The objective is to understand how the technical communicator’s role has and will change, add value to, and mediate gaps in terms of developing & implementing learning technologies. This project provides insight into the overlap of emerging technologies, classroom education, and technical communication.

**Main Questions**

- How have K-12 learning experiences shifted since the invention of the computer?
- What can we expect for the future of classroom technology?
- What are the implications for technical communicators?

**Methods**

- Semi-structured interviews with seven people related to one of the following fields: education/pedagogy, learning technologies, and technical communication.
- Research sourced from scholarly articles and online content.

**The Shift & Emerging Technology**

Emerging Tech Genres: Online videos and games, organization tools, augmented and virtual realities, wearables.

**Implications**

Key patterns of technical communicators as identified by William Hart-Davidson (2013) adapted to fit a new role:

**Pattern 1:** Technical communicators work as educational information designers.

**Pattern 2:** Technical communicators work as student advocates.

**Pattern 3:** Technical communicators work as stewards of multimedia writing activity in schools and organizations.

**References:**


**Conclusion**

The current and expanding skills of technical communicators properly fill gaps to develop, document, partner, and train within the world of learning technologies.