From the Managers

Jamye Sagan, IDL SIG Co-Manager

My oldest cat Gimli was diagnosed with diabetes last year. Upon our veterinarian’s recommendation, we put Gimli on a special diet that could help control his blood sugar levels. It worked, but not well enough, so now we have to give him insulin shots every day and check his blood on a regular basis to make sure his glucose levels are within range.

What does my cat’s diabetes have to do with instructional design and learning? A lot, actually. Over the past few years, I have helped develop training programs on using a glucose meter during health screenings, so I already knew how to use a... continues, next page

Maralee Sautter, IDL SIG Co-Manager

Can you feel it in the air? It is almost conference time, and STC’s annual attraction takes place from May 20 through May 23 in Rosemont-Chicago, a hop, skip, and a jump from the O’Hare International Airport. Consider me someone who likes to jump on the Summit train as often as possible. I confess, since 2000, I have taken eight previous “rides” on the train—2012 will be my ninth excursion.

While there are many reasons to attend the conference, as a virtual community leader, the overarching reason is to meet up with members face-to-face. As a SIG manager, I try to reach out to make contact through discussions or announcements, but there is nothing like the luxury of seeing and talking to members in person. So, if you are going to the Summit please come introduce yourself at any of the following events.

Leadership Program
(formerly known as “Leadership Day”)
Sunday, May 20, 8:00 AM to 12 noon and 1:30 PM to 4:00 PM

The Leadership Program focuses on activities for SIG and chapter leaders, and is not meant to be exclusively for presidents or managers, but anyone who is interested in volunteering at the SIG or chapter level. The morning session’s focus is to... continues, next page
Jamye Sagan, continued...

glucose meter (which, but the way, you can use on a cat and not just a human). So I thought, “testing my cat’s blood should not be too hard. I’ll simply apply my prior knowledge in glucose testing – after all, I know how to use a lancet and how to touch the test strip to the blood drop…” Yeah, try getting blood out of a cat. All that prior knowledge went out the window the moment I had to hold the squirming cat’s paw, click the lancet to his paw pad, and try to touch the test strip to the blood drop.

This whole experience with Gimli has also driven home the importance of including hands-on practice and simulations when possible. After all, plenty of practice is key to gaining experience and confidence in something. I practiced my injection technique several times with an orange and some water, so by the time I was ready to actually inject my cat with insulin, I was pretty comfortable with the process. I wish I had more hands-on practice for testing his blood, though. I had watched several videos on how to check my cat’s blood sugar, so I understood the technique, but did not have ample opportunity to get hands-on practice, of experimenting with the best way of holding his leg and paw and preparing the paw pad for the lancing itself.

Now that it’s been a couple of months since we first started giving Gimli insulin, I can say that I can practically give injections in my sleep. Checking his blood sugar is still a challenge, though. Gimli seems to be doing better; he has more energy now.

Speaking of energy, in case you have not heard, I am proud to say that our SIG has been named a Community of Excellence for 2011! The citation reads:

For your support and facilitation of the expansion of members’ skill sets through scholarships and webinars and for providing a forum for the exchange of knowledge and ideas through your newsletter and a variety of social media.

None of these programs listed above would be possible without the dedication and hard work of our volunteers. Our volunteers work tirelessly behind the scenes in lining up presenters for our

Maralee Sautter, continued...

provide chapter and SIG recognitions and share best practices. The afternoon session’s focus is to collaborate, problem solve, and exchange ideas about community leadership. This program continues on Wednesday, May 23 from 2:30 PM to 5:30 PM.

Informal Gathering
Sunday, May 20 from 8:30 PM to ... ??

Liberty Tavern (close by, at the Hilton)

The informal gathering last year was so much fun that we decided to do it again. So, after opening ceremonies on Sunday evening, come join us for informal camaraderie and libations at the Liberty Tavern. There is no agenda, only to have a leisurely bit of fun.

Training Evaluation Workshop
Monday, May 21 from 3:30 PM to 4:30 PM

Hurry! Send in your training and instructional design materials ahead of time to be evaluated by experts in the field. Personal, verbal feedback is given on your pre-submitted offerings during this conference session.

