



Troy A. Miller

Instructional Design Portfolio

The following are samples from four different instructional writing assignments – the tone for all assignments was designed to be conversational, fun and informative:

Sample #1: Hillshire Brands Sensory Evaluation Training

Page 2

Voice over script I wrote for an interactive, online training course in the area of “sensory evaluation” for employees of Hillshire Brands foods. Contracted as an instructional designer with Alchemy Systems.

Sample #2: Texas Gear Up Website

Page 4

Two career description write-ups (from over 100) and two news articles summaries (from over 20) that I wrote for a revamp of a college-readiness website for middle school and high school students and teachers (launched by the Texas Education Agency in the Fall of 2013). Contracted as an instructional designer with AMS Pictures.

Sample #3: CompassLearning Interactive Guided Tour

Page 9

A short script I wrote for an animated, interactive online tour of CompassLearning’s Odyssey program (computer-based training for K-12 students). Guided Tour was featured on the home page of the company’s website from 2007 to 2012. Employed as Editorial Director with CompassLearning.

Sample #4: HAZMAT Compliance Training

Page 16

One slide from a visual and technical storyboard I created for the development of interactive, online compliance training for employees of Altria (William Morris). Training app was delivered in 2013. Contracted as an instructional designer with Simply Interactive.

**Sample #1**

Job: Hillshire Brands Sensory Evaluation (online employee training)

Deliverable: Script/Storyboard

Client: Hillshire Brands

Contracted through: Alchemy Systems

Reference: Aimee Lantzy, Creative Studio Director -
aimee.lantzy@alchemysystems.com

Voice Over Selection (pulled from VO portion of storyboard)

Hello there! Welcome to this course on sensory evaluation at Hillshire Brands.

Generally speaking, sensory evaluation means using your five senses, such as sight and taste, to judge the quality of food. At some point, you yourself may be called upon to be a food quality judge at your facility.

You may think, “Fantastic! A free meal!” And hey, who doesn’t like free food? But with tasting great food comes great responsibility.

Your evaluation will help Hillshire Brands to maintain its high level of quality across all product lines. In this course, we’ll examine exactly how you will use your senses to make accurate assessments of quality. We’ll also take a look at the key attributes that determine quality in a variety of Hillshire Brands products. And we’ll review best practices for preparing samples for the evaluating process.

Alright, let’s dig in!

So, what exactly is sensory evaluation? It is a discipline that deals with scientific methods to evoke, measure, analyze, and interpret human responses to properties of foods and materials as perceived through your five senses.

Of the five senses, four play a major role in product testing.

Sight is used to evaluate appearance.

Touch is utilized in two ways: First, to evaluate the perception of texture when the product is physically felt or eaten. And second, to evaluate sensations detected on the mouth's surfaces, also known as "chemical feeling". This could refer to hot and cold temperatures, "cool" sensations, like the feeling in your mouth when you eat a mint, or what we may refer to as "bite", like that wincing effect associated with eating horseradish.

Smell, or olfaction, is used to evaluate the perception of volatile chemicals, or "volatiles", through the nasal cavity. Volatiles sniffed exclusively through the nose are known as odors. Volatiles that pass into the nasal cavity through the mouth are called aromatics. Both are evaluated in product testing.

Finally, taste allows us to evaluate the properties of food perceived by the taste buds on the tongue and soft palate. The basic kinds of taste are salty, as with bacon; sweet, as with cake; sour, as with lemon juice; bitter, as with coffee; and umami, a relatively new and debatable classification that describes a kind of brothy taste and feeling in your mouth, as with chicken soup.

Now, when you put a food product in your mouth, several of your senses combine to give you the sensation of the product's "flavor". Flavor is defined by the integrated effect of taste, aromatics, and chemical feeling.

Let's walk through an example. If you happen to have peppermint on hand, take it out now for a demo of the complete flavor experience.

First, hold your nose and place the mint in the center of your tongue. You should be able to taste the sweetness of the mint. Next, if you breathe in through your mouth, you should experience a cooling sensation, which is the mint's chemical feeling. Finally, let go of your nose and smell the peppermint, breathing in its aromatics.

All of those sensations, happening at the same time, give you the peppermint's flavor.



Sample #2

Job: Texas Gear Up website (a college-readiness website for high school students)

Deliverable: Career descriptions, Summary of news articles

Client: Texas Education Agency

Contracted through: AMS Pictures

Reference: Breanne Hull, Account Director - bhull@amspictures.com

CAREER DESCRIPTIONS (for High School students)



Splash screen for the Biological Technician entry on the Texas Gear Up website.

