

Annotated Bibliography

Online IA Tutorial

*Assisting Information Architects and Others to Learn about
Information Architecture and Usability Testing;
Promoting Professionalism and Standardization of Information Architecture*



IA Design & Usability

Topic: The Creative Information Architecture Model—The IA Model

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Online Information Architecture Tutorial

http://www.stevenheitman-ia.com/html/module_1.html

Appendix E

ABSTRACT

IA MAEd—THESIS REPORT

**AN ONLINE TUTORIAL FOR INSTRUCTIONAL DESIGNERS
TO LEARN ABOUT INFORMATION ARCHITECTURE**

This Instructional Design Plan and Thesis Report are comprised of eight sections that detail pertinent instructional design theories and solid instructional design pedagogical approaches for creating an excellent online learning environment and resource about Information Architecture. The purpose and significance of this Instructional Design Plan is to create a viable Instructional Design Plan based upon The ADDIE Model, and also developing an online tutorial for Corporate Trainers to learn about The Creative Information Architecture Model (The IA Model)—current trends in Information Architecture. The online IA tutorial about Information Architecture can provide or supplement a learner’s knowledge base about the professional practice of Information Architecture, usability testing, and Website design. Since Information Architecture and user-centered design adds value, structure, and integrity to Websites, this online tutorial provides meaningful online learning experiences for learners that desire to learn about The IA Model. Instructional Designers may find this tutorial especially useful because they can easily relate to a new Model—understanding why a systematic approach increases the level of usability on Websites and user-centered design for digital design products—that makes: sense-making, findability, and wayfinding easier for learners. The Thesis Report and Online IA Tutorial were reviewed by Senior Information Architects, Director of User Experience, Technical Writer, Writer and Editor, and a Chief Executive Officer, and a one-on-one pilot test was done—all of these items were deemed appropriate, effective tools for learning, and content was assessed as accurate with regard to Information Architecture and Usability Testing.

Information Architect, User Experience Designer, Project Manager

- http://www.stevenheitman-ia.com/html/IA_BAIA.html
- http://www.stevenheitman-ia.com/html/IA_MAIA.html
- http://www.stevenheitman-ia.com/html/IA_MAE.html
- http://www.stevenheitman-ia.com/html/The_IA_Model_Reviews.html



A

Alutu, A. N. G. (2005). The guidance role of the instructor in teaching and learning process. *Journal of Instructional Psychology*, 33(1), 44-49.

Alutu (2005) did a case study about how teachers perform, providing guidance and about their role in teaching and learning. The researcher “examines the guidance role of the instructor in the teaching and learning process.” She goes on to study why learners need to be consciously guided by professors in order to learn effectively. A discussion of Gagné’s theory *relevant to instructional designers*: “conditions of learning, phases of learning and model for design of instruction.” The study explores why a teacher should have knowledge of the subject as well as being able to guide students in their learning process. All relevant to Information Architecture and instructional design because educators or trainers have to understand The IA Model and using a systematic approach, and how using this design process can effectively guide students (referring to Dabbagh, et al., 2005), using the Internet to access instructional materials.

Online Resource:

http://findarticles.com/p/articles/mi_m0FCG/is_1_33/ai_n16118902

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Andres, C. (1999). *Great Web Architecture*. Foster City, CA: IDG Books Worldwide.

Each chapter explores a different secret, from building a hierarchy and mapping links to developing themes and planning for expansion. Drawing on interviews with top Web architects, author Clay Andres shows you how to construct easy-to-navigate, aesthetically pleasing sites that elegantly project your identity while solving real-world business challenges. While some books on general Website design focus on particular technologies and others on one-size-fits-all rules, *Great Web Architecture* offers a fascinating examination of the structural designs of some of the Web's best sites and how they solve key design challenges.

Andres's technique is simple: identify the major decision points in site design and examine closely those sites that overcome particular obstacles or illustrate concepts. He highlights sites from Starbucks, Purina, The Getty Center, Salon Magazine, Specialized, and many others—all excellent case studies. The pages of this book are packed with small format screen shots and a step-by-step analysis of how the site in question is constructed and why. These examinations are supplemented with a number of interviews with the site developers to add a first-hand perspective. This book is notable not only for its fine selection of sites but also for its practical advice. For example, Andres illustrates the benefits of cascading style sheets (CSS), but also explains frankly why they are not as widely used as you might expect. The book wraps up with lengthy responses to survey questions posed to the featured developers. Topics covered are: Page hierarchies, site flow, graphic design, text techniques, branding, delivering information, e-commerce store design, and multimedia integration (Source: Stephen W. Plain).

Online Resource: <http://portal.acm.org/citation.cfm?id=519915>

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Apple Computer, Inc. (1992). *Macintosh Human Interface Guidelines*. Menlo Park, CA: Addison-Wesley Publishing Company.

Macintosh Human Interface Guidelines describes how to create products that optimize the interaction between people and Macintosh computers. It explains the hows and whys of the Macintosh interface in general terms and specific details. *Macintosh Human Interface Guidelines* helps you link the philosophy behind the Macintosh interface to the actual implementation of interface elements. Examples from a wide range of Macintosh products show good human interface design, including individual and iterative examples. These examples are accompanied by descriptions and discussions of why to follow the guidelines. This book also contains examples of how not to do human interface design. They are marked as such and appear with a discussion that points out what's inappropriate and how to correct it.

Online Resource: <http://portal.acm.org/citation.cfm?id=573097>

Arntson, A. E. (1998). *Graphic Design Basics*. (3rd ed.). New York, NY: Harcourt Brace College Publishers.

Chapters 1 and 2 present an introduction to the design process from the last one hundred years of design history. Chapters 3, 4, and 5 discuss the vital principles of perception, dynamic balance and Gestalt, and how they relate to graphic design. Chapters 6-7 focus on design principles and applied skills with regard to typography and layout design. Chapter 8 talks about photography and illustration as it applies to graphic design. Chapters 10 and 11 contain extensive new material on computer graphics, including traditional prepress production used to produce designs for print.

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Graphic Design Basics introduces students to an exciting and demanding new field. Design is linked tightly to society as if both reflect and help to shape the world around us. Designers are part of this important dynamic process. To enter this field requires discipline-specific information, hands-on practice and an understanding of time-honored principles. The third edition of this text continues to weave a concern for design principles with specialized information about the applications in the field of graphic design. *Graphic Design Basics* introduces the form and function of graphic design to students who have little background or understanding of its nature.

It works well for courses in the field of graphic design, as well as related courses dealing with visual communication and advertising. The book has illustrations and diagrams on every page and explains basic graphic design concepts to beginners in the field. Projects and exercises challenge the student to internalize the lessons in the text and *learn by doing*.

Online Resource: http://search.stores.ebay.com/graphic-design_Textbooks-Education_W0QQdfspZ32QQsacatZ2228QQsofpZ4

B

Barker, T. T. (2003). *Writing Software Documentation A Task-Oriented Approach*. (2nd ed.). New York, NY: Allyn & Bacon.

From the Publisher: More and more technology-based organizations are moving towards having an in-house employee write their user documentation. This book provides readers with a step-by-step strategy to writing and describing technical procedures. Designed to support professionals working on a project, this book includes complete programs for readers to work on and a full set of project tracking forms as well as a broad range of examples, including Windows-style pages and screens and award-winning examples from Technical Communication competitions. This is an ideal reference and learning tool for professionals who are required to write user documentation. It is part of the Allyn & Bacon Series in Technical Communication, edited by Sam Dragga (Texas Tech University).

Online Resource:

<http://portal.acm.org/citation.cfm?id=550271&dl=GUIDE&coll=GUIDE&CFID=23773697&CFTOKEN=79120876>

Online Information Architecture Tutorial—Annotated Bibliography 8

Bringhurst, R. (2001). *The Elements of Typographic Style*. (Version 2.4). Point Roberts, WA: Hartley & Marks, Publishers.

“All desktop typographers should study this book. It is not just one more publication on typography, like so many others on the market. It is, instead, a must for everybody in the graphic arts, and especially for our new friends entering the field. Written by an expert, Robert Bringhurst’s book is particularly welcome in an age where typographic design is sometimes misconstrued as a form of private self-expression for designers. As Bringhurst puts it: ‘Good typography is like bread: ready to be admired, appraised and dissected before it is consumed.’ I wish to see this book become the Typographers’ Bible” —Hermann Zapf. Useful typographical information:

- The grand design.
- Rhythm and proportion.
- Harmony and counterpoint.
- Structural forms and devices.
- Alphabetic symbols.
- Choosing and combining type.
- Historical interlude.
- Shaping the page.
- The state of the art.
- Prowling the specimen books.
- Appendix A: Sorts and characters.
- Appendix B: Glossary of terms.
- Appendix C: Type designers.
- Appendix D: Type foundries.

- Appendix E: Recapitulation.
- Appendix F: Further reading.
- Afterword to the second edition.
- Index.

