



Josh Tibaldi

TECHNICAL WRITER

D e s i g n P o r t f o l i o

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*Link to full samples available on each excerpt page when all entire content is not shown.

Welcome to my Online Portfolio

Thank you for taking the time to view this!

To optimize your experience here, I created a skills summary section to specify which key skills each portfolio piece outlines.

From that section, you can see what piece shows which specific skills you may be looking for.

The next page outlines how to navigate this document and how to target search which portfolio pieces you'd like to see. Please zoom in as needed.

*You can get in touch with me anytime at Joshuatibaldi@gmail.com or through [this form](#).

**You can get back to my website [here](#) and view my resume here.

About Me



I am a

- CPTC certified and passionate writer
- Professional with a diverse level practical experience and education
- Worker who thrives in independent and team-based environments
- Seasoned communicator with strong interpersonal skills who excels at developing professional relationships.
- Reliable worker with key strengths in project management and attention to detail capable of producing consistent and high-quality deliverables
- Creative problem solver and conscientious creator.

2021 - 2022

SENECA COLLEGE

Graduate Certificate,
Technical Communication



Toronto, ON

2016 - 2020

YORK UNIVERSITY

Bachelor of Arts (Honors),
English and Professional Writing

Toronto, ON

CORE COMPETENCIES

Start-to-finish authoring
Teamwork and collaboration
Technical documentation
Project management
Revising and editing
Strategic planning
Graphic Design
Interpersonal skills

TECHNICAL SKILLS

Microsoft Office Suite
Adobe FrameMaker
Adobe Acrobat
MadCap Flare
Adobe InDesign
Adobe RoboHelp
Adobe Captivate
Adobe Photoshop
DITA/XML

Get in contact with me at JoshuatiBaldi@gmail.com

About Me



Industry Experience

TECHNICAL WRITER | INFRASTRUCTURES FOR INFORMATION

January 2022 - Present

- Write and update test cases to ensure proper functionality of added features by liaising with the development and marketing teams.
- Collaborate with and interview SMEs in quality assurance, quality control, regulatory, engineering, and development teams.
- Author and update user-facing installation, admin, and online help guides through version control using Microsoft Visual Studios.
- Create a from scratch style guide using MadCap Flare to develop guidelines for documentation team and future deliverables.

JUNIOR TECHNICAL WRITER | SENECA COLLEGE & ARTEVELDE UNIVERSITY

September 2021 - December 2021

- Collaborate in an agile environment with a team of developers in Belgium.
- Create user personas and journey maps to optimize the user experience.
- Work within a software development life cycle to design and produce user guides, web-based content, and software UX design features.
- Perform weekly sprint retrospectives in a cross-functional team.

Certifications

September 2021

APMG International

Certified Professional Technical
Communicator (CPTC)
Foundations



Contact me at Joshuatibaldi@gmail.com

How to Use Skills Summary and View Samples

The next slides outline each of the 5 portfolio pieces compiled in this document. Please use the list of skills to target search what you would like to view. Each portfolio piece has a short sample and a link to view the entire piece through the web.

They are outlined as followed:

Skills Summary and Corresponding Samples

Deliverable Type

View standalone section on next page.

(*Link available to each full piece on the excerpts when entire sample is not shown)


Portfolio Piece Title

Deliverable Type
Industry-Standard Tool Used

Executive summary about the piece.

List of Skills this Piece Shows:

