# Newsletter

# eLearning in a Nutshell

**by Janet Emery**

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- **Feature**

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- **ABET**

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- **Related Events**

## Usability Professionals Association Conference

The meeting is being held 12-16 June 2006 in Broomfield (suburb of Denver), CO (USA) UPA 2006: Usability Through Storytelling, will bring together engaging speakers from the fields of education, culture, design, technology and entertainment....**Read more.**

- **Call for Articles**

## Opportunities to Get Published!

*IEEE-PCS News* seeks columnists to write about a variety of technical communication topics.

*Culture, Communication, & Cyberspace: Rethinking Technical Communication for International Online Environments,* edited by Kirk St.Amant and Filipp Sapienza. Prospective authors are invited to submit chapter proposals of 200-500 words on or before **1 May 2006**...**Read More**.

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# Newsletter

**Feature**

# eLearning in a Nutshell

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Electronic technology has changed everything, including the way we train and educate people. This article will provide some basic definitions and help unravel the mystery surrounding eLearning.

eLearning (also known as electronic learning) has, at times, been defined very broadly as any type of learning program that uses electronic technology. However, that very broad definition is not typically accepted today. For instance, simply using an electronic technology, such as a slide projector, does not qualify a program as e-Learning. It is the use of computers as an interface between students and the instruction that makes a program fit the definition of e-Learning.

Instead of having only a face-to-face instructor in a traditional classroom setting, e-Learning either completely replaces the instructor, or supplements the instructor. eLearning is delivered either partially or completely through a computer.

## Common Elements of eLearning

eLearning can be comprised of unlimited combinations of elements, several of which are listed below. These elements, thoughtfully used, can create the best overall learning outcome for the students.

- Games
- Graphics
- Simulations
- Videos
- Discovery
- Problem-solving
- Drills and practice
- Tutorials

## eLearning vs. Instructor-Led Training

Computers used to be used as a means of reinforcing instructor-led training, or as a substitute only when an instructor was not available. That is no longer the case, as eLearning offers its own set of distinct value as a tool in the instructional design, but is not a competitor to instructor-led training. When used well, a combination of learning tools can create robust learning activities tailored to the specific needs of each learning event.

Instructional designers need to ask this very important question: What combination of all the tools and media available will create the biggest impact for the least overall investment? Traditional training can often be effective and less expensive to develop initially. However, for large or geographically dispersed groups, an e-Learning solution frequently provides the

most cost-effective way of meeting the learners' needs.

## What is Good eLearning?

Good e-Learning involves more than just creating instruction or information that's delivered on a computer. Good e-Learning involves using the power of the computer to create an increase in learning and performance for the students. Good e-Learning uses the unique strengths of the computer to meet the learning needs of the student. The key is to look for established ways and new ways to use the power of e-Learning to create better and faster learning results.

On the other hand, ineffective e-Learning solutions are those that are merely automated pages of text. Placing large amounts of text on a computer screen is no more effective than having the learner navigate through a stack of papers. These types of e-Learning programs are sometimes referred to as 'page turners' or 'e-lecturers'. Interactively between the computer and the learner is essential, just like interactivity between an instructor and a student is essential.

## eLearning Advantages

- **Learner control** – Content can be self-paced and readily available whenever and wherever needed. Can be completed in multiple sessions and can be adapted to the diverse needs of the students.
- **Overall cost** – Once it is developed, the costs of delivering the training are often minimal. eLearning can produce significant reductions in instructor costs, travel costs and time away from the job.
- **Reach** – eLearning can be delivered across distances to many locales either separately or simultaneously, whereas classroom instruction requires either the instructor or the students to travel and can be difficult to deliver for large audiences and many locations.

## eLearning Disadvantages

- **Lack of multimedia** – Text and graphics alone are not as effective as simulations and interactive media. Some eLearning lacks the use of multimedia either because of poor design, or because of network bandwidth limitations.
- **Up-front cost** – It can be more expensive to develop than instructor-led training and may require special design skills.
- **Lack of social interaction** – eLearning programs can be ineffective if they do not make use of their features, and do not offer either interaction with other students and the instructor, or interaction with the computer.

Here are some common eLearning terms and definitions:

## Computer-Based Training (CBT)

Computer-based training, CBT, is a very broad term that encompasses all training programs delivered through a personal computer. This includes training programs launched from a CD-ROM or DVD, training that is accessed through the Internet or an intranet, and events delivered through network conferencing software. Computer-based training is often mistakenly spoken of as only the training launched from a CD-ROM or DVD, but it is really any type of training delivered through the computer.

## Web-Based Training (WBT)

Web-based training, WBT, is a subset of computer-based training. Web-based training specifically refers to training delivered across a network, either the Internet or an intranet. Web-based training includes programs launched or downloaded from a server, and learning events delivered through network conferencing software, such as web seminars (also known as webinars). Learning programs launched from a CD-ROM or DVD are sometimes mistakenly referred to as

web-based training. However, since they're not dependent upon a network or web, they actually fit within the broader CBT definition. WBT also does not include network conferencing events that are meetings rather than courses or classes.

## Blended Learning

The largest, and perhaps, most important category of e-Learning is blended learning. A blended learning program uses the power of computers in addition to the guidance of an instructor or a training facilitator. Blended learning may combine several different delivery methods and various activities. For instance, the schools use blended learning whenever the students are using computers as part of a program being facilitated by the teacher.

In business, blended learning takes many forms. Webinars are a prominent example of a blended learning solution delivered to multiple computers and often to many different locations. Learners use their individual computers to view the material and participate in the learning activities, while an instructor leads the learning event by speaking through a phone conference or through the web software.

## Distance Learning

Distance learning refers to eLearning programs administered from one location, with the learners participating from a different location. Many Universities are now embracing distance learning degree programs as a means of meeting the needs of students who don't live locallyl to the University, or who have rigid work schedules that prevent them from attending scheduled classes.

## Synchronous Learning

Synchronous learning refers to a blended learning solution where the learners and the instructor are interacting all at the same time. Webinars are examples of synchronous eLearning activities. The event is synchronized for everyone at the same time and pace, and the communication is generally two-way.

## Asynchronous Learning

Asynchronous learning refers to a blended learning solution where the individual learners in a class do activities on their own, at their own pace. They interact with an instructor and with the other students; however, the communications are intermittent. The communications are one way, much like email where information is sent to one or more individuals and then a separate reply is received.

## Electronic Performance Support Systems (EPSS or EPS)

Electronic Performance Support Systems, referred to as EPSS or EPS, are eLearning programs too. Rather than being a learning event, however, an EPS is an online set of instructions, graphics, and prompts that assist employees with performing their work. The learning activity is combined with the job activity. As the employees do their work, the computer offers instructions and assistance as needed. The focus is on assisting with immediate needs rather than the transfer of skills and knowledge. Users learn the skills and knowledge as they use it and only as they need it. This type of eLearning is also referred to as Learning-On-Demand or Just-In-Time-Learning.

## Conclusion
The field of e-Learning continues to grow at a fast pace, and new capabilities are being invented very rapidly. eLearning represents a vast array of new opportunities for creating learning and performance in the education systems and in the workplace.