Communities Reception
Monday, May 21 from 6:30 PM to 8:00 PM

The Communities Reception is a great time to get to know some of the SIG volunteer team. Be sure you
The Editor’s Word

by Robert Hershenow, Managing Editor

Continuing our focus on Learning for Instructional Designers, this issue offers a first-hand look at the ID program at Boise State University. Linda Urban, in her second year of online classes there, has written a very enjoyable and informative review of her experiences so far. BSU’s program is highly regarded and Linda is having a great time. Her article begins on page 5.

On page 9 you’ll find Jackie Damrau’s essential Summit Roadmap, which you’ll be happy to have at your fingertips as you prepare your schedule for the STC’s 59th Summit in Rosemont-Chicago this month. The roadmap is a chart of the educational sessions of interest to Instructional Designers; each entry links to that session’s page on the STC web site for access to all the details.

Also in this issue:

• Mellissa Ruryk reviews Joe Ganci’s webinar. Are you using the right tools?
• Sylvia Miller announces our 2012 SIG Scholarship winners
• Co-Manager Jamye Sagan’s in the Spotlight
• Co-Manager Maralee Sautter brings us up-to-date on SIG events at the Summit
• We announce our DSSA Award winners
You will also find our list of new members, and all the SIG and Society news, tips and learning opportunities. Enjoy the newsletter!

Finally... in addition to all the activities listed in this newsletter, The Rough Drafts are back at the 2012 Summit! Come see us (I’m in the band this year) at the Music Jam on Monday night following the Communities’ Reception. Hope to see you in Chicago!

- Robert Hershenow
Managing Editor, “IDeaL: Design for Learning”
Jamy Sagan, continued...

webinars, collecting and judging scholarship applications, maintaining our website, assembling our newsletter, managing our finances, spreading the message through social media outlets, setting up membership surveys, and other vital activities. Volunteers are the heart, body, and soul of our group.

With that said, it’s an unhappy occasion when volunteers leave the flock. First, Carol Widstrand has resigned as Co-Assistant Manager, for personal reasons. Her dedication and enthusiasm is greatly missed. Also, Stephanie Schrankler has stepped down as Membership Manager. She had done marvelous work in soliciting member news and reaching out to the membership base; she had even begun the member spotlight, in which we showcase a particular IDL SIG member. Her position is currently open, so I’m filling in for now; she left big shoes to fill. Finally, Andrew Winner has stepped down as Surveys Manager. He has been phenomenal in helping put together our member surveys. On a happy note, we do have a new Surveys Manager – Kristine Stollar. Welcome, Kristine!

I hope to see you all in Chicago at the Technical Summit!

- Jamye Sagan

manager@stcidlsig.org

Maralee Sautter, continued...

come see us as we will be handing out giveaways and collecting business cards for a drawing at the end of the reception. Several winners will receive an IDL-SIG webinar voucher. Must be present to win!

SIG Business Meeting
Tuesday, May 22 from 11:30 to 12:30 PM

Grab a brown bag lunch and come join us for the SIG Business meeting on Tuesday during lunchtime. Get to know the SIG volunteers, help us brainstorm on ways to enhance membership benefits, and have a good time learning about your IDL SIG. Another raffle will be held for IDL-SIG webinars, and some lucky winner will receive a pre-selected industry book. Must be present to win!

Honors Banquet
Tuesday, May 22: Reception from 7:00 PM to 7:30 PM, Banquet from 7:30 PM to 10:30 PM

The Honors Banquet will be held to honor the Society’s newly elected Fellows and Associate Fellows and other top honors given by the Society. This formal, gala event is always an evening to remember. Let me know if you are going to attend (manager@stcidlsig.org), as we typically congregate at a table with as many IDL-SIG members as possible. To do this, I must have your banquet ticket in hand before 5:00 PM on Monday, May 21.

Remember, the Summit is the one time of year when I/we get a chance to meet in person, so please plan to come to our SIG-specific events. If you haven't registered for Summit 2012, be sure to do it today and join the train to Rosemont-Chicago. All aboard!

Warm regards,

Maralee Sautter

manager@stcidlsig.org

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STC Mission

The Society for Technical Communication advances the theory and practice of technical communication across all user abilities and media.
Back to School, Online, in the Boise State IPT Program

by Linda Urban

_IDeaL: Design for Learning_ is doing a series of articles about academic programs in the field. I've been raving about a program I'm taking at Boise State University (BSU) ever since I started it, so they asked me to write about it.