Career profile page to follow.

THE SCOOP

It's CSI without the crime (or the endless supply of sunglasses). That's right—biological technicians are the cool kids in the laboratory, setting up and using things like microscopes, test tubes, and centrifuges (the things you put blood samples in that spin really fast) to conduct all kinds of tests and experiments. Then they analyze the data and write reports on what they discovered. As a bio tech, you've got to be on your game, because you may be working with weird and dangerous substances. But you just might find cures for diseases while you're at it! If you like science, math, helping the world, or all three, then this job may have your name written all over it.



THE IMPACT

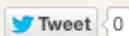
Bio techs get to do some of the greatest good of all by helping scientists develop medicine that fights illnesses or cures diseases.



THE FACT

These technicians get to be where all the latest, mind-blowing scientific developments are—from nanotechnology (molecule-sized machines that could repair cells) to printers that actually print new skin for burn victims.

SHARE



THE DETAILS

DEGREE
REQUIRED

BACHELOR'S DEGREE

4

YEARS OF COLLEGE

AVERAGE SALARY

\$39,020

FUTURE
JOB GROWTH

AVERAGE

HOT
SPOTS
FOR THIS JOB



Additional career profile that is viewed in the same format as the Biological Technician page from above on the Texas Gear Up website:

Economist

Career Overview

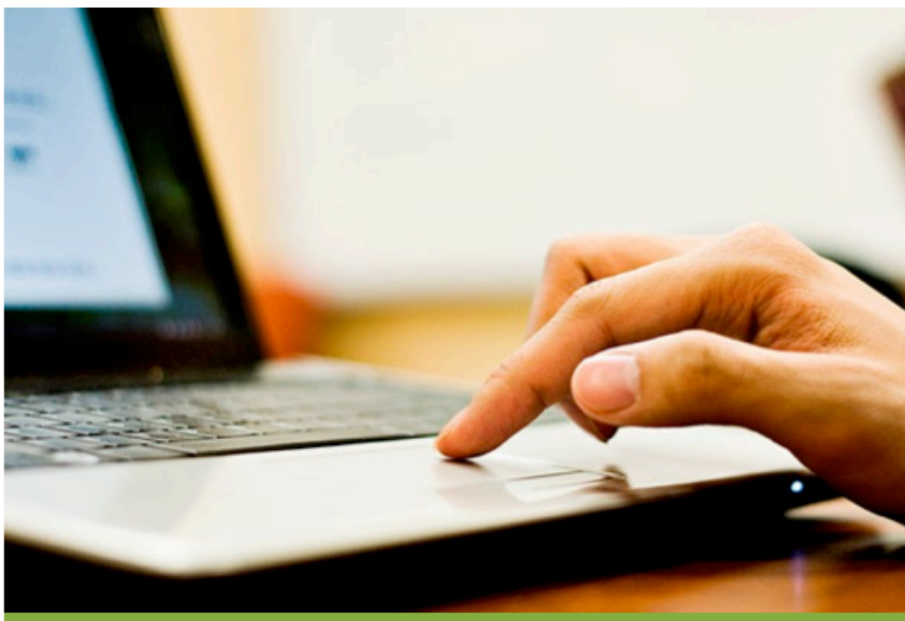
Dollar bills, yo. That's what's on an economist's mind, all day, everyday. Economists are essentially financial advisors—they often work for private consulting firms, and their clients could range from individuals and small businesses all the way up to the federal government. They rock some serious math skills, and have a keen eye for examining history and trends to predict what will happen in the future—like what a company's profits might be, or if the stock market will go up, and so on. These are important jobs, so you've got to get pretty schooled to get them (a Bachelor's and a Master's degree)—but if you're fascinated by finance, then this is a career you can bank on.

Career Fact: One of the top jobs an economist can get is to be Chairman of the Federal Reserve—probably the most famous man to have had this job is Alan Greenspan, who was appointed by President Reagan in 1987 and kept the job all the way to 2006.

Social Good: Economists study not just money, but products that are sold and how they are distributed—they may be able find ways to cut the costs of producers, which in turn would lower prices for consumers.

AUG
1

DIGITAL DIPLOMAS: THE REAL DEAL?



