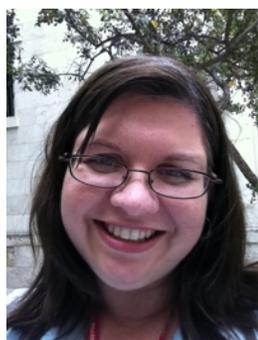# IDeaL: Design for Learning

The Newsletter of the STC's Instructional Design and Learning SIG

From the Manager – **Jamye Sagan**, *IDL SIG Co-Manager*

"Yesterday is history, tomorrow is a mystery, today is a gift of God, which is why we call it the present." –Bil Keane

Every weekday morning, one of our local radio DJs signs off his show with these words. This quote resonates strongly with me, since it acknowledges all facets of my life. When I march through the hallowed halls of the past, I remember happy times and recall sad times. I think about various events and ponder what I could have done differently…or reassure myself that I made the right decision. As I take action in the present, I try to apply what I had learned in the past as well as consider how my actions will impact my future. Of course, I try to enjoy the present moment – "stop and smell the roses" so to speak. When facing the mystery of tomorrow – since I don't know exactly what tomorrow will bring, I try to make sure my current actions will help me in dealing with the future. With that said, I can't always linger in the past, and I can't get so obsessed about the future that I lose sight of everything in front of me right now. However, I do look back in the past to help me decide what action to take in the future.

This quote applies to our SIG as well. Over the past decade, various managers and their teams have developed and nurtured many of the programs that we still continue today. This includes – but certainly is not limited to – our website, newsletter, scholarship programs, webinar series, and social media outlets (i.e. discussion lists, Twitter, LinkedIn). Over the years, as new technologies and ideas emerge, these programs undergo several metamorphoses. Over the years, our SIG has enjoyed several accolades, including last year's Pacesetter Award for our training material online evaluation program, and the "Community of Distinction" title.

In This Issue…

STC Society for Technical Communication

From the Manager, continued...

We cannot rest on our laurels, though. As satisfying as it is to bask in the warmth of past success, we still must constantly make sure our SIG continues to provide value to you – our members. In doing so, we perform regular surveys to capture your thoughts and feedback. Of course, we welcome feedback at any time – not just during surveys. We also analyze current programs to see if we can do things more efficiently, and if we need to change direction. Our committees toil tirelessly to make sure they provide quality programs and resources for you all – from this newsletter to our webinar program and everything else.

Along those lines, we invite you to be part of our history, mystery, and present. We have several volunteer opportunities including:

Programs Planning Team: Be part of the team responsible for building and promoting our webinar series

Membership Manager: Help promote the SIG and spotlight its members

Surveys Manager: Conduct member surveys to gauge feedback to help us in future planning

If interested, please visit our home page (www.stcidlsig.org/wp) for details.

Tomorrow is a mystery, but not all mysteries are bad. The unknown can be scary, especially if we are dealing with things outside our realm of control. However, if we can take control of what we can control, then facing the unknown isn't as daunting.

Jamye Sagan
manager@stcidlsig.org

2012 IDL SIG Scholarship Offering

by **Sylvia Miller**

Are you a student enrolled in Instructional Design courses, or do you know someone who is? Then consider applying for or sharing information about our 2012 scholarships.

For the sixth consecutive year, we are offering two scholarships—one undergraduate and one graduate. These scholarships were created to assist students who are pursuing an undergraduate degree, graduate degree, or certificate in Instructional Design.

Students applying for this scholarship are expected to be able to demonstrate their focus on topics related to Instructional Design through their academic studies, current jobs, graduate or certificate program, or special projects.

The IDL SIG scholarship awards this year are $500 for undergraduate and $750 for graduate students. These scholarships are wholly funded by the SIG. The 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 degree, undergraduate degree, or certificate program in the Instructional Design field.
- Pursuing a career as an Instructional Designer.