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*Janet Emery is the Principal for Emery & Associates, LLC (**www.emeryperformance.com**). She is formerly the Director of eLearning Strategies & Initiatives at Hewlett-Packard and the recipient of several industry awards for e-Learning design. As the founder of Emery & Associates, she works with a variety of clients as an expert in Human Performance Technology and the use of e-Learning and Performance Support Systems. She is the current Board President for the American Society of Training and Development – Treasure Valley Chapter.*
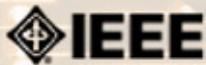
**Feature**

# Getting To Know Your Xs

**By Stacy Bridges**

Since becoming a W3C standard in 1998, the revolutionary markup chameleon known as Extensible Markup Language (XML) has facilitated electronic information exchanges by allowing everyone from web developers to content managers to finally describe data on their own terms.

Getting to name your own data can be a liberating experience, but what do you do with that data once the naming is done? To address that issue, a host of supporting languages have followed XML into the standards arena—languages with names like XPath, XSLT, and XSL-FO. Normally, these languages work their magic behind the Oz curtain of popular software like Altova's XMLSpy, where they edit, parse, and process XML data into a variety of viewable formats. But what exactly do all of those Xs actually mean? For newcomers to XML, the multitude of mysterious acronyms can be a bit bewildering, so let's pull back the curtain for a peek behind the scenes.

## What exactly is XML?

XML (or Extensible Markup Language) is a web-based technology that is designed to facilitate the electronic structuring, storage, and exchange of information on the Web. While the basic syntax of XML looks deceptively similar to HTML— lines of text wrapped in markup tags—the similarity ends there. Unlike HTML, which provides display information directly to a browser, XML carries no presentation information of any kind. Basically, an XML document doesn't actually do anything but contain and categorize information. To be viewed as some type of displayable output, an XML document must first be interpreted (by an XML parser) and then formatted (by an XML processor).

An XML parser is a program that reads an XML document and identifies all of the document's XML tags. Once it has identified all the tags, the parser then strips the XML data out of them and passes that data along to an XML processor.

An XML processor is a program that takes stripped XML data and combines it with other types of code to provide output for a variety of media—including print publications, websites, PDAs, cell phones, and Braille readers.

## Why is XML so great?

The capability of XML to combine and cooperate with other types of code allows XML documents to serve as "single sources" for a multitude of other publications. Furthermore, XML is compatible with every operating system and programming language, making XML an electronic "lingua franca" that doesn't require expensive IT solutions when it is time to share data. When this amount of flexibility is combined with XML's customizable markup features, entire tagsets can be produced to streamline data exchanges even further.

Some fields are currently unleashing the power of XML by actually standardizing their own field-specific tagsets. For example, the Open Geospatial Consortium (OGC) has standardized its tagset as the Geography Markup Language (GML)— a set of XML tags used to express and exchange information about geographical features. Similar examples from other fields include the Mathematical Markup Language (MathML), MusicXML, and Commerce XML (or cXML, which is

widely used in business-to-business exchanges).

## So, what's up with all those Xs?

Before you get too exited, remember that XML is just a way to describe and store raw data. It must be interpreted by a parser and formatted by a processor before it can be transformed into some type of viewable output. This entire process is governed by the Extensible Style Sheet Language (XSL), which is a set of language technologies used to define how XML documents are transformed and presented. The XSL language consists of three parts:

- **XPath-** This language is used for navigating in XML documents. The purpose of XPath is to parse and map XML data.
- **XSLT-** This acronym stands for "Extensible Style Sheet Language Transformations." The purpose of XSLT is to transform XML data into other formats, like HTML.
- **XSL-FO-** This acronym stands for "Extensible Style Sheet Language Formatting Objects." The purpose of XSL-FO is to format XML data for output to screen, paper, or other media.

So now you know that XPath provides the parsing, while XSLT and XSL-FO work together to provide the desired formatting.

## Does my browser support XML?

While the languages of XML take a little while to learn, they are not that difficult. With a little effort, you can learn to write your own XML documents, as well as the applications that process them. Should you choose to go this route, you'll be glad to know that getting started is just as easy as opening a text editor. However, to view the results of your code, you'll need support from your browser.

As with most things web-related, the major browsers offer varying levels of support for XML and its many related Xs. If you would like to learn more about the compatibility issues that govern the behavior of XML in different browsers, you might want to check out the listings at W3C schools (**http://www.w3schools.com/xml/xml_browsers.asp**) or at O'Reilly's XML website (**http://www.xml.com/pub/a/2000/05/03/browserchart/**).

## Do I need to buy an XML editor?

Initially, you should be able to learn a great deal about XML by just practicing in a standard text editor such as Notepad or Word. A number of excellent web tutorials are offered free of charge at the website for W3C Schools (**http://www.w3schools.com/**). However, if you eventually decide to get serious about XML, you will benefit from using a dedicated editor.

While some basic XML editors are available on the web as freeware, you can purchase a professional-grade editor for a small investment. The better XML editors tend to offer features such as color coding, automated tag closures, and instant code validation, as well as hassle-free access to XPath, XSLT, and XSL-FO. If you decide to go for the XML gusto, W3Schools recommends Altova's XMLSpy as one of their favorite XML editors. If you would like to compare some of the more common XML editors, a good starter listing may be found at the online Web Developer's Library (**http://wdvl.com/Software/XML/editors.html**).

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*Stacy Bridges is currently an undergraduate student in Technical Communication at Texas Tech University. His interests include technical editing and web development. He will be graduating this spring.*

**ABET**

# ABET Countdown

**by Julia Williams**

At Rose-Hulman, we are expecting evaluators from the Engineering Accreditation Councils (EAC) to visit our campus in October 2006. The on-site visit indicates that a program is nearing the end of the accreditation process. EAC evaluators are volunteers, faculty at different engineering institutions across the country, who perform the peer review of engineering programs to determine accreditation. During their visit, they will, in two days, examine all aspects of the engineering programs under review: samples of student work, the condition of laboratories and facilities, etc.

But, before they arrive on campus, the evaluators will read the *Self-Study Report* submitted by each program. The *Self-Study Report* represents a significant component of the ABET accreditation process, and it involves investment of time, effort, and often mental anguish.

In the *Self-Study Report*, engineering programs document their curriculum, students, and all other aspects of their offerings in the multiple sections that are defined by ABET. The *Self-Study Report* is organized into 8 Criteria. Each criterion addresses a different aspect of the engineering program under review ("Criteria for Accrediting Engineering Programs," ABET, Inc.):

1. Students
2. Program Education Objectives
3. Program Outcomes and Assessment
4. Professional Component
5. Faculty
6. Facilities
7. Institutional Support and Financial Resources
8. Program Criteria

These sections are not surprising. Even those of us not familiar with engineering accreditation could imagine that ABET would want to see evidence of the quality of students admitted to the program, the expertise of the faculty, and the state of the lab equipment. There appears to be a certain reasonableness in the criteria that writers of *Self-Study Report*s are expected to address. But, as someone who has never written one of these reports and hasn't been responsible for shepherding the accreditation process before, I have been surprised by several facets of the *Self-Study Report* preparation, at least as it has proceeded on our campus.

## Observation 1

I believe that most engineering programs within the same institution do not commonly collaborate on the document's composition, even in writing criteria that are the same for all programs. So, for instance, in Criterion 1, which asks the program to describe how students who are admitted to the program, the civil, mechanical, and electrical engineering programs might each write descriptions that differ to a lesser or greater degree.