The Boise State Instructional and Performance Technology (IPT) program offers a Masters of Science, and also three different graduate certificates: Workplace Instructional Design, eLearning and Performance Support, and Human Performance Technology.

What follows is a glimpse into my personal experience in the program. For details about specific program details, please see the excellent site for the Instructional and Performance Technology program at [http://ipt.boisestate.edu](http://ipt.boisestate.edu).

Really? Back to school?

I really wasn't sure if I was cut out to be a student again. I have a BA in English, and long ago did quite a bit of work toward a Masters in Psychology that I never quite finished. Life always seems to be busy, and while I'm used to doing my own continual learning "along the side," I wasn't sure about doing official coursework again.

I decided to take the plunge when I got interested in teaching online. I didn't feel confident about transitioning my interactive, classroom-based sessions into an online environment. So I went in search of graduate programs that would expand my skills around instructional design, and help me learn about online learning. Other requirements: I needed a program that was flexible enough that I could fit courses in around my work, did not cost a fortune, and would not require that I take the GRE. (I knew that if I had to prep to take that exam, it was just never going to happen.)

I found a good match in a program called Instructional and Human Performance Technology at Boise State ([http://ipt.boisestate.edu](http://ipt.boisestate.edu)).

It came highly recommended by a number of people on the STC Instructional Design SIG discussion group, the course descriptions looked interesting, and the people I talked to in the office were extraordinarily helpful. They made it easy for me to start, by smoothing out process steps and patiently answering a multitude of questions.

What's that "Performance" in the program name?

When I started the program, I didn't really "get" what the "performance" part of the program name meant, but the range of courses offered looked interesting. I liked the emphasis on understanding and developing interventions for
the "workplace." That seemed to acknowledge much of what we do in the technical communication world (not only "training"). When I started, though, I thought I was more interested in the instructional side of things. Now, as I go along, I've found my interests have expanded and morphed outward.

With each class I've taken, I've learned things I never expected—things that are absolutely changing how I work, improving what I can offer as a professional, and expanding my skills to be able to do more.

I'm now in my second year of taking classes, and am about half-way through. So far, I've found that what works for me is to take one class at a time. (Some people do more, but one has been my limit.) There's a lot to read, and a lot to write.

My overall impression

This is the best thing I've done in a long time. Being a student is WONDERFUL. And being a student in this program is AWESOME. The online part? It's a great experience. I get to be a student at the times of day that work for me. The regular writing helps me reflect and think through it all. With each class I've taken, I've learned things I never expected—things that are absolutely changing how I work, improving what I can offer as a professional, and expanding my skills to be able to do more.

As for that "performance technology" part of the program name—wow! It's been quite an eye-opener. It provides a broad context for thinking about development and use of any instruction or information. It is based on the essential recognition that what people need in order to do their work (to "perform") is so much more than what we create. Many factors affect how people work and whether the work they do supports the goals of the organization. The materials we create as instructional designers, technical writers, and help authors provide support for some things. But they are not necessarily the right support, or the right solution, or enough support. If we're going to create useful and usable content and instruction, we have to understand what's needed, and why. And when we're asked to create a training (or a new help system), we need to be able (and willing) to say "you know, I'm not sure that what you are asking for is going to provide the result you want. Let me learn a bit more about this, to make sure this is the best solution."

What I've been learning so far

 Foundations of Instructional and Performance Technology: This course provides an excellent overview of the fields of both instructional technology and performance technology. It introduced me to lots of theories, examples, and models ("tools for thinking", as one of my professors calls them). Weekly classwork centered around practical discussions about how we could use the ideas we were reading about in our work. It provided a good foundation for instructional design concepts and for the beginnings of "systems thinking," which is essential. For me, a key piece was an introduction to Thomas Gilbert's (2007) "behavior engineering model" which provides a framework for how to think about what can help support people in their work.

