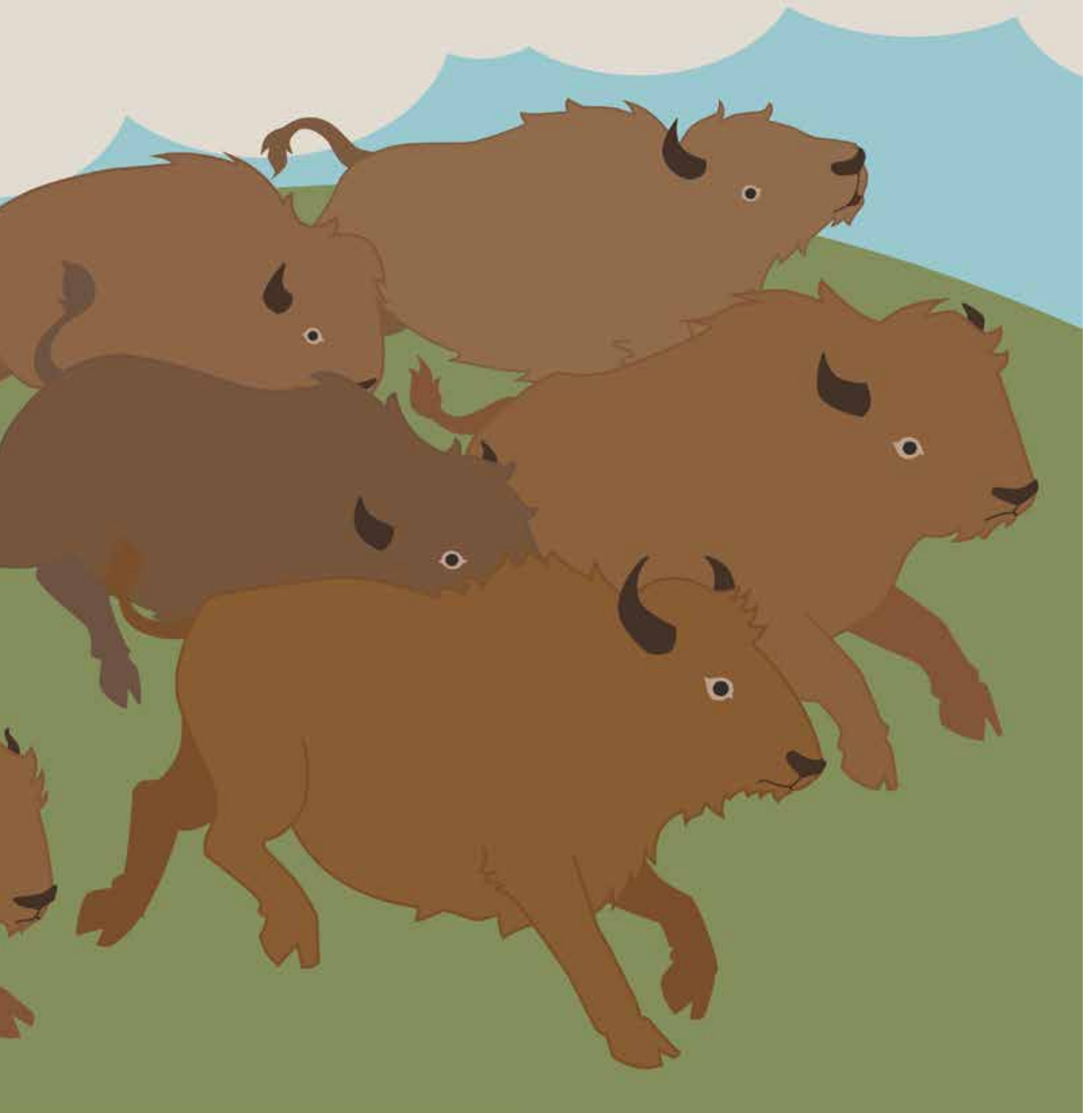


andy iakobson

learning, design & illustration portfolio



contents.

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about me.

Hi, I'm Andy.

I'm a training developer with a background in design and illustration. I love working in training because it gives me an opportunity to combine three of my core passions; being creative, making practical things, and lifelong learning.

You'll find that the contents of my portfolio reflect this. The training experiences I create are structured and purpose-built; I use activities and interactions to reinforce each key objective, and to ensure that learners understand the expectations for applying their training on the job. At the same time, I strive to make training materials that captivate the learner because they are interesting, unique and easy to use.

Finally, I respect the learners I work with. I believe that people want to learn, and that my job is to create materials that empower them to do so.

Outside of work, I'm a mixed vegetable farmer, an equestrian, and dedicated arts and culture volunteer. As unrelated as these hobbies might seem, they really feed into my work a great deal; farming develops my work ethic, horsemanship teaches me genuine communication, and my volunteer work gives me an opportunity to practice my leadership skills.

e-learning.