I am surprised that programs would not collaborate to devise one description, share it amongst themselves, and, as a result, reduce the amount of writing they must do. I have attempted to reduce the amount of needlessly duplicated work on our campus by forming the ABET Supergroup (the name was coined by one very dynamic member of the Applied Biology and Biomedical Engineering Department). The Supergroup consists of the primary *Self-Study Report* writer or writers from each engineering program undergoing accreditation this year.

We meet weekly to determine where we might use boilerplate text for information that is common across all programs. The discussions within the group have provided an additional and perhaps unexpected benefit. Writers seem to feel less isolated as they attempt to compose a single document on which the future success of their program rests. It is, I see now, an awesome responsibility.

## Observation 2

A great deal of confusion exists regarding the difference between Criterion 2: Program Educational Objectives and Criterion 3: Program Outcomes and Assessment. The source of the confusion is in part the similarity of the two terms: objectives and outcomes. ABET documentation in the "Criteria for Accrediting Engineering Programs" defines the difference as follows:

> *"[P]rogram educational objectives are broad statements that describe the career and professional accomplishments that the program is preparing graduates to achieve . . . [P]rogram outcomes are statements that describe what students are expected to know and be able to do by the time of graduation."*

Unfortunately, the descriptions that accompany these two criteria are not entirely helpful, but as a result of my attendance at the ABET Workshop last October, I can add some clarification. Program Educational Objectives are the attributes that you expect students to demonstrate once they have graduated from the engineering program.

The timeframe for assessment is 3 to 4 years after graduation. The assessment methods for collecting these data include alumni and employer surveys that gather information regarding the graduates' current positions, salary, continuing education efforts (such as graduate school degrees), and professional licensure. The question answered in this section is, What are you preparing your students to become after graduation?

Program Outcomes and Assessment define the attributes students in the program must attain by graduation. In some respects, Program Outcomes are much easier to manage, because ABET has defined the parameters of these outcomes in the legendary ABET EC 2000 Criteria, sometimes referred to in the shorthard "ABET a-k."

*Table 1. EC 2000 Criterion 3: Program Outcomes and Assessment*

| Item Number | Description |
| --- | --- |
| a | an ability to apply knowledge of mathematics, science, and engineering |
| b | an ability to design and conduct experiments, as well as to analyze and interpret data |
| c | an ability to design a system, component, or process to meet desired needs within realistic constraints, such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability |
| d | an ability to function on multi-disciplinary teams |
| e | an ability to identify, formulate, and solve engineering problems |
| f | an understanding of professional and ethical responsibility |
| g | an ability to communicate effectively |
| h | the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context |
| i | a recognition of the need for, and an ability to engage in life-long learning |

| j | a knowledge of contemporary issues |
| k | an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice |

The question answered in this section is, "What are the skills, traits, and qualities that you wish your students to be able to demonstrate by the time of graduation?"

Even with this distinction, I find that *Self-Study* writers must constantly remind themselves that, for Criterion 2, the focus should be on what their program graduates are doing, rather than on what faculty are teaching. I'm not surprised that the writers of the *Self-Study Reports* often slip back into discussing curricula and student learning, topics suited more for Criterion 3. Faculty like to write about student learning outcomes, and they feel confident in doing so, since they have first-hand knowledge of what goes on in an engineering classroom. Most faculty feel less sure about what happens in the engineering workplace, what their recent graduates are doing on the job, how they are performing, and what activities they are pursuing in order to remain current in their technical fields.

The ABET documentation is confusing here too, since the "Criteria for Accrediting Engineering Programs" asks that the program have in place "an educational program, including a curriculum that prepares students to attain program outcomes and that fosters accomplishments of graduates that are consistent with these objectives." If writers of these reports find themselves falling back into descriptions of curricula, we might be tempted to blame the instructions.

## Observation 3

I am often amazed by the level of anxiety that the writing of the *Self-Study Reports* can produce. This is, in many ways, the source of the ABET frustration that I have witnessed on my own campus. We may not entirely believe the worn adage that engineers don't like, or aren't able to, write. But, the prospect of composing the *Self-Study Report* does feed that anxiety. I know that some of my colleagues amongst the engineering faculty would prefer to require their students to fashion an algorithm, construct a circuit, or design a bridge that would embody in its functionality all of the skills and attributes ABET is asking them to describe in words. In some respects, however, assessment of student learning outcomes (the topic of my next installment in the Countdown series) has permitted faculty to pursue this path.

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*Julia Williams* *is the Executive Director of the Office of Institutional Research, Planning and Assessment and an Associate Professor of English for Rose-Hulman Institute of Technology.*

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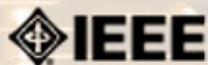
## Reviews

*Editor's Note: If you have books or websites that you've accessed on a particular topic, please let me know. I would love to publish a short review by you.*

# Game Theory Resources

**by Kit Brown**

Many businesses are using game theory to help them make decisions on complex issues. Educators are using it to help make learning more fun, something Milton-Bradley has known for years with board games, such as Monopoly.

Down the "rabbit hole" we go :

- **Game Theory.net** (**http://www.gametheory.net/**): A collection of news items, book reviews and other information about game theory. The site is divided by discipline: educators, students, professionals, and geeks.
- **Game Theory Society** (**http://www.gametheorysociety.org/**): an international society for the advancement of game theory and its applications.
- **Wikipedia description** ( **http://en.wikipedia.org/wiki/Game_theory**): describes the history of game theory, provides links to other resources, explains the games used in analysis, and so on.
- **Combinational Game Theory** (**http://www.ics.uci.edu/~eppstein/cgt/**): article about the applications of game theory in situations where players are acting in sequence rather than simultaneously.

## Editor's Column

# The Way We Learn

**by Kit brown**

I've been musing lately on learning--life lessons, as well as the kind you get in school. It's funny how, when we think we've learned a particular lesson, that Life tends to whack us with that lesson again just to make sure we get it. When it comes to life lessons, unfortunately, most of us learn the really painful ones the best. Something about pain sears it into our memories and psyches.

Luckily, eLearning (this month's theme) doesn't have to be painful to be effective. Because of the expense and difficulty of delivering classroom-style training to teams that are distributed worldwide, more and more companies are moving to eLearning as a way of reaching geographically dispersed teams.

Studies are finding, however, that it is not sufficient to post a bunch of slides and text on the web. Most people get more out of the training if they have an instructor guiding the process, and some interaction with other students. This blended eLearning incorporates the efficiency and ability to self-pace of interactive eLearning components with the guidance of an instructor and the power of peer interaction to complement and integrate the information being taught.

Sophisticated eLearning applications often use game theory to reinforce the concepts being taught. Brain studies have shown that, when it comes to learning, the brain doesn't distinguish between a "real" event, and a visualized or simulated event. That's why pilots can learn to fly using a simulator, and one of the reasons why violent video games like Grand Theft Auto are particularly disturbing (but that's a whole other soapbox).

Because of these factors, developing effective eLearning is challenging. eLearning is also still in its infancy as a discipline--requiring skills in technical communication, graphic design, programming, learning theory, psychology, and/or sociology. It will be interesting to watch how the movement toward eLearning affects traditional schools, corporate training programs, and learning patterns.

# Newsletter

## Tidbits

*Editor's Note: I am always looking for strange, fun, or interesting technical communication tidbits. Please contribute freely.*

## ASQ Recruits Leading Experts to Create First ISO Social Responsibility Standard

**Provided By Jason Knopes**

Milwaukee, WI. – In response to recent and ongoing corporate scandals, environmental disasters, child labor violations, and dangerous work environments, the International Organization for Standardization (ISO) has launched the development of its first standard on social responsibility (SR). The American Society for Quality (ASQ) is seeking participants to help develop the U.S. position on the draft standard.