 Principles of Adult Learning: This course was full of lots of great stuff about how we all learn. It provided an overview of various theories, how they evolved, and how they interrelate, from
behaviorism, to schemas and mental models, to situated cognition and cognitive apprenticeship, to informal learning. It included details about andragogy (that's the "techy term" for how adults like to learn), different ways of approaching learning and instruction, and when to use different methods. Class activities provided lots of practical discussion and examples. Our readings were evidence-based; we learned about the research that backs up the theories and principles we were learning. (One of my favorite articles from the course: "Situated cognition and the culture of learning," by John Seeley Browne and Allen Collins, 1989.)

Instructional Design: I've developed a number of courses over the years, but I learned a ton in this class. It was project-based, and each class team developed 3 hours of instruction. We followed a very thorough process, starting with performance analysis to confirm the need for this training. Then we did a learner analysis and task analysis, defined objectives, created an assessment instruction, created a plan for instruction, developed the actual materials, and finally evaluated what we'd created by doing a pilot. Again, we used theories that are based on evidence-based practice. One model we followed was Merrill's (2002) "First Principles of Instruction."

Needs Assessment: This course covered front-end analysis and needs assessment: the steps to do up front to understand the need. One of our texts (from Alison Rossett, 2007) started with the recognition that there's often not enough time to do all the analysis that we'd like to, so we have to figure out what approach will help us learn what we need. We read and discussed a number of theories, and then did a hands-on project, in small teams. And here's where I (re)fell in love with research. We used ethnographic techniques to gather and analyze data, and also learned to consider what we discovered using this terrific approach called "causal loop theory." When I've had the chance to work in the usability/UCD area, the qualitative research part is always what I loved the most. It was great to find it here in this class, learn more about how to do it, and more ways to use it. Great stuff.
couple more electives and putting together a portfolio. At the moment, I'm thinking thesis, but I'm not 100% sure. With each class I've taken so far, I have found new directions to explore. There are a lot of great electives. With more time, I might take some of the ones related to eLearning.

As for learning what's needed to develop good online instruction: I could not ask for a better model. The curriculum is rich and robust, the development of class activities is well thought out, and the interactions are well facilitated. The instructors are engaging, knowledgeable, and generous with their expertise and feedback.

I find myself wondering what I'd be doing now if I'd found this program 10 or 15 years ago. Who knows? But I'm happy to have found it now. I'm having a great time. And I'm interested to see where it leads me. At the moment, I'm looking forward to projects where I can dig into the upfront research and analysis.

If the BSU IPT program sounds enticing to you, I encourage you to browse through the website http://ipt.boisestate.edu. There's lots of information there. And if you have questions feel free to send me an email, or talk to those great folks in the IPT office.

References


Boise State IPT Program, continued:

Don't miss the Music Jam, returning to the Summit on Monday night following the Communities’ Reception!

Visit the IDL SIG online at www.stcidlsig.org
The 2012 IDL SIG Summit Roadmap

by Jackie Damrau

These are selected sessions of particular interest to Instructional Designers. Titles link to session information in the STC Live Learning Center. ([Here is a complete PDF program schedule](#))

Monday, May 21

<table>
<thead>
<tr>
<th>Time</th>
<th>Session Titles</th>
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| 8:30 - 9:30   | 105 Bulletproofing Your Career Online  
                110 Editing Evaluation Workshop  
                119 Developing for the Unknown  
                150 Taxonomy: Do I Need One?  
                300 Progression: Education  
                301 eLearning Audio Simplified: Understanding Noise, Distortion, and Gain  
                302 Tutorial Pacing  
                303 Practitioner-Student Interaction: From Classroom to Cloud  
                304 Information Design in Undergraduate Posters  
                305 Designing Student Projects for the TC BOK  
                306 The Learning Resource Metadata Initiative (LRMI)  
                307 Experiences in Making Experiential Learning Work |
| 10:00 - 11:00 | 106 Mobile Usability Guidelines You Need to Implement Now  
                115 Project Tracking and Metrics Using SharePoint  
                130 Building a Developer Documentation Wiki  
                142 Five+ Ways to Add Interactivity to Online Help  
                160 Information Product Evaluation Workshop  
                163 Creating ePubs: What's the Best Tool for Me?  
                403 Make Your Content Matter  
                501 Beyond the Gutenberg Parenthesis |
| 2:00 - 3:00   | 101 Index Evaluation Workshop  
                165 No Drama: Selecting the Right CMS for You  
                176 Think-Aloud Protocols: Does Age Make a Difference?  
                400 Getting Started with HTML5  
                413 Wireframing 101: From Ideas to Communication |
| 3:30 - 4:30   | 100 Goodbye, Arial and Verdana. Hello, Web Fonts!  
                181 Training Evaluation Workshop  
                409 Translation Technology: MT, TM, and Translation Reuse  
                410 Turning Technical Documentation into Profit |