On the next few pages, you'll find examples of e-learning modules that I have developed. I work primarily in Articulate Storyline, and have some experience in Adobe Captivate. I have also created detailed layouts in Illustrator that would later be turned into interactive courseware by other members of my team.

I aim to create learning that is engaging, intuitive and effective. I offer learners plenty of opportunities to practice their skills in meaningful contexts, and always ensure that they come out with all the knowledge they need to achieve their on-the-job expectations.

*Pages 7-8
Screens from a 'Business Conduct' e-learning
module (built in Articulate Storyline)*

*Pages 9-11
Selections from various custom-built
e-learning module layouts*

Menu

Audio Text

Business Conduct Portfolio 2015

Resources

Introduction

Introduction

Role Selection 1

Role Selection 2

Pre-Assessment

Results

Representing the Firm

Protecting Physical Assets

Protecting Information Assets

Protecting Intellectual Property

Chapter 4

Using Firm Systems

Chapter 5

Acting Professionally

Chapter 6

Final Assessment

Final Assessment

Partial Results

Conclusion

introduction

Business conduct practices can help Members make ethical decisions. Let's look at some examples of challenging situations. *Click each icon below.*

Scenario 1

Melanie is ordering some sandwiches for a lunch meeting. Melanie's husband, Adam, owns a catering business. She considers ordering from Adam; she knows that the food is good, and she might be able to negotiate a discounted price for the Firm.

Is it ok for Melanie to give the business to Adam's catering business?

Menu

Audio Text

Business Conduct Portfolio 2015

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Results

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Chapter 3

Why Protect Information

Public and Private Information

Working with Sensitive Information

Securing Work Areas

Reporting Violations

Activity 3

Protecting Intellectual Property

Chapter 4

Using Firm Systems

Chapter 5

Acting Professionally

Chapter 6

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why protect information?

Information Privacy

Information Security

7

Menu

Audio Text

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Results

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working with sensitive information

Click on each round button to learn more.

Menu

Audio Text

Business Conduct Portfolio 2015

Resources

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Results

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Click each numbered button to help Frank secure his desk. When all the buttons are checked off (✓), click **Next** to continue.

POWER PALLET TRUCKS

INTRODUCTION



4 OPERATION

SPEED/ACCELERATION

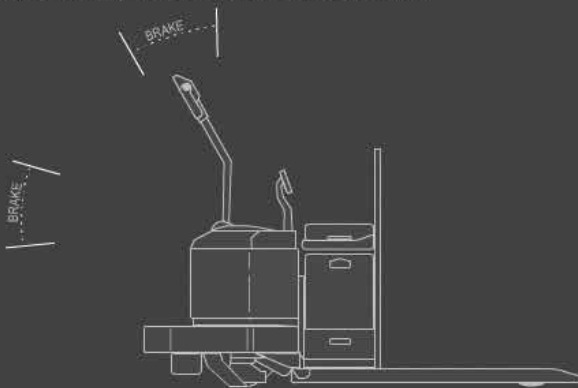
BRAKING (PLUGGING)

EMERGENCY BRAKING

STEERING

COASTING

If the handle moves up or down into either of the two braking positions, the brake will be activated. The handle will automatically return to the upright position when let go. This method of braking allows you to quickly stop the pallet truck.



1 INTRO → 2 ABOUT YOUR TRUCK → 3 STARTING YOUR SHIFT → 4 LOADING AND UNLOADING → 5 WORKING SAFELY → 6 END OF SHIFT → 7 CONCLUSION

Help



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POWER PALLET TRUCKS

INTRODUCTION



13 AVOIDING ACCIDENTS

The best way to prevent accidents is to keep a constant eye out for hazards in the workplace. There are four hazards hidden in the scene below. Can you locate them? Explore the scene by hovering your cursor over the various elements to learn more about them. When you think you have identified all of the hazards, click on the 'I'm ready' button to answer the question.



1 INTRO → 2 ABOUT YOUR TRUCK → 3 STARTING YOUR SHIFT → 4 LOADING AND UNLOADING → 5 WORKING SAFELY → 6 END OF SHIFT → 7 CONCLUSION

Help



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ONTARIANS WITH DISABILITIES

UNDERSTANDING ONTARIANS WITH DISABILITIES

01: INTRODUCTION

Welcome to the **Understanding Ontarians with Disabilities** module. This is part one of a two-part course on providing accessible customer service.

You're taking this course because you are a customer service employee in your workplace. It's an important job – you have a direct impact on the experience your customers have. Chances are you already understand the foundation for great customer service and have high expectations for the kind of experience you want to provide. But are you ready to provide the same level of service to persons with disabilities?

Hi, I'm Doug!
I'm a guide dog. I'll help you on your way through this module and give you some helpful tips along the way!