Online Resource: <http://www.amazon.com/Elements-Typographic-Style-Robert-Bringhurst/dp/0881791326>

Buxton, B. (2007). *Sketching User Experiences Getting the Design Right and the Right Design*. San Francisco, CA: Morgan Kaufmann Publishers (Elsevier).

Designers are faced with new challenges that build on, rather than replace, existing skills and practice. *Sketching User Experiences* approaches design and design thinking as something distinct that needs to be better understood by both designers and the people with whom they need to work in order to achieve success with new products and systems. So while the focus is on design, the approach is holistic. Hence, the book speaks to designers, usability specialists, the HCI community, product managers, and business executives. Emphasis is on balancing the back-end concern with usability and engineering excellence (getting the design right) with an up-front investment in sketching and ideation (getting the right design). Overall, the objective is to build the notion of informed design, molding emerging technology into a form that serves our society and reflects its values. Bill Buxton's engaging work aims to spark the imagination while encouraging the use of new techniques, breathing new life into user experience design.

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This book covers sketching and early prototyping design methods suitable for dynamic product capabilities: cell phones that communicate with each other and other embedded systems, smart appliances, and things you only imagine in your dreams. It contains thorough coverage of the design sketching method, which helps easily build experience prototypes without the effort of engineering prototypes that are difficult to abandon. His book reaches out to a range of designers, including user interface designers, industrial designers, software engineers, usability engineers, product managers, and others; it is full of case studies, examples, exercises, and projects, as well as access to video clips that demonstrate the principles and methods.

Bill Buxton, who was trained as a musician, began using computers over thirty years ago in his art. This increasingly drew him into both design and research, with a very strong emphasis on interaction and the human aspects of technology. He first came to prominence for his work at the University of Toronto on digital musical instruments and the novel interfaces that they employed.

This work in the late 70s gained the attention of Xerox PARC, where Buxton participated in pioneering collaborative work, interaction techniques and ubiquitous computing. He then went on to become Chief Scientist of SGI and Wavefront, where he had the opportunity to work with some of the top filmmakers and industrial designers in the world. He is now a principal researcher at Microsoft Corporation, where he splits his time between research and helping make design a fundamental pillar of the corporate culture (source: <http://www.amazon.co.uk/Sketching-User-Experiences-Interactive-Technologies/dp/0123740371>).

Online Resource: <http://www.amazon.co.uk/Sketching-User-Experiences-Interactive-Technologies/dp/0123740371>

C

Chiazzari, S. (1999). *The Complete Book of Color*. Boston, MA: Element Books Inc.

The Complete Book of Color is about clothes and makeup, color and interiors, color diets for health, finding your soul colors, color in the garden, healing with color, your personal colors. My Information Architecture mentor recommended this book to use in conjunction with picking and choosing colors for design projects.

Online Resource: <http://www.fadu.uba.ar/sitios/sicyt/color/bib2.htm>

Clark, R. C. & Mayer, R. E. (2003). *E-Learning and the Science of Instruction, Proven Guidelines for Consumers and Designers of Multimedia Learning*. San Francisco, CA: Jossey-Bass Pfeiffer.

Clark & Mayer's book is about what works and does not work in e-learning. Their research is based on empirical research. They felt it was important to take into consideration cognitive theory and how people learn based on scientifically valid research studies. Other issues addressed are: recommended ways to use text, graphics, and audio to maximize learning and how collaborative Internet facilities can be used to maximize learning. Guidelines are included in this book to help Instructional Designers and others to produce better e-learning Websites.

Online Resource: <http://myais.fsktm.um.edu.my/1687/>

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Contractor, N. S. & Monge, P. R. (2002). Managing knowledge networks. *Management Communication Quarterly*, 16(2), 249-258.

Contractor & Monge (2002) explore the concept of “knowledge management” and why this is relevant to the Internet. Per Romano, et al., (1999), Gralla (1999), Whitehorn (1996), the World Wide Web has a lot of information in it for access by end users but Information Architecture processes and procedures should be utilized to organize the information for end users. The book is relevant to Instructional Designers because they design Websites and organize instructional learning materials for end users to access.

Online Resource:

[http://scholar.google.com/scholar?q=Contractor.+S.+N.+%26+Monge.+R.+P.+\(2002\).+Managing+knowledge+networks&hl=en&client=firefox-a&channel=s&rls=org.mozilla:en-US:official&hs=7xd&um=1&ie=UTF-8&oi=scholar](http://scholar.google.com/scholar?q=Contractor.+S.+N.+%26+Monge.+R.+P.+(2002).+Managing+knowledge+networks&hl=en&client=firefox-a&channel=s&rls=org.mozilla:en-US:official&hs=7xd&um=1&ie=UTF-8&oi=scholar)

Cooley, M. (1999). Human-centered design. In R. Jacobson (Ed.), *Information Design* (pp. 59-81). Boston, MA: Massachusetts Institute of Technology.

Mike Cooley writes about human-centered design in his article. He states: This is an extraordinary millennium, stimulus, the industrial future, human-centered systems (HCS)—an overview—a tool rather than a machine, initial results, over-structuring, education, not training, let there be enterprise, imagination, notes, and references.

Online Resource: <http://mitpress.mit.edu/main/home/default.asp>

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Cooper, A. & Reinman, R. (2003). *About Face 2.0 The Essentials of Interaction Design*. Indianapolis, IN: Wiley Publishing, Inc.

“Our book has a simple premise: If achieving the user’s goals is the basis of our design process, the user will be satisfied and happy....” In their book, they explore an area of design often ignored by traditional product designers and usability professionals: designing the behavior of complex systems, in particular, the behavior of increasingly pervasive, and sometimes all but invisible, software-enabled technology. They practice user-centered design in their approach that make interactive systems both powerful and pleasurable for end user to use. Their book includes these topics:

- Chapter 1: Goal-directed design.
- Chapter 2: Implementation models and mental models.
- Chapter 3: Beginners, experts, and intermediates.
- Chapter 4: Understanding users: qualitative research.
- Chapter 5: Modeling users: personas and goals.
- Chapter 6: Scenarios, translating goals into design.
- Chapter 7: Synthesizing good design: principles and patterns.
- Chapter 8: Software posture.
- Chapter 9: Orchestration and flow.
- Chapter 10: Eliminating excise.
- Chapter 11: Navigation and inflection.
- Chapter 12: Understanding undo.
- Chapter 13: Rethinking files and save.
- Chapter 14: Making software considerate.
- Chapter 15: Making software smart.

- Chapter 16: Improving data retrieval.
- Chapter 17: Improving date entry.
- Chapter 18: Designing for different needs.
- Chapter 19: Designing look and feel.
- Chapter 20: Metaphors, idioms, and affordances.
- Section Three Interaction Details, Chapters 21-24.
- Chapter 25: Window behaviors.
- Chapter 26: Using controls.
- Chapter 27: Menus: the pedagogic vector.
- Chapter 28: Using menus.
- Chapter 29: Using toolbars and tooltips.
- Chapter 30: Using dialogs.
- Chapter 31: Dialog etiquette.
- Chapter 32: Creating better controls.
- Chapter 33: Eliminating errors.
- Chapter 34: Notifying and confirming.
- Chapter 35: Other communication with users.
- Chapter 36: The installation process.
- Chapter 37: Designing for the Web.
- Chapter 38: Designing for embedded systems.

Keywords: Cursor hinting, pedagogic vector, manual affordances, Microsoft Word, Adobe Photoshop, Designing Beyond the Desktop.

Online Resource: <http://www.amazon.com/About-Face-2-0-Essentials-Interaction/dp/0764526413>

Corbiell-Hassell, R. (2001). *Developing Training Courses A Technical Writer's Guide to Instructional Design and Development*. Tacoma, WA: Learning Edge Publishing.

If you are an Instructional Designer or Technical Writer, this book is for you for developing training courses: It offers a concise, practical, step-wise approach to the training design process. It is a must-read for those interested in adding instructional development to their bag of tricks, or for those who are curious about the instructional design process. Although the book is slated as a guide for technical writers, those who have other backgrounds, including general administration, engineering, or teaching, will find it equally useful. Experienced training developers and managers will benefit from its tips. The book also provides a systematic approach, proven techniques, and practical templates. Some of its topics are:

- Develop training lessons that make a difference.
- Customize off-the-shelf training to meet the needs of your target audiences.
- Repurpose existing documentation.
- Globalize your training for culturally diverse learners or tailor lessons to meet specific needs of a limited audience.

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- Recognize dead-end paths that can undermine the success of your project.
- Incorporate ready-to-use CGI, Java, and HTML scripts into lessons.
Learning when to use them, where to find download sites, and how to tailor them to your training objectives and learners.

Online Resource:

http://findarticles.com/p/articles/mi_go2344/is_200211/ai_n7251962

D

Dabbagh, N. & Bannon-Ritland, B. (2005). *Online Learning Concepts, Strategies, and Application*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

This book is quite useful to Instructional Designers and Information Architects—content of book include:

- Chapter 1: What is online learning?
- Chapter 2: The roles and competencies of the online learner and online instructor.
- Chapter 3: Research on online learning.
- Chapter 4: Integrative learning design framework for online learning environments.
- Chapter 5: Constructivist-based pedagogical models: principles, characteristics, and online application.
- Chapter 6: Instructional strategies and their role in designing authentic learning activities for online learning.
- Chapter 7: Evaluation for online learning: a process model.