ASQ is inviting experts from a variety of industries to join a new team – the U.S. Technical Advisory Group (TAG) on Social Responsibility. This panel of experts will serve as the U.S. contingent in developing an international standard that will guide organizations throughout the world in addressing their SR obligations. ASQ was selected by the American National Standards Institute (ANSI), the official United States member of ISO, to create and administer the TAG.

"There could not be a more timely opportunity for organizations to join together and make their voices heard about the issue of social responsibility," said Jerry Mairani, President of the American Society for Quality. "With no standard currently in place, this panel will be instrumental in molding a historic document. It's clear that the choices we make today to ensure a more ethical work and living environment will certainly have a major impact tomorrow."

To ensure a balanced, diverse pool of experience, ASQ seeks members from the following categories:

- Industry
- Government
- Non-Governmental Organizations
- Consumer
- Labor
- Services, Support, Research and Others

Participation in the U.S. TAG will involve a limited number of meetings throughout the year, as well as reviewing of proposals and working documents, and responding to information or voting requests via e-mail.

One of the first members of the U.S. TAG was the Council of Better Business Bureaus (BBB), which was cited as the earliest example of social responsibility. The BBB mission is to promote trust in the marketplace, a core component of social responsibility.

"Building trust is the core of our mission. Given that, the Council of Better Business Bureaus is pleased to support ANSI and ASQ in their efforts to advance greater transparency, integrity and accountability across the spectrum of business organizations in the U.S.," said Steve Cole, President & CEO, Council of Better Business Bureaus.

The Standard (also known as ISO 26000) is targeted for publication during the fourth quarter of 2008 and will provide guiding principles on social responsibility for all types of organizations. It will not be a management system standard and is not meant for certification purposes. It will, however, provide direction for those companies that recognize the strong connection between results and responsibility.

If you are interested in shaping the U.S. position of the standard or would like more information, please contact ASQ's Standards Team at **standards AT asq.org** or visit our website **www.asq.org/social-responsibility**.

The **American Society for Quality** is the world's leading authority on quality. With more than 90,000 individual and organizational members, the professional association advances learning, quality improvement, and knowledge exchange to improve business results, and to create better workplaces and communities worldwide.

As champion of the quality movement, ASQ offers technologies, concepts, tools, and training to quality professionals, quality practitioners, and everyday consumers, encouraging all to Make Good Great™. ASQ has been the sole administrator of the prestigious Malcolm Baldrige National Quality Award since 1991. Headquartered in Milwaukee, Wis., the 60-year-old organization is a founding partner of the American Customer Satisfaction Index (ACSI), a prominent quarterly economic indicator, and also produces the Quarterly Quality Report.

# 2005 Summary of Conference on Standards for Global Business

**Contributed by Luke Maki**

An executive summary and document that captures in detail the discussion at the "Standards for Global Business Conference: The European Conference on Collaborative Trends in European and Global Standardization," held in September 2005, are now available in PDF.

The executive summary identifies the many topics discussed by the participants, most of whom where senior level corporate and Standards Development Organization standards executives.
(**http://standards.ieee.org/corpforum/europeconf/EuropeConf_ExeSum.pdf**)

The detailed document provides a condensed version of the presentations made and the discussion the followed them. It stresses themes that emerged repeatedly, such as technology convergence, the demand for global standards and growing interoperability.
(**http://standards.ieee.org/corpforum/europeconf/EuropeConf_FullSummary.pdf**)

# Newsletter

**Society News: PCS Events**

# PCS Members Speaking at Microwave Conference (MTT-S)

**by Kit Brown**

On 15 June 2006, three IEEE-PCS members will be participating in a panel dicussion at the IEEE MTT-S International Microwave Symposium, which is being held in San Francisco, California, USA. Brenda Huettner (membership chair), Jean-Luc Doumont, and Kit Brown (newsletter editor) are providing tips on creating effective technical presentations.

In addition, IEEE-PCS will have a booth at the conference. If you are in the area, and would like to help, please contact **Brenda Huettner**.

Complete conference information is available at **http://www.ims2006.org/**.
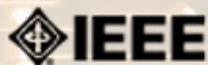
## Society News: Members

# Member News You Can Use

**by Brenda Huettner**

### Congratulations, New Senior Members!

PCS members **Randall Chase** (Dallas, USA) and **Srisakdi Charmonman** (Thailand) have been elevated to the status of Senior Members. A Senior Member is a person who has been in professional practice for at least 10 years and has shown significant performance over a period of at least five of those years. The rank of Senior Member is not automatic--you must apply for it. For more details, see the IEEE site at **http://www.ieee.org/organizations/rab/md/smforms.htm**!

### Join Now, Save Big!

Have you been meaning to join IEEE, but putting it off? Now's a great time to join! NEW applications received between 1 March and 15 August 2006 will automatically be processed for half-year (prorated) membership, which ends 31 December 2006. For more information, see **http://www.ieee.org/web/membership/Cost/dues.html**.

### IEEE Highlights Members in National Advertising

IEEE will be running membership recruitment ads in the 1 March issue of *Dr. Dobb's Journal* and the 16 March edition of *EDN Magazine*. These ads are
part of the "Innovators" series, with each advertisement focusing on an IEEE member and tied to a key benefit of IEEE membership. The benefits promoted range
from networking, to standards development, to peer-reviewed journals, and so on.

The ads also feature a call to "join us," and a unique collage-like look fashioned by noted photographer David Corio and the IEEE Creative Services team. The advertisements will be featured throughout the year in additional select issues of *EDN* and *Dr. Dobb's*, along with placements scheduled for *EE Times*, *Electronic Design Magazine*, and other industry magazines. Be sure to look for them!

# Newsletter

## Society: Non-Society Events

The following events are listed in chronological order with the earliest events first. This list is by no means exhaustive, but is intended to provide readers with information they may find helpful. It is updated each month.

**Content Management Strategies Conference 2006**

**INFOCOM 2006**

**Advanced Visual Interfaces International Conference**

**Microwave Tools and Technologies Society**

**IEEE International Conference on Management of Innovation and Technology**

**Usability Professionals Association Conference**

**International Conference on Enterprise Networking and Services**

**IEEE International Symposium on Personal, Indoor, and Mobile Radio Communications (PIMRC) 2006**

**2006 IEEE International Engineering Management Conference** *NEW!*

**IEEE International Conference on Web Services**

**IEEE SIMA 2006--Situation Management Workshop**

**IEEE Communications Society GLOBECOM 2006 Expo**

# Content Management Strategies Conference 2006

| | |
|---|---|
| **Title:** | Content Management Strategies Conference 2006 |
| **Dates:** | 3-5 April 2006 |
| **Location:** | San Francisco, CA USA |
| **Online submission:** | **http://www.cm-strategies.com** |

Are you considering a move to DITA? Deciding how to implement content reuse with DITA? Anxious to design and deliver reusable learning content with DITA? Wondering how to create a DITA specialization? Want to communicate with others about DITA best practices?

