

### President's Column

*Brian Smith*



We are well into our calendar of topics for the year and I want to remind everyone about our upcoming November Social Media Workshop on November 21st! Facilitated by Blake Babcock of Focal Point Social Media, this event promises to be a true learning experience, especially for those who want to learn more about how Social Media helps brand a business.

And can you believe the holidays are already upon us? Please make it a point to join us for our Holiday Social event on December 10<sup>th</sup>. It always proves to be entertaining, with great food and great company! It's a great excuse to get together and catch up and enjoy a delicious meal, together. Why not plan on bringing a guest?

We have a great range of topics to look forward to in our program meetings, next year, as well. In January, we'll learn about "Simplified Technical English" on January 14<sup>th</sup>; "How Can Machine Editing Work for You" on February 11<sup>th</sup>, "Responsive Design" on March 10<sup>th</sup>, "Use Your Expertise in Writing to Promote Technical Products/Services through Blogging" on April 14<sup>th</sup>, and finally, our annual Banquet and Election in May.

We have much to look forward to, so mark your calendars now to take advantage of the learning opportunities ahead in our chapter!

### In the Spotlight: Kathleen Ruggeri

This month, *Lines & Letters* caught up with long-time member, Kathleen Ruggeri, who recently changed roles at Rockwell Automation. Kathleen was the previous Manager of Information Development. Kathleen's new role is Manager, Information Architecture and Content Strategy. In this role, she and her team are responsible for creating technical content strategies for Rockwell

Automation's complex products, systems, technologies, and initiatives. This includes the specific content plans for deliverables, the relationships within and among sets of deliverables from both the authoring and the user perspective, and visuals that communicate the strategy to stakeholders in the company. This in-depth planning and focus is key to managing the technical content for more than 300,000 Rockwell Automation products.

In addition, Kathleen is the program manager for Rockwell Automation's Content Quality initiative. Using automated tools that have been customized specifically for our content, style, and terminology, Kathleen is managing the roll-out of these tools to employees throughout the company who create technical content to solidify consistency and streamline translatability.

Kathleen Ruggeri has been a long-time member of STC. She began her affiliation with STC while a student at Bowling Green State University, where she obtained a B.A. in Scientific and Technical Communication. She then went on to get her M.B.A at John Carroll University.

Kathleen has presented several times to NEO STC on the subjects of technical communication project management/metrics, information architecture, editing, and controlled vocabularies. She has participated in the STC International Summit several times, and has presented papers on metrics, topic-based architectures, mentoring, and the importance of technical communication internships. Kathleen has also served as a judge for the publications competition at the local and international level several times.

On a personal note, Kathleen enjoys playing the saxophone and has been a regular musician in the Rockwell Automation Christmas Band. She is married and has two daughters.

### Academic Relations: NEO STC Visits John Carroll University

*Lynn Nickels*



Kate Dodds of Parker Hannifin

The Academic Relations committee (Kade Dodds and Lynn Nickels) made their first college visit of this year on Oct. 6th to John Carroll University. The committee presented to Tom Pace's class of writing students and were surprised at the great questions posed by them! Students were encouraged to attend a meeting to see how they liked it and were given our NEO chapter's scholarship information. The Academic Relations Committee has visited JCU many times and we look forward to keeping the lines of communication open and visiting Tom's classes in the future! If you are interested in joining the committee for a local college visit, please let us know.

### Academic Relations: Building a Case at Case (Western Reserve University)

*Lynn Nickels*



Dina Benayad-Cherif, CWRU Student and Technical Writing Minor

Once again, NEO STC got a word in at Case Western Reserve University's Link-State event, an annual event specifically geared toward engineering students. I was able to speak to students about volunteering and networking through organizations like NEO STC – it's a case for a Win-Win strategy! Not only can students help the community through volunteering, but they can use participation in organizations like STC as resume-building opportunities, and feel good about themselves in the process. Students were encouraged to join professional organizations, like our local NEO STC chapter, while still in school, and were presented with the advantages of joining—like applying for our chapter's scholarship.

The value of the available networking opportunities was stressed, in addition to learning from professional presenters about interesting topics focused, like this year, on Social Media. And we know all college students are very focused on Social Media!