1 INTRO

2 NAVIGATION

3 WHAT IS A DISABILITY?

4 NUMBERS AND STATISTICS

5 TYPES OF DISABILITIES

6 UNDERSTAND EXPERIENCES

7 ONTARIO LEGISLATION

8 CONCLUSION & EXAM

Help



ONTARIANS WITH DISABILITIES

PART 2: SERVING ONTARIANS WITH DISABILITIES

04: NUMBERS AND STATISTICS

Hold on a second, I'll get that for you. I don't think you can reach it.



What kind of a barrier is this?

Physical

Attitudinal

Information

Systemic

This is an example of an attitudinal barrier. The sales associate at the store is assuming that she can't reach the item independently and didn't ask before assisting her.

NEXT >>>

1 INTRO

2 NAVIGATION

3 BARRIERS

4 RECOGNIZING BARRIERS

5 ASSISTANCE AND SUPPORT

6 APPROPRIATE TERMS

7 SERVING PEOPLE WITH DISABILITIES

8 SCENARIOS

9 CONCLUSION & EXAM

REVIEW ACTIVITY 3

There may be a number of other Root Causes involved in our example scenario. By continuing to ask the question "Why?", determine any additional Root Causes. *Begin by selecting one of the following questions:*

Why was the object pushed so far back on the shelf?

Why was it being stored on such a high shelf?

- 1 INTRODUCTION
- 2 INVESTIGATION PROGRAM
- 3 INVESTIGATION PROCESS
- 4 DETERMINING CAUSE
- 5 REPORTS & FOLLOW-UP
- 6 CONCLUSION & EXAM

Help

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REVIEW ACTIVITY

Study the scene below and identify the elements that require investigation. Click on them and answer the questions to fill out your report.



- 1 INTRODUCTION
- 2 WORKPLACE INSPECTION REQUIREMENTS
- 3 WORKPLACE INSPECTION TYPES
- 4 WORKPLACE HAZARDS
- 5 WORKPLACE INSPECTION PROCESS
- 6 CONCLUSION & EXAM

Help

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document design.

Job aids, tip sheets and instruction manuals can support training by giving learners materials that they can refer back to while doing their job. In my work, I have created everything from quick one-page guides on accessing new applications to full printable courses and instruction manuals.

I leverage my graphic design experience to create materials that are easy to read, eye-catching and intuitive. Where applicable, my documents match the look and feel of my training modules, so that learners can feel a sense of continuity between their training and on-the-job support.

Pages 13-14

Two task-specific 'job aid' documents

Page 15

Instruction manual for a Learning Management System

Page 16-17

Two sets of printable self-study courses

ADP Employee Self Service

Registering Your Account (USA)

Collecting your pay stubs, accessing your W2 forms and updating your personal details is about to get a lot easier. After taking a few minutes to sign up for **Employee Self Service**, you will be able to access your pay, contact and work information from any computer, at any time.

Begin Registration



Before you register, help us find you in our records.

2 → Registration code* GA-123 Go

What is this?

Access the landing page at <https://workforcenow.adp.com>

- 1 In the **First Time User?** box, click **Register Here**
- 2 Enter the following registration code: **XXXXX** (case sensitive)

Verify Identity

Verify your identity by filling in all of the required fields.

- 3 Fill in your **First and Last name**
- 4 Enter your **SSN, EIN or ITIN**

First name*

Last name*

SSN, EIN, or ITIN*

Type it again*

Confirm

Set Up your Account

Follow the instructions on the following page to:

- Enter your contact information
- Create your user ID and password
- Set up your security questions
- Read and agree to the Terms and Conditions

Activate Your Account

An **Activation Code** will be sent to the email you set up on the previous page. After you enter the code into the registration form and review your information, you will be successfully registered for **Employee Self Service**. You can now access the site with your User ID and password. 5



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GREENWICH ASSOCIATES LMS

User Job Aid

What is the LMS?

Our Learning Management System (LMS) is a quick and easy way for Members to access interactive training materials directly from their workstations.

Access the LMS

Returning to this web site?

Login here using your username and password
(Cookies must be enabled in your browser) ⓘ

Username
Password
☐ Remember username
[Forgotten your username or password?](#)

Access the LMS at <http://gaappt12/moodle/> using the same credentials you use at your workstation.

If you changed the password on your workstation, your LMS password will not be updated until the next day. Use your old password until then.

Make sure your pop-up blocker is deactivated while using the LMS, as some of the courses will be launched in pop-up windows.

Find and Enroll in a Course



- On the **Home** 1 page, look for the course you want in
- Click on the **Course Title** 3 to go to the enrollment p
- Click the **Enroll me** button.
- You will be enrolled in the course and taken directly to

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Launch a Module



- Not all courses on the LMS are built the same way. Read the instructions on screen to find out what you need to do.
- Many courses are delivered through **interactive modules**. 4 When you open a module, it will launch in a new window. Follow the instructions in the module to complete the course.

Attain Course Completion



- Many courses are made of multiple components. To successfully pass a course, you must complete all of the mandatory components.
- When you complete a component, it will be **checked off** 5 on the course page. You may need to refresh the page to see the new checkmark.
- If the check box is **blank**, 6 you have not met the requirements for completing that component. Review the course or module instructions to find out what you need to do.