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- Chapter 8: Authoring tools: paradigms, usage, and future implications.
- Chapter 9: Course management systems: pedagogical features, selection, and limitations.

Online Resource: <http://www.prenhall.com/dabbagh/>

Dervin, B. (1999). Chaos, order, and sense-making: A proposed theory for information design. In R. Jacobson (Ed.), *Information Design* (pp. 35-57). Boston, MA: Massachusetts Institute of Technology.

Sense-Making and Wayfinding on Websites

Per Passini, et al., (1999), with regard to a new and emerging field of Information Design or Information Architecture and one possible definition: “Information design [Information Architecture] is defined as the art and science of preparing information so that it can be used by human beings with efficiency and effectiveness.” This relates to sense-making and wayfinding on Websites by end users.

The concept of sense-making naturally is a concept about mental cognition and psychological cognition that relates to how end users deal with both the subjective and objective psychological relationships between objects (inner and outer conditions or cause and effect relationships) when using Websites. This refers to human-computer interaction. Since so many digital design products lack in user-centered design, they may be designed with best intentions but appear to lack in usability. Websites or other digital design products that do not work for end users. A human being must successfully interact with Websites, so affordances for interaction designs should be considered prior to implementation. Affordances always allow end users a way out when surfing on a Website if a transaction online does not work out right for a variety of reasons.

That means an Information Architect bridges the gap end users oftentimes experience online (in terms of designing navigational systems to help end users wayfind effectively, including built-in affordances). In reality, end users desire to have digital design products that function right. If user-centered design is incorporated into Websites prior to implementation, then sense-making and wayfinding really do make more sense to end users. Concepts about designing information as it relates to Information Architecture and usability found in their book and include:

1. Information describes an ordered reality.
2. Information describes an ordered reality but can be “found” only by those with the proper observing skills and techniques.
3. Information describes an ordered reality that varies across time and space.
4. Information describes an ordered reality that varies from culture to culture.
5. Information describes an ordered reality that varies from person to person.
6. Information is an instrument of power imposed in discourse on those without power.
7. Information imposes order on a chaotic reality.
8. Information is a tool designed by human beings to make sense of a reality assumed to be both chaotic and orderly.

Online Resource: <http://mitpress.mit.edu/main/home/default.asp>

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Dick, W., Carey, L., & Carey, J. (2005). *The Systematic Design of Instruction*. (6th ed.). Boston, MA: Allyn & Bacon.

The Systematic Design of Instruction is a required textbook for every Instructional Designer, including Information Architects. Important features of this book are:

- The text clearly describes and models the instructional design process as it is practiced in education and business settings, allowing students easy transfer important topics.
- The Instructional Design Model (The ADDIE Model) and concepts are clearly defined and provided in sequential order.
- Application of the theory and concepts are illustrated and examples of case studies provided with steps of the design model in each chapter.
- Up-to-date references and recommended readings with annotations allow learners and Instructional Designers to explore concepts.
- The new edition uses course management technology to illustrate design. The Website is available in CourseCompass and Blackboard and includes goals and objectives for each step in the model, illustrations of pre-instructional materials, rubrics for evaluating products for each step in the model, concept quizzes and much more.

Online Resource: <http://www.ablongman.com/>

DiNucci, D., Giudice, M. & Stiles, L. (1998). *Elements of Web Design*. Berkeley, CA: Peachpit Press.

Elements of Web Design helps Information Architects and Graphic Designers to learn how the experts plan and design their Web sites. The book provides a history



of the Web, examples of well-designed sites, and information on coding HTML and preparing Web graphics. The authors start off by describing the Web and outlining its virtues: hypertext, interactivity, the nonlinear structure, and the variety of tools available. The authors discuss problems that designers will encounter, like bandwidth issues and HTML-related constraints on page layout. The book gives nine outstanding examples of Web sites that have solid designs and well-produced, well-targeted content. Next the authors teach the process of Web design: from managing a project and defining the site's goals, to structuring the site and creating content. That means developing good Information Architecture for Websites.

The book teaches the basics of HTML and gives a crash course in laying out pages with HTML tags, and there is a helpful chapter on Web typography. Next the book teaches the aspects of preparing Web graphics, including information on file formats, image maps and backgrounds, and 3-D graphics and palettes. The chapter on interactivity offers an in-depth explanation of plug-ins, chat rooms, and video conferencing. Programming issues, lightly but clearly touched upon, include client-side and server-side processing as well as common programming languages.

All of the information is presented in a high-level, clear, approachable manner well suited to relative newcomers to the Web. There are lots of screen shots throughout this handsome, full-color book, as well as cross-references, Web resources, and definitions of new terms. The appendices are also helpful and include an HTML reference and a glossary of relevant Web terminology (source: <http://www.amazon.com/Elements-Web-Design-Darcy-Dinucci/dp/0201696983>).

Online Resource: <http://www.amazon.com/Elements-Web-Design-Darcy-Dinucci/dp/0201696983>

Driscoll, M. P. (2004). *Psychology of Learning for Instruction*. (3rd ed.). Boston, MA: Pearson Education, Inc.

This book focuses on cognitively-oriented learning and instruction. The applications and implications of learning theories are explained and illustrated using excellent examples ranging from primary school instruction to corporate training. An important theme of the book is reflective practice, which is designed to foster a critical and reflective mode of thinking when considering any particular approach to learning and instruction. The book is for anyone interested in learning and instruction from primary schools to corporate training (source: <http://www.amazon.com/Psychology-Learning-Instruction-Marcy-Driscoll/dp/0205263216>).

Instructional Designers and Information Architects developing e-learning Websites and learning materials may find Chapter 10 on Gagné’s Theory of Instruction, his Nine Events of Instruction useful:

1. Gaining attention.
2. Informing learners of the objective.
3. Stimulating recall of prior learning.
4. Presenting the content.
5. Providing “learning guidance.”
6. Eliciting performance.
7. Providing feedback.
8. Assessing performance.
9. Enhancing retention and transfer.

Online Resource: <http://www.amazon.com/Psychology-Learning-Instruction-Marcy-Driscoll/dp/0205263216>

E

Eiseman, L. (2000). *PANTONE® Guide to Communicating with Color*. Sarasota, FL: Grafix Press, Ltd.

PANTONE® Guide to Communicating with Color is a PANTONE® color guidebook includes information on creating color schemes, color awareness, color perception, color families, color selection process, color combinations, color symbolism and trends, color conversion, and ink color formulas for printing.

Online Resource: <http://www.amazon.com/Pantone-Guide-Communicating-Leatrice-Eisemann/dp/0966638328>

F

Fleming, J. (1998). *Web Navigation Designing the User Experience*. Sebastopol, CA: O'Reilly Media, Inc.

Relevancy of Navigational Systems to Information Architecture

Per Fleming (1998), effective navigating within Websites is accomplished by designing fully integrated navigational systems when doing wire frame mockups. These systems should be integrated within Websites or other digital design products. According to Fleming in *Web Navigation*, the *ten principles* of good navigation are to:

1. Be easily learned,
2. Remain consistent,
3. Provide feedback,
4. Appear in context,
5. Offer alternatives,
6. Require an economy of action and time,
7. Provide clear visual messages,
8. Use clear and understandable labels,

9. Be appropriate to the site's purpose, and
10. Support users goals and behaviors.

Online Resource: <http://www.amazon.com/Web-Navigation-Designing-User-Experience/dp/1565923510>

Fraenkel, J. R. & Wallen, N. E. (2006). *How to Design and Evaluate Research in Education*. (6th ed.). New York, NY: McGraw-Hill.

Instructional Designers, Information Architects, and Researchers should consult and review this textbook to learn about doing research. This comprehensive introduction to educational research covers the most widely used research methodologies and discusses the research process in detail. Step-by-step analyses of real research studies provide students with practical examples of how to prepare their work and read that of others. End-of-chapter problem sheets, comprehensive coverage of data analysis, and discussion of the preparation of research proposals and reports make the text appropriate for courses that focus on doing research as well as for courses that stress reading and understanding research.

About the Authors

Dr. Jack R. Fraenkel is currently a professor of interdisciplinary studies in education and Director of the Research and Development Center at The College of Education at San Francisco State University. He received his PhD from Stanford University and has taught courses in research methodology and statistics for more than 30 years. He received the James A. Michener Prize for writing about the social studies and the social sciences. His current work includes: advising, assisting faculty, and students to generate and develop their research endeavors.

Dr. Norman E. Wallen is Professor Emeritus of Interdisciplinary Studies in Education at San Francisco State University, where he taught from 1966 to 1992. An experienced researcher, he received his PhD from Syracuse University and taught courses in research design and statistics to master's and doctoral students for many years. He is a former member of the City Council of Flagstaff, Arizona and the Executive Committee of the Grand Canyon Chapter of the Sierra Club (source: <http://www.amazon.com/Design-Evaluate-Research-Education-PowerWeb/dp/0073126543>).