We are now accepting applications for the 2012 scholarships. To learn more about the requirements and download the application form, go to http://www.stcidlsig.org/wp/ and click on **Scholarships**.

The deadline for submission of all materials is Wednesday, February 22, 2012. Winners will be notified in mid-March 2012. All winners and honorable mentions will be published in the IDL SIG quarterly newsletter. Please direct questions to scholarship@stcidlsig.org.

STC Mission

The Society for Technical Communication advances the theory and practice of technical communication across all user abilities and media.

The Editor's Word

by **Robert Hershenow**, *Managing Editor*

This is the first of several issues to focus on Learning for Instructional Designers. We will be looking at undergraduate and graduate programs, certificates, and workshops, online and on-the-ground – any type of training, no matter how or where it's delivered, for anyone in the field of Instructional Design.

And we'd like to hear from you. Are you going to school, or did you earn an ID degree? Do you teach? Please share your story.

In this issue:

- SIG Co-Manager Maralee Sautter gives us a tour of ID offerings at Portland State University, where she works as an instructor.

- Andrew Winner interviews Professor Jan Spyridakis, Chair of the University of Washington's Department of Human-Centered Design & Engineering, about how the school is readying students for the future of Tech Comm.

- Darrell Halcomb, last year's IDL SIG Scholarship recipient, tells how the scholarship has helped him and where he is headed next

- Sylvia Miller delivers all you need to know to apply for the IDL SIG 2012 Scholarship

- We shine the spotlight on Preeti Mathur

- Co-Manager Jamye Sagan invites us to seize the day

You will also meet our new members, find SIG and Society news, read tips and access learning opportunities, and review the SIG's finances.

Please enjoy our newsletter and let me know what you think at newsletter@stcidlsig.org

*- **Robert Hershenow***
Managing Editor

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Publication Policy
We encourage letters, articles, book reviews, and other items for publication. Articles can include up to 1,000 words. Picture formats: JPGs, GIFs, PNGs; Text format: Word, RTF, or ASCII. Send items to Robert Hershenow at newsletter@stcidlsig.org

Advertising Policy
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:

- Half page (7.5x4.5): $75 (1 issue); $225 (4 issues)
- Business Card (3.5x2): $25 (1 issue); $100 (4 issues)

Electronic copy only in .TIF, .GIF, or .PNG format.
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Make checks payable to Society for Technical Communication and send to:
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SIG Web Site: http://stcidlsig.org

SIG Newsletter Archives: http://stcidlsig.org/wp/?page_id=743

SIG E-mail List: Open to all members. Click here to join.

