Remember: Simple, clear navigation will help the learner feel in control, avoiding distraction and frustration with the course materials. These simple guidelines for content, structure, and navigation create instructional articles on sound design principles that support effective learning.

INTEGRATING ARTICLES WITH OTHER INTERACTIVE INSTRUCTIONAL METHODS

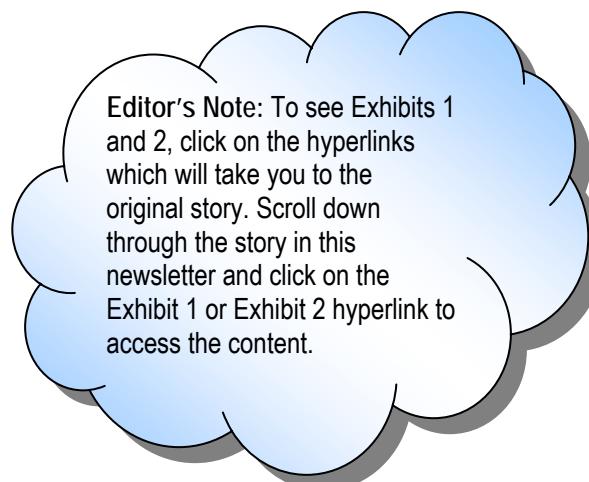
Instructional articles should be only one of several instructional methods or teaching strategies used in an online course. As mentioned earlier, teaching strategies such as case studies, role-plays, simulations, and self-evaluations should be used as appropriate to support the problem-centered orientation required for successful adult learning.

Case studies like [Exhibit 1](#) are one of the most effective strategies and generally do not require a great deal of special programming. Case studies are highly experiential and job-related, and they work best when coupled with supporting instructional articles. In this way, the learning experience can be more learner-directed, as Knowles suggested.

A case study may be included within the body of the article, encouraging learners to notice connections between the article's text and the example as they learn a particular fact or concept. Alternatively, the course could be set up with a single case study that includes links to all the pertinent instructional articles and student exercises. Learners would then use instructional articles as needed to help develop solutions to the problems presented in the case study. How learners use the instructional articles will depend upon how they approach the case study, which in turn is based upon their level of knowledge and the mistakes they make.

Simulations also may incorporate links to instructional articles to be used as resources or prior research. Simulations usually require more Web-development expertise but can be a useful strategy for learners who need to practice using software or working through the installation or repair of complex equipment. Simulations also can enable students to explore various paths through important human interactions, like a sales call ([Exhibit 2](#)). This type of learning strategy is task-oriented and self-directed, another application of the principles of andragogy.

Self-evaluations typically tend to be quiz questions in multiple-choice or true/false format. Increase motivation and learner involvement by making self-evaluations more interactive: Use a "drag-and-drop" design to match correct answers with their questions, or construct a game. In a crossword puzzle, for example, the critical cues for the Down and Across words could be taken from the definitions of key terms within the course. Instructional articles may be used with self-evaluations as links for review or more in-depth explanations.



CONCLUSION

Business trainers, coaches, instructional designers, and university educators need to understand the dynamics of adult learning as described by Knowles and others. Although Knowles's work has elicited some controversy (particularly among those who feel that he set up an artificially narrow definition of pedagogy in order to promote his ideas), his insights into adult learning behaviors and motivations are supported by other research and are generally accepted today.

Excellent online training courses for adults apply creative combinations of teaching strategies, using methods like instructional articles, case studies, simulations, and self-evaluations to engage learners. Such courses adhere to the following principles:

- the readiness principle, enabling adult learners to see the relevance of the material;
- the experience principle, respecting the expertise learners bring to the course;
- the autonomy principle, allowing learners to control their own learning paths through meaningful exercises and activities; and
- the action principle, emphasizing clearly and continually the connections between what is being learned and the real world in which it will be applied.

The two versions of this article — the Internet journal format presented here and the [online instructional format](#) on our Website — demonstrate the difference

format makes. This journal format is an easy, quick read and, if bookmarked, it can be very useful as a compact future reference. It is also easy to make a printed copy that can be augmented with personal highlighting and handwritten notes. The instructional format that actually employs these teaching strategies, on the other hand, is a more engaging experience in which the learning objectives are more effectively presented and reinforced. Each format has its place, but the instructional format is more specifically designed to take participants beyond the passive acquisition of information associated with their interests by providing the experiences necessary to deepen their understanding and enable them to apply what they have learned.

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ARTICLES

Top 5 Reasons You Shouldn't Consult By Alicia Shevetone

For many, the act of consulting is a manifestation of the American Dream: Hang thy shingle and they shall come. At some point in your instructional design career, it is likely that you have met a consultant and thought, "I can do that!" If you have spent any time with consultants on the job, you were probably shocked to hear how much they make (gasp!). Before those dollar signs cloud your vision, read on. Consulting is not for everyone...

What is consulting? One could contend that in its purest form, consulting involves finite employment for something you do well. Benign enough. So why doesn't everyone do it? There are dozens of reasons; so let's start by defining five.

Reason 1: Money

How much would someone have to pay you to secure a very sought-after position, work for a few months, then leave? Probably a lot. The most common reason people opt to secure full-time versus contract employment is money. The consultant's transient lifestyle is simply not feasible for the majority. Granted, for the duration of their respective engagements, they are often highly compensated. However, even the most senior-level consultant, one who has served dozens of clients over a period of several years, will experience peaks and valleys in between. If you require a steady paycheck and do not have the financial means to weather potentially months of "between gig" downtime, consulting is not for you.

Reason 2: Uncertainty.

Over the past few years, many of us have had the misfortune of witnessing firsthand how the recession has affected Training and Development departments nationwide. Although the concept of job security has lost its proverbial luster, most training professionals have had the benefit of at least some notice (if only writing on the wall) before job loss resulting from reduction in force. In most cases, consultants are not so lucky.

Think of the past five projects you worked on. Were all five wildly successful, delivered early, with no changes or unexpected disruptions? Doubtful. Although most instructional designers can rely on some constants (intended audience, number of participants, subject matter, etc.), a myriad of other things can change. Consider a scenario where a traditional instructor-led training department hires a consultant to convert all of their courses into Web-based training (WBT). It is mid-year and there is plenty of budget left, no worries. Earnings are announced and the company falls short of Wall Street's expectations. Instead of signing the purchase order to release funds for the purchase of 2,000 new laptops, the CFO diverts funds to Research & Development and the need for WBT is squashed. Consultant, exit stage right.

Most consultants have their fair share of such war stories. Those of us with soft hearts might feel terrible for the consultant who commits to an eight-month gig, only to be handed a pink slip three weeks later, with a "Thanks, looks like we're all covered now" speech. Fact is, companies hire consultants to free themselves of this kind of guilt. If you want to take a ride on the consulting train, prepare yourself for unexpected stops — or don't get on.

Reason 3: Marketing

Are you sales-y? If you want to be a consultant, better brush up on your marketing skills. Sure, we all love to "network." It's one thing to meet a fellow designer, strike up a conversation, and agree to meet at the next regional conference. It's quite another thing to seek out training executives, wow them, and serendipitously possess the exact skill set they think they'll need in four to six months.

Imagine if you were constantly in Job Search mode. Consultants are always looking for their next engagement, even mid-contract. Where do you find these magical instructional design projects?

Organizations like the American Society for Training & Development (www.astd.org) and the International Society for Performance Improvement (www.ispi.org) rarely post contract positions. They are even infrequent on STC's job board. It takes most consultants a period of three to five years before they begin to feel

comfortable with the amount of potential projects in their pipeline.

Managers need to know you exist to hire you. A new consultancy requires a steadfast dedication to aggressive marketing, hardcore networking in non-peak hours, and patience. If you'd rather wait for contracts to come to you, then fire your bookkeeper.

Reason 4: Perks

Depending on the size of the company, most employers offer a decent amount of perks for their full-time employees. Let's say you attend four internal classes per year. Additionally, your company reimburses you for up to \$2,000 annually for tuition or continuing education. They also pick up your STC dues and send you to at least one conference a year. As training professionals, we see the value in employee development and we practice what we preach. Try quantifying the same perk in your department, and the calculations might surprise you.

What if you had to single-handedly fund all of your professional development? If your initial answer is to scale back, I suggest you tread softly. Consultants are required to be on the cutting edge of our field, at all times. Those who are one to two years behind in the latest industry tools, trends, and techniques will play second fiddle, every time. Companies hire consultants because they are experts, not because they are stale. Successful consultants save their perks for Starbucks, and pay to stay current in their trade.

Reason 5: Red Tape

If you do not possess at least a fair amount of detail orientation, you might get bogged down in the minutiae of consulting. Instructional design consultants who are high on passion and low on business savvy often struggle with the steps required to do business with most large corporations.

