An Online Writing Resource for SpokaneFāVS Writers

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Project & Goals

- To provide a resource in which Wolff Fellows can add more online resources to the PDF
- To aid writers in learning how to better use their technology to advance their writing

This provided me a sense of ownership through my major (Management Information Systems). My efficiency in using these technologies allowed me to explain the resource effectively. This will help writers within the SpokaneFāVS community.

Background & Critical Issue

This was an issue I recognized through communication with my supervisor, Tracy. She discussed the lack of knowledge about basic online article construction, which I sought to address.

This resource hopes to sway more time to editing the fluidity and contents of articles instead of editing hyperlinks, picture usability, grammar errors, and social media promotion..

About SpokaneFāVS

SpokaneFāVS is an interfaith organization dedicated to educating others through journalism and events. Their religious news publication publishes the articles of about 40 writers.

SpokaneFāVS did not reach out to community assets or businesses for this project. I undertook the resource as a passion project of an area I have experience in.

This is the organization's logo.

What I Did

I created a writing resource to guide SpokaneFāVS writers on online resources. The Executive Director of SpokaneFāVS, Tracy Simmons, edits many avoidable errors. I complied a list of ways to improve their writing and fix logistical mistakes.

This resource provides hyperlinks, tips, and advice about including pictures in articles, how to add editing tools onto Chrome, as well as other tools:
- Dictation apps and software
- How to include a hyperlink in a word
- How to promote your article on social media
- Checklist for writers before they send their article to Tracy
- Where to consult information on interfaith and religion-affiliated subjects
- Grammar and spelling tools

What I Learned

Throughout the process of creating the PDF, I learned how to prioritize the needs of the writers. The answers from the Facebook poll I distributed did not have a majority need for a particular online resource. The poll, across every option, had about three votes. I decided to meet the needs of the writers who answered the poll, even though this represented a small portion of our writers..

Technological literacy encompasses time and care. I provided the resource as something writers can refer to, not necessarily rely on. The root cause of the issue stemmed around the willingness, or lack thereof, of learning how to effectively use a computer and the Internet to write a cohesive article.

Along with this resource, I taught a social media workshop about the basics of using Instagram, Linked In, Twitter, and Facebook. This gave me insight as to what I needed to include in the writing resource.

I reached out to other FāVS writers about their favorite resources, based on their journalistic experience. I learned about some new resources through this.
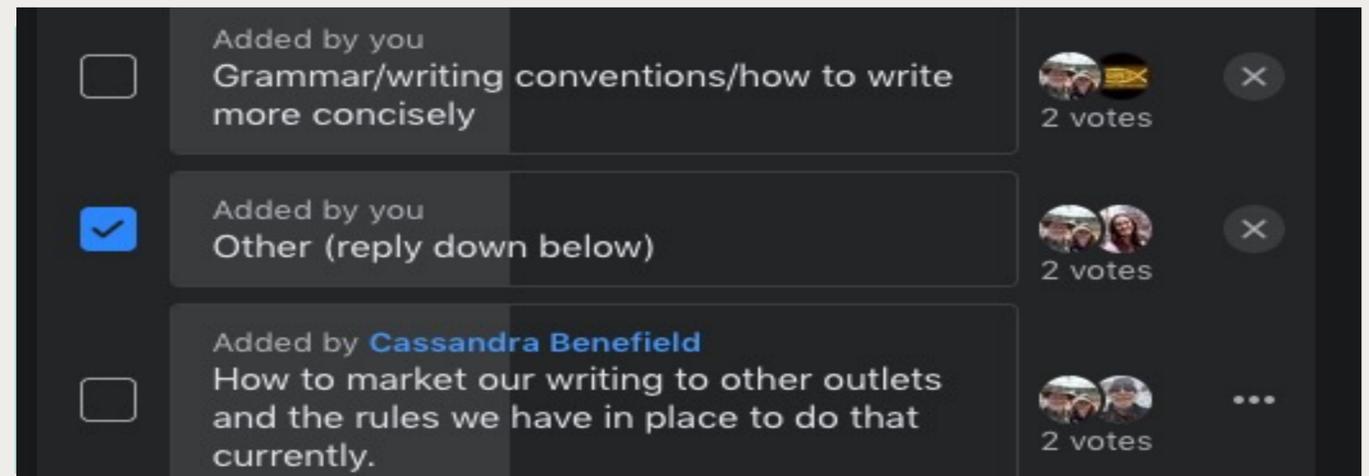
These are some of the options added by a board member (and by me) to survey what resource would be most helpful.

What is Next

Because of this experience, I know how to use Adobe Photoshop and Canva to create a vibrant and clear PDF document for distribution.

For the project itself, I want the PDF to become almost like an encyclopedia for FāVS writers.. Writing advice online can be very inconsistent. The PDF for FāVS writers would allow grammar tactics, image usage, and other conventions to be more uniform for the publication.

My hope is that the next Wolff Fellow who works with SpokaneFāVS can add onto this document. More and more online resources surface each year, and certain applications make updates to current resources. Keeping this updated according to the writers' needs is crucial.

Google Docs' dictation tool (available through a Gmail account) is activated through the **voice typing function** in 'Tools.' Microsoft has a feature in which you can dictate into your computer's speaker.
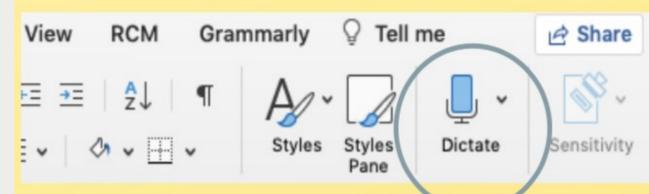
Here is a dictation tool suggestion I included in the resource.

Civic Perspective

This project helped me get an estimation of technological literacy within the organization. The writers have a variety of backgrounds in journalism. Providing both personal and researched articles is a main objective of FāVS.

The project helped me understand the ageism behind what I was doing. The level of expertise in technology varies from writer to writer, which I worked to encompass in the PDF.

Educational Discernment

From my Communications course during my freshman, I learned about the importance of effectively explaining your initiatives. Technological literacy is something I am good at, but I did not know if I could teach it to people thirty years my senior. I tried to include skills made for all levels of technological literacy related to writing. Their article writing needs to be clear, as do the resources made for improving it.

Personal Reflection

Teaching these concepts and tools had a learning curve for me, as I was not as familiar how to use PDF editing tools in Adobe Photoshop and Canva. I drew upon my tenacity and previous experiences in constructing public PDF resources for this project. A subconscious sense of ageism hindered my enjoyment of the work, at times. I later reflected on my efforts as something that could help the entire FāVS collective, not just writers who have a foundation of using technology to their benefit.