- Skill A
- Skill B
- Skill C



Title Page

Skills Summary and Corresponding Samples

Style Guide

View excerpt on next page

Wealthsimple Style Guide

Style Guide
Tool: Microsoft Word

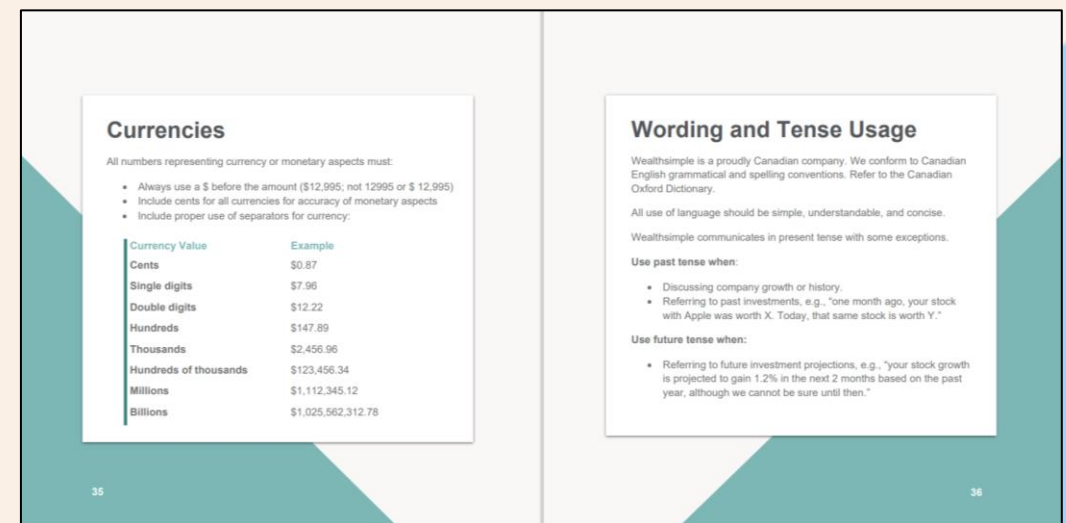
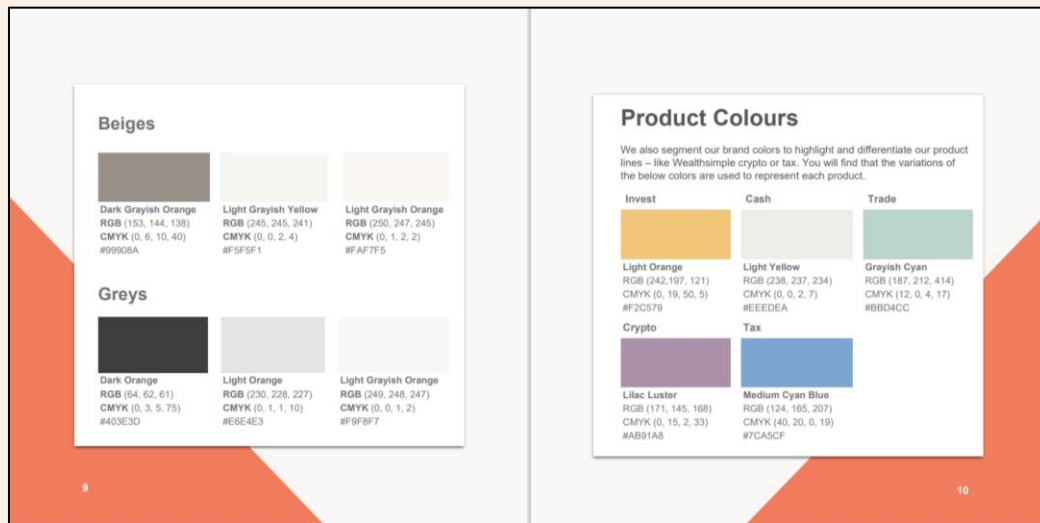
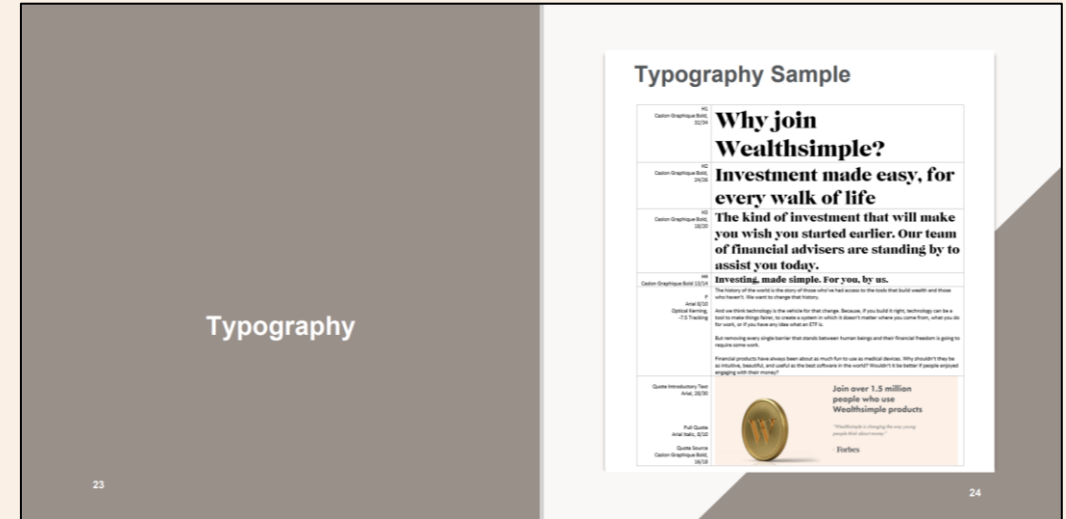
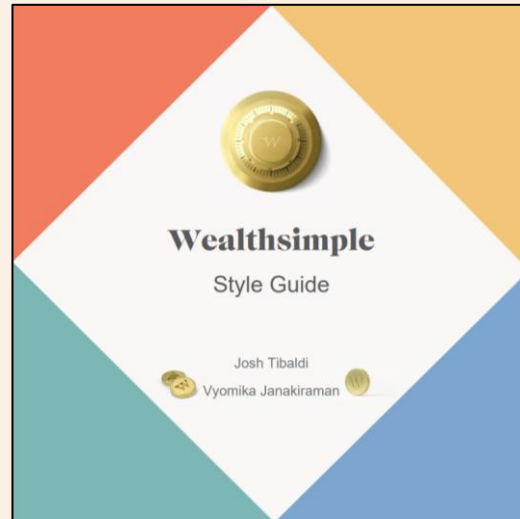
I was responsible for creating a print-ready style guide for Wealthsimple. I created a template and organized an outline my partner and I followed to define the company's brand, colors, logos usage, imagery, and typography guidelines.