Online Resource: <http://www.amazon.com/Design-Evaluate-Research-Education-PowerWeb/dp/0073126543>

Frick, T., Dodge, T., Liu, X. & Su, B. (2004). *How many subjects are needed in a usability test to determine effectiveness of a website?* Indiana: Indiana University Bloomington, Department of Instructional Technology.

Frick, Dodge, Lui & Su (2004) at Indiana University Bloomington, Department of Instructional Technology, did a study on how many end users it takes to do usability testing. The researchers studied 51 people representing a campus community (similar to the San Francisco State University campus community) where they observed end users (students) attempting to use an online library catalog search tool on their Website. The goal of the study was to prove that by using the Bayesian SPRT they could make a determination about how many end users were actually required for usability testing. Because they are instructional designers and obviously not trained in Information Architecture, they left out a lot of useful information on why Information Architecture or lack of specific training (in user-centered design) contributed significantly to usability issues. This is why instructional designers may

require training in Information Architecture processes and procedures, as evident from a case study done by doctorate-level students at a university.

Even though they employed a sophisticated statistical method of analysis, they were unskilled in Information Architecture processes and procedures. A main flaw in this study is that they did not consult with an experienced Information Architect—a subject matter expert. The mere use of the Bayesian SPRT statistical analysis method, without any relevant training in Information Architecture proved fruitless. Instructional designers obviously use the Internet to deliver learning or instructional materials to end users. This substantiates why Information Architecture ought to be included as part of an instructional designer's training at a university.

Online Resource: <https://ilearn.sfsu.edu/login/index.php> (Dr. Beatty)

Fruitiger, A. (1998). *Der Mensch und seine Zeichen (Signs and Symbols Their Design and Meaning)*. New York, NY: Watson-Guptill Publications.

Der Mensch und seine Zeichen (Signs and Symbols Their Design and Meaning) contains a wealth of information on the history and evolution of symbols. It has the widest range and depth of symbols and their variations in print (source:

<http://www.amazon.com/Signs-Symbols-Their-Design-Meaning/dp/0823048268>).

Contents include:

- Sign recognition, sign formation.
- The elements of a sign.
- The basic signs.
- Joining signs together.
- The sign in ornaments.

- Signs of dualism.
- The solid.
- The simulation of volume.
- The diversity of appearance.
- Attempt at a visual synthesis.
- Speech-fixing signs.
- From thought to picture.
- Speech fixing.
- The graphic wealth of pictograms.
- The world's alphabets.
- The ABC of the western world.
- Development of form through writing and printing techniques.
- Manipulated letterforms.
- Text type and its legibility.
- Numerical signs.
- Punctuation signs.
- Sign, symbol, emblem, signal.
- From illustration to symbol.
- The symbol.
- The graphic wealth of figurative symbols.
- Abstract symbols.
- Signs of pseudoscience and magic.
- Signature signs.
- Signs of community.
- Trademarks.

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- Technical and scientific signs.
- Signal signs.
- Toward a synthesis.
- Epilogue.
- Bibliography.

Online Resource: <http://www.amazon.com/Signs-Symbols-Their-Design-Meaning/dp/0823048268>

G

Gerson, S. J. & Gerson, S. M. (2000). *Technical Writing Process and Product*. (3rd ed.). Upper Saddle River: NJ Prentice Hall.

This full color 5th edition of the book and product guides readers through the entire writing process—prewriting, writing, and rewriting—developing an easy-to-use, step-by-step technique for writing the types of documents they will encounter on the job. The authors' reader-friendly style engages readers in the writing process and encourages hands-on application. They discuss prewriting, writing, and rewriting in relation to ethics, audience identification, electronic communication, and the role of technical writing in the workplace. This book is for anyone looking to utilize more effective written communication in jobs.

The book offers unique tools and support that make it easy for students and instructors to integrate online study. It provides a comprehensive resource that is organized according to the chapters within the text and features a variety of learning and teaching modules (source: <http://www.amazon.com/Technical-Writing-Process-Product-5th/dp/0131196642>).

Online Resource: <http://www.amazon.com/Technical-Writing-Process-Product-5th/dp/0131196642>

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Goto, K. & Cotler, E. (2005). *Web ReDesign 2.0 Workflow That Works*. (2nd ed.). Berkeley, CA: New Riders Publishing.

The Web is constantly evolving and changing. This Core Process applies to all design and redesign projects, from the simplest to the most complex. Use this book as a mutable resource. Adapt it into a methodology that works for you. Call it a plan, call it a roadmap, call it a guide; we call it *Workflow That Works*, because that's what it is. This Website is the book's accompaniment. It houses many downloadable tools that are presented in the book. This site does not replace the book as there are many additional charts, tables, and helpful lists in the book (source: <http://www.web-redesign.com/>).

Online Resource: <http://www.web-redesign.com/>

Gralla, P. (1999). *How the Internet Works Millennium Edition*. Indianapolis, IN: Macmillan Computer Publishing USA.

How the Internet Works Millennium Edition is a guidebook that gives in-depth explanations of the Internet and how it works. Some of its topics are:

- What is the Internet?
- The Internet's underlying architecture.
- Connecting to the Internet.
- Communicating on the Internet.
- How the World Wide Web Works.
- Common Internet Tools.

- Multimedia on the Internet.
- Intranets and shopping on the Internet.
- Safeguarding the Internet.

Online Resource: <http://www.amazon.com/How-Internet-Works-Preston-Gralla/dp/0789721325>

Gurak, L. J. & Lannon J. M. (2004). *A Concise Guide to Technical Communication*. (2nd ed.). New York, NY: Pearson Longman.

This book takes a situational approach, emphasizing issues of audience, purpose, and task. In addition, it is the first Technical Communication text which acknowledges that most technical communication today is electronic—whether it be Websites, CD-ROM help files, or e-mail reports, today’s technical communicators work more in the new media than in the old ones.

The book includes concise coverage and examples of how to create and design successful technical print and electronic documents including proposals, instructions, specifications, documentation, procedures, reports, and memos. It also includes cutting edge coverage of such issues as ethics, copyright, plagiarism, usability, page design and visual communication.

This books emphasizes current computing technologies that include: Websites, CD-ROM help files, or e-mail reports because today's technical communicators work more in the new media than in the old ones. It includes concise coverage and examples of how to create and design successful technical print and electronic documents including proposals, instructions, specifications, documentation, procedures, reports, and memos (source:

<http://www.amazon.com/Concise-Guide-Technical-Communication-Second/dp/0321146158>).

Online Resource: <http://www.amazon.com/Concise-Guide-Technical-Communication-Second/dp/0321146158>

H

Habermann, T., Burton, N. & Frender, K. (1998). Information arcology and data exploration: Scientific content for multiple learning styles and environments. *Journal of Science Education and Technology*, 7(3), 235-247.

Habermann, Burton & Frender (1998) state that structuring of information is important to the successful design of Websites for end users. When instructional designers or teachers use the Internet to deliver information to end users, the information has be structured appropriately. Educators use the Internet to teach as well as for students to take examinations. Information Architecture is a process of design to assist end users and helping them to build their knowledge base the subject matters. However, if “best practices” in Information Architecture are not incorporated into Websites, end users may not be able to use the design product.

Online Resource: <http://www.springerlink.com/content/n813453513g7614q/>

Heitman, S. “*Portfolio > Information Architecture > IA MAIA.*” (2007, December 1). Retrieved December 1, 2007, from http://www.stevenheitman-ia.com/html/IA_MAIA/html/maia_IA_1.html.

Navigational Systems and Information Architecture provide structure, and they are used within a Website, a Web page, and a subsite—to provide a clear path of navigation in which the end user may move about in cyberspace without getting lost.

Web-based research revealed that the end user may find himself lost and may experiences extreme bouts of puzzlement while online. The reason effective Navigational Systems and Information Architecture need to be designed for any Website, from only five-to-fifteen up to thousands of Websites, because the end user should be able to navigate through any Website, without experiencing severe problems of puzzlement or getting lost while surfing.

The methodology that was used to research this Thesis Report on Information Architecture included a review of Information Architecture related literature, field activities relevant to Information Architecture, and exploration and review of fifteen online Websites, regarding Navigational Systems, and Information Architecture. The Thesis Report addressed the problems of navigation in cyberspace an end user may experience within Websites, Web pages, and subsites. Web-based research revealed how and why Information Architects should design Navigational Systems that work both effectively and quickly. Utilizing the seven commonly used navigational systems and helping the end user in obtaining the information online. The Model contains nine sections. The Model of Seven Commonly Used Navigational Systems relevant to Information Architecture is divided into the following nine sections:

- Section 1: What are Navigational Systems?
- Section 2: What is the Internet?
- Section 3: What is the World Wide Web?
- Section 4: Why do we need Navigational Systems?
- Section 5: What is an Information Designer?
- Section 6: What is an Information Architect?
- Section 7: What are seven commonly used Navigational Systems within Websites?