SIG Mission Statement
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.
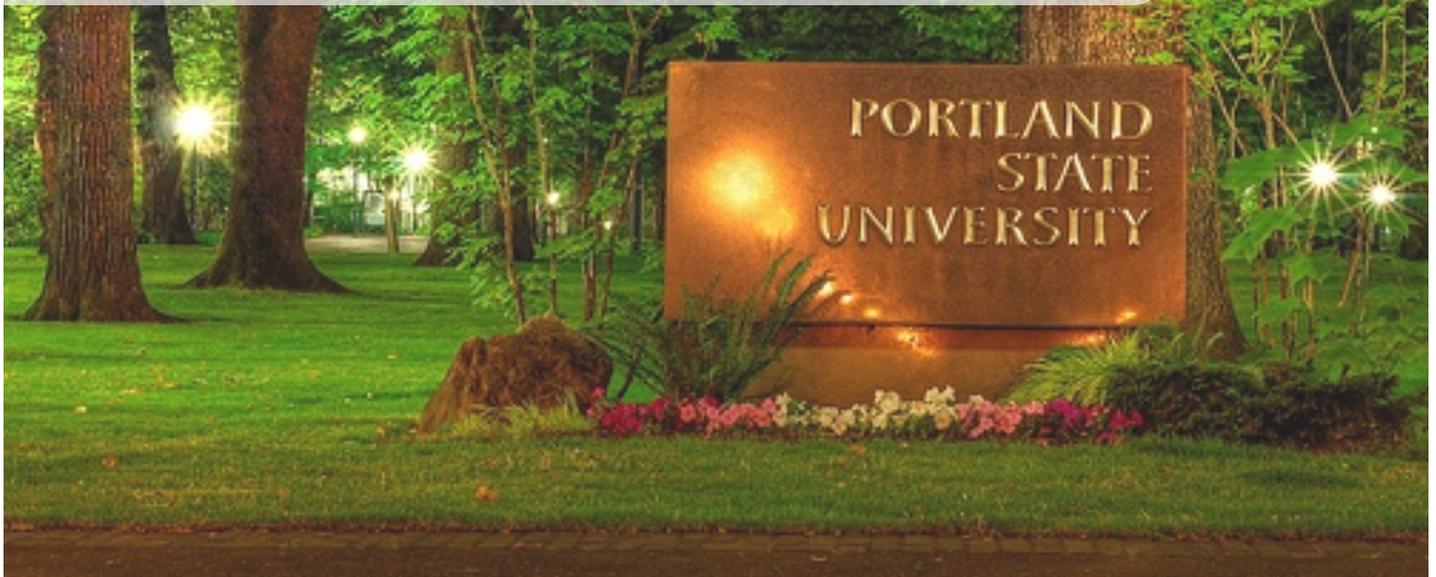
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Educational Opportunities
IN
Training and Development
AT
Portland State University

by Maralee Sautter, IDL SIG Co-Manager / Portland State University Adjunct Faculty

Portland, Oregon, located in the Willamette Valley between the Coast Range and the Cascade Mountains, is one of the shining gems of the Pacific Northwest.

The Portland State University (PSU) campus is nestled in the heart of Portland by the city park blocks. Excellent mass transit makes the university accessible from all corners of the city and outlying areas, including across the Columbia River in Vancouver, Washington. To take a visual tour of Portland, visit http://www.youtube.com/watch?v=3PC5PDlKKlo.

The educational opportunities at PSU for students who are interested in training and development are divided into the following programs: Training and Development Certificates of Completion, E-Learning Development for Online Educators Certificate of Completion, and Postsecondary, Adult and Continuing Education (PACE), master's degree.

Most classes are either conducted in the classroom or in hybrid combinations of classroom and online environments, with the exception one certification, E-Learning for Online Educators, which is offered fully online.

Portland State University, continued:

Training and Development Certificates of Completion

At Portland State University, students who are interested in training and development can complete one or all of the four specialized certificates:

- Training
- Management of Training
- E-Learning for Trainers
- Intercultural Training

Each certificate consists of five courses: three core and two specialized. If three core courses are completed, each additional certificate requires only two specialized courses.

To delve into some of the specifics of the courses, go to http://www.pdx.edu/ceed/training-and-development and click through the options on the left navigation panel (shown at left).

Students do not need to be admitted to PSU to take courses in the Training and Development Certificate of Completion program. The courses are part of the Continuing Education Department at the Graduate School of Education and students have the option of taking the same courses for undergraduate or graduate credit for the certificates. If taken for graduate credit, all training and development courses can be applied to a master's degree program called PACE (Postsecondary, Adult and Continuing Education).

Toni Plato, Program Manager of Training and Development, says:

"The Training and Development program allows a lot of room for professional development. Professionals looking to better their career in adult learning in the workplace have room to show growth at intervals. They can start by completing a certificate and then a master's degree. There is also a course to help prepare professionals in the field for a national certification through ASTD (American Society for Training and Development) called CPLP (Certified Professional in Learning and Performance), which is gaining notice for upper level trainers in the field.

"Also wonderful about the program are the Training and Development faculty: all professionals in the field who teach in the program because they believe in it. The courses are a nice mix of hands-on professional experience and theory-based graduate work, for those who do the master's degree."