To secure contract talent, many instructional design managers are required to work through Procurement. To work through Procurement, it is likely that you'll need to be approved as a vendor. To be approved as a vendor, you might need to complete an online registration process; provide proof of general liability



insurance; offer three to five professional references; and produce documentation, such as a DBA license or Articles of Incorporation. This process can take weeks, even months, to complete.

Once on the job, you'll need to abide by your client's unique invoicing instructions. Depending on their industry, you may need to stand by for up to 90 days or more before your invoices are paid. If you are averse to bureaucracy, seek full-time employment.

The ephemeral life of a consultant can be exceptionally rewarding for people who thrive on change, prize passion over cash, and prefer to have an impact on multiple organizations over time. If you prefer the stability, predictability, and camaraderie offered by full-time employment, walk out of your cubicle and give your team members a big bear hug – it's break time!

You can contact Alicia by email (ashevitone@hotmail.com) or phone (623-551-4528).

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 Allison Rosett and William Horton as our selected Thought Leaders.

ALLISON ROSSETT

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

I was a doctoral candidate in special education and technology decades back. I kept finding myself drawn to questions of purpose and strategy, and wondering if there wasn't any better guidance for instructional strategies than poking my finger in the wind or remembering what my teachers and professors had done.

Then I discovered Ralph Tyler's work; then Gagnes, then M. David Merrill's. I was hooked.

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

Impact. Last year I worked on a study to help a state organization figure out how to shift from two-weeks of instructor-led instruction to more pervasive, continuous and technology-based learning and support systems. The audience — criminal investigators.

Other audiences: retirement specialists, security analysts, and aspiring teachers. In all cases, I'm helping somebody use data and the literature on best practices to create meaningful systems that includes both education and information, on the ground and with technology.

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

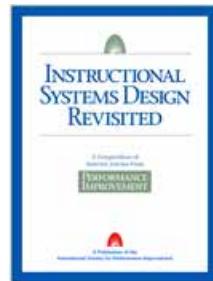
Absolutely not! Hardly anybody knew about this field when I got into it. Now, while it's still a niche play, it captures the interest of many employers and potential participants. The number of employers with interest in the field continues to grow, to the delight of aspiring professionals.

What executive wouldn't want to look at ways of reducing training and increasing assets and systems accessible to employees wherever they are, whenever they are curious or stumped?

What company wouldn't want to create experiences for customers that help them smarten up on their own?

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?*

As I wrote in Jeanne Strayer's book (2003), "Some see instructional design as procedural, rigorous, characterized by one box each for analysis, design, development, implementation and evaluation, with arrows linking the boxes and dependable steps directing what to do and in what order. Others see it differently. They emphasize what goes on inside the boxes, with rules of thumb considered as the



process moves forward. In the former, instructional design is a favorite recipe. In the latter, it's about continuous tasting, guided by a mental model derived from the literature, data, and past successes."

In the preface to Strayer's book, I highlighted these elements as the essence of instructional design. I think they are timeless.

- **Theory drives practice.** There are reasons for the decisions that are made, and those decisions are based on the literature and best practices regarding learning, communications, technology, and culture. Years back, when working on a sales training program, we included think-alouds from expert sales professionals, an approach inspired by cognitive perspectives for learning and performance. We attempted to influence attitudes about cold calls through the literature on motivation and persuasion. Today we look at web usability studies and examples to guide decisions about interfaces for online learning.
- **Data direct decisions.** Instructional designers make decisions based on data from many sources, including clients, job incumbents, the literature, work products, and error rates. Data focus the instructional designer's attention, with output from one phase of the effort enlightening subsequent actions and decisions. When a client says, "Train them about performance appraisals," instructional designers look to narrow the problem by turning to data, such as existing appraisals, help desk logs, and lawsuits. Where are the problems with the appraisals? Where are they not? Do concerns center on the amount or nature of participation? On planning, interviewing, or the forms themselves? Throughout the development effort and after programs are completed, monitoring yields data and data influence revisions and adaptations.
- **Causes count.** Once the mission is targeted, instructional designers want to know why. Why are appraisal forms flawed? Why is line 7 filled



out inconsistently? Why are lines 2, 3, 5, and 6 on point? Is it that they don't know how or that they don't think it's worth doing or that doing it results in a hassle? Why does the group in Belgium do it, when the group in Boston doesn't? Somebody in the organization will conduct a study, large or small, formal or informal, to find out what's driving success and failure. Once the causes are known, then a solution system can be tailored to the situation.

- **Instruction is good, but not sufficient.** Wise instructional designers ask questions about cause to use instructional resources where they can do the most good. Back to the appraisal challenge. Are the flaws in line 7 caused by not knowing how to write it up? Have they forgotten? Do supervisors doubt the value of line 7 or fear that honest and detailed entries could lead to unhappy employees or even lawsuits? When they've punted on line 7 in the past, has it made any difference? If doubts and fears cause lame entries, training alone won't improve performance. Instruction is only one thing we can do to develop and enhance performance.
- **Outcomes are king.** While there is disagreement from constructivists about how very royal outcomes are, most instructional designers subscribe to the importance of defining what participants will be able to do as a result of the learning experiences. Those end statements are used to clarify expectations for developers, clients and learners, to establish measures, and to select and craft strategies.
- **Teams add value.** Cross-disciplinary teams, with content experts, programmers, artists, and clients, join instructional designers to create the program in an orderly, defined way. A recent project for a federal agency involved dozens of content experts, two senior instructional designers, a programmer, a graphic artist, and two graduate student interns. They worked together, under the leadership of an instructional designer. Deliverables were established on the basis of analysis; outcomes articulated; and roles and

approaches defined and subsequently honored.

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 keen on all those elements. I see blended learning as the over-arching concept, with online conferencing and online learning modules as two possible components in the larger system. Of course, there are many more assets that comprise blending, from documentation to coaching and e-coaching to instructor-led training to.....

Why am I keen on blending?

What better way to nurture a world-class and worldwide workforce?

Executives expect workforce learning to make contributions — big ones. Do they want their sales people in class or out in the field? Do they want consultants with customers or each other? As organizations have shifted to services, learning and information must go where employees go.

What better way to provide a standardized, distributed message?

Instructors are a great resource during training, but their messages sometimes differ. Technology can deliver standardized messages, consistently, tirelessly, swiftly, patiently, around the globe. Simultaneously, thousands can reach for an online checklist that reminds them of what they should gather to prepare for a looming natural disaster. Then visits, phone or email support, and even local short classes, can bolster messages and increase the likelihood of preparation.

What better way to encourage independent learning and continuous reference?

With technology-based learning, employees progress at their own pace and may even repeat parts of blended programs. For those who are reluctant in turning exclusively to independent learning, blended forms that are anchored in the

classroom can pave the way to new, more independent ways of learning.

What better way to encourage transfer?

Blended learning brings learning, information, and support to where the work gets done. Got a question? You can look it up online. Got a problem? You can chat with a coach or share it with your online community. The most interesting thing about blending is that it removes the distinction between being IN class or OUT of class.

Employees are continuously engaged with learning and reference. Transfer is less of an issue because growth and knowledge resources are insinuated into the workplace. They are there as needed, just in time.

What better way to control costs and leverage organizational smarts?

Studies report increased cost-effectiveness (Graham, Allen, & Ure, 2003). Instantly's Harvi Singh has noted that less expensive solutions, such as virtual collaboration, coaching, recorded live events, and self-paced materials, can be used instead of more expensive customized computer-based content.

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?*

Visit people who are doing the work. You can meet them through professional associations (www.astd.org; www.ispi.org; www.stc.org). Ask hard and searching questions about their backgrounds, expertise, successes, and failures. Ask them what they read, what they attend, whom they admire, what thrills them about their work and opportunities.

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

I am biased in favor of substantive professional development. The emphasis is on "substantive." There is no bypassing the skills, knowledge, and fluency that comes from reading, practice, feedback, trial and error, the struggle to move theory into practice, multiple perspectives, team

assignments, outcomes, internships, more reading...

It boils down to — No pain, no gain.

Do you want to be part of a profession where people can join up after three half-day workshops and five Wednesday evenings? Would you go to a doctor or dentist who hadn't done substantive reading, homework, or interning?

Where are you most likely to have hefty, substantive experiences? Will they come from a half-day workshop at a conference with certificates printed on a computer? Or will they come from a commitment to learn, grow and affiliate over time at a university?

I think the latter.

Now, there is value in short courses and certificate experiences, especially to catch up with a new topic or approach. No doubt about that.

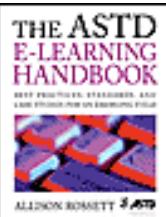
But when it comes to setting the foundation for a career...

Well, I'd choose a university experience, on campus, or online. I would want the exposure to faculty, peers, research, and high standards. And I'd prefer a degree that would be recognized over the years and geographies... and the relationships that are derived from those programs. Please check out what San Diego State University (SDSU) is doing on campus and online at <http://edtec.sdsu.edu>.