Complete a Feedback Survey



- All courses are accompanied by a feedback survey. **Your feedback is important**; it will help the training team make improvements to this course and others. With your participation, we can make sure that training is relevant, engaging and effective.
- Click on the **Course Survey** 7 option on the course page. Read the instructions and then click the **Answer the questions** link.
- When you have answered all the questions, click

Get Help

If you have any issues, problems or errors when accessing the features listed above, or have any other questions about using the LMS, please speak to your manager.

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InsightU[®]

Effectively using your
InsightU[™] LMS

0.0

Overview

This user manual will help your administrative team become comfortable with our state-of-the-art refurbished learning management system. With a bit of practice and understanding, you will be able to comfortably use your LMS to its full capabilities and create dynamic courses and programs for your organization's learners.

Table of Contents

0.0 Overview	page 1
1.0 Your Interface	page 2
2.0 Creating Your Course Foundation	page 3
2.1 Basic Information	page 5
2.2 Configuring Attributes	page 6
2.3 Additional Configuration	page 7
2.4 Creating Assessments	page 9
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8.2 Dashboard Configurator	page 34
8.3 Account Statistics	page 35
8.4 News & Announcements	page 36
10.0 Afterword	page 37

1

6.2 Adding Steps

After completing your first page, look down at your **Timeline**. You will see a *tile* representing Step 1, the page you are currently working on. When you click on this tile, several icons will appear overhead:



- Use this icon to **Move** your page in the step order.
- Use this icon to **Edit** the properties (name and template) of the selected screen.
- Use the **Create New** icon to add a new screen.
- Delete** a screen in its entirety by clicking on this icon.

When you click on the **Create New** icon, a second tile will be added to the timeline. This page will also start a new **Parent Section**. If you would like to set this screen up as a **Child** within the previous section, click on the **Move** icon and drag the tile towards the previous screen. Release when the icon on the bottom right flashes red.



Creating Parent and Child screens can be helpful for student navigation. By using buttons, you can give your students the option of jumping between individual screens or full sections. For example, in the case below, clicking on a **Next Page** button would take you to Step 1.1, while a **Next Section** button would take you directly to Step 2.



25

The **Basic Information** panel for a program is very similar to the courseware panel. Most of the required information can be set up in the same way.

- The **Program Title** is the full name of your new program.
- You also have the option to create an abbreviated **Short Title** to refer to your program.
- A **Program Code** establishes a specific program identity within the system. You can create a code using any combination of letters and numbers, providing that the code is unique to each program.
- The **Description** is an optional field you can use to give students a brief overview of the program content before they begin. You can provide a summary of the included courses, review the necessary pre-requisites, or go over any additional instructions for completion.
- Using the **Program Type** drop-down, you will be able to choose between making this program public or private. **Public** programs can be seen by all students, while **Private** programs can only be viewed by the students who have been assigned to them.
- Just like with courses, you can choose to organize your program into a new or existing **Program Category**. To assign the program to an existing category, select it from the drop-down. To add a new one, click on the **Manage Program Category** button and select **New Category**.
- The **Duration** field allows you to specify the amount of time allotted for this program. This gives your student a rough estimate of how much time they should expect to spend on the material.

12

INTRODUCTION

"FILL IT UP PLEASE" — *Would you know what to do?*

By the end of this course, you will be able to:

1. Identify the appropriate use of Diesel fuel.
2. Distinguish the basic properties and use of Winter and Summer Diesel fuels.
3. Describe the basic properties and use of Cetane ratings in Diesel fuels.
4. List the types of Diesel fuel contaminants and describe the corresponding contaminate properties.
5. Describe the Co-op Diesel fuel lubricity requirements.
6. Describe the properties and variations for Bio Diesel.



PAGE 1

SECTION 1 → APPROPRIATE USE OF DIESEL FUEL

- ✦ Diesel fuel is not interchangeable with gasoline. Swapping diesel for gasoline or swapping gasoline for diesel will have serious consequences. Always ensure the correct fuel type is used prior to filling the tank.
- There are some signals to look for that may help indicate a diesel vehicle. Click on each of the icons to learn more about identifying the type fuel required.
- Always confirm the fuel type and amount back to the customer before starting the pump.

listen



The sound of a diesel engine is different from a gasoline vehicle. It may sound louder or have a 'knocking' sound. A diesel engine may have more of a rumble than a gasoline engine.

look



The word 'diesel' may be written inside the fuel door or on the fuel cap. Diesel pump nozzle covers are YELLOW and the Gasoline nozzle covers are BLACK. Beware: fuel caps can be yellow for both Gas & Diesel vehicles.

smell



Diesel Fuel has a distinctly different odour than gasoline. It smells more like oil.

ask



If you are not sure about the kind of fuel required, ALWAYS ask the customer for clarification. While diesel fuel is offered at an increasing number of Co-op locations, be sure to ask your manager about which nearby Co-op locations offer diesel.

confirmation



Be sure to confirm your customer's request. "Fill it up with diesel, right away."