Join colleagues for the following exciting DITA events at the 2nd Annual DITA track at the Content Management

Strategies conference:

- Attend any of the 17 sessions specifically about DITA.
- Technical Committee Members -- a face-to-face DITA TC meeting occurring at the same time as the Tuesday meetings.
- DITA Q&A session Tuesday evening for any conference participants interested in DITA -- ask questions directly with technical committee members and other DITA implementers.

CM Strategies 2006 brings you the 2nd annual DITA track. Attend the session by Dan Dionne from IBM to learn about "Implementing Content Reuse in DITA: The Nuts and Bolts." Learn about "DITA Specialization" from Chris Kravogel from SeicoDyne, or learn how to "Design and Deliver Reusable Learning Content with DITA" from John Hunt at IBM. Additional sessions in the DITA track include content reuse, roles of the information architect and editor, moving from DocBook to DITA, DITA open toolkit, and what's new in DITA 1.1.

After the conference on April 5, 2006 enjoy one of the three half-day post-conference workshops: "DITA Open Toolkit," "CMS Solutions: Six Important How To's," or "Developing Requirements and Selecting a CMS."

# IEEE Conference on Computer Communications

| | |
|---|---|
| **Title:** | INFOCOM 2006 |
| **Dates:** | 23- 29 April 2006 |
| **Location:** | Barcelona, Spain |
| **Online submission:** | **www.ieee-infocom.org/2006** |

Program features include the following:

- Peer-to-peer Networking Opportunities
- Technical Paper Presentations
- Posters and Demos
- Panel Sessions
- Tutorials
- Global Internet Workshop
- Adaptive Policy-based Management in Network Management and Control Workshop
- High-Speed Networking Workshop: The Terabits Challenge

# Advanced Visual Interfaces: International Working Conference

| | |
|---|---|
| **Title:** | Advanced Visual Interfaces: International Working Conference |
| **Dates:** | 23-26 May 2006 |
| **Location:** | Venice, Italy |
| **Online submission:** | **http://www.dsi.unive.it/avi2006** |

The 8th International Working Conference on Advanced Visual Interfaces (AVI 2006) will be held in Venice, Italy on **May 23-26, 2006**. Started in 1992 in Rome, and held every two years in different Italian towns, the Conference traditionally brings together experts in different areas of computer science who have a common interest in the conception, design and implementation of visual and, more generally, perceptual interfaces, with a growing interest for mobile devices such as smartphones, palmtops and PDAs, in the framework of traditional and emerging environments, such as ubiquitous and pervasive computer applications.

A special theme of this edition, suggested by the beautiful town hosting the conference, will be the design of advanced

interfaces for art, cultural heritage and tourism. Both formal methods and concrete applications fit into the framework of the conference, whose program also includes invited talks, given by leaders in the field.

# Microwave Tools and Technologies Society

| | |
|---|---|
| **Title:** | Managing Innovation in Emerging Markets |
| **Dates:** | 11-16 June 2006 |
| **Location:** | San Francisco, CA |
| **Online submission:** | **http://www.ims2006.org/** |

PCS members are presenting at this conference, and we will have a booth there. Please contact Brenda Huettner, PCS membership manager, if you are attending and would like to assist with our booth.

<insert info here>

# Third IEEE International Conference on Management of Innovation and Technology

| | |
|---|---|
| **Title:** | Managing Innovation in Emerging Markets |
| **Dates:** | 21-23 June 2006 |
| **Location:** | Singapore |
| **Online submission:** | **http://cms.inmeet.com/delegate/login/login.asp?confid=conf85** |

**Deadlines**

| | |
|---|---|
| **Submission of Abstract:** | 1 January 2006 |
| **Notification of Acceptance:** | 1 February 2006 |
| **Camera-Ready Copy:** | 1 April 2006 |

**About ICMIT2006**

ICMIT2006 continues a series of international conferences (ICMIT2000, ICMIT2002 and IEMC2004) devoted to the area of innovation and technology management first initiated by the IEEE Engineering Management Society Singapore Chapter. These conferences aim to provide a platform for international scholars to meet and exchange ideas in exciting locations within Asia.

We invite papers for presentation at the conference. All those interested should submit one-page abstracts (500-750 words) through the conference website (**www.icmit.net**). Each submission will be peer-reviewed for technical merit and content. Papers accepted for presentation will appear in the *Conference Proceedings,* provided at least one author registers for the conference. The full paper must be IEEE Explore compliant.

**Suggested Topics**

Topics for the conference include, but are not limited to, the following subjects:

- Technology Management

- New Product Development

- Innovation Policy and Management Entrepreneurship

- Managing IT and E-Commerce Organizational Culture

- Human Resource Management Intellectual Property

- Knowledge Management R&D and Risk Management

- Project Management Six Sigma and Quality Management

- Supply Chain Management Business Strategy

- Sustainable Development Globalization

- Patent Strategy and Mapping Management/industry case studies

**Publication**

Proceedings will enter the IEEE book broker program and papers are indexed in common Engineering abstract databases (COMPENDEX/INSPEC etc.). Special issues of selected/expanded papers will be published in refereed journals.

**Contact**

For further information, please contact:

ICMIT2006 Secretariat

C/O Integrated Meetings Specialist

1122A Serangoon Road, Singapore 328206

Tel: (65) 6295 5790, Fax: (65) 6295 5792,

E-mail: **icmit2006@inmeet.com.sg**

Web: **www.icmit.net**

# 2006 Usability Professionals' Association Conference

| **Title:** | UPA 2006: Usability Through Storytelling |
| **Dates:** | 12-16 June 2006 |
| **Location:** | Broomfield, CO USA |

The UPA Invited Speakers' track features professionals from other disciplines to encourage practitioners to think 'outside of the box.' *UPA 2006: Usability Through Storytelling*, will bring together engaging speakers from the fields of education, culture, design, technology and entertainment.

So what do you think happened when the musicologist met the information architect?

Get the whole story at: **http://www.upassoc.org/conferences_and_events/upa_conference/2006/speakers/**

2006 UPA Conference Overview: **http://www.upassoc.org/conferences_and_events/upa_conference/2006/**

# 2006 International Conference on Enterprise Networking and Services

| | |
|---|---|
| **Title:** | International Conference on Enterprise Networking and Services<br>Joint Conference with IEEE and IEC |
| **Dates:** | 11-13 September 2006 |
| **Location:** | Vancouver Convention and Exhibition Centre<br>Vancouver, British Columbia, Canada |

### Deadlines

| | |
|---|---|
| **Call for Proposals:** | http://www.ieee-entnet.org/2006. |
| **Submission of Abstract:** | 10 April 2006 |
| **Notification of Acceptance:** | 29 May 2006 |
| **Camera-Ready Copy:** | 3 July 2006 |

The IEEE Communications Society (ComSoc) and the International Engineering Consortium (IEC) cordially invite you to participate in the International Conference on Enterprise Networking and Services 2006 (EntNet 2006) and co-located with Broadband World Forum Americas. EntNet 2006 will present an excellent opportunity for enterprise networking and services professionals to examine the key enterprise networking business issues, learn new enabling technologies, and evaluate solutions for improving the enterprise operations and the quality of delivered services.

The target audience for EntNet is enterprise practitioners, researchers, designers, developers, integrators, and technical leaders engaged in the enterprise networking, services and vertical market applications development and deployment, enabling technology R&D, evaluation and planning, enterprise business process design and requirement analysis, and enterprise operations support.