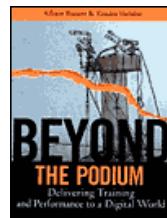
8. Share with us your views on the future of instructional design?

There are so many good works. Don't miss Marc Rosenberg's writing, classic work by Thomas Gilbert, Intellectual Capital by Tom Stewart, B.J. Fogg's Persuasive Technology....

Shall I shamelessly promote some of my own work? Sure. A new work on job aids and performance support will be out in late 2006.



The ASTD E-Learning Handbook: Best Practices, Strategies and Case Studies for an Emerging Field.
<http://books.mcgraw-hill.com/authors/rossett/>



Beyond the Podium: Delivering Training and Performance to a Digital World. <http://www.pfeiffer.com/go/BTP>

First Things Fast: A Handbook for Performance Analysis.
<http://www.ipb.com/rosett.html>

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



The future? Well, bright, very. Just yesterday I visited a successful biotech company. More than 100 learning and performance professionals were gathered. They were delighted with their opportunities, with the recognition from company leadership that they are important to the enterprise. Their leaders were eager to hire more instructional designers.

Look at higher education; yes, even higher education. Universities and community colleges are providing numerous career opportunities for SDSU EDTEC alumni. Why? Their need for reform, improvement, and cost containment. The combination of instructional design and emergent technologies is exactly what they need — and many recognize it.

Oh, it's not a perfect situation. There are issues with instructional design, and they are well documented. Too slow. Too clunky. Too out of touch. But these concerns do not outweigh the benefits.

And what is the alternative? Nobody wants to stick a finger in the wind, or do it the way it was done to them.

Instructional design is important for the future. It's also intriguing. How will it change? Grow? How will it take advantage of enhanced expectations and the opportunities presented by technology?

References

- Graham, C. R., Allen, S., and Ure, D. (2003). Blended learning environments: A review of the research literature. Unpublished manuscript, Provo, UT.
- Rossett, A. (2003). Revisiting instructional design. Preface to *Instructional Systems Design Revisited*, Jeanne Strayer, editor. Silver Spring, MD: ISPI Publications. pp. 1-5.

WILLIAM HORTON

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

I got started in instructional design (ID) when, as an undergraduate, I was asked to teach a course at my university's continuing-education division. The course did not exist so I had to design it. I wondered, "How do I design something that teaches somebody something they do not know?" I still ask that question even though I have been designing and delivering courses both online and in the classroom for 30+ years.

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

Technologies, such as computers, networks, and mobile devices, make it possible for me to design learning experiences that precisely match the way people best learn. Every day I face fewer restrictions on the types of learning activities I can create and the subjects I can teach.

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

Of course I did. I never undertake any major project without the goal of doing it well enough that others could benefit from my advice. Otherwise, my goal would be mediocrity.

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?*

Core principles that still apply:

- Human beings are not angels. Humans forget, tire out, become overloaded, panic, have hidden agendas, and behave emotionally. I must design instruction for the imperfections of learners.
- No two human beings are the same. Each person learns in his or her own unique way. What works for one may not work for another.
- Experiences teach, materials do not. People learn by thinking, analyzing, comparing, postulating, critiquing, creating, and contemplating — not merely by reading,

listening, and watching. I must create experiences that cause people to learn, not just presentations for them to consume passively.

More core principles today:

- ID does not exist in a vacuum. We design instruction to accomplish economic, political, or legal goals. Those higher-level goals guide our design.
- All media are fair game. We must use text, graphics, voice, music, sound, animation, and video, where appropriate. Using words because the instructional designer is good at words is no excuse.

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)*

Nobody ever learned anything significant by just one form of education. Thus the obvious answer is blending. But saying "blending" says nothing unless we state precisely what blend we mean. We will learn by a blend of synchronous and asynchronous; learner-led, instructor-led and facilitated; solo, small-group and large-group; didactic and exploratory modules that freely mix media; instructional strategies; and techniques to customize learning experiences to the individual learner and the individual instructional objective.

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

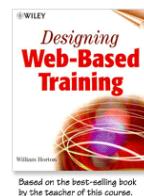
Learn to learn. Even if you have a PhD in instructional design, you know about 1% of what you will need to know over your career. One of the best ways to learn is to forget. Forget all the rules about how to design instruction that were printed in books published back in the last century. Many presumed classroom delivery, pre-Internet economics, and were based on research with test subjects who in no way resemble your target learners. Do your own research. Formulate your own principles.

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?

Since I teach a certificate program ("E-Learning by Design"), a certificate program is definitely preferred — at least by my accountant. If you mean which is preferred by someone hiring an instructional designer, I would say neither. Forget parchment and think PORTFOLIO. Do some instructional design and produce the evidence that your design accomplished its mission on time and under budget. Don't have an employer yet? Volunteer for a charity. Every charity needs to train its staff and volunteers.

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

Get books by Ruth Clark and perhaps my *Designing Web-Based Training*. Then forget books and a "personal library." Learn to search the Web for good examples of e-learning that can teach you more than any book can.



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

Very soon, instructional design will resemble video game design. It will require the same deep knowledge of human perception and psychology, the same storytelling skills, the same ability to craft human experiences in any combination of media necessary, and the same attention to economics and project management. The main difference will be that instructional design applies these skills and knowledge for purposes of education rather than just entertainment.

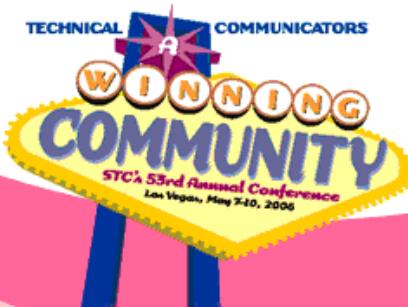


**STC's
53rd Annual Conference**

Las Vegas, Nevada
May 7-10, 2006

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



A WINNING COMMUNITY
STC's 53rd Annual Conference
Las Vegas, May 7-10, 2006



2005 STC Region 5 Conference

The Instructional Design and Learning SIG teamed up with the Phoenix Chapter of STC to co-sponsor the conference traditionally known as the Region 5 conference on November 11 and 12 in Mesa, Arizona. This conference had a significant number of ID-related sessions.

Conference Sponsors

This regional conference would not have been a success without the awesome contributions made by the following sponsors:

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P-N Designs, Inc.; ProSpring Technical Staffing

Attendee Reviews

We asked for reviews from several conference attendees. Here's what they had to say!

LESSONS FROM THE DESERT: A REGION 5 CONFERENCE ACCOUNT

By Jonathan Baker

Having been to the Region 5 Conference last year in Salt Lake City, I had a bit of an idea about what to expect at the Region 5 Conference in Phoenix in 2005. I wasn't disappointed.

The conference started with a bang. *More Than Just The Facts: Making Nonfiction Fun*, the keynote presentation by Conrad J Storad, was nothing like what I expected. Conrad is a consummate storyteller of the children kind. But with a great twist, every story he tells has to do with the Arizona desert and its inhabitants. I won't recap his presentation, except to say that his retelling of *Don't Call Me Pig* had us weeping in the aisles and doing other things that most of us simply wouldn't do in public. For those of you, who haven't run into Conrad before, check out his website <http://www.conradstorad.com/>.

The presentations that rounded out the rest of the conference retained that same high caliber and enthusiasm that we started off with. Topics included: content management, single sourcing, harmonic convergence, graphics, making learning fun, script design, and much more. In addition, the closing luncheon presentation by Jean-luc Dumont, *Magical Numbers: the Seven-Plus-Or-Minus-Two Myth*, provided

a great way to tie together many of the conference presentations into one theme — structure your thinking.

I must also mention that, for those who haven't had a chance to meet STC leadership, this was a great opportunity. Suzanna Laurent, President; Linda Oestreich, Second Vice President; Sherry Michaels, Director, Region 5; Beau Cain, Director Region 8; Lance Gelein, Past President; and Mark Hanigan, Past President were in attendance and presented relevant, leading edge content.

Finally, I have to congratulate the conference team, led by Jane Smith and Karen Zorn, conference co-leaders, for doing a super, desert job, showing resilience, survival, and success. Great job, guys! See you next year in Dallas.

TECH COMM 2005 — LESSONS FROM THE DESERT: RESILIENCE/SURVIVAL/SUCCESS

*by Robert D. Brown, STC Senior Member,
Lone Star Community*

This was my first regional conference. I decided to attend because of the emphasis on instructional design. Although I have engaged in all aspects of technical and business communication throughout my career, my focus for the past half-dozen years has been almost exclusively on instructional design.

As a result, I have felt a little isolated from many of my peers at my local community, as most work more with documentation and online help. So, I thought that Tech Comm 2005 would be a great chance to network with my instructional design peers.