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Summit Roadmap, continued:

Tuesday, May 22

8:30 - 9:30

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<td>124  Communication Culture: Resolving Conflict and Leveraging Feedback</td>
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<td>172  Open Source Automated Documentation in a Development Environment</td>
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<td>357  Virtual Partnerships: New Ways of Working</td>
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<td>358  Working Successfully as a Consultant</td>
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<td>359  Is There Anyone Out There? Working Virtually</td>
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<td>360  How to be Famous in Your Profession</td>
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<td>361  Transform a Prospect Meeting into a Signed Contract</td>
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<td>424  Analytics for Web-Based User Docs</td>
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<td>427  Global-Ready Content NOW!</td>
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10:00 - 11:00

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<td>121  Technical Writing: New Horizons and Frontiers</td>
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<td>132  Building Your Professional Network—Beyond the Social Media Maze</td>
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<tr>
<td>191  Using Graphics in Real-World Tech Comm</td>
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<tr>
<td>209  Adapt, Innovate, Expand—How to Stay Relevant</td>
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<td>315  Progression: Management</td>
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<td>318  Mentoring 101: Other Duties As Assigned By Manager</td>
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<td>319  Innovate to Motivate: Managing Global Teams</td>
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<td>320  Project Management and Personality Type</td>
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<td>321  Using Meta-Communication to Manage Successful Online Teams</td>
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<td>323  Skeleton Key: Growing Influence Beyond Your Department</td>
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<td>324  Managing More Than Tech Comm</td>
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<td>428  Surfing the Perfect Storm</td>
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1:00 - 2:00

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<td>125  A Tool Conversion from the Trenches</td>
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<td>146  Making Sense of It All: Analyzing Qualitative Data</td>
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<td>152  21st-c. Communication Studio for a College of Engineering</td>
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<td>174  Using Videos to Enhance “Traditional” Documentation</td>
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<td>186  Virtual vs. Local Teams—Communication Success and Failure</td>
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<td>197  Publishing in a New Media Landscape</td>
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<td>205  SharePoint Documentation Repository</td>
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<tr>
<td>343  Progression: Writing and Editing</td>
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<td>350  Writing for Global Audiences</td>
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<td>354  Improving Processes Using Business Transformation Tools</td>
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<td>407  Delivering Accessible Content With WCAG 2.0</td>
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<td>414  Design Through Progressive Prototyping</td>
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## Summit Roadmap, continued:

### Tuesday, May 22 - continued

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<tr>
<th>Time</th>
<th>Session</th>
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| 2:30 - 3:30| 139 Bite the Bullet—Creating Multimodal Presentations  
158 Developing Engaging (and Effective!) Technical Training  
200 Portfolios for Tech Comm Professionals  
207 Learning Lessons from a Completed Communications Project  
386 Getting Started with Personas  
401 Understanding Web Technologies |

### 4:00 - 5:00

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<tr>
<th>Time</th>
<th>Session</th>
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| 135 Brave New World: Tapping Enterprise Communities  
147 Technical Writing Meets Instructional Design  
330 Progression: Professional Development  
331 SMM 101: 5 C's of Managing Your Presence  
333 Building the New Resume  
335 Clutch and Cool Tech Comm: How to Train  
336 Break It! A Methodology for INSTANT Innovation  
338 Driving Change: Empowering Yourself to Empower Your Organization  
339 Expanding Your Sphere of Influence  
433 What is Certification? |

### Wednesday, May 23

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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</table>
| 8:30 - 9:30| 136 Pattern Recognition for Technical Communicators  
402 CSS3, Media Queries, and Responsive Design  
426 Mobile App Design—The Language of Tiny and Touch  
429 Functional Design: Developing a Standard That Fits Your Needs  
454 Create Meaningful Online Experiences |