Portland State University, *continued:*

[Training and Development Certification](#) courses at PSU are listed below by area of interest, credits, and when they are offered. Note that PSU uses the quarter-term system. Click the course title to read about curriculum details.

Course	Credits	Fall	Winter	Spring	Summer
Core Courses					
ELP 429/529 [Principles of Training & Development](#)	3	X		X	
ELP 430/530 [Course Design & Evaluation](#)	4	X	X		
ELP 431/531 [Contemporary Issues in Training & Development](#)	3		X		
Training Courses (classroom)					
ELP 432/532 [Training Methods](#)	3			X	
ELP 439/539 [Developing Training Materials](#)	3	X			
Management of Training Courses					
ELP 434/534 [Leadership of the Training Function](#)	3	X			
ELP 435/535 [Organizational Transformations through Training and Development](#)	3			X	
E-Learning for Trainers Courses					
ELP 445/545 [Building Online Training](#)	4			X	
ELP 444/544 [Instructional Design for Online Training](#)	3		X		
Intercultural Training Courses					
ELP 410/510 [Developing Intercultural Competence for Trainers](#)	3				X
ELP 410/510 [Methods and Models for Intercultural Training](#)	2				X
Certified Professional in Learning and Performance (CPLP) Prep Courses					
ELP 410/810 Certified Professional in Learning and Performance (CPLP) Exam Prep	2		X		
ELP 410/810 CPLP Work Product Coaching Group	1			X	

E-Learning Development for Online Educators Certificate of Completion

This program is designed for education professionals who wish to expand their skills in the area of e-learning development. Portland State University's certificate of completion in E-Learning Development consists of four courses and a capstone project. All of the courses are offered entirely online, so there is no requirement for campus residency. These courses can be taken for non-credit or applied to a graduate-level degree.

Portland, Oregon – [Michael Silberstein](#) on [Flickr](#)

A breakdown of the [E-Learning Development for Online Educators](#) courses appears on the next page.

Portland State University, *continued:*

E-Learning Development for Online Educators courses at PSU are listed below by area of interest, credits, and when they are offered. Note that PSU uses the quarter-term system. Click the course title to read about curriculum details.

Course	Fall	Winter	Spring	Summer
ELP 510, 3 credits E-Learning for Online Educators	X	X		
ELP 510, 3 credits E-Learning Strategies for Online Instruction	X		X	
ELP 510, 3 credits Instructional Design for E-Learning		X		X
ELP 510, 3 credits E-Learning Development Leadership**			X	
ELP 510, 3 credits E-Learning Development Capstone*				X
*E-Learning Development Capstone is required for completion of the program. Completion of three courses prior to enrolling in the capstone is recommended.				
**E-Learning Development Leadership is required for completion of the 15-credit certificate and is indicated on the Certificate of Completion for the program.				

Postsecondary, Adult and Continuing Education

While there is no specific degree in Instructional Design at PSU, there is a degree in Adult Education with a specialization in Training and Development for workplace learning. As mentioned earlier, if taken for graduate credit at the time of registration, all training and development courses can be applied to a master's degree program called PACE.

Students can earn an MS or MA in Educational Leadership and Policy with a thematic specialization in Training and Development. Up to 15 credits can be transferred into the program, so students can start working on a certificate before they are admitted to the program.

For the PACE program, students need a minimum of 45 credits to complete a degree. The credit breakdown is as follows:

- ELP professional studies core (16 credits)
- Training and Development thematic specialization (20–22 credits)
- Electives (7–9 credits)
- Culminating experience (4 credits)

Students focusing on the Training and Development theme in the PACE program can easily complete two or three certifications while working on a master's degree. More details about the PACE degree are available at http://www.pdx.edu/elp/pace-masters-degree-program-of-study.