Since today's students are online all the time, it would make sense to find ways to legitimately educate them in their natural habitat (so to speak). With Internet speeds fast enough to stream multiplayer 3-D games and live HD-quality video and audio, creating a virtual classroom and teaching a college-level course over the web should be a walk in the park.

The real challenge for online courses thus far seems to have been one of legitimacy. Now, a new program that offers a three-year, online master's degree in computer science at the University of Georgia seeks to change all that. The innovative program will cost \$7,000 and will culminate in an accredited university degree. *TIME* investigates how such a venture could really take off, what its challenges are, and what this might mean for the future of affordable college education for everyone.

[Read the article...](#)

*You can read the article
at:*

[business.time.com/2013/05/
21/the-7000-computer-
science-degree-and-the-
future-of-higher-education/](http://business.time.com/2013/05/21/the-7000-computer-science-degree-and-the-future-of-higher-education/)

Additional news article summary that is viewed in the same format as the Digital Diplomas page from above on the Texas Gear Up website:

Careers on Fire

Knowing where the jobs are can influence decisions students make about what colleges to attend and what fields to study. It can also help them determine how to best use their free time right now—could working on music, art, computer, or construction projects give them skills that are or will be in demand? Or would it behoove them to cultivate the simple yet vital skill of conversation?

An important question to ask is what kinds of jobs have seen a growth spurt since the recession. Most likely, these jobs are key to rebuilding a company's infrastructure or contributing directly to its bottom line. The following infographic shines a spotlight on just what those jobs are and, equally importantly, what skills are needed for the most in-demand ones on the list. You and your students will want to take note of the greater emphasis on soft skills over those more technical in nature.

View the infographic: <http://www.rasmussen.edu/images/blogs/1361464609-hotskills.JPG>



Sample #3

Job: Interactive guided tour of CompassLearning's Odyssey program (for company website)

Deliverable: Script

Client: CompassLearning

Contracted through: N/A (was Editorial Director, staff position)

Reference: Ricardo Latorre, Creative Director - rlatorre@compasslearning.com

GUIDED TOUR INTRODUCTION

VOICE

Hey. How's it going? Welcome to the CompassLearning Guided Tour. I'm Steve and, well, I'm gonna be your guide.

(pause)

So, what is it we do here? Well, I'll tell you what-- let me grab a little coffee first before we get going...

SOUND of coffee pouring.

VOICE (CONT.)

(sips the coffee)

Oh yeah-- good stuff, my friend.

(beat)

Hey, you know, that's kind of like CompassLearning. Yeah-- yeah, you see, we provide schools with a, a hearty brew of software

programs to stimulate kids' minds
and improve education.

GRAPHICS/ANIMATION of K thru 12, information poured into kids' brains, excitement, learning, etc.

VOICE

And, you know, we like to call
this premium blend of web-based
curriculum "CompassLearning
Odyssey".

GRAPHICS/TEXT of Odyssey programs.

VOICE

Okay, so, before we go any
further, I'd kind of like to know
a little more about why you're
here. So, you know... why are you
here?

DECISION POINT INTRO

TEXT APPEARS: (A) I'm a school administrator. (B) I'm a teacher.
(C) I'm a parent. (D) I was just in the neighborhood. (E) I need
a hug.

(A) USER CHOOSES "I'm a school administrator."

VOICE

So, you're-- you're an
administrator, huh? The "Big
Cheese", so to speak.

Appropriate GRAPHIC/ANIMATION here.

VOICE
I mean, of course, you know, a
quality cheese-- perhaps a smoked
gouda, or maybe a nice brie...

Appropriate GRAPHIC/ANIMATION here.

VOICE
Anyway, I think I know what
you're interested in...

TEXT APPEARS: Adequate Yearly Progress. Perhaps FANFARE
accompanies it.

VOICE
Guess it's a tough job making
sure you hit those state
standards every year, right?

DECISION POINT A

TEXT APPEARS: (A1) You better believe it! (A2) Actually, we do
pretty well. (A3) Let's go back to the home page.

(A1) USER CHOOSES "You better believe it!"

VOICE
Hey, I feel your pain. Not as
much as you do, I'm sure, since,
you know, it is your pain.

MAIN CONTENT POINT A1

VOICE

So, here's the deal: remember when I mentioned Odyssey? Yeah, well, it's web-based curriculum, it's got your math and reading in there-- along with a lot of other stuff-- and it's all about engaging kids in new ways so they'll do better in school.

