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Human-Information Interaction and Technical Communication: Concepts and Frameworks

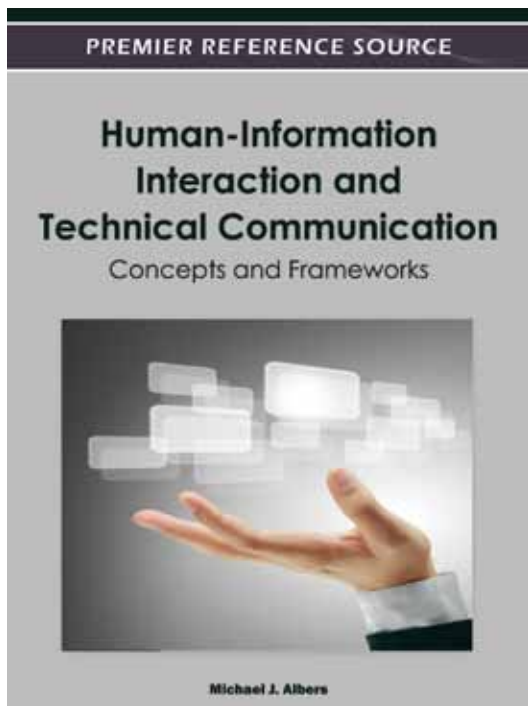
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(East Carolina University, USA)

Clear communication requires understanding readers from perspectives of technical communication, cognitive psychology, usability, human-computer interaction, information design, and information science. Designing and clearly communicating information involves understanding multiple perspectives of the readers' experiences and understanding their motivations and rationale that drives their behavior. The research in diverse areas has all examined the issue through different lenses. However, there has not been an attempt at transforming the academic studies into a form accessible to technical communication students or to practitioners charged with designing and creating the content.

Human-Information Interaction and Technical Communication: Concepts and Frameworks focuses on communicating information, not creating information. Developing information which clearly communicates and fits people's needs requires understanding how people think and what drives their decision processes. To help achieve that goal, this book works to provide practical knowledge based on a sound theoretical foundation for allowing people to engage in a meaningful dialogue as they make decisions with respect to designing that communication. Besides being a reference for the academic researcher or practicing technical communicator, it is written so it can be used as a reference for either a foundational or theories of technical communication course.

Topics Covered:

- Approaches to Typography
- Cognitive Load
- Human Memory
- Human-Information Interaction
- Information Presentation
- Interacting with Information
- Perception and Pre-Attentive Processing
- Situational Information
- Technology-Based Interactions
- Word Recognition



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Market: This premier publication is essential for all academic and research library reference collections. It is a crucial tool for academicians, researchers, and practitioners and is ideal for classroom use.

Michael J. Albers is a Professor at East Carolina University where he teaches in the professional writing program. Before coming to ECU, he taught for eight years at the University of Memphis. His primary teaching areas are editing, information design, and usability. In 1999, he completed his PhD in Technical Communication and Rhetoric from Texas Tech University. Before earning his PhD, he worked for 10 years as a technical communicator, writing software documentation, and performing interface design. His research interests include designing information focused on answering real-world questions, presentation of complex information, and human-information interaction. He has two edited collections and one book published, with another book under contract. In addition, he has published 15 peer-reviewed journal articles and book chapters and guest-edited special issues of four journals. He is an STC Fellow and an active member of ACM/SIGDOC. He has presented at both organizations' conferences multiple times and has worked on the organizing committees of both conferences. He has served as ACM/SIGDOC Secretary for six years.



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