Skills:

- Teamwork and Collaboration
- Project Management
- Start-Finish Writing
- Researching and Editing



Style Guide
[Click here to view entire sample.](#)



Skills Summary and Corresponding Samples

User Guide

View User Guide on next page and Admin Guide on the following page

*Get in touch with me for the documentation plan for these deliverables

Inventory of Artevelde (IOA) User Guide and Admin Guide

User Guide
Tool: InDesign

Using agile methodologies in a cross-functional team with developers and SMEs, these guides were created for Belgium's University of Artevelde's IOT platform. Over 2 months, I developed the corresponding web content for the from-scratch platform and developed role-based guides for administrators and users.

Skills:

- Project Management
- Independent Authoring
- Researching and Editing
- Documentation Design



Click [here](#) to view entire sample.

User Guide

User Guide

2021 | Inventory of Artevelde
Artevelde University of Applied Sciences

Josh Tibaldi
Francesca Campos



3 Reserving Products

Reserving Products with IOA

This chapter will cover everything related to reserving products for use. This section is imperative and checking out must be performed properly, any steps skipped will result in no confirmation email being sent. By the end of this chapter, you will:

- Know how to successfully reserve a product for pickup.
- Allocate a specific date and timeframe for you to pickup.
- Learn how to make changes to a reservation if needed.

Confirmation Emails

To view your confirmation email for a reserved product:

1. Navigate to your Artevelde associated email address.
2. In the search bar, type "IOT@artevelde" to show results from our automated confirmation email sender.

Note: Ensure you are looking in the same email address you used to create your IOT account.

Where to Go

When it is time to pick up your reserved product:

1. Ensure you have the correct pick up date and time before coming in. Come in on that date during the timeslot you booked your device pickup for.

Important: Pick ups are scheduled with a maximum number in an hour as a response to COVID-19 to limit people traffic. If you miss your pickup timeslot, the product will be set back as available once it passes. Create a new reservation from scratch and come in at the date in the timeslot you specified.

2. Bring your Artevelde ID with you to pick up your reserved device.
3. Go to Artevelde College Ghent to pick up your reserved produ
4. Wait in the queue line for the library front desk to pick up your product.

Note: You can find a campus map [here](#) to locate the library.

About Product Categories

Devices and accessories are divided into product categories. You can search for devices through the Product Categories section on the Home page (see Figure 2.1). Categories on the home page are listed as the following:

- Laptops
- Projectors
- Headphones
- Tablets
- Virtual Reality
- Accessories
- Other Devices



Figure 2.1 IOA Home Page Categories

Target Searching Devices

You can search for specific devices through target searching. Category pages include a filter and a sorting feature to narrow down the device based on what you are looking for.

By categories

The type filter re-organizes a Category page by product type.

To use the type filter in a Category:

1. Navigate to the Home page.
2. Select a Category from the available options to view all products by that category.
3. From the Home page, select a Category.