- Section 8: What combinations of Navigational Systems work within a Website?
- Section 9: Conclusion.

Online Resource: http://www.stevenheitman-ia.com/html/IA_MAIA/html/maia_IA_1.html

Horn, R. E. (1999). Information design: Emergence of a new profession information design. In R. Jacobson (Ed.), *Information Design* (pp. 15-33). Boston, MA: Massachusetts Institute of Technology.

Information Design: The Emergence of a New Profession gives information about the new and emerging field of Information Design and Information Architecture.

Online Resource: http://en.wikipedia.org/wiki/Information_design

Horton, W. (1994). *Designing and Writing Online Documentation: Hypermedia for Self-Supporting Products*. New York, NY: John Wiley & Sons, Inc.

Designing and Writing Online Documentation: Hypermedia for Self-Supporting Products provides a set of universal principles that can be applied to any form of online documentation, Information Architecture, Interaction Design, to messages, menus, and help files, to computer tutorials, and hypertexts.

Online Resource: <http://www.amazon.com/Designing-Writing-Online-Documentation-Hypermedia/dp/0471306355>

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No entry.

J

Jacobson, R. (1999). Theoretical foundations of information design. In R. Jacobson (Ed.), *Information Design* (pp. 11-13). Boston, MA: Massachusetts Institute of Technology.

Theoretical Foundations of Information Design provides informative text on Information Design and Information Architecture theory, including “infrastructure of formal knowledge about the practice of design.”

Online Resource: http://en.wikipedia.org/wiki/Information_design

K

Kim, H., Kim, J. & Lee, Y. (2005). An empirical study of use contexts in the mobile internet, focusing on the usability of information architecture. *Information Systems Frontiers*, 7(2), 175-186.

In a current empirical study on Information Architecture, from Kim, Kim & Lee (2005), they studied 40 participants. Results from the research indicate a serious need in the academic community (which can be generalized about the instructional design community) demonstrate why a knowledge base of Information Architecture “best practices” is relevant to the design of Websites or hand-held devices (many of which are used by instructional designers).

Design limitations are apparent in new devices used for delivery of online information to end users. This information relates specifically to instructional designers because iPods are hand-held devices, and design considerations have to be taken into account for end users. When Information Architecture is overlooked and not taken into consideration, design products may not work for end users because user-centered design was not incorporated into the Website at the onset of the project.

Online Resource: <http://portal.acm.org/citation.cfm?id=1075358.1075365>

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Kleper, M. L. (2001). *The Handbook of Digital Publishing Volume I*. Upper Saddle River, NJ: Prentice Hall PTR.

The Handbook of Digital Publishing Volume I is a handbook that explains in-depth procedures for successfully accomplishing digital publishing (RIT).

Online Resource: <http://www.amazon.com/Handbook-Digital-Publishing-Two-Set/dp/013090709X>

Kleper, M. L. (2001). *The Handbook of Digital Publishing Volume II*. Upper Saddle River, NJ: Prentice Hall PTR.

The Handbook of Digital Publishing Volume II is a handbook that explains in-depth procedures for successfully accomplishing digital publishing (RIT).

Online Resource: <http://www.amazon.com/Handbook-Digital-Publishing-Two-Set/dp/013090709X>

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Krug, S. (2006). *Don't Make Me Think! A Common Sense Approach to Web Usability*. (2nd ed.). Berkeley, CA: New Riders Publishing.

Don't Make Me Think! A Common Sense Approach to Web Usability is a must have book for Usability Testers and Information Architects. The book gives good examples of how to improve interface designs and usability for Websites.

Online Resource: <http://www.amazon.com/Common-Approach-Usability-Circle-Com-Library/dp/0789723107>



Lidwell, W., Holden, K. & Butler, J. (2003). *Universal Principles of Design 100 Ways to Enhance Usability, Influence Perception, Increase Appeal, Make Better Design Decisions, and Teach through Design*. Gloucester, MA: Rockport Publishers.

Universal Principles of Design 100 Ways to Enhance Usability, Influence Perception, Increase Appeal, Make Better Design Decisions, and Teach through Design gives good references and resources for Graphic Designers and Information Architects about universal principles of design. It provides descriptive text for common design concepts, including illustrated examples. It also gives informative insights into the core building blocks of design theory for disciplines ranging from Graphic Design to Information Architecture to user interface design.

Online Resource: <http://www.amazon.de/Universal-Principles-Design-Cross-Disciplinary-Perception/dp/1592530079>

M

McTighe, J. & Wiggins, G. (2004). *Understanding by Design Professional Development Workbook*. Alexandria, VA: Association for Supervision and Curriculum Development.

Understanding by Design Professional Development Work is an excellent workbook for Professors or Teachers, Instructional Designers, and Information Architects that desire to know about:

- Design templates.
- Design standards.
- Exercises and process tools.
- Design tools.
- Samples
- Glossary.

Online Resource:

<http://www.ascd.org/portal/site/ascd/menuitem.6a270a3015fcac8d0987af19e3108a0c/>

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Morville, P. (2005). *Ambient Findability*. Sebastopol, CA: O'Reilly Media, Inc.

Ambient Findability is his informative text on findability, a *roadmap*, and *manifesto* about wayfinding and findability on the Internet. Information Architects and Instructional Designers will find this book an excellent resource—to learn about wayfinding and findability.

Online Resource: <http://findability.org/>

Morville, P. & Rosenfeld L. (2006). *Information Architecture for the World Wide Web*. (3rd ed.). Sebastopol, CA: O'Reilly Media, Inc.

This book is relevant and specific book on Information Architecture by Morville & Rosenfeld (2006): speaks directly and concisely about the “complexity” of Websites, Intranets, and why Information Architecture is a necessary component for any Information Architect to use while designing a Website. This is an extremely important knowledge base for an corporate trainer to have in order to produce high-quality Website—they state: “*Information Architecture for the World Wide Web*, Third Edition, shows how to use both aesthetics and mechanics to create distinctive, cohesive Website that work.”

Online Resource: <http://www.oreilly.com/catalog/infotecture/>



N

Niederst, J. (2000). *HTML Pocket Reference*. Sebastopol, CA: O'Reilly Media, Inc.

HTML Pocket Reference is a reference book giving HTML code that learners may look up at any time (new version has current HTML codes in it).

Online Resource: <http://www.amazon.com/HTML-Pocket-Reference-Jennifer-Niederst/dp/1565925793>

Nielsen, J. (2000). *Designing Web Usability*. Indianapolis, IN: New Riders.

Designing Web Usability is a relevant book for Usability Testers and Information Architects since it gives high-quality advice on designing Websites. He provides learners with honest opinions, like say “no” to using frames. His take on designing Websites is to keep design and Websites simple.

Online Resource: <http://www.amazon.com/Designing-Usability-VOICES-Jakob-Nielsen/dp/156205810X>

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Nielsen, J. & Mack, R. L. (1994). *Usability Inspection Methods*. New York, NY: John Wiley & Sons, Inc.

Usability Inspection Methods provides articles about usability inspection methods. A book that no Information Architect or Usability Tester should go without because it gives solid advice on doing research and examples.

Online Resource: <http://www.useit.com/>

Nielsen, J. & Tahir, M. (2002). *Homepage Usability 50 Websites Deconstructed*. Berkeley, CA: New Riders Publishing.

Homepage Usability 50 Websites Deconstructed shows how Web pages and Websites are deconstructed, giving detailed and specific statistical facts.

Online Resource: <http://www.useit.com/homepageusability/>

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O

No entry.

P

Passini, R. (1999). Sign-posting information design. In R. Jacobson (Ed.), *Information Design* (pp. 83-98). Boston, MA: Massachusetts Institute of Technology.

Sign-Posting Information Design is an article that speaks about user instructions, to warning labels, from manuals to timetables, to forms, about invoices, to traffic signs, wayfinding signs on maps, etc. Other items include: designing information, distinguishing characteristics of information design, knowledge base for information design, research and information design, pitfalls of information design, information design and wayfinding, the concept of wayfinding, what information is needed, what information is needed, the question of form and presentation, from information to information systems, and to information design and professional boundaries.

Online Resource: <http://mitpress.mit.edu/main/home/default.asp>

Piskurich, G. M., Beckschi, P. & Hall, B. (Eds.). (2000). *The ASTD Handbook of Training Design and Delivery: A Comprehensive Guide to Creating and Delivering Training Programs—Instructor-Led, Computer-Based, or Self-Directed*. New York, NY: McGraw-Hill.

The ASTD Handbook of Training Design and Delivery: A Comprehensive Guide to Creating and Delivering Training Programs—Instructor-Led, Computer-Based, or Self-Directed is a thick reference book for Instructional Designers. It is informative and provides all you ever wanted to know about instructional design and how to do it.

Online Resource: <http://www.mcgraw-hill.co.uk/html/0071343105.html>

Piskurich, G. M. (2000). *Rapid Instructional Design: Learning ID Fast and Right*. San Francisco, CA: Jossey-Bass Pfeiffer.

