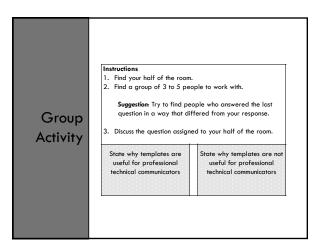
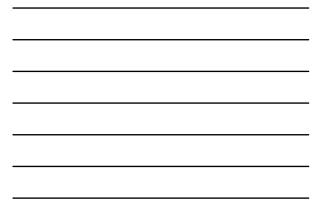
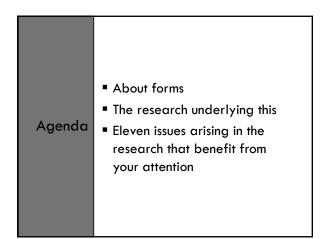
Following Form: Eleven Real World Insights into Template-Based Writing

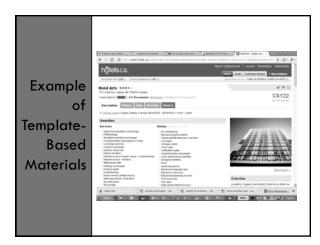


| Opening Question | As a professional technical communicator, have you used template-based (structured) approaches to writing? • Yes • No |
|---------------------|--|
| | YesNoI don't know what you're |
| | talking about |





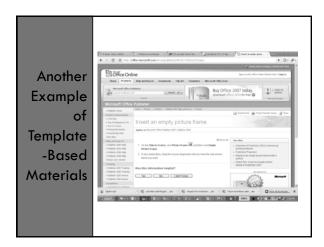




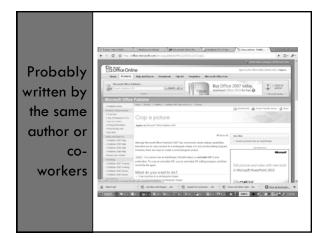




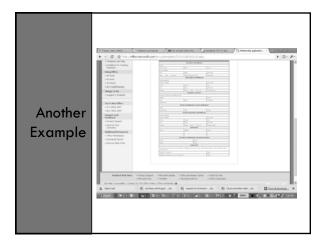




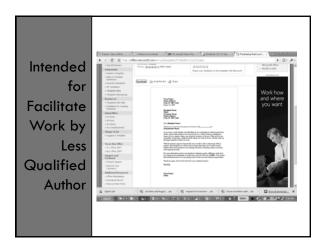




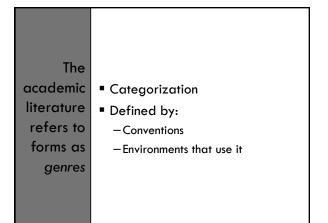








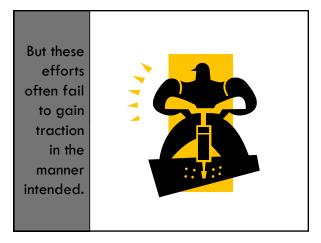




| | Opportunities |
|------------|--|
| Genres | -Guide writing |
| offer | —Aid learning |
| opportu- | Promote entry into communities |
| nities and | Challenges |
| challenges | -Universalist pronouncements |
| | Contextualized realities |
| | |
| | |

| In our field, promote genres to promote | Style guidelines Learning objects (*) XML / DITA Information Mapping | Standards |
|---|---|-----------|
| consistency | | |





| The | 3 genres FAQs Guided tours Help 11 sites |
|--------------------|--|
| Underlying This | Eddir example steared in ce |

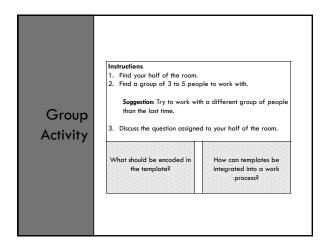




| Potential benefits | Enable SMEs to create their own content with limited writing and authoring skill Simplify production Reuse parts or all of the content Ensure a consistent user experience Ensure a consistent brand experience |
|-----------------------|---|
|-----------------------|---|

| 2. Remember, the content | | |
|---------------------------------------|--------|----------|
| in the | Inform | Instruct |
| templates ultimately has an end | | |
| use. | Market | Report |
| | | |





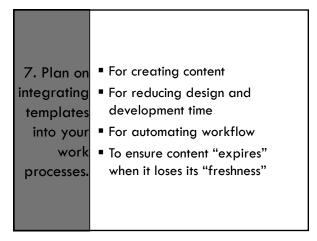


| 3. Before | |
|-----------|-------------------|
| develop- | ■ Look? |
| ing it, | Content? |
| determine | Brand? |
| what the | Structure? |
| template | Interaction? |
| should | All of the above? |
| codify. | |
| | |

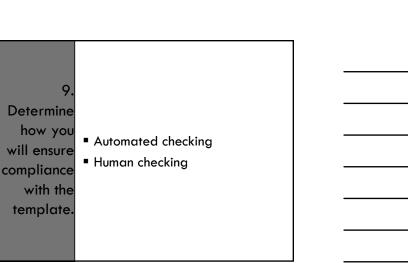
| 4. Note that templates reflect the prefer- ences of the lead designer | Graphic designer? Instructional designer? Information designer? Could be corporate preferences: |
|--|--|
| that templates reflect the prefer- ences of the lead | preferences: Graphic designer? Instructional designer? Information designer? Could be corporate preferences: Help |

| 5. To ensure that authors develop familiarity with the logic, document that. Don't rely on institutional memory Don't rely on institutional memory Use: Style guides Comments in the template |
|--|
|--|

| 6. Validity of the template reflects the extensive ness of the testing. | With the authoring software? With the branding police? With SMEs and similar stakeholders? With users? |
|--|---|
|--|---|



| 8. Within forms, | Automating Q&A process in FAQs (bridging help and FAQs) |
|---------------------|---|
| organi- | Letting users change the |
| zations | structure of guided tours |
| attempt | Linking to a web page rather |
| innovation | than a help file during when |
| with | providing user assistance |
| varying | Using statistical analysis to |
| satisfaction | determine what to document versus the anticipation method |



| 11. Recognize that template- based design could impact work opportu- nities. | Upsides We focus on meaningful content We design the templates Downside Others design the templates DIY |
|--|--|
|--|--|