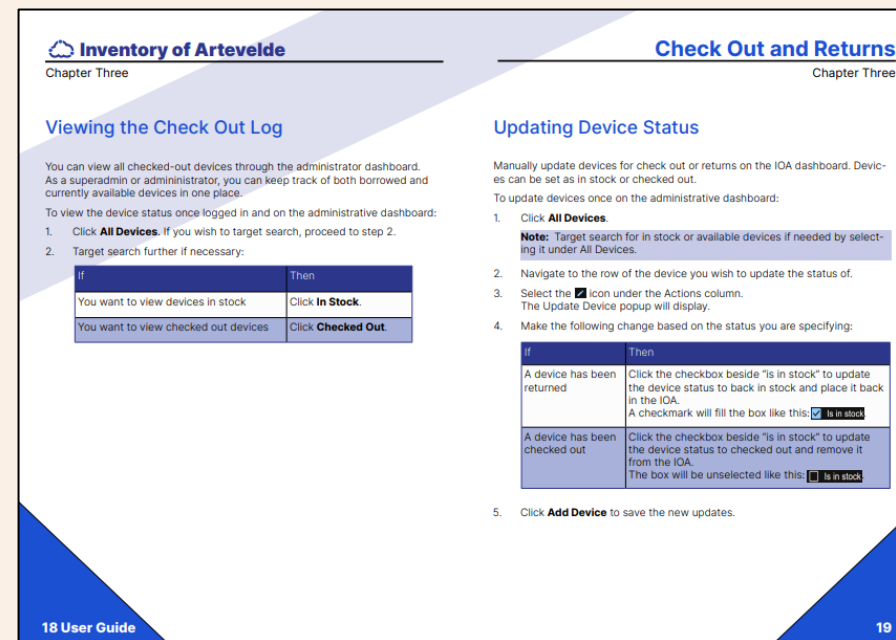
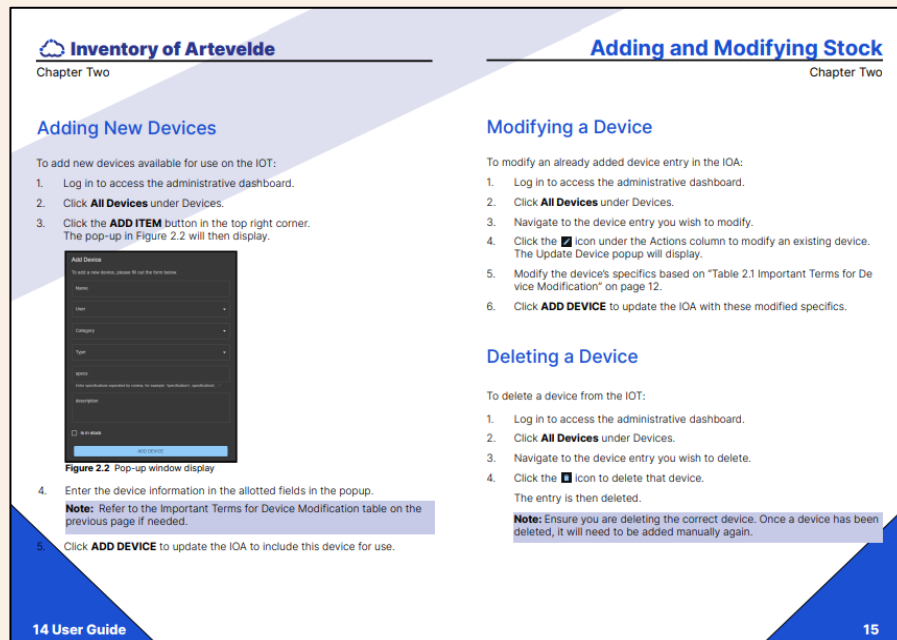
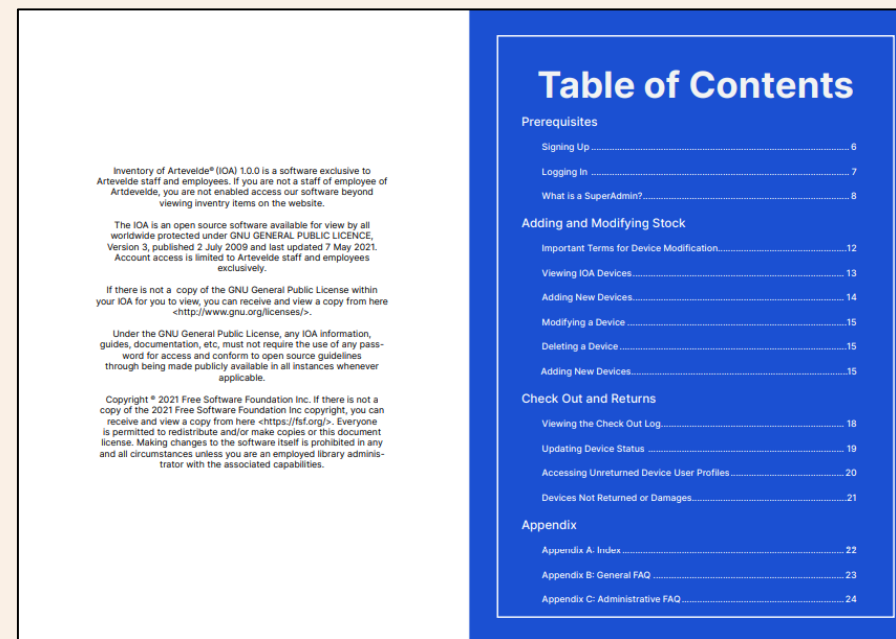
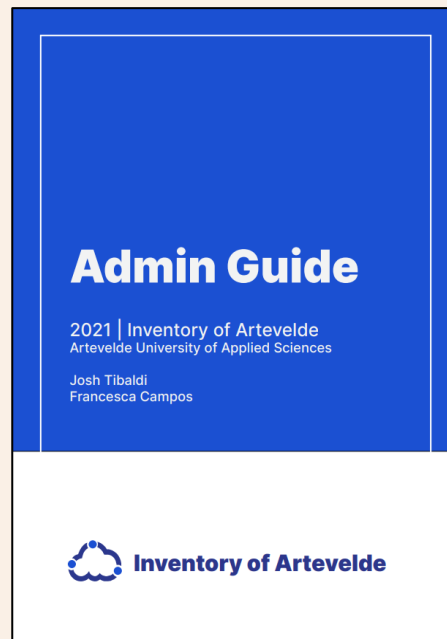
Note: The Categories are listed as shown on Figure 2.1.

4. Explore that categories available products until you find one that you need to reserve for use.

5. Continue to reserve your product once you find one that fits your needs. You can learn how to do this "Reserving a Product with IOA" on page 16.

Note: Begin from Step 5 if you found a product to reserve.