The theme of the conference had resonance for me as well. I love the Phoenix area and the surrounding desert and mountains. The high-mountain desert, which is so vast and seemingly devoid of life, is actually teeming with complex, interrelated life forms that have adapted over the eons in strange and interesting ways to this harsh environment.

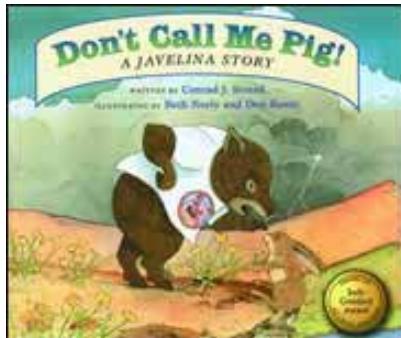
I think many of us have felt in the past few years the need for resilience and adaptability as our economy and

industries have altered dramatically. Those of us who have survived have been forced to reinvent ourselves, to grow professionally and personally, and to take on new challenges we would not otherwise have considered.

Award-winning science writer Conrad J. Storad captured this perfectly in his utterly charming keynote address. He gave us a 2nd grade-level (he gauged his audience well) science talk about several of the more interesting creatures that inhabit the Arizona desert, and how they adapt to their rigorous surroundings. By the end of his talk, Conrad had us chanting in unison, "Don't call me pig!" (You had to be there.)

One of my big takeaways from my first regional conference is that I appreciated the size of it — not too big, not too small. Just right. There were about a 100 total in attendance. This number let me meet many interesting people, yet it was small enough that I did not feel lost in the crowd. By the end of the conference, I had "bonded" with several folks and made many good first acquaintances with others.

Also huge for me was that I got to meet my fellow IDL SIG members. I now feel that I am a bona fide member of the IDL SIG. It is one thing to be on a listserve and to receive a quarterly newsletter, but to actually get to know and start relationships with each other takes it to a new level. I left the conference with a new level of confidence about my role as an instructional designer, because I now have this amazing support group that can encourage and help me as I meet the challenges ahead.



GREAT "LESSONS FROM THE DESERT": TECH COMM 2005

By Linda King, Project Manager, Hewlett-Packard Company

The November "Lessons from the Desert" conference — planned and hosted jointly in Phoenix by the STC Phoenix chapter and STC's international Instructional Design & Learning SIG — was a real treat for those fortunate enough to attend. In fact, the small scale of this STC Region 5 conference and the excellent conference facilities made this an exceptional

opportunity to meet and share ideas with other technical communicators from across the country, including several leaders of STC at the Society level.

I can't judge the content of sessions in the instructional design "track," because I attended sessions with more direct application to my own projects and team. However, each breakout session that I did attend was interesting and offered useful tips and techniques. I'd like to share some "nuggets" that I captured in those sessions.

The keynote address by scientist and children's author Conrad J. Storad provided delightful examples of how to analyze a target audience and convey scientific and technical information to them in creative ways. Conrad's target audience is children in kindergarten, first, and second grades. His books, such as *Don't Call Me Pig* and *Lizards for Lunch*, are wonderful teaching tools for parents and children in that age group.

In the "Motion-Media Script Design for Technical Communicators" session, Martin Shelton discussed the psychology of film and emphasized that film and video are kinetic visual media. The mind grasps kinetic images very quickly, but it processes words slowly. In waiting for words to catch up to the visual images, the viewer's mind wanders and information is lost. Shelton said that for optimal communication, at least 75 percent of a "show" should be visual. He emphasized that a storyboard identifying all planned visual images should be developed before the audio script and that words should be used to communicate only additional information the audience MUST know for full understanding.

In the session "Riding the Harmonic Convergence of Instructional Design, Training, and Technical Communication," Mark Hanigan discussed how former lines of demarcation between the three professions are fading. He emphasized that technical communicators need to stop thinking of themselves as writers, editors, trainers, etc., and start thinking of themselves as project resources who can wear multiple hats to provide greater value and achieve career growth.

"Surviving the Wild SME Bird Encounter" and "The Writer/SME Survival Kit" sessions were about working more effectively with subject matter experts (SMEs). Key points the speakers made included the importance of:

- Understanding the various personalities of SMEs to determine how best to collaborate with them.

- Using the same skills we use in developing deliverables to prepare for collaboration with SMEs.
- Contributing in any way we can to enhance the product or deliverable.
- "Watching the SME's back" (that is, finding possible errors and then privately and tactfully giving him/her the opportunity to quietly fix the problem).
- Making SMEs understand the value that technical communicators can add to projects.

"Risk-Resilient Remedies for Technical Communicators" was a hands-on workshop emphasizing the importance of doing thorough risk assessments and managing the risks to project timelines, budgets, and success. The speaker, Karen Graden, led us through exercises of doing risk analysis, risk prevention, and risk remediation on hypothetical projects. She gave participants a very useful form for analyzing project risks.

In "Magical Numbers: The Seven-Plus-or-Minus-Two Myth" Jean-luc Doumont debunked the long-standing premise that the ideal number of items in a list, sections in a document, or ideas in a section is 7 ± 2 . He clearly demonstrated that readers can recognize and recall no more than five items in a list (possibly six for a few people) unless more items are clustered into small groups with significant space between the groups. He particularly emphasized and illustrated the importance of this concept for designing effective websites.

In the optional "STC Community Leadership Workshop," four key leaders of STC at the Society level shared their ideas about what it takes to be a good leader and how to recruit volunteers. These are some of the traits identified as vital in a successful leader:

- **Strong personal character:** Get to know the personalities of the people you lead and work with them accordingly.
- **Integrity:** Build trust in yourself and build the trust of others.
- **Perseverance:** Never give up; identify your shortcomings and do something about them.
- **Genuine listener:** Be fully present when you interact with others.
- **Flexibility:** When something happens, view it as an opportunity. Pay attention to and address the needs of others. Feel protective of your people (volunteers, direct reports, etc.).

IN PHOENIX, IT'S LIZARDS FOR LUNCH!

*By Jackie Damrau, Contributing Editor
(Reprinted from Technically Write, December 2005,
Lone Star Community STC newsletter)*

Just returned from the wild desert ride where the Tech Comm 2005 Conference provided great perspectives on "Lessons from the Desert — Resilience, Survival, Success" in presentations about content management, finding graphics (my own session), working with styles, XML survivor tips, and a conclusion of a rowdy entertainment at the STC Community Leadership Workshop.

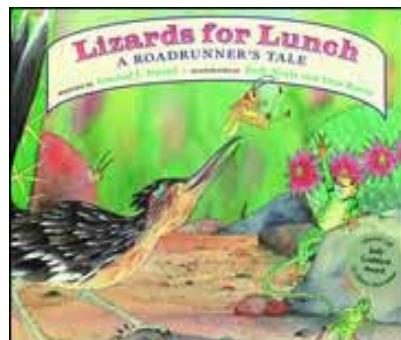
In that paragraph, did you notice anything mentioned about Lizards for Lunch? Nope! But let me tell you, Conrad Storad, the keynote speaker — who did mention them — was a riotous hoot. As a college science professor at Arizona State University, he writes children's books for kindergarteners through third graders with a 1500-word limit maximum. Conrad started us off with his entertaining storytelling from his books, "Lizards for Lunch (A Roadrunner's Tale)" and "Don't Call Me Pig! (A Javelina Story)." You can find his books at <http://www.conradstorad.com/> or on [www.amazon.com.](http://www.amazon.com/)

Doug Dow, Rob Brown, and I were actual storytelling participants in the "Don't Call Me Pig!" exercise. We were given javelina hand puppets to wave in the air whenever the story came to the line, "And don't call me pig!" We all had a fun time attending this presentation.

Continuing down the trail...

Now, let's mosey on down the trail to give you an overview of the other fun, interesting times that we had attending this conference. Following Conrad's hysterical presentation, we broke into sessions where all were scrambling to find the rooms. Some were visible; others were hidden.

The first Friday session I attended was on implementing a content management session in one year. Mollye Barrett did a fabulous job at covering all the aspects that one must consider before launching into content management implementation. She does not, though, recommend doing it in one year. That was an undertaking that took strict project management skills. What I did learn from this is that content management



has many different types that I need to consider when my company says, "We want a content management system." I'm now prepared to ask more questions to help in recommending a potential solution to that question.

The three Saturday sessions I attended were awesome and gave me a better perspective on other areas of technical communication that I've had an interest in. I also learned that I need to enhance my technical communication skills by adding more knowledge about XML as that seems to be the next wave for our industry.

The first Saturday session was on the use of styles in MS Word and FrameMaker. Kristin Lisson of Sage, Inc. did a fantastic job at teaching me a few things that I had not considered before. It helped cement a presentation that I had attended at the 52nd STC Annual Conference in Seattle this past May. Now I can say that my Word documents will be more robust and less likely to become corrupt by using the tips that Kristin provided.