Appropriate GRAPHIC/ANIMATION here.

VOICE

Now, on your end of things, Odyssey's gonna let you generate reports so you can track student achievement.

SCREEN SHOTS and/or appropriate graphics.

VOICE

You can get really specific, too. Say you wanted to see Algebra scores from every 4th grade in your district. Well, presto-- you could see that.

SCREEN SHOTS and/or appropriate graphics.

VOICE

And then, if you wanted, you could break out a report that showed just the scores of all the 4th grade boys from low-income families who have red hair.

BILLY, the red haired kid, appears.

VOICE
Okay, maybe not the red hair
part.

His HAIR disappears, and he grabs his head and runs SCREAMING
from the screen.

VOICE
But you get the picture. So,
anyway, there you have it.
Improving and tracking student
achievement. That's what
CompassLearning's all about. So,
what would you like to do now?

DECISION POINT A1

TEXT APPEARS: (A1.1) I should probably get going. (A1.2) I'd like
to learn more.

USER CHOOSES (A1.1) "I should probably get going."

VOICE
Hey, of course-- you're a mover
and a shaker. I understand.

Appropriate GRAPHIC/ANIMATION here.

VOICE
So, you know, thanks for checking
out the CompassLearning guided
tour. Come back anytime.

WINDOW CLOSES automatically.

USER CHOOSES (A1.2) "I'd like to learn more."

VOICE

Okay, no problem. Let's go back
to the beginning, and you can put
yourself in someone else's shoes
to watch more of the tour.

Appropriate SHOE GRAPHIC/ANIMATION as we

JUMP TO the home page.

(A2) USER CHOOSES "Actually, we do pretty well."

VOICE

Ah, I see. Wish I'd been one of
your students. Clearly, you've
got great programs and pretty
smart kids. Well, what if I told
you that CompassLearning can not
only keep you on track, but we
can provide you with management
tools to make your job easier.

TEXT APPEARS: (A2.1) Guess I'd like to hear more. (A2.2) Thanks,
but I'm ready to go.

(A2.1) USER CHOOSES "Guess I'd like to hear more."

VOICE

Great! Let me just get a little

more coffee, and, you know, we'll
keep on going here...

SOUND of coffee pouring. Appropriate ANIMATION gets us back to

MAIN CONTENT POINT A1

(A2.2) USER CHOOSES "Thanks, but I'm ready to go."

VOICE

Hey, I hear you. Got places to go
and people to see. Well, come
back anytime if you want to learn
about all the great things that
CompassLearning can do for you
and your students. Catch you
later!

WINDOW CLOSES automatically.

(A3) USER CHOOSES "Let's go back to the home page."

VOICE

Want to start over, eh? Sure -
let me get you back to the home
page...

JUMP TO the home page.

END



Sample #4

Job: Interactive web-based HAZMAT training

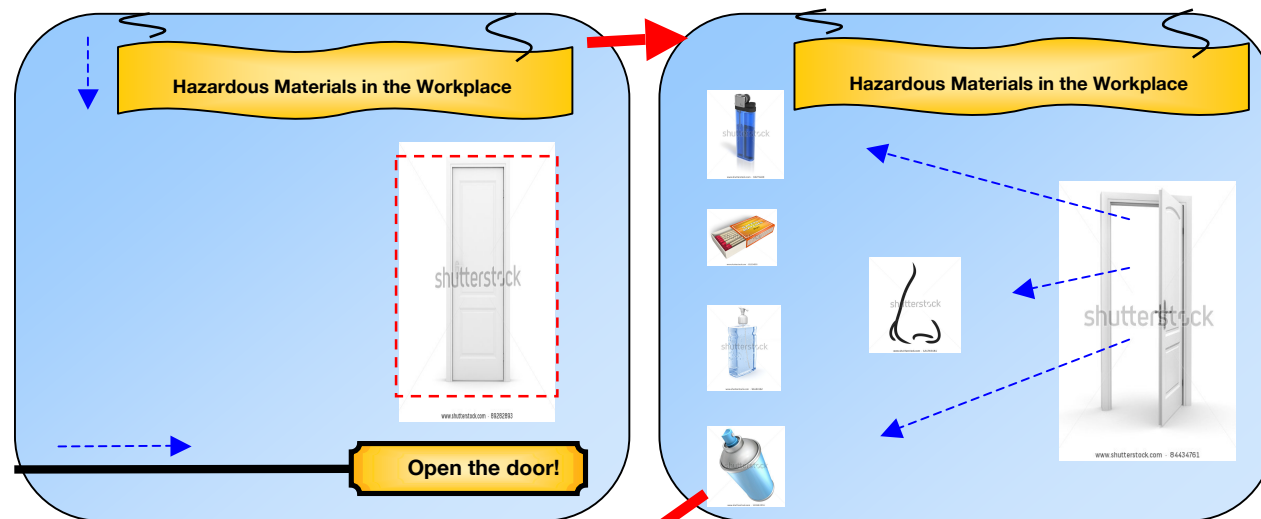
Deliverable: Visual and technical storyboards