Admin Guide
[Click here to view entire sample.](#)



Skills Summary and Corresponding Samples

Whitepaper

View excerpt on next page

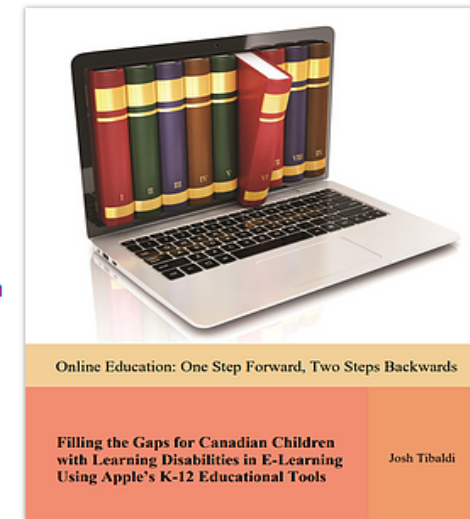
Using Apple's K-12 Educational Tools to Fill The Gaps of Canadian Children in E-Learning with Learning Disabilities

White Paper
Tool: Microsoft Word

I was tasked with creating a white paper on a relevant pressing and important topic. I researched the experience of Canadian children with LDs in modern e-learning to understand their difficulties and challenges. I outlined specific LDs, students associated issues, and proposed a solution to minimize their potential issues that is realistic, cost-effective, and implementable in this medium of learning.

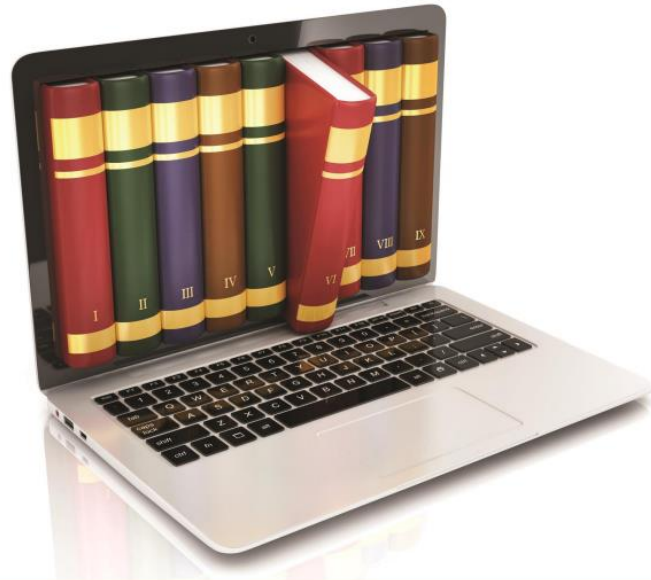
Skills:

- Project Management
- Start-Finish Writing
- Researching and Editing
- Independent Authoring



Whitepaper

Click [here](#) to view entire sample.



Online Education: One Step Forward, Two Steps Backwards

Filling the Gaps for Canadian Children with Learning Disabilities in E-Learning Using Apple's K-12 Educational Tools

Josh Tibaldi

Filling the Gaps for Canadian Children with LDs in E-Learning Using Apple's K-12 Educational Tools

Executive Summary

In response to the coronavirus pandemic, Ontario has made the dramatic shift from tradition in-person education to e-learning environments. This change has left children with learning disabilities to experience unique problems learning behind a screen from home without the accommodations they have been provided with until this point in traditional schooling.

Research shows that children with learning disabilities are not being set up with the required tools they need to be successful in this new and unconventional way of learning. A look into the specific learning disabilities and statistics of children affected by each expose the challenges and difficulties children with learning deficits have been enduring and suffering through in this means of education.

Problem Statement

Children with learning disabilities experience many issues through e-learning that impact them and their learning negatively. E-learning methods do not provide these children with the proper accommodations and personalized learning experience they need to be properly equipped for learning in front of a screen. With new coronavirus variants being discussed in the news and media, changes to the current e-learning experience must be made to make learning more effective for children with learning disabilities if in-person education will not be resuming this upcoming school year.

Required Tools for Success

At the bare minimum, children with learning disabilities- LD's for short- must be equipped with the proper tools for success in e-learning. "Initially, online learning focused on high-achieving students, but programs have expanded to include a broader range of students" (Cavanaugh et al., 2013). High-achieving students can function in e-learning environments and motivate themselves independently to get used to online learning communities without additional tools or guidance. This is not the reality for all students.

The human-touch element in education is removed from e-learning and the connections students make with peers and teachers becomes very difficult in these online environments. This factor and others that impact e-learning effectiveness can be identified in a review of previous research across multiple disciplines (Repetto et al., 2010). Repetto and their colleagues identified and grouped these terms into what they call the 5 C's of Student Engagement Framework.

Figure 1 shows a visual take on the 5 C's, outlining how they build on one another. Each layer is built upon the other; if there is a crack in an inner level's foundation, a student with a LD will experience issues in all outer levels from there on out.



Figure 1: The 5 C's of Student Engagement Framework.

Table 1 (next page) provides insight into how each of the 5 C's function as the required tools for children with LDs to be successful in e-learning through research of their applications in online schooling.