PAGE 2

SECTION 5 → BIODIESEL

- ✦ "Biodiesel" is a blend of regular diesel fuel and bio, typically 95% diesel and 5% bio. "Bio" is a vegetable oil, typically canola or soy bean oil, used to blend biodiesel. Biodiesel is blended to meet the same specifications as "diesel" and therefore has the same performance properties. Customers should know there are no significant performance differences between a properly blended "biodiesel" and "Regular Diesel".



Bio has poorer cold weather performance, but with the use of a quality bio and proper blending of the biodiesel to the same C-GB Spec (including cold weather performance addition), the "biodiesel" will have the same cold weather performance as Regular Diesel.



The heat content of bio is approximately 8% less than Regular Diesel, which can mean slightly less power and fuel economy with biodiesel. This has proven to be typically unnoticeable in actual use of biodiesel with a 5% blend.



The storage life of biodiesel may be slightly reduced, although this again hasn't proven to be typically noticeable with a properly manufactured and blended biodiesel.

+ INFO

A reference to B5 or B10, or B100 biodiesel refers to the percentage of bio in a biodiesel, i.e. B5 has 5% bio in a biodiesel & B100 is pure bio.

VEHICLE & MANUFACTURER ACCEPTANCE OF BIO DIESEL >
Original diesel engine and diesel equipment manufacturers (OEMs), like John Deere, Cummins, Mack, Detroit Diesel, Volvo etc, honor equipment warranty of their engines and equipment with the use of biodiesel with up to a 5% bio component. With the growing history of successful use of biodiesel, combined with further testing and public pressure to warranty engines using higher bio levels has resulted in a number of OEMs warranting engines using bio diesel with up to a 20% bio component.

PAGE 8

SECTION 2 → ADDITIVES

- ✦ A variety of additives aid in engine performance and smooth operation. Additives in gasoline include anti-oxidant compounds, carburetor cleaning agents and anti-icing agents. In addition to these additives, an octane booster is also added. These additives are blended into the gasoline at the refinery and provide a finished product second to none in the industry.

detergent



A detergency additive to ensure fuel injector and carburetor cleanliness.

rust inhibitor



A rust inhibitor to protect against rusting.

antifreeze



A winter gasoline antifreeze to protect against fuel line freeze up and carburetor icing caused by any condensation in the vehicle's fuel system.

IVD



IVD (Intake Valve Deposit) additive to control intake valve deposits.

PAGE 4

ONTARIANS WITH DISABILITIES

course 1: understanding ontarians with disabilities

1 → INTRODUCTION

WELCOME TO THE UNDERSTANDING ONTARIANS WITH DISABILITIES MODULE

This is part one of a two-part course on providing accessible customer service.

You're taking this course because you are a customer service employee in your workplace. It's an important job – you have a direct impact on the experience your customers have. Chances are you already understand the foundation for great customer service and have high expectations for the kind of experience you want to provide. But are you ready to provide the same level of service to persons with disabilities?

Hi, I'm Doug!
I'm a guide dog. I'll help you on
your way through this module and
give you some helpful tips along
the way!



COURSE CONTENTS

- What is a disability?
- Numbers & Statistics
- Types of Disabilities
- Understanding Experiences
- Ontario Legislation

PAGE 1

ONTARIANS WITH DISABILITIES

course 1: understanding ontarians with disabilities

2 → WHAT IS A DISABILITY?

dis-a-bil-i-ty

1. Any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness
2. A condition of mental impairment or a developmental disability
3. A learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language
4. A mental disorder

The Government of Ontario includes several descriptions in its full definition of disabilities. It covers physical injuries and infirmities, as well as mental impairments, disfunctions and disorders. What does this definition mean to you?

VISIBLE

Some disabilities are easy to identify. You can think of these as visible disabilities. You might be able to recognize these kinds of disabilities by looking at someone's physical appearance – for example, they might be using a wheelchair or a prosthetic limb.

NON-VISIBLE

There are also many non-visible disabilities. Hearing impairments, muteness and developmental disabilities are just some examples. You might not be able to tell when someone has this kind of disability.

DIFFERENCES

Disabilities vary in their severity and duration. While some may be permanent, others can be temporary or only manifest under specific circumstances.

Although understanding disabilities is important, always focus on the person first, before the disability. That's why we say *persons with disabilities* instead of *disabled people*.



PAGE 2

ONTARIANS WITH DISABILITIES

course 2: serving ontarians with disabilities

4 → ASSISTANCE AND SUPPORT CONTINUED...

Service Animal

People with disabilities may require the assistance of a trained service animal. These animals perform a variety of tasks - for example, guiding and alerting handlers who have hearing or vision disabilities, or assisting handlers with physical disabilities by carrying objects, pushing door openers, providing support and more. Remember that these are working animals and should not be distracted from their job - do not touch or pet them.