The next Saturday session was on XML survival. The two presenters here implemented a complete XML solution in less than a year by corporate mandate. Working for a large corporation has its advantages in that they can throw money at a solution. Again, this is not something for the small-to-medium companies to consider doing. Implementation should be well-thought out before venturing into this as the presenters admitted.

I alluded earlier to the fact that XML is where I see our industry going. I have been looking at some online certification courses and found one that is real interesting. Online-learning.com (www.online-learning.com) offers an online Information Design certificate program that you can accomplish in 5 months or 12 months for less than \$2000. It is an accredited program through Carleton University (Canada) and Ohio University that requires all course work be written in XML. You might want to think about this program; I am!

The conference wound down with the closing keynote speaker, Jean-luc Doumont. He flew all the way from Belgium to present his "Magical Numbers: Seven Plus or Minus Two" presentation. He was entertaining, yet different from Conrad Storad, our opening keynoter. If you've heard Jean-luc at the annual conferences, you'll

know that we certainly had a great time learning about the myth behind the magical numbers.

Riding into the sunset...

The day was almost over as everyone began departing for towns near and far. The sheriff's posse was out rounding up the post-conference workshop stragglers and getting them into their rooms. Myself, I was hoisted into the STC Community Leadership Workshop room with co-presenters Suzanna Laurent, Linda Oestreich, Sherry Michaels, and Mark Hanigan. We all had our bits to present on being a leader in the STC.

As time became short, Mark and I were asked to combine our presentations since we were both presenting on our subcommittee work for the Leadership Community Resource project, which we are managing. When Mark is in the room, look out! With neither of us having a prepared presentation and plans to ad lib, well! I'll just say that you missed seeing us do the dosey-do and completely cracking up the audience as we presented our talk. We did settle down to a normal presentation style, but we were like two kindred spirits. Mark would say something; I would pan off of that, and vice versa. Yes, I know I'm wacky, but where else can you have fun amongst your peers?

Sunset comes and the fun is over!

The day ended with goodbyes, hugs, and wishes to see everyone in Las Vegas. Eventful as the conference was, it was time to return home to Dallas. That return trip is a whole 'nother story. You'll have to ask me about that when you see me next.

SOFTWARE REVIEW

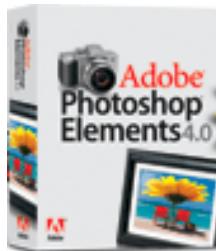
ADOBEST PHOTOSHOP ELEMENTS

Reviewer: Guy Ball, STC Senior

Member, Orange County

(Reprinted with permission. This article was originally published in TechniScribe, the Orange County (CA) STC chapter's newsletter.)

There is no question. Adobe PhotoShop is the industry standard for graphic professionals. But at \$600 a pop, it's a bit pricey for technical writers who only occasionally need to use the software to edit or fine-tune a photo, or who use only a limited subset of the features. I've always enjoyed PhotoShop's clear menu and tool bar functions, so when I've tried other photo programs, I've always found myself coming back



(often to an earlier version that I had purchased long ago). I don't pretend to know all the advanced PhotoShop features — don't need to. So spending that kind of money for my limited usage was never cost-effective.

Fortunately, Adobe has taken the most useful features for low-to-medium-level users and packaged them as PhotoShop Elements. In the past, this program was delivered free with other Adobe products, like Premiere, and offered only a few PhotoShop features. The latest versions of this software offer virtually every feature technical writers would need and more. And priced at under \$100, you can't beat the value.

PhotoShop Elements 3 — and the most recently released version 4 — offers all the standard editing tools you would expect in any photo program. You can crop and save to other formats. You have the ability to easily change the quality level if file size is an issue. You have a full range of options with tonal changes — simple adjustments like lighting/levels, and the more complex requiring a practiced eye like *Shadows/Highlights* or *Adjust Hue/Saturation*. Need to get rid of a person? That's easy. Just use your *Clone/Rubber Stamp tool* to cover them with copies of the wall next to them. Presto. What person? (I also like to use this tool to slim up people or remove blemishes.)

With the *Resize* function, you can easily change an image to a specified pixel size to post on the Web. Want to burn in a specific light area of a photo or dodge a dark area? The tools are right up front on the toolbar. Have a slightly out-of-focus shot that you need to use? Try the sharpening tools. Want to set up several layers of text, multiple photos, and different background? Elements offers this as well. Got red-eye in that photo

of your boss that you need for a newsletter? Click a button and she no longer looks like an alien.

With recent versions of Elements, Adobe folded in the Photo Album software they had been selling separately. This is a great product that allows you to easily organize your photos. You can automatically catalog every image on your hard drive, which helps you find "missing" photos that you know are on your hard drive "somewhere." By adding "tags" (keywords) to your photos, you can search and find certain images at the click of a button — regardless of where they are on your computer. I'm currently using it to track the hundreds of

photos I've taken at different times of a complex machine so I can pull out a smaller, focused selection when I need them.

Another feature I like a lot is the automatic downloading of my digital photos into the Elements photo organizer. I just hook the camera through the USB cable and the computer downloads all of the images into a new directory named to today's date. All the images are automatically included in their organizer, ready for me to tag. And then it asks if I want to delete them off my memory card. Saves me time and effort — and I love it. (I know my camera has a program to do this — but I love it built into my photo editor.)

Other features of the program you may find useful include burning a dynamic slide show to CD or DVD and automatically creating a photo album that you can print. You can apply text effects and add frames around your pictures. You can build panoramic photos with their *Photomerge* function.

I was very happy with PhotoShop Elements 3 and I am basing my review on that version. Adobe has just released a new version — version 4. My employer purchased it and I'm trying to determine if it's worth the upgrade at home. It has a few new features, but nothing I can't live without. Meanwhile, several reviews on amazon.com are critical of version 4 and recommend staying with 3. While I don't think the new version would be a negative to buy, it may just be that if you have 3, you would want to stay with it for now. I'll know more in a few weeks....

So if you're looking for power and great photo-editing features in a very inexpensive package — and something that stays in the Adobe and PhotoShop families, give PhotoShop Elements a try. You won't be sorry.

Guy Ball has written on a variety of technology and multimedia topics for Intercom and various STC chapter newsletters. He works for EADS-North America Defense as a senior technical writer. His next book, "Images of America: Santa Ana," will be published in Summer 2006. He can be reached at guyball@pacbell.net.



SIG MANAGER'S THOUGHTS

by Jane Smith, SIG Manager



Greetings SIG Members,

It's December as I write this, and I'm torn between work, SIG activities, and an upcoming trip to visit my son, daughter-in-law, and new grandson (born September 29th), and preparing for the holidays. Is there a time more hectic and yet more magical than the holidays? If I'm not careful, I can lose sight of all that I have and become focused on being overwhelmed by all there is to do.

In reality, much of what there is to do around this time of year revolves around expressing our gratitude and appreciation for the people who make a difference in our lives. While I want to give to those folks, at the same time, I acknowledge their many gifts to me.

First, thanks to the wonderful team of people who make up the SIG leadership team. While our purpose is always to accomplish our goals, we have developed a great camaraderie among ourselves, despite the fact that many of us have never met one another face to face. How fortunate we are that we can work together and laugh together at the same time. Thank you all! You're great friends and support!

Second, I give thanks for the people with whom I worked on the Tech Comm 2005 conference. Again, we developed and furthered friendships throughout the planning time and, when the conference was upon us, managed to have a good time while we executed our plans with great success. Thanks to all of you who participated on the team! Thanks to all of you who supported the conference through your attendance!

Third, I'm always grateful for the many different working relationships that help me to grow as an instructional designer and as a consultant. Without the joys and the pains of working relationships, my life would be quite dull. Currently, I'm very grateful for the opportunity to be

working on a project that allows my creativity to flow and flourish. Thanks, also, to the team of people who are making that e-Learning course come to life!

And last, but never least, I'm so grateful for my family and friends. Having a grandson (yes, my first!) has brought new meaning and joy to the concept of family. I'm so grateful for the many emails my grandson already sends to me: "Hi Grandma, Mommy and Daddy gave me a bath tonight and look what they did to my hair. Please, Grandma, come back and stop the insanity! Love, Sean." Is he a budding writer or what!



As we find the gratitude in the season, we can also find the magic. Saturday I was gifted with an angel statue that I will treasure the rest of my life. I had just met this woman and truly connected with her. As we were leaving her store, she gave me the 2' angel that was in her store window. I was totally amazed. Little did she know that my house, my life, and my path are filled with angels. I am totally grateful for the gift of the angel, but most importantly the gift of opening my eyes once again to the magic that can happen amidst the busy-ness of the holidays if we only are open to it.

You will not receive this newsletter until the holidays are past, so I hope that yours were filled with magic and good times, too. I wish you all a good year in 2006. May all your hopes and dreams come true like magic!