Filling the Gaps for Canadian Children with LDs in E-Learning Using Apple's K-12 Educational Tools

Applications in E-Learning for Children

Control	<ul style="list-style-type: none"> The student's ability to take control of their behaviors and learning (Repetto et al., 2010). Cause children to develop self-determination methods, metacognitive strategies, and create goals in social, academic, and behavioral areas (Cobb et al. 2006).
Curriculum	<ul style="list-style-type: none"> Design of learning outcomes with research-based practices and progress to meet individual student needs (Repetto et al., 2010). Scaffolding learning to promote positive experiences and using interdisciplinary means to make e-learning most effective for all children with special needs (Bost & Riccomini, 2006).
Climate	<ul style="list-style-type: none"> Key to fostering a safe space to learn for diverse student populations. Set by uniform rules and regulations applied across courses.
Caring Community	<ul style="list-style-type: none"> Ensures learners feel cared for and are being accommodated. Support of teachers and parents are directly linked to student success and ensuring individual needs are met (Menzies & Lane, 2011). Real-time message systems in virtual courses for dialog between students, tutors, and teachers (Jakobsdóttir, 2008).
Connections	<ul style="list-style-type: none"> Teaches students skills they will need beyond education, for life, and for post-secondary institutions (Repetto et al. 2010). Contributes to student motivation; essential for success and prerequisite for the independent tasks of e-learning (Keller, 2008).

Table 1: Repetto and colleagues' 5 C's of Student Engagement Framework 5 Explained.

Challenges for Children with Learning Disabilities in E-Learning

Children in e-learning experienced many challenges that contribute negatively to their learning experience prior to any learning being done. Table 2 outlines the challenges for children with learning disabilities that take place prior to and after online learning sessions take place and simple solutions to eliminate these problems.

Challenge	How?	Why?	Possible Solutions
Navigating complex and unfamiliar platforms	E-learning platforms are difficult to grasp for all children and even more difficult for students with learning deficits.	Explanations on how to use e-learning platforms may not be grasped the same way by all students.	Show and tell strategies, videos, and extra help sessions on what areas of these platforms are expected for students to engage with and use.
Making connections with teachers and other students	Positive connections enhance e-learning experience and lead to better academic success.	Making these connections in e-learning environments are difficult without one-on-one time with teachers and peers.	Use of breakout rooms and dedicated one-on-one time, even as a portion of regular class time, to check in with students and allow connections to develop.
Finding help after class	The ability for students to connect with teachers for help after class can be difficult for children to accomplish.	Young children cannot contact teachers the way older students can through e-mail, etc.	Outline clear, concrete, and simple means for students to get in contact with teachers if needed for assistance after hours.
Personal learning styles not being accommodated and self-motivation	Learning styles and teaching methods impact a student's self-motivation to complete required work after class and put in their full effort.	If students are not comfortable with the materials they learn uniformly, they are not motivated to take the necessary steps to complete corresponding work.	There is no one-size-fits-all learning style. Teachers can use multiple teaching methods to cater to different learning styles to ensure students understand lessons and complete assigned work.

Table 2: Challenges for Children with LDs in E-Learning.

Skills Summary and Corresponding Pieces

UX Personas

View on next page

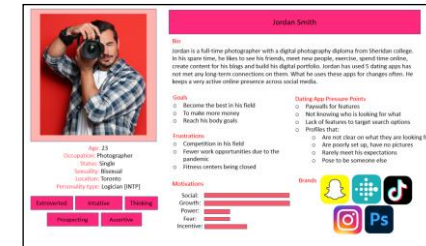
Tinder© User Personas and User Research

UX Personas
Tool: Microsoft Word

Tasked with improving the online help of a popular application, I developed relevant dating app user personas to represent and understand Tinder's target audience.

Skills:

- Project Management
- Independent Authoring
- Researching and Editing
- Graphic Design



User Personas

*Additional user personas and journey maps for other projects available by request.

Sarah Douglas



Bio

Sarah is a full-time, unemployed student at York University studying kinesiology. In her spare time, she likes to exercise, spend time with loved ones, grab food with friends, and browse on social media. Sarah has used 2 dating apps in the past and has not made any long-term connections on any of them. Sarah uses dating apps to find connections and friends. Due to the pandemic, Sarah primarily uses dating apps to accomplish this.

Goals

- To be successful
- Wealth and happiness
- Have a family of her own

Frustrations

- Confidence, motivation
- Uncertainty of life

Motivations

Social:

Growth:

Power:

Fear:

Incentive:

Dating App Pressure Points

- Not knowing who is looking for what
- Profiles that:
 - Do not meet her expectations
 - Lack basic information
 - Have no pictures of themselves
 - Use old, outdated pictures
 - Have no social media linked
 - Are not who they pretend to be

Brands



Age: 22
Occupation: Student
Status: Single
Sexuality: Heterosexual
Location: North York
Personality type: Defender [ISFJ]

Introverted

Observant

Feeling

Judging

Assertive

Brian Miller



Bio

Brian is a full-time accountant who often puts in overtime. When not working, he likes to watch movies, binge shows, hang out with friends, spend time with his dog, read, and swim in his pool. Brian has used 5 dating apps and has previously met a long-term partner on one of these apps. He uses them only to find potential connections. His busy work schedule is draining and makes spending hours online outside of work undesirable.