Client: Altria (William Morris)

Contracted through: Simply Interactive

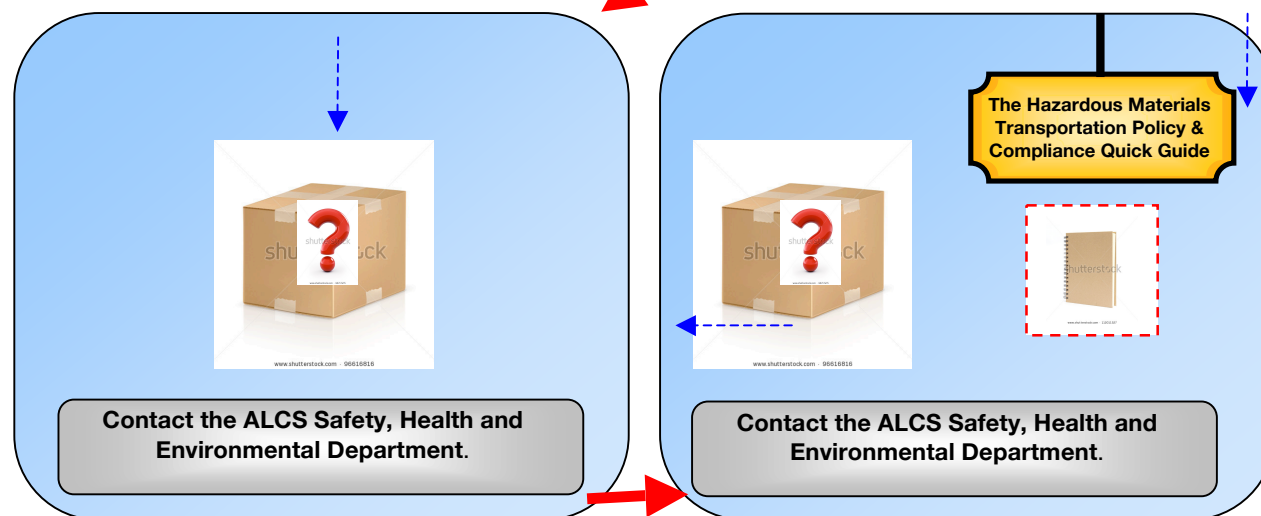
Reference: Aimee Lantzy, Lead Instructional Designer - aimee@simplyinteractive.net

Visual



VO

1. Remember that many common materials we find in our workplace are considered hazardous materials
(PAUSE TIL USER CLICKS ICON)
2. This includes lighters, matches, hand sanitizers and aerosols. Additionally, materials that have a strong odor may also be considered hazardous for transportation by airplane.



3. If you have any doubts about the contents of a package you need to ship, contact the ALCS Safety, Health and Environmental Department.
4. Their experts will help you understand the Hazardous Materials Transportation Policy and Compliance Quick Guide and they can provide hazardous materials shipping services for you.
(PAUSE TIL USER CLICKS ICON)

Flash Notes	Additional Notes for the Developer:	Branching and Feedback Notes:
<ol style="list-style-type: none"> 1. Clear screen 2. Bring in door image 3. Play VO1 4. Drop banner in sync 5. Bring in signpost from left 6. Make door a hotspot (clickable) 7. Pause til user clicks door 8. Retract signpost and animate door opening 9. Animate images coming out of door in sync 10. Clear screen 11. Drop package down (no strings) 12. Play VO3 13. Overly question mark on package in sync with "doubts" 14. Bring in bottom text box in sync 15. Play VO4 16. Animate package moving to left, and then bring in handbook icon 17. Lower signpost in sync 18. After VO4 plays, make handbook icon clickable - on click, user will download pdf or open handbook inside training app? 		