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

by Jane Smith, SIG Manager

The IDL SIG is moving forward in many areas:

- The SIG Leadership Team welcomes Jeanette Thomas as our treasurer. Thanks to Jeanette for stepping up to the plate. After the first of the year, the SIG will request nominations for three major positions: Manager, Assistant Manager, and Treasurer. Following nominations, the SIG will hold elections. These positions will go from time of election through June 2007. Contact [Jane Smith](#) if you're interested in participating on the SIG leadership team.
- On November 11 and 12, 2005, in Mesa, Arizona, the SIG co-sponsored TechComm 2005 with the Phoenix Chapter of STC. This regional conference provided at least one-third of its sessions on Instructional Design topics. Thanks to all who attended; it was a big success intellectually, socially, and financially. Stay tuned for pictures on our website coming soon. This conference was the first regional conference in three years to be financially successful, so kudos to the entire team from Phoenix and the SIG.
- The Program Committee has posted its RFP for webinar workshops, and we are receiving a lot of interest and questions. The webinar will be either the last week in February or the first week in March. Watch the discussion list and the announcement list for more specific information.
- The SIG is also taking scholarship applications during January under the direction of Gene Holden. Keep watching the IDL website for more information about the [Scholarship](#).
- To communicate more effectively with all of you, we have placed all of you in an announcement listserv and sent you an email regarding its use and how to opt-out. Remember, you cannot respond to those emails or post to the list. It's for announcements only. If you want to participate in the online

discussion group, go to <http://lists.stc.org/cgi-bin/lyris.pl?enter=stcidlsig-l>. There is no password, and you can get lots of good information from your peers through the questions and answers in the group. Rosalind Rogoff has assumed responsibility for our online discussion group.

- Conference activities are also in the planning stages. As usual, Karen Baranich is in charge of the IDL Progression, and Gene Holden is preparing a Tools Panel this year that will address online learning tools. Other people will be taking part in planning the Welcome Reception activities, the SIG Luncheon, and the SIG Business meeting. The conference is May 7–10 in Las Vegas, Nevada. We'd love to see you there and meet you!
- We're still working on revising our website by updating the information, enhancing our resources section, and providing more information.

If you're interested in helping in any of these areas, please contact the individuals involved or the SIG Manager, [Jane Smith](#).

Announcement Group/List

The STC IDL SIG has been looking for ways, in addition to snail mail, of communicating with all of our members. We want to be sure you're all informed of the latest newsletter, special events, and other SIG happenings and issues. These communications will most likely average less than one each month.

To help us with this communication, we've populated our announcement list with all your names. While we recognize our need to communicate with you, we also respect your privacy and recognize that not all of you want to receive these announcements. If you'd like to opt out of this list, the instructions are at the end of the message.

We value your membership and are working hard to provide value to all of you. We, therefore, welcome any feedback and ideas you have that you'd like to share with the leadership committee. As always, you can contact me, Jane Smith, your SIG Manager, at jemcomm@sedona.net.

I look forward to communicating with you in the future and hope to meet as many of you as I can at the conference in Las Vegas or some other SIG event.

RFP for IDL SIG Webinar

The IDL SIG invites proposals for a Web-based distance learning session on an Instructional Design topic of interest to members of the group.

At the 2005 STC National Conference, SIG members selected the following topics to be of most interest:

- How is instructional design different from technical writing?
- Research-based practices in instructional design
- How to choose the best instructional strategy considering cost of development
- Instructional design tools applied to real projects

The proposal deadline for the first SIG Webinar is closed. The SIG received four proposals; the winner will be announced on January 21, 2006.

Stay tuned to the SIG website for more information about the upcoming Webinar planned for late February/early March 2006. We are still accepting RFPs for future Webinars. See the details in the "Webinar Submissions" section further down in this article.

FUTURE WEBINAR SUBMISSIONS

Consider submitting a proposal on any topic related to instructional design and learning for a future SIG webinar. Sessions should be no longer than an hour with at least 15 minutes allowed for questions and group involvement.

Remuneration to the trainer will be \$150 plus 25% of the fees for all enrollments after the first ten. Registration fees are \$50 for members and \$64 for non-members. A recorded version will also be made available afterwards for a reduced fee.

You can send the SIG your design document including the following elements:

- Your name
- Address
- Telephone number(s)
- Email address
- Presentation title
- Brief description
- Target audience (level of experience)
- Learning objectives
- Content outline
- Learning activities

to:

Proposal Review Committee
c/o Jane Smith, jemcomm@sedona.net

MEMBER NEWS

by Sylvia Miller, SIG Membership Manager

Our IDL SIG members continue to be recognized for their achievements. Here are those that replied to my request for this information on the IDL Discussion List:

- Jennie Achtemichuk recently received her Master of Science in Instruction & Performance Technology through Boise State University's online program.
- Michael Peterson was recently nominated to and accepted into the east-coast-based Manchester Who's Who of Executives and Professionals in the 2005-2006 edition. Michael is listed under Education. He lives in the Los Angeles area.
- Karen L. Zorn and Jane L. Smith recently received much praise for their successful handling of the Region 5 Conference, "Tech Comm 2005 – Lessons from the Desert: Resilience, Survival, Success." STC President Suzanna Laurent was especially complimentary of Karen and Jane.
- Michael C. Tillmans, Ph.D., Assistant Professor of Technical Communication at the Illinois Institute of Technology in Chicago, was recently awarded the Dean's Award of Excellence for Teaching in the College of Science and Letters. A few days later, he was elected president-elect for the CISPI (Chicago chapter of the International Society for Performance Improvement) to serve as Vice President in 2006 and President the following year.
- Crystal Clayton of Columbia, Maryland, reports that her small team of five received an award from

the Social Security Administration for the paper-based deliverables of a bi-monthly newsletter, booklets, handouts, job aids, postcards, and more. The official award is "SSA Associate Commissioner's Citation for creating excellent software publications in support of SSA employees."

If you did not receive my email requesting an account of your recent recognition or accomplishment, please email me at sylviamiller@woh.rr.com, and we'll be sure you are recognized in the next issue of *IDeALs*.

WELCOME TO THESE NEW MEMBERS!

We had 273 people join the IDL SIG during August, September, October, and November 2005.

You'll find a list of these new members at the end of this newsletter.

We welcome you to a great SIG. If you did not receive a Welcome letter from me, please email me at sylviamiller@woh.rr.com. And be sure to try our IDL SIG online discussion group, also known as a listserv. It's a fantastic resource at your fingertips because you can post a question and get replies from members with hundreds of years of combined experience in Instructional Design! However, we guarantee that no answer involves reading by candlelight or doing work on a slate!

INVITATION TO IDL SIG MEMBERS

It would be great to hear about many other members. I hope you'll take a few minutes to email me a brief profile of yourself. By getting to know more about each other, we have a much greater chance of feeling we're all part of a community with some common challenges and goals, and any sharing of information that we do can only be a win-win: rewarding for us and beneficial to fellow members.

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 idamrau3@airmail.net for publication in a future IDeALs issue.

Here's a list of online educational institutions that offer instructional design-related programs. Adapted from an ASTD advertorial that appeared in its *t&d* magazine.

Institution	URL
Argosy University	www.argosyu.edu/td
Boise State University	ipt.boisestate.edu
Capella University	www.capella.edu
Central Michigan Univ.	www.cmuoffcampus.com
Drexel University	www.drexel.com/development
Florida State University	www.fsu.edu/~hrd
Georgia WebMBA	www.webmbaonline.org
New Jersey Institute of Technology	adultlearner.njit.edu/td
Northcentral University	tnd.ncu.edu
Nova Southeastern University	www.SchoolofEd.nova.edu/itde
University of Illinois	www.online.uillinois.edu
Univ. of St. Francis	www.stfrancis.edu
Upper Iowa University	www.uiuonline.info
The Weatherhead School of Management at Case	www.weatherhead.case.edu/seminars/td
Western Reserve University	

IDL SIG Scholarship

The Instructional Design and Learning (IDL) Special Interest Group (SIG) was formed to help our members to "identify and develop knowledge and practical skills for designing, developing, and implementing technical instruction in electronic and traditional classroom settings." It is our goal to "promote sound design practices, provide information, and educate about instructional theory and research."

PURPOSE

The IDL scholarship has been created to assist students who are pursuing an undergraduate or graduate degree program in the area of Instructional Design. Students applying for this scholarship are expected to

demonstrate their focus on topics related to instructional design through their academic studies, current jobs, graduate or certification program, special projects, and/or the Society for Technical Communication (STC) annual conference.

AWARD

The IDL scholarship award is \$500 per year. This award is wholly funded by the IDL SIG. The award may be used for registration fees, books, or attendance at the STC annual conference.