### Lies!

*Brigid Brockway*

Lillian Virginia Mountweazel was a renowned fountain designer turned photographer, famous for her definitive

# Lines & Letters

## Northeast Ohio STC Newsletter



November 2015 Issue

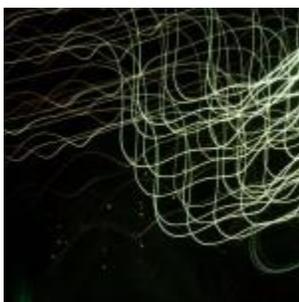
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work on American mailbox photography, and a book titled *Flags Up!* Mountweazel's life was cut tragically short in 1973 when, on assignment for *Combustibles* magazine, she exploded.



Lillian Virginia Mountweazel is a copyright trap. She's a made-up person who was included in the 1975 edition of the *New Columbia Encyclopedia* so that, should Mountweazel show up in any other reference book, then the New Columbia would be able to prove plagiarism.

If the idea of filthy lies in reference books fills you with righteous indignation, don't write that scathing letter to *New Columbia* just yet. "Mountweazeling" is a tradition that goes back a very long way.



The tradition probably began with maps, which have included false entries, sometimes called paper towns, for centuries. One such town was *Agloe*, New York, first hidden in Esso road maps by mapmakers Otto G. Lindberg and Ernest Alpers in the early '30s. The town, its name an anagram for the initials of the mapmakers, began appearing on other maps in the 1940s. Esso threatened to sue another mapmaker in 1952, only to discover that Agloe had become a real place when they weren't looking - someone had erected the Agloe General Store at the spot, prompting a county administrator to declare Agloe a real town. The general store went out of business some years ago, and the town of Agloe disappeared along with it.



Fred L Worth was tipped off that Trivial Pursuit had borrowed facts from several trivia books he'd written when a clue repeated his false claim that Columbo's first name was Phillip. It turned out that Trivial Pursuit had used Worth's books so liberally that they'd copied over some of his typos. Worth lost the lawsuit he filed against them based on Trivial Pursuit's claim that copying verbatim was just "doing research."

The sources for this include The Allusionist podcast (episode 7: "Mountweazel"), Mental Floss.com ("Fun With Copyright Traps"), The New Yorker ("Not a Word" - August 29, 2005 issue), and Omnictionary.com.

Photo credits: Brigid Brockway

### Excellent Excel Class at DeVore Technologies

*Tricia Spayer*

I recently had the privilege of attending the Intermediate Excel 2013 class at DeVore Technologies, Inc. in Beachwood, where NEO STC held its October meeting. Thanks to the wonderful folks at DeVore, attendees of that NEO STC meeting were able to attend one of a handful of classes for FREE. Yeah – you read that right. Just by going to the October NEO STC meeting and taking advantage of this opportunity, my yearly STC membership paid for itself. Beat that, bargain-hunters!!

But wait, there's more!! I got to learn something new.

Excel is one of those programs I've had as part of the Office suite that is granted to us associates at Pressco. So I've gotten to play with Excel since 1996 or earlier. But my skills were limited. Sure, I could use the Sum function and add numbers with the best of them. I could even keep track of attendees for an STC meeting. Beyond that, I fumbled my way into making Excel do what I wanted it to.

No more fumbling. Thanks to our instructor, Troy Boerner at DeVore, I am now a confident chart-maker, sparkline specialist, filter fanatic, sorting superstar, and function fiend. Oh, and I can add an awesome penguin photo in the background of an Excel sheet (but only when I wouldn't want people to be able to read the content).

Here's a bonus lesson to whet your whistle:

Subtotal figures and have Excel insert those rows for you automatically (as opposed to you having to insert rows manually and perform a Sum function in each subsection). Those automated rows become collapsible so you don't have to look at all the data. Awesome. This example subtotals sales figures. (My commands are using Excel 2007, so adjust accordingly.)

1. Select a set of data you want to subtotal.
2. From the Data tab, select Subtotal.
3. Select options in the dialog box for "At each change in" (name); Use function (Sum); Add subtotal to (sales).



The image shows three stages of an Excel spreadsheet with a subtotal function applied. The 'Before' view shows a list of sales data with columns for name, region, season, and sales. The 'After' view shows the same data with a 'Subtotal' row inserted at the end of each group. The 'Collapsed' view shows the data with the 'Subtotal' rows expanded and the individual data rows hidden.

Please check out DeVore Technologies ([devore.com](http://devore.com)) for your educational enhancement. You'll be glad you did. It's a terrific facility. The pace was perfect for our class. Troy, our instructor, made sure we all got the concepts before moving on, and made us feel like superstars. That's what a class should be like.