Goals

- Find a partner
- Have a family of his own
- Take more time off work to travel

Frustrations

- Relying on dating apps during the pandemic
- Demanding and busy career
- Travel restrictions

Motivations

Social:

Growth:

Power:

Fear:

Incentive:

Dating App Pressure Points

- Most profiles are not serious about finding a potential relationship
- Profiles usually do not meet his expectations
- Paid features that are not worth the price and appear more effective than they are
- Encountering profiles in bad taste
- Limited target search options

Brands



Age: 34
Occupation: Accountant
Status: Single
Sexuality: Homosexual
Location: Newmarket
Personality type: Entrepreneur [ESTP]

Extroverted

Observant

Thinking

Judging

Turbulent

Jordan Smith



Bio

Jordan is a full-time photographer with a digital photography diploma from Sheridan college. In his spare time, he likes to see his friends, meet new people, exercise, spend time online, create content for his blogs and build his digital portfolio. Jordan has used 5 dating apps has not met any long-term connections on them. What he uses these apps for changes often. He keeps a very active online presence across social media.

Goals

- Become the best in his field
- To make more money
- Reach his body goals

Frustrations

- Competition in his field
- Fewer work opportunities due to the pandemic
- Fitness centers being closed

Motivations

Social:

Growth:

Power:

Fear:

Incentive:

Dating App Pressure Points

- Paywalls for features
- Not knowing who is looking for what
- Lack of features to target search options
- Profiles that:
 - Are not clear on what they are looking for
 - Are poorly set up, have no pictures
 - Rarely meet his expectations
 - Pose to be someone else

Brands



Age: 23
Occupation: Photographer
Status: Single
Sexuality: Bisexual
Location: Toronto
Personality type: Logician [INTP]