### 10:00 - 11:00

<table>
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<tr>
<th>Time</th>
<th>Session</th>
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| 430 From TechComm to UX: Are You a Designer  
503 Communication, Culture, Technology  
503 Making Your Content Less Flabby  
503 My Dog is Smarter Than Me  
503 Shockproofing Your Use of Social Media 2012  
503 Wikis and Structure: Perfect Together |

### 11:30 - 12:30

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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| 120 Beyond the Bleeding Edge  
164 Correlation Between Educators' Communication and Learning Styles  
167 Launching Your Tech Communication Business—Both Sides Now  
434 How do I Become Certified?  
450 Introduction to Global English  
455 Technical Communication Training in China Today |
Five judges have selected the winners of the 2012 IDL SIG Scholarships.
We had approximately 15 applicants this year who hailed from Florida State University (3), North Carolina State University (4), York College of Pennsylvania, Daytona State College, Brigham Young University, Capella University, and University of North Carolina. The primary judging criteria included strength of recommendations, relevance of research to the Instructional Design field, the writing quality of the application, and estimated likelihood of continuing in the field.

**Graduate Scholarship Winner and Honorable Mention**
Michael Alexander O'Malley is the winner of the graduate scholarship of $750. Michael is enrolled in a Master’s program at North Carolina State University majoring in Training and Development. Judges were impressed with the overall excellence of Michael’s application, even commenting that his application was “way above the others in relevance and creativity.” His experience has included e-learning development and being part of a team developing a curriculum and courses in m-learning, or mobile learning. His m-learning curriculum work included developing the first course in the curriculum to coincide with the release of a new Smartphone application used by caregivers visiting patients’ homes. His excellent references and high grades confirm his adeptness and performance in the ID field. Watch for a future newsletter article from Michael about his research and experience. Congratulations, Michael!

Receiving Honorable Mention in the graduate level competition was Sharon Hyein Jun. Sharon left a “thriving” career as an analytics team leader to return to school for her PhD in instructional systems. All the judges commented on how interesting her research is, and we have invited her to share a summary of it when she is ready to do so. Congratulations, Sharon!

**Undergraduate Scholarship Winner**
Abby Nicole Wiseman is the winner of our 2012 undergraduate scholarship of $500. Abby is enrolled in a Bachelor’s program at York College of Pennsylvania majoring in Education. Besides numerous education courses, Abby has taken courses in Assistive Technology and Instructional Technology. Judges commented on Abby’s grasp of individual needs when designing instruction. Judges said her “recommendations provided super coverage of Abby’s strengths and strategic initiatives in working with special needs students,” and her passion, enjoyment, and spirit were evident in her essay. Outside of her course work Abby has worked at the Amazing Kids’ Club in Hanover, PA, as a Program Specialist Assistant, and she created a “comprehensive study guide that helps prepare students with high incidence disabilities take the written PA junior driver’s license permit exam,” per one of her professors. Congratulations, Abby!

A big thank you to the five judges, and congratulations again to the winners. Check the College Scholarships page of our website next fall for details about our 2013 scholarship offerings.

© 2012 STC Instructional Design and Learning SIG
Welcome, New SIG Members!