ELIGIBILITY

The IDL Scholarship Committee evaluates applicants' academic records and potential for contributing to the Instructional Design profession. To be eligible for a scholarship, you must be:

- Enrolled in a graduate or undergraduate degree or certificate program in the Instructional Design field.
- Pursuing a career as an Instructional Designer.

STC membership is not required.

APPLICATION DEADLINE

The IDL SIG is accepting scholarship applications for 2006. The deadline for submission is February 28, 2006. Winners will be notified on March 15, 2006.

TO APPLY

To apply for the IDL scholarship:

- Complete the application form (available on the IDL SIG website), including your full name and address and contact information.
- Provide a cover letter to include:
 - The name of the academic institution you are registered with, the name of the department, and your field of study.
 - A description of the program that you are currently enrolled in and the number of hours you plan to take during the 2006 academic year.
 - Expected graduation date.
 - Any experience you have had in the Instructional Design field.

- Any degrees, certifications, or awards you have received.
- A description of your career goals.

ATTACHMENTS REQUIRED

Attach the following items to your application:

- Two letters of recommendation from:
 - Two faculty members from your university or certificate program.
 - Or one faculty member and
 - A colleague from your place of employment, or
 - An STC member.
- A certified copy of your transcript from the school or university you are attending (or have attended if switching schools).
- A copy of your degree or certification plan.
- A copy of any documentation that shows the tuition charged by your school.

APPLICATION ADDRESS

Please submit your application and attachments no later than February 28, 2006 to:

IDL Scholarship Committee
 Attn: [Gene Holden](#)
 M/S 84
 2575 Sand Hill Road
 Menlo Park, CA 94025



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

January 25, 2006 Presenter: William Horton
Developing Visual Fluency

February 8, 2006 Presenter: Susan Gallagher
Documenting APIs: Step Up to the Plate

February 22, 2006 Presenter: Susan Haire, et al.
Improve Your Technical Communication Skills through Creative Writing Techniques

March 7, 2006 Presenter: Caroline Stern
Instructions for Writing Instructions: Guidelines for Organization and Content

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

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.

STC Scholarship Applications


SCHOLARSHIP APPLICATIONS AVAILABLE

Each year, STC offers scholarships to full-time graduate and undergraduate students pursuing careers in technical communication.

Four awards of \$1,500 each will be granted for academic year 2006-2007.
Application deadline is February 15, 2006.

Application forms and instructions are available from the STC office:

901 N. Stuart Street, Suite 904
 Arlington, VA 22203-1822
 (703) 522-4114
www.stc.org

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.

Here are two volunteer opportunities that appeared on the IDL discussion list:

- **Volunteers needed to develop tutorials for the World Wide Web Consortium (W3C).**
from Joe Welinske, STC W3C Manager
(jewe@winwriters.com)

As part of STC's membership in the W3C, we are assisting the W3C in a number of areas. One of the activities will be developing tutorials for the Amaya browser. This is a volunteer project with a high-profile. If you are interested in contributing to this or other STC W3C activities, please register yourself in our Yahoo group (<http://finance.groups.yahoo.com/groups/stcw3c>)

- **Volunteer opportunities for instructional developers.**
from Ann L. Wiley (ann@annlwiley.com)

STC has a new online forum, being tested by members prior to its announcement to all members, which is expected to be announced soon. The link is <http://forum.stcforum.org>. You are welcome to register; you need the password you use on the STC website to start the process. Wait a few seconds for an email with your Forum password, and then log in.

There is a forum called Computer-Mediated Communication. In that forum, you will find a discussion of the STC website, and many ideas for training within STC. If you are interested in these ideas, please let our AP for Communications, Lory Hawkes, know. Working on some of these ideas

would be a good way to gain experience, and to support STC.

There is a forum for Instructional Development, including development of online learning. There I hope to see posts that will attract large numbers of non-members to the Forum. When we have a link to join STC at the top, I hope these non-members will become STC members and join the IDL SIG.

If you would like to lead the Instructional Development forum, please send me a message. The duties are to visit the STC Forum every day or so, and answer questions as well as to post interesting information. You can see how this is done to draw traffic to the Forum by looking at the posts of our technical lead, Lou Quillio, and our developer, Destry Wion. We need multiple leaders for all the forums, so please don't hesitate to volunteer.

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 EDITION

Thanks for a great newsletter. I can't imagine how much time you must put in to get them to look and read so well.

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

EDUCATIONAL DEGREES & SOFTWARE REVIEW

I just wanted to give my two cents worth that I appreciate the articles on the universities offering online degree programs and the different programs that can suit the need of instructional design. It helped me see the variety of avenues that can be followed and some universities that I can look up to discover if I want to involve myself in that direction and program.

Thank you. It would also be nice to have some pieces of the software instructional designers use: what are some of the most used and comfortable programs for ... help files, interactive training sessions, video training and testing, e-learning training sessions?

We are just developing our training program here where I work and I will be the momentum for determining our direction and the software used so this kind of information would be helpful.

Susan McLain, Sr. Writer, Helius, Inc.
smclain@helius.com

RE: RUTH CLARK'S ARTICLE

Dear Staff of the IDeAL Newsletter,

Thanks for a good newsletter.

I very much enjoyed Ruth Colvin Clark's words of wisdom. Her book, "Developing Technical Training," was one of my earliest reads in this field, and I highly recommend it to others. It's very helpful to have book recommendations from respected authors in the field. I found Ms. Clark's to be especially helpful, but I also enjoyed seeing the many other book recommendations this edition offers.

The evaluations of educational programs were very helpful and interesting.

The main compliment that I'd like to pay the staff is that you have wisely chosen to keep the focus on material at the heart of teaching. I agree with Ms. Clark's comment about the "blurring of roles." But regardless of which titles we give ourselves, teaching is what it's all about. Your newsletter's focus on the mind and learning is right on target. It's a very refreshing departure from the usual descriptions of software tools. I think you would do well to stay on this track. The majority of articles you've included in this edition truly set this interest group apart from tech writing in the most appropriate way.

I have a few criticisms as well.

1. The PDF format is bad. It just involves too much scrolling back up, and wasted time. If it's online, it should be as easy as possible to scan and read. Printing is not a good option. Also, the link "Click here for PDF" is not instructive or helpful. Users may wonder if it is for downloading software or documents.

2. Use more images, but less clip art.

P.S. I'd like to respond to Ruth Clark's article:

I have high regard for Ruth Colvin Clark's work, so I'd like to ask Ms. Clark to explain one of her comments further. "One hopes that many fads that characterize our field, such as 'learning styles,' will dissipate, and that we will rely more on application of proven guidelines."

While I recognize that the expression "learning styles" is frequently used as an over-simplification and a supposed pop-psychology truism misquoted by millions, I find it difficult to disregard the current research which strengthens the case for recognizing that individual brain "wiring" plays a significant role in the way each of us learns. Howard Gardner makes a good case for this diversity, and Mel Levine's "learning profiles" are helping schools to see how they can better serve kids whose talents remain hidden within a regimented curriculum. Those of us in adult education would be well advised to pay attention to authors like Levine who are showing us new ways to educate children and help them find ways to succeed. I also think schools could benefit greatly by learning from instructional designers outside of academia.

I'd like to know more about Ms. Clark's negative experiences with "learning styles," and I'd like to know which "proven guidelines" she's talking about. Is she talking about designing instruction à la Alan Cooper (*The Inmates are Running the Asylum*) to fit a more narrow profile?

Jack Butler
butlerja@bellsouth.net

Ruth Clark responds:

No Evidence for Learning Style, by Ruth Colvin Clark

In a previous issue of the IDeALs newsletter, I stated: "One hopes that many fads that characterize our field, such as 'learning styles,' will dissipate, and that we will rely more on application of proven guidelines." By learning styles, I refer to a variety of assumed individual differences in how learners perceive and respond to diverse instructional environments. Some common learning styles are known as global versus focused, integrative versus isolative, or visual versus verbal. In a recent review of multimedia myths, Clark and Feldon (2005) conclude: "To date researchers in this area have found no evidence that tailoring multimedia

instruction to different learning styles results in learning benefits" (p. 103).

While individual differences in learning no doubt exist, they are far outweighed by our cognitive commonalities, which are based on the functionalities of our working memory and long-term memory. The one individual difference that is **proven** to make a difference to learning and that should be accommodated in instruction is **prior knowledge!** Learners with greater experience in an area can draw on existing knowledge in long-term memory in ways that make more efficient use of limited working memory capacity. In contrast, learners who are relative novices to a body of knowledge and skills are more subject to cognitive overload and require greater structure in their instructional materials than learners with expertise in the domain of study. You can read more on what we know about instructional environments for novice and experienced learners in my recent book, *Efficiency in Learning* (available from Pfeiffer).