Portland State University has a lot to offer in training and development and e-learning opportunities. While local students can easily attend classes at PSU, students who are interested in an E-Learning Development for Online Educators Certificate of Completion can obtain this certificate remotely. Since the PSU programs are excellent, and the city and outdoor environments spectacular, a move to Portland, Oregon may be worth your time.

Contact Toni Plato at 503.725.4706 or plato@pdx.edu if you have questions about any of these programs at Portland State University.

Maralee Sautter has been a technical communicator for 12 years. She has worked as a contractor, consultant, and staff technical writer and/or instructional designer for many high-tech and Fortune 500 firms in the greater Portland Area. She also teaches technical writing classes at Portland State University as a part-time adjunct faculty member.

Moving into the Future of Technical Communication

with **Prof. Jan Spyridakis** – Chair, University of Washington Department of Human-Centered Design & Engineering

by Andrew Winner

There are some exciting things happening at the University of Washington. At the newly-rebranded Human-Centered Design & Engineering (HCDE), the next generation of user advocates is being trained in the latest research of Human-Computer Interaction (HCI).

I recently caught up with Department Chair Prof. Jan Spyridakis for an in-depth look at her department.

AW: *When I was there in 2003, your department was called the department of Technical Communication. What went into the name change?*

Computing has been moving off of people's desktops and into mobile computing with handheld devices—smart phones, iPads, etc.—and becoming embedded in everyday technologies. Likewise, technical communicators have been seeing their work shifting from creating user manuals to designing and engineering communication solutions that work effectively for individuals and communities in varying social and cultural environments.

In the last four years, the department has hired five new faculty members who have an interest or specialization in Human-Computer Interaction. Our existing faculty had already begun shifting their research agendas towards investigations of user-experience research and design and the new faculty pushed us further in this direction. We began to see a similar interest in the students applying to our department.

We started having conversations with department and university constituents, alumni, and stakeholders from the community about the department and it became clear that we needed to have a title that more accurately represented what we teach and research. This led to long discussion with all groups and we settled on the new department title of Human-Centered Design & Engineering, which took effect in January 2009.

Into the Future of TechComm, *continued:*

Tying into the name change, what's the main thrust of the HCDE Department?

Basically, what makes our department stand apart is that we put humans before technology. We help students design the future by considering the role of humans in the design of technology. By observing how people and communities that interact with technical systems and then creating designs with an interdisciplinary community of researchers, our graduates are building innovative technological solutions of tomorrow.

How are the enrollment numbers? How is it spread out across the different degree programs and have any of the degree programs grown recently?

Our enrollments continue to skyrocket. In the last year, we doubled the size of our PhD program to 31 students and we doubled the size of our Master of Science cohort to 95. We are investigating expanding our Bachelor of Science cohort, currently at 54 students.

Over the last three years, our number of enrolled students has increased by 35% and our number of applicants has increased over 400%. Also in heavy demand are our three certificate programs: the User-Centered Design Certificate, the Global Technology & Communication Management Certificate, and the Technical Writing & Editing Certificate.

Which companies regularly employ HCDE graduates?

Because our program is interdisciplinary, we see our students go many places depending upon their specialization. With that said, we are lucky to have some large employers locally such as Microsoft and Boeing that hire many of our students.

IBM has also been a great partner and has brought many of our students to Silicon Valley. In addition to these large companies, many of our students go to work for small start-ups within the Pacific Northwest, e.g., Mosaic, Blink Interactive, Anthro-Tech.

How are things with the faculty? Is there any interesting kind of research is being done?

There are lots of exciting research projects going on with faculty. With the addition of these five new faculty members, we have seen a major increase in funded projects that vary from computing tools that encourage healthier behaviors to building technologies for low-resource populations. For details on faculty research, I encourage your readers to read our faculty research publication, *Explorations*, and to take a look at our faculty labs.