# IEEE International Symposium on Personal, Indoor and Mobile Radio Communications (PIMRC) 2006

| | |
|---|---|
| **Title:** | 17th Annual IEEE International Symposium on Personal,<br>Indoor and Mobile Radio Communications (PIMRC) 2006 |
| **Dates:** | 11-14 September 2006 |
| **Location:** | Helsinki, Finland |
| **Conference Website:** | http://www.pimrc2006.org |

This annual telecommunications event has received world-wide attention and acclaim. Hosted by three Finnish universities, more than 900 paper submissions from 50 countries are expected by the submission deadline on **1 March 2006**.

PIMRC'06 is a meeting ground for specialists contributing to "Diversity in Telecommunications" – the theme for PIMRC'06. Leading experts from industry, academia, and regulatory bodies all have their share in making this quality event. On the other hand, PIMRC also offers a wonderful opportunity for young researchers to present and participate in an international forum. A number of measures will be taken in the planning process to further increase the exchange of information between specialists and to ensure the extent of "Diversity" at the event.

# 2006 IEEE International Engineering Management Conference

| | |
|---|---|
| **Title:** | 2006 IEEE International Engineering Management Conference |
| **Dates:** | 17-20 September 2006 |
| **Location:** | Salvador, Bahia, Brazil |
| **Conference Website:** | **http://www.iemc2006.org** |

*Paper Submission Deadline Extended to 1 April 2006!!*

Submitted papers will go through a peer review process. Reviewers are distinguished authors selected by the Organizing Committee in specific areas of Engineering Management and in the topics covered by this Conference. All papers accepted for presentation at the conference will be included in the conference proceedings. The papers will be placed on IEEE Xplore after the conference. Authors may also be invited to write expanded papers for inclusion in EM Society publications.

Submissions from both academia and industry are encouraged. Research papers, case studies, lessons learned, status reports, and discussions of practical problems faced by industry and users are all welcome.

The detailed Call for Papers and Participation is available on the **conference web site.**

# 2006 IEEE International Conference on Web Services

| | |
|---|---|
| **Title:** | 2006 IEEE International Conference on Web Services (ICWS 2006) Celebrating the 60th Anniversary of IEEE Computer Society! |
| **Dates:** | 18-22 September 2006 |
| **Location:** | Hyatt Regency at O'Hare Airport Chicago, Illinois USA |
| **Conference Website:** | **http://conferences.computer.org/icws/2006** |

## Deadlines

| | |
|---|---|
| **Call for Proposals:** | **http://conferences.computer.org/icws/2006/cfp.html** |
| **Submission of Abstract:** | 16 January 2006 |
| **Notification of Acceptance:** | 24 April 2006 |
| **Camera-Ready Copy and Pre-Registration:** | 31 May 2006 |

## About ICWS

The 2006 IEEE International Conference on Web Services (ICWS 2006) will be part of the IEEE Computer Society Congress on Software Technology and Engineering Practice (CoSTEP), celebrating the 60th Anniversary of IEEE Computer Society!

ICWS has been a prime international forum for both researchers and industry practitioners to exchange the latest fundamental advances in the state of the art and practice of Web Services. ICWS also aims to identify emerging research topics and define the future of Web Services.

ICWS 2006 will be co-located with the 2006 IEEE International Conference on Services Computing (SCC 2006), the 30th Annual International Computer Software and Applications Conference (COMPSAC 2006), and the 2006 IEEE Workshops on Software Technology and Engineering Practice (STEP 2006). IEEE Services Oriented Architecture (SOA) Industry Summit and IEEE International Services Computing Contest will also be featured at this joint event.

The technical program will include refereed paper presentations, panels, and poster sessions in both research and industry tracks. Workshops and tutorials will run before and throughout the conference.

ICWS 2006 program seeks original, unpublished research papers reporting substantive new work in various aspects of Web services. Papers must properly cite related work and clearly indicate their contributions to the field of Web services. Topics of interest include, but are not limited to, the following:

- Mathematical Foundations for Web Services Computing

- Web Services-based Service Oriented Architecture

- Web Services Modeling

- Web Services Standards and Implementation Technologies

- Web Services Specifications and Enhancements (e.g., UDDI, SOAP, WSDL)

- Web Services Discovery

- Web Services Composition and Integration

- Web Services Invocation

- QoS for Web Services (e.g., security, privacy, reliability, performance, fault tolerance, etc.)

- Web Services Assessment (i.e., validation & verification)

- Web Services-based Testing Methodologies

- Web Services-based Software Engineering

- Web Services-based Project Management

- Semantic Web Services

- IT Infrastructure Management for Web Services

- Solution Management for Web Services

- Multimedia Web Services

- Web Services-based Business Process Management

- Web Services-based Mobile Computing

- Web Services-based Grid Applications (e.g. OGSA)

- Domain Specific Web Services Applications and Solutions

# IEEE SIMA 2006--Situation Management Workshop

| | |
|---|---|
| **Title:** | SIMA 2006, 2nd IEEE Workshop on Situation Management |
| **Dates:** | 24 October 2006 |
| **Location:** | Washington, DC USA |
| **URL:** | **http://www.milcom.org/2005/** |

This one-day workshop is being held in conjunction with MILCOM 2006.

Abstracts are due by **17 February 2006**.

Many domains, such as modern battlefield operations management, disaster response and crisis management, physical infrastructure and cyber security monitoring, and mobile/autonomic robotics, are characterized by heightened mobility, large numbers of distributed heterogeneous information sources, and existence of complex, often incomplete and unpredictable dynamic situations. As a result, there is need for effective methods of situation recognition, prediction, reasoning and control -- operations collectively identifiable as Situation Management.

Often situations involve a many interdependent dynamic objects that change their states in time and space, and engage each other into fairly complex relationships. From a management viewpoint, it is important to understand the situations in which these objects participate, to recognize emerging trends and potential threats, and to undertake required actions.

The objective of this workshop is to provide a forum for scientists, engineers, and decision makers from government, industry and academia to present the state of their research, development and systems needs in situation management, to discuss fundamental issues and problems, and to identify future R&D directions.

# IEEE GLOBECOM 2006 Expo

| | |
|---|---|
| **Title:** | IEEE GLOBECOM 2006 Expo |
| **Dates:** | 27 November to 1 December 2006 |
| **Location:** | San Francisco, CA USA |
| **URL:** | **http://www.ieee-globecom.org/2006/index.html** |

Proposals are due **5 March 2006**.

The IEEE Communications Society (COMSOC) has selected San Francisco for its first ever Communications EXPO, which will be co-located its 49 th Annual IEEE Globecom conference in November 2006.

The new EXPO will have exhibits by industry and a quality technical program focused for the design and development engineers in the communications industry. This will include:

- Design & Developers Forum
- Tutorials & Workshops
- Telecom Business Forum

Historically, the IEEE Globecom conference is focused on research and development. The technical program for IEEE Globecom 2006 will continue this emphasis. There will be 16 symposium conducted by the various COMSOC technical committees covering the major industry technologies and numerous hot topics.

**Society News: IPCC**

# IPCC 2005 Proceedings Available on IEEE Xplore

**Contributed by George Hayhoe**

If you didn't attend the 2005 IEEE International Professional Communication Conference (IPCC) in Limerick, Ireland back in July, you can share at least part of that experience at IEEE Xplore, the Institute's digital portal.

While there is no virtual medieval banquet at Bunratty Castle available on Xplore, you can feast on the intellectual fare of the conference in the form of most of the papers presented at IPCC 2005.