When you are confronted with programs that claim to improve learning based on some type of individual difference other than prior knowledge, my recommendation is that you review the evidence carefully. Look for data that validate the individual difference constructs and that show an interaction between the individual style types and instructional treatments that accommodate those styles. Look at the evidence for

- statistical significance,
- practical significance (effect size), and
- replication from different research studies that include diverse content, learner ages, and application rather than recall measures of learning.

For more information on evaluating research credibility and applicability, see my forthcoming chapter: "Evidence-Based Practice and the Professionalization of Human Performance Technology." in *The Human Performance Technology Handbook – 3rd Edition*.

References:

- Clark, R.C., Nguyen, F., and Sweller, J. (2006). *Efficiency in Learning*. San Francisco, CA: Pfeiffer.
- Clark, R.C. (in press). Evidence-based practice and the professionalization of human performance technology. In J. A. Pershing (Ed.). *The Human Performance Technology Handbook – 3rd Edition*. San Francisco, CA: Pfeiffer.

Clark, R.E. and Feldon, D.F. (2005). Five common but questionable principles of multimedia learning. In R.E. Mayer (Ed.). *The Cambridge Handbook of Multimedia Learning*. New York: Cambridge University Press.

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.

COPYRIGHT STATEMENT

This newsletter invites writers to submit articles that they wish to be considered for publication. Note: By submitting an article, you implicitly grant a license to this newsletter to run the article or post it online, and for other STC publications to reprint it without permission. Copyright is held by the writer. In your cover letter, please let the editor know if this article has run elsewhere, and if it has been submitted for consideration to other publications.

LENGTH

Article formats: 25 words to approximately 1000 words. For lengthy articles, consider breaking it 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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Reprints from the newsletter are allowed if permission is obtained from the original author, credit is given to the author and the newsletter, and a copy of the reprint is sent to the newsletter editor.

WHERE TO SUBMIT ARTICLES

Send your articles in electronic format (.doc, .rtf, or body of email) to Jackie Damrau, Managing Editor, at idamrau3@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 idamrau3@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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SIG Membership Manager:	Sylvia Miller
Copy Editors & Proofreaders:	Karla Busch William Collins Andrea Kenner Aisha Pena Sophia Sirakis

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 idamrau3@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: OPEN
 Newsletter Editor: [Jackie Damrau](#)
 Business Directory Coordinator: [Jackie Damrau](#)
 Conference Committee Coordinator: [Karen Baranich](#)
 Online Forum Coordinator: [Rosalind Rogoff](#)
 Program Managers: [Connie 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 OUR NEW MEMBERS

Adel Eddy	Abi-Rached	Karen	Christenson	Holly	Harkness	Rochelle	McAndrews	Sara	Scott
Jessica Acosta		Nicoleta	Cismas	Susan	Heiman	Don	McKinney	Emily	Serna
Deborah Adams		Margaret (Molly)	Cline-Robert	Nancy	Herbert	Chris	McQueen	Alicia	Shevetone
Mick Alberts		Adam	Coker	Victoria	Hertz	Sterling	Meyers	Kevin	Siegel
Lauren Allen		Martha	Collins	Janice	Hicks	Carol	Morales	Valerie	Simons
Liza Allen		Jacqueline	Conn	Stephanie	Higgin	Angela	Morgan	Donald	Sirianni
Kevin Allen		Rebecca	Coplon	Holly	Hirst	Morten	Mueller	Greg	Skrypiczajko
Sharon Andersohn		John	Copsey	Christine	Holzhauer	Jane	Murphy	Elisabeth	Spada
Doug Andrews		Leigh	Cordiner	William	Horton	Hermele	Neo	Sue	Stableford
Nike Aremu		Elizabeth	Cotone	Ashley	Hoskins	Sue	Newell	Julie	Staggers
Heather Aslett		Larry	Couronne	Sharlyn	Howard	Saori	Nishimura	Kathy	Stanford-Jones
George Athey		Christine	Cranford	Danielle	Huffman	Cheri	Noble	Joyce	Stein
Kitzy Aviles		Marian	Cronin	LeAnn	Hunt	Rose	Norman	Rebecca	Stelmack
joseph azi		Cynthia	Currie	David	Hurley	Catherine	Nowaski	Sandra	Sterling-Weicker
Kelli Bagwell		John	Curry	Russell	Hyde	Natalie	Orgill	Anne	Stewart
Rebecca Barclay		Anthony	Davey	James	Jackson	Joy	Osaka-Lu	Darren	Stezala
Rebecca Beardsley		Chris	de Felice	Kevin	Johnson	Evelyn	Osmond	Julie	Stickler
John Beckett		Phil	dennie	Ben	Johnson	Birgitte	Ostergaard	Tanya	Stires
Debbie Biggs		Steven	DeSpirito	Ron	Johnson	Lori	Ostergaard	Candace	Stoakley
Judith Blackbourn		Trude	Diamond	Yafen	Kang	Julie	Paquette	Ken	Stockton
Diane Blake		Kim	Diezel	Bill	Karis	Joyce	Parsons	Nancy	Stokes
Nicoletta Bleiel		Susana	Donovan	Glen	Ker	Janet	Peartree	Amy	Striker
Kristy Borowik		Kathleen	Dove	Jina	Kim	Christopher	Penny	Laura	Swainson
Sandra Boswell		Kristopher	Downing	Miles	Kimball	Lesley	Peters	Ann	Sweeney
Lori Bottom		Jay	Dupont	Charles	King	George	Pettinari	Brenda	Sweezy
Laura Bower		Thomas	Durst	Laura	King-Moore	Jadelynn	Pettyplace	Janet	Swisher
Jennifer Bracken		Gael	Erickson	Kristin	Kirkham	Loretta	Pitchell-Christopher	Judy	Titterton
Thomasina Bradbury		Sheila	Esquivel	Tom	Klevan	Kathleen	Powers	Alesandra	Toth
Phillip Bradley		Carrie	Estill	Jeff	Knight	Marlys	Powers	Sara	Szeglowksi
Judith Bragg		Robin	Evans	Margaret	Kolbe	Jennifer	Raby	Sylvia	Thompson
Keith Brathwaite		Jean	Farkas	Marjorie	Kowbel	Elizabeth	Racicot	Tim	Ullmer
JoAnne Bratten		David	Fenton	Christine	Koyanagi	Rekha	Raman	Mike	Unwalla
Tracy Bridgeford		Elizabeth	Filippo	Richard	Kronick	Peter	Rapp	Ariel	van Spronsen
Eric Brittingham		Jeffrey	Fischer	Cheryl	Lander	Gary	Rea	Susan	Visuri
Lori Broach		Christine	Foley	Jane	Langshaw	Dana	Redmond	Tim	Tudorache
Kirk Broadhurst		Geri	Foster	Nancy	LaPointe	Morton	Redner	Ullmer	Wollono
Andrea Brody		Donna	Gandour	Suzanne	Larsen	Maureen	Reilly	Mike	Wagner
Jeffrey Brooks		Heidi	Garfield	Shelia	Lathion	Teresa	Reinhardt	Thomas	Walker
John Brown		Marilyn	Gatti	Michael	Lebien	Alison	Renberg	Joseph	Ward
Nicholas Bucur		Theresa	Geraci	Anne	Lechleiter	Brenda	Reyes	Carmelita	Wasson
Lori Buffum		Robert	Gibbons	Janice	Levie	Rhoda	Reynolds	Kim	Weathersby
Mark Bush		Lee Ann	Gillen	Deborah	Lockwood	Mark	Riley	Ken	Weinberg
Eric Butow		Helen	Gillespie	Judy	Lowe	Mary	Rivers	Janette	West
Barrie Byron		Paul	Goble	Jeff	Lowe	Melissa	Robinson-Agles	Shannon	Whitehead
Artemis Calogeros		Toshen	Golias	Benjamin	MacKay	Richard	Rockwell	Michelle	Wiedemann
Daniel Cameron		Beverly	Gordon	Joe	Mahaffey	Megan	Roth	Kimberly	Williams
Karen Campbell		Jennifer	Grant	David	Mansell	Hanie	Rowin	Janell	Wilson
Patricia Campbell		Bradd	Graves	Arthur	Manzi	Ann	Salembier	BJ	Wishinsky
Douglas Campbell		Heather	Greenberg	David	Marcinko	Gregory	Sanders	Paul	Wittman
Criss Cannady		Christine	Grimard	Marilou	Marosz	Erin	SanGregory	James	Yellen
Regina Carns		Renee	Guck	Brande	Martin	Julieann	Scalisi		
Rhonda Carpenter-Verma		Dawn	Haberlach	Abbie	Martin	Steven	Schaefner		
Matt Case		Nicole	Hagood	Michele	Marut	Jon	Scharer		
Susan Ceracky		Ryan	Hall	Peter	Mastracchio	Stephen	Schmitz		
Terry Chapman		Paul	Happoldt	Kevin	Matz	Rhonda	Sclanders		