Rapid Instructional Design: Learning ID Fast and Right is a quick-start book explaining how to do Instructional Design at a fast pace. It might be a good book for a beginner Instructional Designer without formal training, not replacing traditional college training courses.

Online Resource: <http://www.amazon.com/Rapid-Instructional-Design-Learning-Right/dp/0787947210>

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Pring, R. (2000). *Www.color*. New York, NY: Watson-Guptill Publications.

Www.color is a reference book about Web-safe colors used on Websites. It also includes informative principles on designing Websites better—a good book for an Interface Designer.

Online Resource: <http://www.amazon.com/www-color-Roger-Pring/dp/0823058573>

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Q

No entry.

R

Romano, J. F. & Romano, M. R. (1999). *The GATF Encyclopedia of Graphic Communications*. Upper Saddle River, NJ: Prentice Hall PTR.

The GATF Encyclopedia of Graphic Communications is an encyclopedia all about Graphic Design. This book is an excellent resource for professionals working in design, even Information Architects who need to know more about design.

Online Resource: <http://www.amazon.com/GATF-Encyclopedia-Graphic-Communications/dp/0883621908>

Rubin, J. (1994). *Handbook of Usability Testing: How to Plan, Design, and Conduct Effective Tests*. New York, NY: John Wiley & Sons, Inc.

Handbook of Usability Testing: How to Plan, Design, and Conduct Effective Tests is a handbook about doing usability testing, including templates. It is a good resource because it is simple to grasp and easy to use:

- Requires no engineering or human factors training.
- A rigorous, step-by-step approach—saves you months of trial and error.

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- Real-life examples and case histories taken from a wide range of industries.
- Packed with extremely usable templates, models, tables, test plans, and other indispensable tools of the trade.

Online Resource: <http://www.amazon.com/Handbook-Usability-Testing-Conduct-Effective/dp/0471594032>

S

Sather, A., Ibañez, A., DeChant, B. & Pascal. (1997). *Creating Killer Interactive Websites*. San Francisco, CA: Hayden Books.

Creating Killer Interactive Websites is a really good Web design book with color examples of Websites. It offers good design options and excellent instructional material for Interface Designers or Graphic Designers.

Online Resource: <http://www.amazon.com/Creating-Killer-Interactive-Sites-Interactivity/dp/1568303734>

Schank, R. C. (2002). *Designing World-Class E-Learning*. New York, NY: McGraw-Hill.

Designing World-Class E-Learning is a good book on e-learning for developing e-learning Websites. It provides in-depth knowledge and contents that include:

- Get smart: The problems with traditional training and education.
- The secret to success: E-learning by doing.
- E-learning by doing at IBM, A.G. Edwards, Enron, and Wal-Mart.
- Instructional design Principles for e-learning.
- Expectation failure.
- Ten powerful design and delivery principles.
- The building blocks of e-learning scriptlets and the learner's personal goals.

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- The e-learning instructional design process.
- Bad e-learning: Five examples.
- E-learning by doing at Deloitte, Cutler-Hammer, and GE.
- Designing e-learning for Frontline Hourly.
- E-Learning at Harvard Business School.
- Assessing and measuring e-learning.
- Let FREEDOM ring: Seven criteria for assessing the effectiveness of an e-learning course.
- How to apply the FREEDOM criteria.
- Postscript: e-learning does not mean copying school.
- Bibliography: The research foundations of learning theory.
- Index.

Online Resource: <http://www.amazon.com/Designing-World-Class-E-Learning-University-Succeeding/dp/0071377727>

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Schriver, K. A. (1997). *Dynamics in Document Design*. New York, NY: John Wiley & Sons, Inc.

Dynamics in Document Design is for Technical Writers and Document Design Specialists because it gives detailed informative clues about doing document design.

Online Resource: <http://www.amazon.com/Dynamics-Document-Design-Creating-Readers/dp/0471306363>

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Scott, B. N. & Hannafin, R. D. (2000). How teachers and parents view classroom learning environments: An exploratory study. *Journal of Research on Computing in Education*, 32(3), 401-416.

Scott & Hannafin (2000) did an exploration to examine teachers' and parents' view on classroom learning environments. Information Architecture is relevant to learning environments because instructional designers use the Internet to deliver training to end users. Even though parents in the study held traditional viewpoints on pedagogy, the Internet is used in the classroom for delivery of information to learners—the researchers state: “These findings have important implications for instructional designers, curriculum developers, and school reformers.”

Online Resource:

http://www.eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=EJ605317&ERICExtSearch_SearchType_0=no&accno=EJ605317

T

Tidwell, J. (2006) *Designing Interfaces Patterns for Effective Interaction Design*. Sebastopol, CA: O'Reilly Media, Inc.

Designing Interfaces Patterns for Effective Interaction Design is a book about designing interfaces—as in interface design for Web pages or Websites. Of course, Information Architects and Specialists in the field will value this truly high-quality book about interfaces. Contents of book and organized in this order:

- Chapter 1: What users do, talks about common behavior and usage patterns supported well by good interfaces.
- Chapter 2: Organizing the content, discusses information architecture as it applies to highly interact interfaces.
- Chapter 3: Getting around, discusses navigation.
- Chapter 4: Organizing the page, describes patterns for the layout and placement of page elements.
- Chapter 5: Doing things, talks about how to present actions and commands.
- Chapter 6: Showing complex data, contains patterns for trees, tables, charts, and information graphics in general.
- Chapter 7: Getting input from users, deals with forms and controls. Along with the patterns, this chapter has a table that maps data types to various controls that can represent them.

- Chapter 8: Builders and editors, discusses techniques and patterns often used in WYSIWYG graphic editors and text editors.
- Chapter 9: Making it look good, deals with aesthetics and fir-and-finish. I uses graphic-design principles and patterns to who how (and why) to polish the look-and-feel of an interface, once its behavior is established.

Online Resource: <http://designinginterfaces.com/>

Tricot, A., Pierre-Demarcy, C. & El Boussarghini, R. (2000). Specific help devices for educational hypermedia. *Journal of Computer Assisted Learning*, 16, 102-113.

Tricot, Pierre-Demarcy & El Boussarghini (2000) explore in a case study: “learning by doing, learning by instruction, learning by exploring and main cognitive processes involved in these three situations....” Per Sather, et al., in *Creating Killer Interactive Websites* (1997), Tidwell (2006), Interaction Design is a field related to Information Architecture. End users have to interact with a Website or other interactive media.

This case study explores how “help devices for students in hypermedia environments according to the learning context” is relevant to why Information Architecture helps to structure information. In other words, why Information Architecture and usability are related specifically to attainment of high-quality design and evaluation of educational delivery systems via the Internet.

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They relate their study to Information Architecture: "...contents or concepts analysis and their structuring; design of the navigation; and the interface design."

Online Resource:

http://www.eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=EJ615232&ERICExtSearch_SearchType_0=no&accno=EJ615232

Tufte, E. R. (1993). *The Visual Display of Quantitative Information*. (17th ed.). Cheshire, CT: Graphics Press.

This is a classic book on statistical graphics, charts, and tables. It contains the theory and practice in the design of data graphics, and 250 illustrations of the best (and a few of the worst) statistical graphics, with detailed analysis of how to display data for precise, effective, quick analysis. Informative graphics add to design of the high-resolution displays, small multiples items. This book is about editing and improving graphics, including the data-ink ratio and time-series, relational graphics, data maps, multivariate designs, and detection of graphical deception: design variation vs. data variation. It includes Sources of deception. Information on aesthetics and data graphical displays. Recently published, this new edition provides excellent color reproductions of the many graphics of William Playfair, adds color to other images, and includes all the changes and corrections accumulated during 17 printings of the first edition (source: http://www.edwardtufte.com/tufte/books_vdqi).

Online Resource: http://www.edwardtufte.com/tufte/books_vdqi

Tufte, E. R. (1997). *Visual Explanations Images and Quantities, Evidence and Narrative*. (4th ed.). Cheshire, CT: Graphics Press.

Visual Explanations: Images and Quantities, Evidence and Narrative is about pictures of verbs, the representation of mechanism and motion, process and dynamics, causes and effects, and explanation and narrative. Practical applications and examples include statistical graphics, charts for making important decisions in engineering and medicine, technical manuals, diagrams, designs of computer

interfaces and websites and on-line manuals, animations and scientific visualizations, techniques for talks, and design strategies for enhancing the rate of information transfer in print, presentations, and computer screens. The use of visual evidence in deciding to launch the space shuttle Challenger is discussed in careful detail. Video snapshots show redesigns of a supercomputer animation of a thunderstorm. The book is designed and printed to the highest standards, with luscious color throughout and four built-in flaps for showing motion and before/after effects (source: http://www.edwardtufte.com/tufte/books_visex).

Online Resource: http://www.edwardtufte.com/tufte/books_visex

Tufte, E. R. (1998). *Envisioning Information*. (6th ed.). Cheshire, CT: Graphics Press.