Emily Alfson
Kristine Anderson
Tannis Marie Arts
Susan Barclay
John Bartol
Cindy Bartrop
Craig Battrick
Mary Berger
Michelle Bezverkov
Judy Biedrycki
Joseph Bifulk
Anne Blaha
Melanie Blank
Laurie Bouck
Greg Bowles
Chip Boyd
Bryan Bready
Megan Brown
Ellen Buttolph
Joseph Catera
Elizabeth Chen
Adam Clark
Angela Colson
Catherine Cooper
Jennifer Dalhover
Cynthia Daoust
Yvonne DeGraw
Elise Dervinis
Teresa Diaz
Norma Donovan
Daniel Dowd
Cheryl Drake
Bob Dunn
Amy Echeverri
Milton Edwards
Leanna Fregia
Michael Furfey
Jennifer Garry
Andrew Gee
Barbara Gentry
Deborah Gordon
Deon Greeff
William Gregoire
Sarah Harper
Ian S. Hawkins
Sharon Helms
Sally Henschel
Sherron Hornberger
Jennifer Jackson
Joy Jones
Susan Jorstad
Carolee Ketelaar
Jerry Kindall
Pauline LaFleur
Melanie Lee
Megan Leney
James Locke, IV
Steven Madden
Michelle Manke
Laurie McKnight
Daniel Melton
Gary Mueller
Robert Murray
Stellena Nelson
Douglas Newell
Julie Novak-McSweeney
Alan Olsen
Oyeyemi Omotoso
Michael O’Neill
Joshua Palmer
Denise Patrick-Johnson
Ivana Pavcic
Craig Prichard
Donald Puscher
Jennifer Regner
Matthew Russell
Pooja Sachdeva
Natasha Schneider
Alana Schwermer
Phyllis Sherman
Nicole Stewart
Cathy Stine
William Swallow
Robin Tamez
David Thomson
Nelli Tkach
Sheila Tolbert
Carolyn Trocino
Lex Van Der Wagt
Pushkala Venkatraman
Beverly Voigt
Amy Wachter
Irina Doris Walker
Marie Walter
Thomas Warren
Prescott Williams
Donna Zacks
**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.

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**This Is Me!**

IDL SIG Membership Interview

Spotlighted Member: **Jamye Sagan**

IDL SIG Member Since: **2007**

IDL SIG Involvement: **Co-Manager**

I joined the IDL SIG because most of my work at that time focused on instructional design and training aspects. I wanted a place where I could go to ask questions and learn about the latest developments in the field. I may not have a degree (yet) in instructional design, but I have learned a lot thanks to extensive on-the-job experience and through the help of others.

I first got involved with the IDL SIG itself when I attended the SIG business meeting at my very first Summit, in Philadelphia. I began working with the scholarship program, then as co-assistant manager and now as co-manager. I thoroughly enjoy working with my colleagues, and look forward to the Summit when we can see each other face to face.

I currently work for H-E-B (major retail grocery chain in Texas) as the Pharmacy Communications Advisor where I help manage communications between the corporate office and the pharmacies in the stores. I enjoy my work; I get to do so many different things - from designing e-learning courses to setting up and maintaining our department intranet site. In fact, I have learned so much that I could probably run my own pharmacy if I were a pharmacist. I did take the exam to become a certified pharmacy technician, though, so I'm one step closer to Pharm Power! (chuckle).

In my spare time, I enjoy knitting and crocheting. In fact, I like to indulge in a bit of "needle therapy" during lunch - you'll see me outdoors along the Riverwalk (the quiet part with all the ducks) with needles and yarn in hand. It's quite a stress reliever and it helps me recharge for the afternoon ahead.

I live in San Antonio, TX with my husband of 5 years and our two cats.

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.
Are You Using the Right Tool?

by Mellissa Ruryk

Are you using the right tool?

Joe Ganci of eLearning Joe (aka Captivate Joe) has been creating eLearning since 1983 and has been an Adobe Captivate expert for several years.

In February, Joe departed from his usually Captivate-specific teaching and spent some time explaining to an interested IDL audience how to “Choose the Right Tool for the Job” (of Instructional Design). Joe’s deep and wide experience in creating eLearning has given him lots of exposure to many tools and his voice is an impartial one. Joe also writes a monthly column on tools for the ELearning Guild in the “Learning Solutions” magazine.

Joe says, “The design of e-Learning should be purpose-driven, not tool-driven.”

Which tool is the best? The answer is: It depends… there’s no perfect tool. Each one has advantages; each is suited to a particular purpose. Then there’s the multi-use tool, which does many things but shines brightest by being handy.

Joe began by explaining the factors that might govern our choices, the 4 Ts of Talent, Topic, Technique, and lastly, Tools. Then he went on to show the audience how some of the tools work.

**Talent** - Joe asks: Who’s doing the work? Who builds eLearning in your org? Who should it be? Some organizations have instructional designers but in some cases, it is a Subject Matter Expert (SME) or a programmer working with others on a team.

SMEs might pick tools like Brainshark, PowerPoint, or Prezi since these are easily available and not too hard to pick up and use right away.

Instructional Designers often use tools such as Captivate, ZebraZapps, RolePlay, Camtasia, Easy Generator, Lectora, or Articulate since they have attributes that allow greater freedom and control over the learning environment.