- Guide animal
- Hearing animal
- Service animal

Technology

Assistive technologies include personal devices (owned and operated by people with disabilities) as well as those provided by your employer.

If an assistive technology or communication service (such as a teletypewriter) is provided at your workplace, your organization is required to ensure that you know how it is to be used.

- Screen-reading software
- TTY telephone line

Mobility Devices

People with physical disabilities may require mobility devices. You can help them navigate your workplace by ensuring that their path is clear, and directing them to ramps, elevators and automatic doors. However, remember not to touch or move any kind of assistive device without permission.

- Hearing aid
- Cane
- Wheelchair
- Scooter

PAGE 7

ONTARIANS WITH DISABILITIES

course 2: serving ontarians with disabilities

5 → APPROPRIATE TERMS

The first step to serving any kind of customer is being polite and respectful in your language. When talking to or referring to a person with a disability, use words that are not demeaning or hurtful.

Use... person with a physical disability

Instead of... crippled person

Use... person with an intellectual disability

Instead of... mentally retarded

Use... person who is able-bodied

Instead of... normal person

PAGE 8

vector illustration.

Being able to create my own illustrations in Adobe Illustrator gives me a lot of freedom when building courses and other training materials. I'm able to produce characters, icons, logos and other graphic elements in a quick and cost-effective manner.

Vector illustrations are flexible, because they can be expanded to any size and continuously edited and adjusted to create new work. In this way, I can really speed up the production process by employing templates and consistent visual styles.

Page 19

Character & emotion sheet for use in e-learning courseware

Pages 20-21

Selection of vector illustrations

Amber



Dawn



Andy



Roger



Fred



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Sven



David



Betty



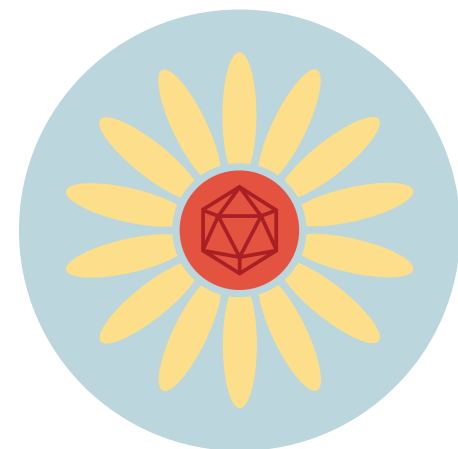
Pallavi

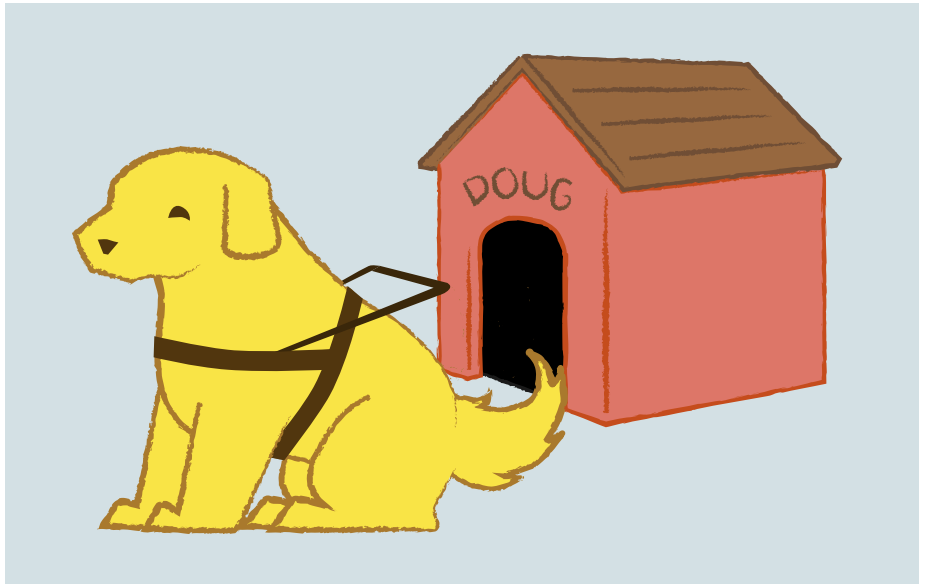
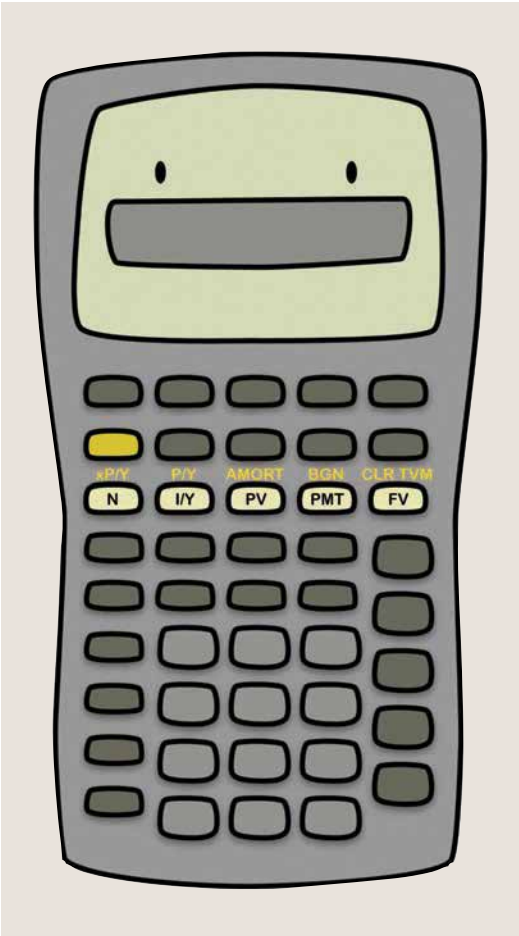