This book celebrates escapes from the flatlands of both paper and computer screen, showing superb displays of high-dimensional complex data. The most design-oriented of Edward Tufte's books, it shows maps, charts, scientific presentations, diagrams, computer interfaces, statistical graphics and tables, stereo photographs, guidebooks, courtroom exhibits, timetables, use of color, a pop-up, and many other wonderful displays of information. The book provides practical advice about how to explain complex material by visual means, with extraordinary examples to illustrate the fundamental principles of information displays. Topics include escaping flatland, color and information, micro/macro designs, layering and separation, small multiples, and narratives. Winner of 17 awards for design and content—the book has 400 illustrations with exquisite 6- to 12-color printing throughout, including highest quality design and production (source: http://www.edwardtufte.com/tufte/books_ei).

Online Resource: http://www.edwardtufte.com/tufte/books_ei

U

U.S. Government Printing Office. (2006). “*Research-Based Web Design & Usability Guidelines*.” Retrieved January 1, 2008, from <http://www.usability.gov>.

The U.S. Government Printing Office provides a free Website that contains relevant information on research-based Web design and usability guidelines, including instructional materials for learners and learning. Information Architects and Instructional Designers may find this Website informative:

- Chapter 1: Design process and evaluation.
- Chapter 2: Optimizing the user experience.
- Chapter 3: Accessibility
- Chapter 4: Hardware and software.
- Chapter 5: The homepage.
- Chapter 6: Page layout.
- Chapter 7: Navigation.
- Chapter 8: Scrolling and paging.
- Chapter 9: Headings, titles, and labels.
- Chapter 10: Links.
- Chapter 11: Text appearance.
- Chapter 12: Lists.

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- Chapter 13: Screen-based controls (widgets).
- Chapter 14: Graphics, images, and multimedia.
- Chapter 15: Writing Web content.
- Chapter 16: Content organization.
- Chapter 17: Search.
- Chapter 18: Usability testing.
- Glossary.
- Appendices.

Online Resource: <http://www.usability.gov>

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No entry.

W

Wallschlaeger, C. & Basic-Snyder, C. *Basic Visual Concepts and Principles for Artists, Architects, and Designers*. (1992). New York, NY: McGraw-Hill.

Basic Visual Concepts and Principles for Artists, Architects, and Designers is an excellent for art teachers seeking project ideas for students in traditional art and design media. It provides a design refresher for teachers with students in digital media. These principles apply to Web, CD-ROM and new media. The purpose of this book is to involve art students, architecture students, and design students in a process-oriented approach to learning about the visual language of design. Students also learn about relevant theories, concepts, and skills used in creating forms. This book covers key design principles and art techniques that you may have forgotten after art school. In addition, the authors give excellent information for showing the need for a formal visual language:

- Planning and writing educational objective for basic visual studies,
- Information on the cognitive domain,
- The affective domain,
- The psychomotor domain,
- Developing instructional objectives,
- Planning the learning experience,

- Evaluating the learning experience,
- Creativity in visual education,
- References and resources on education and creative thinking.

Online Resource: <http://www.amazon.com/Concepts-Principles-Artists-Architects-Designers/dp/0697006514>

Weinman, L. (1999). *Designing Web Graphics: How to Prepare Images and Media for the Web*. Indianapolis, IN: New Riders Publishing.

Designing Web Graphics.3 is a relevant book that helps Web Developers and Information Architects learn about current computing technologies for building Websites. This update of Lynda Weinman's highly successful *Designing Web Graphics* series addresses the new technologies related to Web site design, such as dynamic HTML (DHTML), the Portable Network Graphics (PNG) format, and standardized red-green-blue (sRGB).

It also discusses the new software programs that help you create and optimize Web graphics, such as Adobe ImageReady and Macromedia Fireworks. Weinman also deals with the old favorites, such as Photoshop and Paintshop Pro, and continues to focus on creating good-looking, compact graphics, as opposed to writing HTML, say, or setting up a server.

Weinman helps you develop your career in the area of Web graphics by setting goals, building a portfolio, and making your work and talent known. She helps you optimize graphics and work with the best file formats and color palettes for your purpose. You'll learn color-related concepts such as spectrum, hue, and saturation; choose effective color schemes; create links, buttons, image maps, tables, frames, animated GIFs, and JavaScript rollovers; work with type and

DHTML; fine-tune HTML to alter text, tables, links, and more; and work with plug-ins and QuickTime 3.0.

Designing Web Graphics.3 is being completely revised and updated to cover the latest web technologies. The book will feature all new images and text, a new interior design, and a new cover. Written in Lynda's trademark style, *Designing Web Graphics.3* will provide extensive step-by-step coverage of how today's best and most-used web tools, including Adobe Photoshop, Adobe Illustrator, Paint Shop Pro, Photo-Paint and more are used to create web images and media. *Designing Web Graphics.3* will also includes real-world examples, case studies, and galleries of the Web's best content.

The book covers the following new topics: HTML editors; Web strategies; Cross-platform and cross-browser fonts; Tools for optimization; Understanding links; Color theory; Plug-ins; Using frames for alignment; Using tables for margins; Using tables for animation; Cascading style sheets; Fixing bad scans; DHTML; QuickTime 3.0; WebTV; Flash, RealAudio; RealVideo; Dreamweaver; Fireworks; and ImageReady (source: <http://www.amazon.com/Designing-Web-Graphics-3-Lynda-Weinman/dp/1562059491>).

Online Resource: <http://www.amazon.com/Designing-Web-Graphics-3-Lynda-Weinman/dp/1562059491>

Whitehorn, A. (1996). *Multimedia: The Complete Guide to CD-ROMs, the Internet, the World Wide Web, Virtual Reality, 3-D Games, and the Information Superhighway*. New York, NY: DK Publishing.

This book covers every aspect of the multimedia and Internet revolution, from CD-ROM to the information superhighway. It contains over 1,000 color illustrations, photographs, and screen shots. It has fascinating step-by-step photographs that reveal how multimedia video, graphics, animation, and sound are made. It contains detailed photographs and illustrations and clear, informative text that explains how multimedia computers work. It contains features the best of today's multimedia software titles and the machines that make multimedia happen. It includes fascinating details of online multimedia and the information superhighway, now and into the future.

Online Resource: <http://www.biblio.com/details.php?dcx=58924125&aid=frg>

Wikipedia, the free encyclopedia. “*Adobe creative suite*.” (2007, November 28). Retrieved December 1, 2007, from http://en.wikipedia.org/wiki/Adobe_Creative_Suite.

The free online encyclopedia article about Adobe Creative Suite, computing program software that Information Architects and Graphic Designers may use to create digitally designed products (using InDesign, Photoshop, ImageReady, Illustrator, et al.).

Online Resource: http://en.wikipedia.org/wiki/Adobe_Creative_Suite

Wikipedia, the free encyclopedia. “*AJAX (programming)*.” (2008, April 17). Retrieved April 17, 2008, from <http://en.wikipedia.org/wiki/AJAX>.

AJAX is defined to mean: Asynchronous JavaScript and XML. AJAX is a group of inter-related Web development techniques used for creating interactive Websites or Web applications. However, per Wikipedia, *AJAX may have disadvantages in terms of browser integration, response-time concerns, search engine optimization, and reliance on JavaScript and the DOM, including Web analytics*. CSS is defined to mean: Cascading Style Sheets, which allow greater typographical control to Graphic Designers and/or Information Architects. These items when used correctly could make for better designs on Websites. If usability and user-centered design are not taken in account, AJAX might not work.

Online Resource: <http://en.wikipedia.org/wiki/AJAX>

Wikipedia, the free encyclopedia. “*Human factors*.” (2008, April 17). Retrieved April 16, 2008, from http://en.wikipedia.org/wiki/Human_factors.

Human-Computer Interaction and Human Factors are terms that might cover these items: The science of understanding the properties of human capability is referred to as Human Factors Science. The application of this understanding to the design and development of systems, and services on Websites is referred to as Human Factors Engineering.

The art of ensuring successful application of Human Factors Engineering to Websites is sometimes referred to as Humans Factors Integration. The term “human factors” is to a large extent synonymous with the term “ergonomics.” In different geographical locations terms and definitions have different origins. The recognition and study of human factors is important for safety and protecting the public—*if safety is not taken into account human beings could make mistakes*—ultimately, it could cost lives.

Online Resource: http://en.wikipedia.org/wiki/Human_factors

Wikipedia, the free encyclopedia. “*Information architecture.*” (2007, November 16). Retrieved December 1, 2007, from http://en.wikipedia.org/wiki/Information_architecture.

The free online encyclopedia article about Information Architecture gives this definition from The Information Architecture Institute (<http://iainstitute.org/en>) gives this definition for **Information Architecture** as:

1. The structural design of shared information environments.
2. The art and science of organizing and labeling Websites, Intranets, online communities and software—to support usability and findability.
3. An emerging community of practice focused on bringing principles of design and architecture to the digital landscape.