Further Information:

Faculty Research Publication, Explorations:
http://www.hcde.washington.edu/explorations
Faculty Labs:
http://www.hcde.washington.edu/research/labs

How The IDL SIG Scholarship Helped Me

by **Darrell Halcomb**, IDL SIG Scholarship Recipient

Last winter, for reasons I can't remember, my wife asked me what I did for a living. I didn't consider this question the least bit strange. She knew my job title changed depending on the "mission critical" project of the day. But I remember shrugging and describing myself as a "training material creator." I wear many hats at work, but for the past few years I've been creating bulleted, and sometimes animated, PowerPoint training documents. Little did I know that my job description matched a more formal title called *Instructional Designer*.

Until my ASU (Arizona State University) instructor recommended I apply for the IDL SIG scholarship I had never heard the term "instructional designer." It sounded like a job description for guys who design schools, so I researched the topic. From a lady named Christy Tucker I learned that instructional designers design and develop learning experiences. And since I already do a job that matches that description, I decided to apply for the scholarship.

Thankfully, I ended up winning the IDL SIG scholarship award. Receiving this award helps me in two significant ways. First, the award helps offset my ASU tuition bill. Second, it validates my desire to pursue an Instructional Design (ID) education. Receiving financial assistance and recognition keeps me studying hard, but I often find myself wondering which form of help provides more benefits.

◉ ◉ ◉

Financial assistance provides the most tangible benefits. For example, I immediately reduced my out-of-pocket expenses by applying the entire scholarship award toward my ASU tuition costs. Yes, I considered buying a MacBook, but reality quickly squashed that idea. ASU has raised tuition fees by more than 85% in the past four years, and tuition costs will continue to rise 10%-15% annually.

On the other hand, the emotional benefits provided by the IDL SIG scholarship award may be more significant simply because they make me feel worthy and capable of progressing toward my degree. Creating good ID material never came easy to me. As a result, there were times last winter when I felt undeserving and unqualified to receive a scholarship. Needless to say, my confidence increased dramatically when I won the IDL SIG scholarship.

I now feel confident enough to critique ID work created by other people, and I especially enjoy critiquing web delivered college classes. Most colleges, including ASU, desperately need to innovate. Relying on a "don't fix what isn't broken" mentality will drive online students to more innovative schools. Online class websites should be interactive, social, and intuitive; audio and video should play a bigger role in online learning programs. Functionality like this can be achieved, and I'm hoping I get a chance to do it.

After graduating from college I hope to work in the ID industry where I can improve online class quality. Designing online classes that match face-to-face class effectiveness, while retaining the flexibility offered by web delivered classes, sounds fun, but challenging. Fortunately, I've got at least one more year to learn everything I can about instructional design before graduating from college. In the meantime, I intend to improve my ID skills by designing short training lessons for corporate managers.

Creating instructional material makes me happy, and I'm doing a lot of it at work these days. Managers come to me with training needs, and I create training material that meets those needs. The best part about this situation is that I'm free to create training material using practically any design I want. I

IDL SIG Scholarship, continued:

try to make my material look professional, of course, but I'm allowed to use video, audio, blogs, interactive tests, or anything else that makes the training more effective. Some projects require taking screen shots from GUI terminals and laptops, photographing equipment and parts, and capturing video of people performing complex jobs. I also interview experienced technicians to solidify my understanding about certain tasks.

My parents did not bestow upon me any natural gifts for creating instructional material. I only enjoy doing it. It never comes easy, but I find inspiration in famous quotes from Michelangelo, for example: "If people knew how hard I had to work to gain my mastery, it would not seem so wonderful at all." My enthusiasm for creating ID material, combined with my college education and instilled work ethic, provide the necessary ingredients to find success in the ID industry.

IDL SIG Treasurer's Report

The SIG's financial health is excellent this year. Our accounts (checking, savings, and PayPal) total $3994.85.

Our income this year totals $2211.76 from the four webinars.