George



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web design.

I have had the opportunity to work on a variety of web projects. Usually, I'll take advantage of WordPress and other template-driven design tools to create straightforward websites at a minimal cost. However, I've also had the opportunity to design fully customized layouts for much more complex and content-heavy web portals.

Page 23

Template-based WordPress site design

Pages 24-25

Custom website layouts for the National Magazine Awards and Lifestyler magazine.



[HOME](#) - [ABOUT US](#) - [WORK OPPORTUNITIES](#) - [SUPPORT US](#) - [CONTACT](#)



WELCOME!

Cultivating Opportunities is a social enterprise that co-creates meaningful work opportunities in organic farming with individuals living with mental illness.

[HOME](#) - [ABOUT US](#) - [WORK OPPORTUNITIES](#) - [SUPPORT US](#) - [CONTACT](#)



ABOUT US

Cultivating Opportunities connects people to meaningful work, farmers to affordable labour, and the local community to fresh, wholesome food. We do so by means of a barter/ enterprise model, in which we work for a sustainable farmer in exchange for harvested produce, the produce in turn we sell at local markets to make an income.

In 2014, Cultivating Opportunities hired three individuals to help the organic grower/ distributor **Frall Foods** grow organic vegetables on **Elmgrove Farm** in Sutton, Ontario. A portion of the vegetables we then sold as part of a weekly food basket program (or CSA - Community Supported Agriculture) primarily to staff of the **Canadian Mental Health Association - York Region**, South Simcoe branch. Through the sale of these CSA memberships, Farm Assistants were provided a wage for their labour. Additionally, Assistants were given a weekly share of the vegetables grown, so they too were able to reap the tasty benefits of their labour!

This season, we will be working once again with Frall Foods, who are happy to be able to increase their growing production as a result of our labour support.



National
Magazine Awards
Les prix du
magazine canadien



LOG IN

OR CREATE AN ACCOUNT

HOME SUBMISSIONS JUDGING GALA RESOURCES NEWS WINNERS ABOUT US

The 36th Annual National Magazine Awards

Browse Winning Work

The National Magazine Awards Foundation is a bilingual, not-for-profit institution whose mission is to recognize and promote excellence in the content and creation of Canadian print and digital publications through an annual program of awards and national publicity efforts.

Important Dates

Dec 01: Call for Submissions
Dec 14: Co-financing Deadline
Jan 11: Early Bird Submissions Deadline
Jan 16: Final Submissions Deadline
Mar 01: Outstanding Achievement Deadline
May 01: Announcement of Finalists
Jun 07: 36th National Magazine Awards

Twitter Buzz



Deadline March 28 for Women's Health Reporting Award
about 20 minutes ago



Nominate an editor for NMAF's Editor of the Year award
Feb 29, 2012 at 12:27 PM
two days ago



Complete Nominations for 2012
Congratulations to winners at last year's NMAF Awards
Mar 10

Photo Gallery



Terry Setwood of Cottage Life Media with David Hayes, NMAF board member



SUBMISSIONS ARE CLOSED

Thank you all for your submissions for the 36th annual National Magazine Awards!

Submissions are now closed. The list of nominees for this year's awards will be released on May 1.

CALL FOR JUDGES

Each year the National Magazine Awards Foundation relies on over two hundred **volunteer judges** to evaluate the collection of nearly 2000 wonderful submissions we receive from magazines and individuals across the country. These judges are not only leaders and experts in their field but also committed to ensuring a strong and vibrant Canadian magazine industry where excellence today serves as the standard for tomorrow's creators.

This year we are looking for new judges to serve on English, French and bilingual juries for written categories, as well as juries for visual, integrated and special categories, including digital publishing experts.

Judges ideally should be veterans of the magazine industry in editing, publishing, writing, art direction, illustration, photography, digital production or circulation, or offer expertise in a particular field pertinent to the National Magazine Awards.

Whether you have judged in the past or are new to the National Magazine Awards, we welcome and will consider all candidates.

To nominate yourself or a colleague as a judge, or for more information, please review the [NMAF Judging Process](#) and contact our office at staff@magazine-awards.com.