A total of 106 papers will be available at IEEE Xplore. Currently, 103 of those papers have been posted. An additional three papers, accidentally omitted from the conference proceedings CD, will be available soon. (An addendum CD with copies of the three omitted papers has also been mailed to all conference attendees.)

You can browse the IPCC 2005 Proceedings Table of Contents at **http://ieeexplore.ieee.org/xpl/tocresult.jsp?isnumber=32120&isYear=2005**.

If you do not subscribe to the IEEE Member Digital Library, or if your company or university does not subscribe to the IEEE Electronic Library, each paper you download will cost US$13 (IEEE members) or US$35 (non-members).

## Society News: AdCom News

# AdCom Virtual Meeting Notes

The AdCom meeting was held via conference call on 28 January 2006. Tom Orr had to be up in the middle of the night in order to participate from Japan, and the team greatly appreciates his sacrifice.

As Luke's column last month hinted, we have a lot going on in the society:

- Brenda Huettner, Jean-luc Doumont, and Kit Brown are speaking at MTT-S 15 June 2006. (We also have a booth at the conference.)
- IPCC is in Saratoga Springs, New York, USA 23-26 October 2006. Beth Moeller is recruiting volunteers.
- Tom Orr is working hard to build PCS' visibility among the Regions
- Brenda Huettner is working hard to improve PCS' visibility in the larger organization and to recruit new members.
- Julia Williams is coordinating continuing education offerings that PCS can provide tto members, as well as to other societies.
- Nominations for awards are being evaluated. Plaques will be presented to the winners at IPCC.
- Michaël Steehouder is representing us at INTECOM, the umbrella organization for international technical communication associations.
- Kit Brown is working on a survey of members to identify how we can best serve our membership.
- Luke is representing us at TAB meetings (part of the larger IEEE organization) and working with our Division VI representative to ensure that our interests are protected within the larger organization.
- Mark Haselkorn and Kit Brown are working with several well-known content management gurus to develop standards to present to IEEE and ISO standards committees.
- Kirk St. Amant is guest editing an issue of the *Transactions*, as well as working on a book on international online communication.

The next AdCom meeting is scheduled for 19-20 May 2006 at the Crowne Plaza in Seattle, Washington USA. Seattle is the locale for the 2007 IPCC.

# Newsletter

## Calls for Articles

**Volunteer Columnists Wanted for *IEEE-PCS News* *New!***

**Call for Chapter Proposals on International Online Communication *New!***

***Global Talk* newsletter**

***International Journal of Knowledge and Learning***

# Volunteer Columnists Wanted for *IEEE-PCS News*

**by Kit Brown**

*IEEE-PCS News* depends on volunteer contributors to continue providing quality content. Writing a regular column benefits you in the following ways:

- Shares your knowledge with a diverse international audience
- Provides a forum for exploring ideas related to a variety of topics in technical communication
- Fosters discussion at conferences
- Provides fodder for professional presentations
- Markets your abilities and services in a low key way
- Improves name recognition in your industry or specialty
- Looks great on your résumé or CV
- Looks great on your publication list
- Provides an opportunity to work with a really friendly editor ;->

The columns can be short (less than 1000 words), and you can choose to publish them monthly or quarterly. Columns typically have a theme, and the articles revolve around that theme. Some ideas include (but are not limited to) the following:

- **Tools of the Trade:** Technical information about software and hardware typically used in technical communication
- **Book and website reviews:** Help the editor find books and websites that would be interesting to the members. Help write short reviews.
- **Member Profiles:** Interview a different PCS member. A great way to find out more about our members.

Interested? E mail Kit Brown at **pcsnews DOT editor AT ieee.org**. (Replace DOT with a period and AT with @.)

# Call for Chapter Proposals: *Culture, Communication, & Cyberspace*

**by Kirk St. Amant**

*Culture, Communication, & Cyberspace: Rethinking Technical Communication for International Online Environments*

Edited by Kirk St.Amant (Texas Tech University) and Filipp Sapienza (University of Colorado at Denver)

## Submission Procedure

Prospective authors are invited to submit chapter proposals of 200-500 words on or before **1 May 2006**. In their proposal, prospective authors should clearly explain the purpose and the contents of their proposed chapter.

Please send inquiries or submit material electronically (as Rich Text/.rtf or Microsoft Word .doc files) to both editors at Kirk St.Amant (email: **kirk DOT st-amant AT ttu.edu**) and Filipp Sapienza (email: **Filipp DOT Sapienza AT cudenver. edu**)

Authors will be notified of the status of their proposal and sent chapter organization guidelines by May 15, 2006. Drafts of chapters will be due by October 15, 2006.

## Summary of the Book

*(Editor's note: This was shortened for length, please contact Kirk or Filipp for more detail.)*

The increasingly global nature of the World Wide Web presents new challenges and opportunities for technical communicators who must do the following:

- Develop content and navigation for culturally diverse users
- Use online media to interact with clients or colleagues (e.g., SMEs) from other cultures and in other nations
- Provide online instruction or web-based training to persons located in other countries

Within these situations, cultural communication expectations and factors of online media affect the success with which technical communicators deliver content or interact with others. As international Internet access grows, the online activities of technical communicators will only become more international and intercultural in nature.

The editors are interested in a range of methodological approaches that may include (but are not limited to) case studies, empirical studies of international web use, usability studies, composition practices, writing practices, pedagogical practices.

They are also interested in chapters that examine how business trends, such as international outsourcing, content management, and the use of open source software (OSS), are affecting and could change practices in the field of technical communication as related to online cross-cultural interactions.

Articles might consider current scholarly work on international web communication from a variety of fields including technical communication, educational technology, information architecture, computers and composition, rhetoric, psychology, and usability engineering.

# *Global Talk* Newsletter Seeking Contributions

**by Kirk St. Amant**

*Global Talk*, the online newsletter for the International Technical Communication Special Interest Group (SIG) of the Society for Technical Communication (STC), is getting ready for a new year of publishing articles on topics on

international and intercultural technical communication.

For this reason, I'd like to extend an open invitation to everyone on this list to consider submitting an article (750-1,500 words) on topics that include the following:

- Translation
- Localization
- International Technical Communication
- Outsourcing
- International Market or Technology Trends that Will Affect Business and Technical Communication Practices
- International Standards
- Differing International Legal Requirements
- Any other topics you think might be of interest to SIG members or to STC members overall

Please think of *Global Talk* as a forum for sharing information and ideas with both colleagues who are interested in international technical communication and technical communicators or businesspeople in general who are searching for more information on international communication. Also, please feel free to share this call for articles with colleagues (or students) who you think might be interested in writing one or more articles for the newsletter.

If you would like to discuss article ideas or to submit an article manuscript for publication consideration, please feel free to email me (Kirk St.Amant) at **kirk.st-amant@ttu.edu**.

# International Journal of Knowledge and Learning

**Contributed by Ann Wiley**

## Important Dates

| | |
|---|---|
| **Submission of Abstract:** | 31 May 2006 |
| **Submission of Manuscripts:** | 30 November 2006 |
| **Notification of Acceptance:** | 15 March 2007 |
| **Final Version Due:** | 15 July 2007 |
| **Publication:** | Late 2007 |

The *International Journal of Knowledge and Learning* is doing a special issue on Knowledge, Technology and the Digital Divide: global perspectives.

## Style and authorship guidelines:

Author guidelines are available at: **http://www.inderscience.com/papers/about.php**.