The SIG's 2012 budget was approved in November. Here are some of the highlights:

- Projected income of $2350 from webinars, including selling recorded webinars through our shopping cart
- Graduate and undergraduate scholarships totaling $1750
- Two Summit@aClick scholarships totaling $500
- Summit publicity and giveaways totaling $900
- Four SIG leaders will attend the awards banquet at the Summit totaling $320

*- **Cindy Pao**, IDL SIG Treasurer*

Welcome, New SIG Members!

Viki DeMars	Jennifer Jackson	Joseph Moses
Daniel Dowd	William Katz	John Pearson
Michael Dufresne	Micki Kosman	Cynthia Reading
James Dunkerley	Rosaline Landsiedel	Sandi Resnick
Michael Fawley	Rebecca Leigh	Linda Snyder
Michael Fortune	Lisa Logan	Brian Sullivan
Amy Frankfurt	Steven Madden	Katrina Thompson
Barbara Gentry	Susan Meiki	Amy Wachter
Tracy Heilman	Peggy Meyer	David Walter
	John Morrison	Rachael Williams

Do you really know who is in our SIG?

Our SIG is full of interesting people from around the world.

Each quarter, the Membership Column will highlight a different member of the SIG. If you're interested in being highlighted or would like to nominate another member, please write to membership@stcidlsig.org.

This Is Me!
IDL SIG Membership Interview

Preeti Mathur

Spotlighted Member: **Preeti Mathur**

IDL SIG Member Since: **2006**

IDL SIG Involvement: **Assistant Co-Manager**

Serendipity is Preeti's favorite word in the English dictionary, and the reason why she is so passionate about traveling and volunteering and why she loves being an independent consultant.

"Whether I am in a new city, volunteering for an organization or starting a new project, I always find myself enriched with experiences and moments that come by unexpectedly!" she exclaims.

It was indeed serendipitous encounters that led her into technical writing and later, into technical training. She is now a senior STC member and an Associate Fellow and has been very active in the Twin Cities chapter in different capacities. For the past two years she has also helped manage International Competitions. After helping out briefly on the Programs Committee, she is now the Assistant Co-Manager for the IDL-SIG.

"Being part of IDL-SIG has helped me build a network of resources including people who have mentored and helped me. I enjoy what I am doing and would love to continue in this field using the new ideas and techniques that I am constantly being exposed to as a member of this SIG." she says.

Besides volunteering with STC, Preeti is also involved with the Minnesota Literacy Council and the India Association of Minnesota. When not traveling, she loves to garden, watch movies and listen to music from different cultures and dabble in "crafty" projects. She lives in St. Paul, Minnesota with her husband of 34 years. They have two children.

Would you like to be spotlighted or nominate someone to be spotlighted?

Please write to membership@stcidlsig.org.

Interview questions will include topics about career history, SIG history, extracurricular activities, and personal interests.

Tips & Hints

Virtual Training Evaluation Workshop
Free for IDL SIG members.
http://www.stcidlsig.org/wp/?page_id=105

STC Tech Comm Certification
http://www.stc.org/education/certification/certification-main

If you're looking for a book on Instructional Design, you could start with this list from the Articulate Community Forums:
http://community.articulate.com/forums/p/675/1643.aspx#1643

Tom Kuhlmann's *Rapid E-Learning Blog* can be a great source of inspiration and free tools, such as these presentation graphics.

Tech Republic's *Five Apps Blog* recently reviewed five alternatives to Microsoft PowerPoint and five affordable graphics editors.

SIG Meeting CALENDAR

The IDL SIG Management Team will meet on

February 22nd
March 28th
April 25

They await your input — it's your SIG.

STC News

Get Connected—Join MySTC!
Over 1800 members already have. See what you're missing:
http://www.stc.org/mystc/

Free Archived Seminars
STC offers a collection of archived seminars free to members:
http://bit.ly/nBTX8X

Magazines Online:
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http://intercom.stc.org/

Tech Comm
http://techcomm.stc.org/

STC's Notebook
http://www.stc.org/publications/stc-noteboo

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