The term **Information Architecture** describes a specialized skill set, which relates to the interpretation of information and expression of distinctions between signs and systems of signs. It has some degree of origin in the library sciences. Many library schools [and graphic design schools] teach **Information Architecture**.

Online Resource: http://en.wikipedia.org/wiki/Information_architecture

Wikipedia, the free encyclopedia. “*Information graphics*.” (2008, April 9). Retrieved April 16, 2008, from http://en.wikipedia.org/wiki/Knowledge_visualization.

Information Graphics are important components to Information Architecture because they might help end users to navigate better. These Graphics are visual representations of data used in conjunction with text. They might assist learners to learn faster on Websites. When appropriate, Information Graphics might lessen a learner’s cognitive load. The old saying “a picture is worth a thousand words” is relevant and gives end users visual clues.

Online Resource: http://en.wikipedia.org/wiki/Knowledge_visualization

Wikipedia, the free encyclopedia. “*Information systems.*” (2008, April 13). Retrieved April 16, 2008, from http://en.wikipedia.org/wiki/Information_system.

In different fields and arenas, Information Systems is defined with contradictory terms. However, for the purposes of Information Architecture, the researcher concentrates on the historical development of Information Systems. According to Wikipedia, the field and study of Information Systems originated as a sub-discipline of Computer Science.

Online Resource: http://en.wikipedia.org/wiki/Information_system

Wikipedia, the free encyclopedia. “*Interaction design.*” (2007, November 28). Retrieved December 1, 2007, from http://en.wikipedia.org/wiki/Interaction_design.

The free online encyclopedia article about Interaction design, and gives information about the Information Architecture Model and process for creating superior Websites.

Online Resource: http://en.wikipedia.org/wiki/Interaction_design

Wikipedia, the free encyclopedia. “*Microsoft Visio.*” (2008, April 16). Retrieved April 20, 2008, from http://en.wikipedia.org/wiki/Microsoft_Visio.

Microsoft Visio is used by Information Architects to draw and produce diagrams, schematics, wire frame mockups, and flow charts to document researched-based findings about the requirements and technical specifications for Information Architecture on Websites or other digital design products. These documents are oftentimes included in Information Architecture Design Plan, and clients or

stakeholders review diagrams, approve, and sign off on diagrams prior to production.

Online Resource: http://en.wikipedia.org/wiki/Microsoft_Visio

Wikipedia, the free encyclopedia. “*Process architecture.*” (2008, February 1). Retrieved April 16, 2008, from http://en.wikipedia.org/wiki/Process_architecture.

Process Architecture relates to Information Architecture, since it is the “structural design of general process systems and applies to fields such as computers, software, hardware, networks, etc.” It also applies to “business processes” in Enterprise Architecture, policy and procedures, logistics, project management, etc.” Any type of Process Architecture works better when a good model is used to improve performance, including achieving superior quality-control.

Online Resource: http://en.wikipedia.org/wiki/Process_architecture

Wikipedia, the free encyclopedia. “*Taxonomy.*” (2008, April 10). Retrieved April 16, 2008, from <http://en.wikipedia.org/wiki/Taxonomy>.

Taxonomy, with reference to Information Architecture, refers to arrangements, hierarchical structures on Websites (Morville & Rosenfeld, 2006); “narrow and deep; broad and shallow.” It includes the classification of lists or how navigational systems might be structured, “sub-type and super-type,” “parent-child relationships,” including “relationship schemas.” Taxonomy is quite important to overall architecture design relationships because it adds structure, integrity, and meaning to Websites. Navigational systems are structured, since Websites need both global and local

navigational systems, et al. Of course, this relates to the organizational qualities or structures of Websites.

Online Resource: <http://en.wikipedia.org/wiki/Taxonomy>

Wikipedia, the free encyclopedia. “*User experience design.*” (2008, February 29). Retrieved April 16, 2008, from http://en.wikipedia.org/wiki/User_experience_design.

User Experience Architecture is a field that derived its roots in “human factors” and “ergonomics” since the late 1940s. The focus is on how humans interact with computers. These specialized practitioners always address end users’ experience before designing Websites or other digital design products. Thus, in line with current trends, this term has more recent connections similar to “user-centered design principles.” In reality, this field is connected with: “human-computer interaction, Information Architecture, interaction design, user interface design, usability, and visual design.” It is also a “multi-disciplinary field” where other aspects of psychology, anthropology, computer science, graphic design, and industrial design are taken into consideration. Their deliverables might include: User experience architecture design plans, end user flows, navigational maps, personas, user case scenarios, wire frame mockups, blueprints, storyboards, and prototypes (paper based or online).

Online Resource: http://en.wikipedia.org/wiki/User_experience_design

Wikipedia, the free encyclopedia. “*Web indexing.*” (2008, February 6). Retrieved April 16, 2008, from http://en.wikipedia.org/wiki/Web_indexing.

Web Indexing, a part of Information Architecture, or Internet indexing includes indexes, like those found in books. Information Architects do research to figure out what keyword’s and/or metadata to provide a good and meaningful or useful vocabulary for Internet or “onsite search engines.” Given current trends and high-volumes of end users on the Internet—that means an “increase in the number of periodicals that have articles online.” Web Indexing is also becoming important for periodical Websites. The “back-of-the-book-style” Web indexes might be referred to as A-Z indexes. The advantage of using A-Z is an alphabetical browse view or interface developed by Information Architects. The interface design differs from that of a browse through layers of hierarchical categories are commonly referred to as “taxonomy.”

Online Resource: http://en.wikipedia.org/wiki/Web_indexing

Wikipedia, the free encyclopedia. “*Web 2.0 technologies.*” (2008, April 17). Retrieved April 16, 2008, from http://en.wikipedia.org/wiki/Web_2.

Web 2.0 is a current trend in the use of the World Wide Web and Internet technologies. It is Web design or Websites designed to foster information sharing, creativity, and collaboration among end users or learners. These concepts have led to the development and evolution of Web-based communities, hosted services, social-networking Websites, Wikis, Blogs, and Folksonomies. Information Architects or Instructional Designers could use this new technology, if necessary or required, per design plans or client’s needs.

Online Resource: http://en.wikipedia.org/wiki/Web_2

Wikipedia, the free encyclopedia. “*Website architecture*.” (2008, March 19). Retrieved April 16, 2008, from http://en.wikipedia.org/wiki/Website_architecture.

Website Design Architecture is an “approach” to the Information Architecture design and planning of Websites; it has its roots in Information Architecture and includes “technical” aspects, aesthetical considerations, and user-centered design. This means great attention to details of business requirements, content, business plans, usability issues, Interaction Design, and Information Architecture. Other items taken into consideration are fully integrated navigational systems and search engines because these features help end users to find information on the Internet. “Website architecture is coming within the scope of aesthetics, critical theory, and postmodernism;” now it is more in use and a current trend.

Since “Web 2.0” involves social networking and self-generated content by end users, these new advances in the Internet industry speak directly for the real need of Information Architecture, Information Architects, and Usability Testers. Of course, graphic design and interface design are other aspects to designing Websites. The design of Websites and their interfaces involves different parameters than printed materials generated from paper-based products. The Internet’s technical requirements and limitations always have to be accounted for in design plans.

Online Resource: http://en.wikipedia.org/wiki/Website_architecture

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Williams, R. & Tollett, J. (1998). *The Non-Designer's Web Book*. Berkeley, CA: Peachpit Press.

The Non-Designer's Web Book is a reference book for beginners and advanced designers to learn about introductory concepts of graphic design and typography.

Online Resources: <http://www.amazon.com/Non-Designers-Web-Book-2nd/dp/0201710382>

Woodford, C. & Woodcock, J. (2007). *Cool Stuff 2.0 and How It Works*. New York, NY: DK Publishing.

Cool Stuff 2.0 is a reference book about funky gadgets, futuristic buildings, and far-out technology for Inventors, Designers, and Information Architects. Explains how and why these items work, including why Information Architecture and usability are important aspects for product design. According to the authors of *Cool Stuff 2.0 and How It Works*, (2007), many design products are unique. These products cannot always be successfully used by end users, and must pass governmental standards for usability and comply with safety regulations, for example:

- High-tech toilets,
- User interface screen designs that super markets want end users to use,
- Watches to alarm clocks,
- E-voting,
- A petcam device,
- Aircraft HUD,
- Robotical navigational systems used in robotics to navigate,
- Second Life,
- A hawk-eye device,

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- A sandstorm navigational device,
- Navigational systems for a Mars rover,
- SpaceShipOne,
- A space station in outer space,
- A neutrino tank,
- A reactor vessel,
- A Falkirk wheel,
- A computerized monitoring device—a mass damper,
- Airport security devices,
- X-ray machines,
- Stealth military technology,
- Simulators, silent flight technologies,
- Tsunami alert systems,
- Many computerized design products used in the military,
- Many computerized devices used in health care, and
- Other computerized devices used to protect and keep the public safe.

Online Resource: <http://www.amazon.com/Cool-Stuff-2-0-How-Works/dp/0756632072>

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No entry.

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Y

No entry.

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Z

No entry.