Extroverted

Intuitive

Thinking

Prospecting

Assertive

Skills Summary and Corresponding Samples

Novel Cover Designs

View both on next page

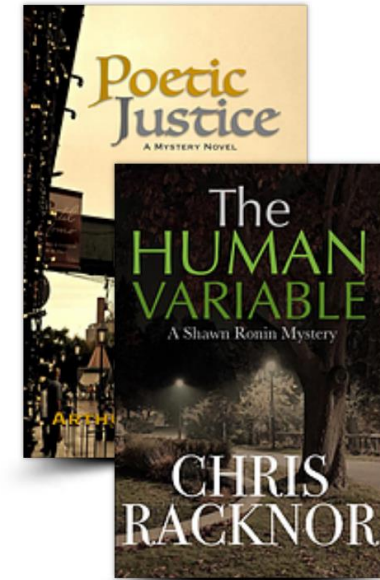
Published Novels Cover Design

Published Novel Cover Designs
Tool: Photoshop

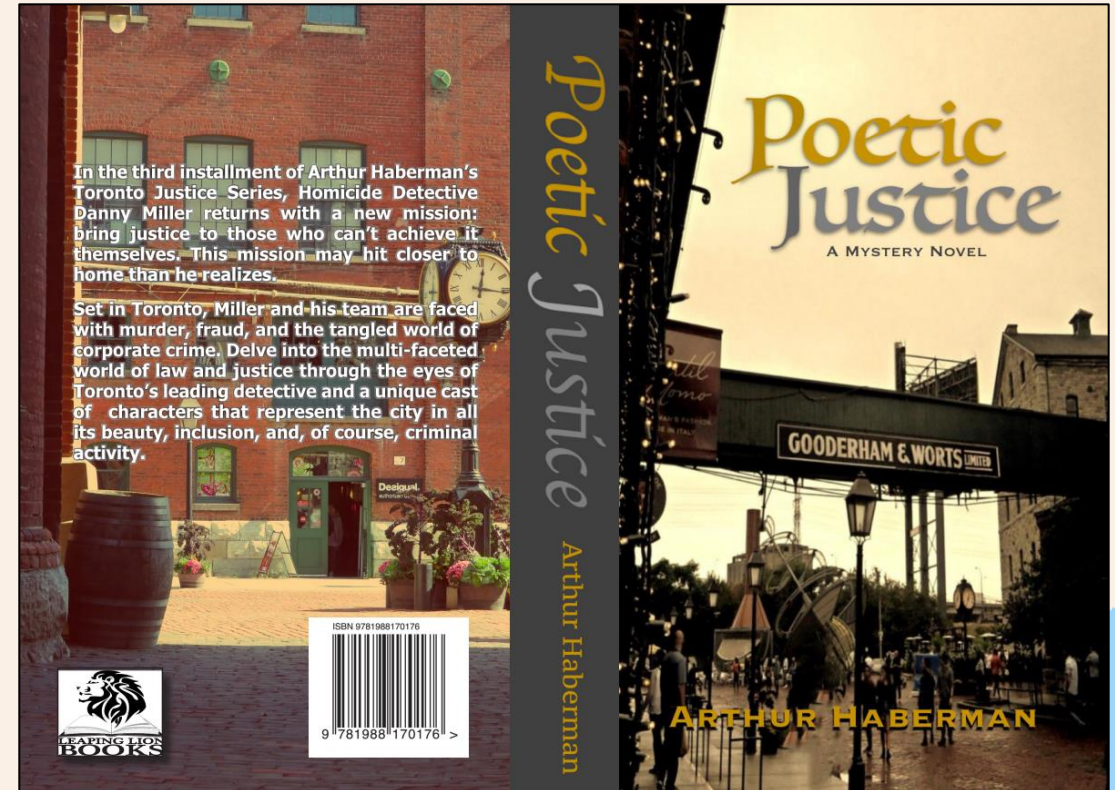
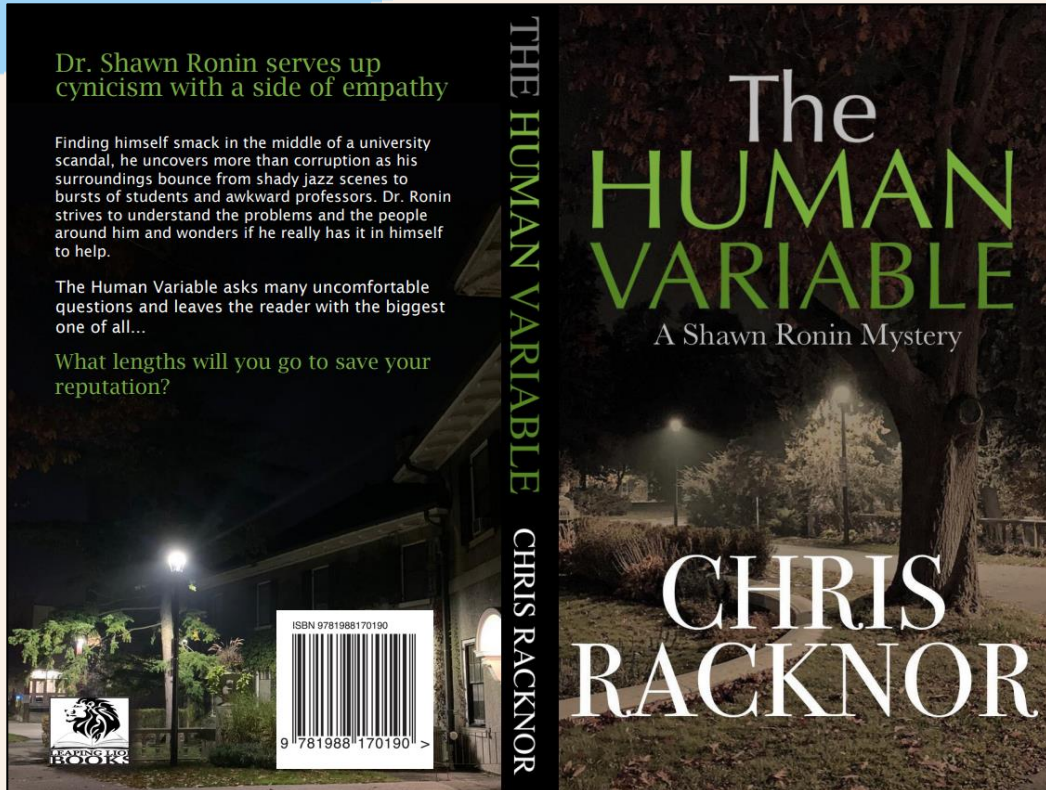
In the last year of my undergrad, I specialized in book publishing where I functioned as Leaping Lions Book Publishing's co-head of graphic design for the publication of two novels over 8 months. I was responsible for designing the front and back covers as well as the spines for Arthur Habberman's *Poetic Justice* and Chris Racknor's *The Human Variable* while performing the duties of a department co-head in a professional publishing house.

Skills:

- Graphic Design
- Project Management
- Teamwork and Collaboration
- Interpersonal Skills



Novel Cover Designs



Skills Summary and Corresponding Pieces

Gameplay Manual

View on next page

Let's Play UNO! Gameplay Manual

UNO Manual Design
Tool: Adobe InDesign

Tasked with creating a fresh user manual for UNO, I designed an updated manual using UNO's original content from their original user manual published in 1998. I updated the manual contents using Technical Writing best practices and geared it towards the target audience of families with young children.

Skills:

- Project Management
- Independent Authoring
- Researching and Editing
- Graphic Design



UNO Manual Design

Get in touch with me for a full sample.



What's In The Box?

- 19 Red Cards (0-9)
- 19 Yellow Cards (0-9)
- 19 Green Cards (0-9)
- 19 Blue Cards (0-9)

76 Numbered Cards, made up of:

1 2

How to Win

Be the first person to play their hand of cards each round to score points.

The first player to score 500 points wins the game.

Set Up

1. Draw a card. The player with the highest card is the dealer.
2. Shuffle the deck. Deal out 7 cards to each player.
3. Start a DISCARD pile with a numbered card from the DRAW pile.

5 6

Blank Cards

Create your own rules on a blank card to use when playing. You can create any custom rules you wish; options are endless.

Alternatively, you can use a blank card to replace any cards that are lost or unusable. It is up to the family or deck owner to decide.

15 16

Scoring Points

Card	Score
#d Cards	# Value
Draw 2	20 Points
Reverse	20 Points
Skip	50 Points
Wild (W)	50 Points
W Draw 4	50 Points
Blank	?

Special Cards

Draw 2 Card

The next player to go must draw 2 cards and end their turn when this card is played.

Reverse Card

The next player to go must draw 2 cards and end their turn.

9 10