## A Look at Emerging Technologies

*Charles Dull and Jeanette Evans*

*Note to readers: This is a follow up to our recent presentation to NEO STC.*



Augmented Reality Instructions (photo credit: Tricia Spayer, taken from YouTube)

This look at current thinking about top emerging technologies should help us in our own work to see how we might use these technologies. Whether it is social media, wearable technologies, the latest in printers, personalization, big data, cloud computing, mobile apps, analytics, digital identity, haptic interfaces, augmented reality, or the internet of things, we could benefit by looking at these technologies.

## Where we have been and are going

A few years ago mobiles, mobile apps, cloud computing, and ebooks topped lists such as the Horizon Report. Today we see a move on these lists to wearable tech, bring your own device, and 3D printing, with a continuation of mobile and cloud computing. Online learning and flipped/blended learning are trends as well.

- ◆ Concerning flipped and blended learning, we see predictions that letting students watch lectures online gives teachers a chance to spend time in class on real-time collaborative activities and areas that challenge students.
- ◆ With regard to online learning, we see continued growth and a move to measuring effectiveness.

Whether we work in an area related to education or not, it can be worthwhile to be aware of trends in educational technology to see if we can use related techniques for the audiences we serve in our own work.



Dr. Charels Dull



## The Horizon Report

The 2015 Higher Education Horizon Report (12 Edition) is a collaborative effort that identifies technologies that likely have an impact on learning and teaching. Trends, challenges, and important development appear in the report. The report notes that "with more than 13 years of research... the NMC Horizon Project can be regarded as the world's longest-running exploration of emerging technology trends."

Trends identified that could be of greatest interest to us, include:

- ◆ evolution of online learning
- ◆ rethinking of learning spaces
- ◆ rise of data drive learning and assessments
- ◆ Agile approaches to change

Challenges of greatest interest to us include:

- ◆ defining and support digital literacy
- ◆ blending formal and informal learning
- ◆ competition from new models of education

Important developments of interest to us could include:

- ◆ bring your own device
- ◆ flipped classrooms
- ◆ wearable technology
- ◆ the Internet of Things

The Internet of Things can be defined as a "network of objects that link the physical world with the world of information through the web." Objects, sensors, and devices "can now be addressable and findable across the internet." This can be useful for "tracking objects that monitor equipment or materials, point of sale purchases, and... inventory management. "It may be for many of us just a matter of time before we provide related documentation support, training materials, and other information products. We may be working on the "many web tools that allow objects to be annotated with descriptions, photographs... and other contextual information; the Internet of Things makes access to these data as easy as it is to use the web."

Wearable technologies can include items of clothing such as shoes or a jacket or an accessory such as sunglasses or a backpack. Wearable technology can "integrate tools that track sleep, movement, location, and social media. Google Glass is an example of wearable technologies, letting users see information about their surroundings. Smart watches are another example of wearable technologies, letting users check email and complete other tasks through a highly portable interface.

### Microlearning and education



Jeanette Evans

We hear so much about how attention spans are currently shrinking with people unable to put down their phones. Shrinking attention spans is a debatable topic, but we do see greater consumption of media and video content. We should keep this in mind as we develop learning products especially for technologies that are changing rapidly. Techniques useful in the past may not apply today especially for a changing work environment. Shorter and completely to the point can often be better in today's world and something to consider for documentation.

The next new, best, and fastest bit of technology (you "gotta" use).

Culture and technology today are blending and integrating into our lives. We used to use technology. Now technology is used so seamlessly we often do not realize it is technology. Examples include tweets, big data, analytics, microblogs, Facebook, bring your own device, and augmented reality, as shown in the example. Wearable technologies change how we live as we use our FitBit, Apple Watch, and iPod tracking, as some examples.

Compacted learning often comes as a result and something we can consider as we prepare documentation or whatever learning product deliverable would be a good fit for the application. Microlearning can include massive, open, online courses where you learn what you want, if you want, what part you want, and when you want. Communication can include:

- ◆ Skype
- ◆ Webex

- ◆ Dimdim
- ◆ Adobe Connect
- ◆ Google Hangout

### What's next

Some ideas to think about are that we live in a sound byte age. Younger generations have grown up thinking answers to questions are Google searches. Learning will change on demand. Technology will continue to be more agile and merging use with life. The latest technology could be yesterday's news. We will continue to use tools to stay current.

An augmented reality example.

Here is the link to the augmented reality instructions for repairing a car engine.

<https://www.youtube.com/watch?v=P9KPJIA5yds>