## Special Issue Editors:

- **Bill Martin**, Research Director, School of Business IT, RMIT University, Melbourne, Australia
- **Mohini Singh**, School of Business IT, RMIT University, Melbourne, Australia
- **Alemayehu Molla**, School of Business IT, RMIT University, Melbourne, Australia

There is a global consensus on the perceived connection between the uptake of information and communication technologies (ICTs), economic growth and new knowledge. Development today is virtually synonymous with the presence of industries at whose core reside knowledge and related intangibles.

This includes computer hardware and software, multimedia, communications and biotechnology, the informatisation and

digitisation of traditional commodity and manufacturing production and exchange, and a range of government and business services available on a 24 X 7 basis.

Nonetheless, the benefits of the so-called digital revolution and the knowledge economy it enables have been accompanied by a further widening of the gap between those with ready access to knowledge and information and those who lack such access completely or those whose access is constrained significantly.

This digital divide exists both within the developed countries of the North and between them and those nations in the South that are striving to escape the burdens of under-development. Clearly, the acquisition of technological capacity is a necessary, but not sufficient response to such challenges. People must also have access to the information and knowledge to become both users and producers of these technologies.

Even more basically, people must be capable of responding to the opportunities presented by this combination of technology and knowledge. Various national and international institutions are undertaking policies, programs, and projects to include those that remain on the negative side of the divide. This carries implications for issues of access and equity, be this in terms of the basic literacy necessary to participate in the digital economy or the freedom from poverty and disease that would enable participation in the workforce.

There is a range of infrastructure issues to do with legal and regulatory frameworks for telecommunications, intellectual property, e-business and e-government. There is also a range of relationship issues, not only at governmental level and involving donors, investors and local partners, but also at a local level to do with balancing external and indigenous knowledge and resources in ways that are most likely to empower local communities. Finally, there are issues of lessons, outcomes, and sustainability of impacts.

This special issue will address this range of relationships and resource issues taking a global perspective. It will also look for insights into actual and potential responses involving this softer knowledge-based dimension of the response to some of the major problems of development and the digital divide. Submissions are invited that fall into (but are not limited to) one of the following topic areas:

## Theories of knowledge and digital divide

Knowledge and development; millennium development goals; modernisation; dependency; resource-based theory; knowledge-based theory of the firm, intangibles; knowledge creation and management theories, including complex adaptive systems, knowledge and learning; theories of information and knowledge societies; Information and knowledge in a North-South connection; issues of relevance and validity; Information and knowledge flows; potential obstacles and stimulators; Strategies for creating and sharing knowledge.

## Communities and content

Communities and knowledge sharing; donor-recipient; local and international Content mix for North-South; South-South and South-North knowledge exchanges; Content gaps in the digital divide; Issues of equity and access; Issues of culture; norms and customs of E-spaces versus social spaces.

## Infrastructure issues

Technologies for sustainable development; Regulation and deregulation of basic infrastructures; IP regimes and legal frameworks; Global ebusiness structures: supply chains and value networks; North-South business clusters;Policies and models for addressing the digital divide; Evaluation of policies; Comparative studies of policies; Evaluation of models; Issues and challenges Impact assessment; Case studies, successful and otherwise of knowledge transfer, sharing or
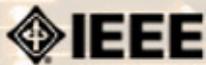
## Guidelines

# Newsletter Article Submission Guidelines

**by Kit Brown**

Submit articles by the **15th day of the month before publication**. The newsletter is published monthly around the 1st of the month. The **editorial schedule** provides the proposed themes for each month. Additional suggestions are always welcome.

For book and website reviews, see also the **book and website review guidelines**.

If you have questions, comments, or suggestions, please contact **Kit Brown**.

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**Writing Tips:** If you aren't sure how to construct the article, try using the 5-paragraph essay method. (Note: The 5-paragraph concept can be expanded to longer formats, so don't be overly literal about the five paragraphs.)

1. Identify your theme and 3 main points in the introductory paragraph. This lead paragraph should draw readers in and make them want to read on.
2. Use each of the 3 body paragraphs to discuss the one of the 3 main points you identified in the first paragraph. (discuss them in the order that you listed them in the introduction). Show, don't tell. Give examples. If you express an opinion, back it up with evidence.
3. Summarize your thoughts in the conclusion paragraph and provide the reader with any actions that you want him/her to take. (The conclusion should not introduce new information, but should encapsulate what was said in the article and provide recommendations if appropriate.)

**Guidelines:** Please review the following information when submitting articles or regular columns to the newsletter:

- **Submit articles electronically in MSWord or RTF format to pcsnews.editor@ieee.org.** These formats are more easily available to me than other word processing applications.
- **Provide articles that are 200-1000 words in length.** People tend to scan rather than read in an online environment. Short, well-written and relevant articles will be more beneficial to the audience than longer ones.
- **Provide a short bio (~25 words) and contact information.** Readers want to know about you. At a minimum, write a bio that tells your name, company, primary job title, email address and why this topic is of interest to you or what experience you have in the area you wrote about. (This doesn't count as part of your word count.)
- **Indicate whether the article is time sensitive.** Because of size considerations and editorial schedule, newsletter articles may not be published immediately upon submission, unless it is date critical (e.g., information about the upcoming conference or an article about a current event that relates to technical communication.)

- **Indicate copyright information if applicable.** If you own the copyright for an article, indicate this with your submission so that we can provide appropriate attribution. If you don't own the copyright, but think an article is interesting, provide the article, along with the contact information for the copyright holder and the name of the publication where it was originally published.
- **Insert the URL into the text so that I can easily create the link.** For example, if you want to reference the w3c, you would say "refer to the W3C (http://www.w3c.org) guidelines". Don't create the hyperlink in Word.
- **Provide complete bibliographic information for references.** Include author(s), title, date of publication, publisher, page numbers or URL, ISBN number.
- **Use a friendly, casual tone.** We want to invite people to read and to make the information as accessible as possible.
- **Use 1-inch (2.54 cm) margins; don't indent paragraphs.** I have to reformat the text so it's better to minimize the formatting you include. Instead of indenting, put an extra line between paragraphs
- **Avoid using lots of formatting within the text.** I will have to format the articles for the online environment, so don't put lots of bold and italic in the text.
- **Use subheadings generously.** Subheadings help the reader identify the information that is important to them. Subheads are especially helpful in orienting the reader in the online environment.
- **Use active voice and short sentences.** At least 40% of our audience is outside of N. America. For many members, English is their second (or third) language. Short sentences and active voice are easier to absorb and understand than complex sentence structures.
- **Avoid jargon and "big" words when a simpler term will work.** Approximately 90% of our audience is engineers who need to write effectively on the job. Avoid using writer's jargon, or explain the term in the context. By "big" words, I mean complicated, less commonly used words that may have the same or similar meaning to other, more commonly used words (e.g., instead of "obfuscate", just say "confuse").
- **Avoid idioms.** Idiomatic phrases are those colorful sayings we use to mean something else. For example, "once in a blue moon", "jump right in", "on the fly". Unfortunately, these sayings often have no equivalent in other languages, and can be difficult for non-native English speakers to interpret.
- **Submit graphics as JPGs or GIFs.** Web graphics need to be in one of these formats for most browsers. SVGs and PNGs are not yet universally accepted. If you want graphics included in your article, you need to give me the JPG. Don't just embed it in Word.

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