For the programmers amongst us, tools and languages such as XML, HTML5, and Flash can be tools of choice. Joe noted that almost all of the tools can do the same thing (create eLearning) but it’s easier with one over the other in certain cases.

**Topic** - Joe questions, “What is to be learned?” He notes that most training falls into one of four categories: Information, Compliance, Technical, and Soft Skills.

Information: short timelines, shelf-life (see SME list above)

Compliance: Typically, safety and other government regulations. Important for organizations to track that learners have experienced the learning. Camtasia, Easy generator, Lectora, Articulate

Technical: People using the info to make their jobs, behaviour changes, processes, procedures, usually technical in nature, i.e. software and hardware training. Captivate, Camtasia

Soft Skills: social interaction, selling, patient care, management training. Good choices here include RolePlay, Articulate Storyline, HTML5, or Flash.

**Technique** - We should ask: How will they learn it? As IDs, we’re familiar with the concepts of telling, showing, and doing – but Joe adds one more: testing. These styles of teaching range from simple to more complex requirements for a software tool.

Finally, we come to **Tools**: Joe asks, What is available and what should be available? What tools does your organization use? What tools do you know?

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Joe discussed a number of tools and touched upon which ones work well under various constraints and situations. He then shared his screen and demonstrated three of these tools:

**Captivate** is good for “show me/let me’ with software applications, but can require more effort to train on non-software topics. Joe showed us how the user interface is similar to PowerPoint with the addition of easily accessible property files, the “stage” and a timeline for controlling what appears on the screen and for how long.

**Zebra Zapps** is Software-as-a-Service (SaaS) – you go online and work in the cloud rather than installing software on your computer. You’re always working with the latest version of the software. ZZ allows you to create media-rich interactive designs by linking items, and build in conditional actions (on the part of the learner). It’s easy to prototype and replace items as you refine what you are training on. Zebra Zapps templates are great for design ideas and speedy development. Gadgets support drop-in content and direct, in-context editing. It requires no programming or scripting. The cost for ZZ is zero – for two months, then $8.95 per month ($100 a year). However, ZZ does not handle software simulations.

**Role Play** is an excellent tool for soft skills training and is another SaaS. You create scenarios with different (positive or negative) possible outcomes that lead to additional scenes and choices. It looked amazingly easy to create complex, choice-based scenarios that gave a learner the opportunity to test different actions and evaluate the consequences. From their website: “Roleplay is Full Immersion Training Software (FITS) where the trainee is placed deep inside a scenario. They respond in a truly emotional manner. The heart races, the brain floods with options and they are free to explore, to make mistakes and safely learn from consequences without the fear of being harmed or judged by their peers.”

After the webinar material was covered, Joe was very generous with his time and answered many audience questions that also exposed more strengths of a lot of these products.

**Additional Resources:**

Jane Hart in the UK publishes “Top 100 Tools for Learning 2011” compiled for the Centre for Learning & Performance Technologies (www.C4LPT.co.uk)

Recent and related articles by Joe Ganci:
[www.learningsolutionsmag.com/authors/4/joe-ganci](www.learningsolutionsmag.com/authors/4/joe-ganci)
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

Download a free e-Book about Instructional Design from the eLearning Guild:
58 Tips for Breakthrough eLearning Instructional Design

Rachel Sarah Williams, on LinkedIn, posted a link to this piece about perceived personalities of fonts:
http://www.surl.org/usabilitynews/81/PersonalityofFonts.asp

Don’t forget to use the IDL SIG Summit Roadmap (on page 9 of this issue) when you put together your calendar for Summit sessions!

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Come to the IDL SIG Business Meeting at The Summit!
11:30-12:30 May 22
Vienna Classroom
Bring a lunch, meet, greet, and learn what’s up with the IDL SIG

STC’s Notebook
http://www.stc.org/stcs-notebook

Registration for the 2012 STC Summit is now open!
Register today for the 2012 Summit! The Early Bird rate of $925 expires on 30 March, so register now and save.

Click here for more information, or to register.
The IDL SIG congratulates Jeanette Rogers and Cindy Pao, recipients of the Distinguished SIG Service Award.