National Magazine Awards eBook

The NMAF is excited to announce the publication of our 35th anniversary eBook – Best in Magazines 2007-2012 – filled with more than 30 award-winning magazine articles, and available – FREE – for your iPad.

To celebrate 35 years of honouring excellence in the content and creation of Canadian magazines, the NMAF has put together this special collection of winning stories, photography layouts and illustrations, featuring some of the top winners from this year's National Magazine Awards as well as the best of the best from the past five years.

[\[Read More and download our free eBook\]](#)

Winners of the 35th NMAs

The winners of the 35th anniversary National Magazine Awards were announced on June 6, 2012 at a gala at The Carlu in Toronto. More than 650 members of the Canadian magazine industry were in attendance as the National Magazine Awards Foundation presented Gold and Silver awards and Honourable Mention in 45 categories, from a total of 362 nominations representing 81 different Canadian magazines.

[Read more](#) about the winners and [download the pdf](#) of all winners.

Acknowledgements

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Sponsors

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FEATURES



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NEW STORIES




Party in the Parks
 It's June of 2010, and the sun is embarking on its daily rise above Gros Morne National Park in the eastern province of Newfoundland and Labrador. As the glow of its hidden rays begins to seep over Western Brook Pond, Canadian director Sturla Gunnarsson prepares to film one member of his three-person musical ...

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 UNDER \$50
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Designer Profile... DUJ
 When even the most loyal of fashion devotees turn to affordable mall retailers or logo-plastered high-enders to capture the trends of the season, Montreal-based designer Duy Nguyen turns the other way.




Curing Head
 It was necessity that led man to cure, salt, confit and smoke meat and fish to preserve it. Yet out of that necessity arose a luxury: The charcuterie. Like good bread with olive oil, it is one of life's delights.




Go Now... Maribor, Slovenia
 The blue Drava river runs through the evergreen Slovenske Gorice hills and ice-tipped Kozjak and Pohorje mountain ranges to the red-roofed Slovenian city of Maribor.




Wine, Refined
 A wine club can be a good way to help push yourself beyond your comfort zone. In addition to giving its members access to exclusive wines, they are also a lot of fun.



Lorem Ipsum
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Quinta Decima
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More Stories...

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25

marketing & editorial.

The following pages show some of my work in marketing, advertising and editorial layout design. Over the course of my freelance work and during my time at *Lifestyler* magazine, I have been able to create full-page advertisements, large format posters, flyers, letterheads, business cards and other materials for many small to medium-sized local businesses.

In addition to these promotional materials, I have also produced editorial layouts and front covers for *Lifestyler* magazine.

Page 27

Selection of marketing materials for a local board game cafe

Page 28

Two full-page magazine advertisements

Page 29

Selection of Lifestyler magazine covers

Page 30-31

Lifestyler magazine article spread

MIND & GAMES café

Come...

★ PLAY

🕒 EAT

☕ DRINK

📖 SHOP



\$5/person
unlimited games
unlimited time

MIND & GAMES café

Come... ★ PLAY

🕒 EAT

☕ DRINK

📖 SHOP



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games!

Try our fresh
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wraps, snacks
and desserts

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drinks

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Lifestyler

LEONARDO
DICAPRIO

THE ACTOR OPENS UP ABOUT
HIS ROAD TO STARDOM

ALSO INSIDE...
Chef David Chang
Extravagant spa treatments
Tiffany & Co.'s Great Gatsby collection

CELIN
DION

AN INTIMATE INTERVIEW WITH
THE ICONIC SONGSTRESS

ALSO INSIDE...
Chef Rob Feenie
Sous vide cooking
Behind the scenes of Chasing Ice

CHANEL FISHING ROD SET

Roger Mooking shares some of his favourite spices to cook with. And while they may not be tipping the capsaicin meters, they are sure to set your taste buds ablaze with flavour.

CUMIN



At my parents' home, growing up we had this cupboard that had all the special goodies. All the stuff that you find at the Chinese, West Indian, Japanese, or South American grocers could be found in this cupboard of love. Cumin was there in a little bag among all the other little bags of odds and ends. Whenever I'm building a spice blend, I find myself often reaching for Cumin in various proportions. Sometimes I like to use it sparingly as a support flavor and other times as the main spice in a blend. It is very versatile and goes well with chicken, beef, fish, vegetables and sausages. It's extremely versatile and adds life to nearly any dish.

HISTORY

Cumin is native to India and eastern Mediterranean countries, and continues to be heavily used in Morocco, Mexico, India and Greek cuisine. Derived from the *cuminum* plant, cumin has also been used for medicinal purposes in countries such as Egypt and Greece. Cumin seeds contain a high amount of iron, which helps with digestion as well as the immune and respiratory systems.

CORIANDER SEEDS

The cupboard of love had many a spice and this was one of them. It is the seed of the cilantro or coriander plant. The seeds, once dried, turn a light brown and develop a warm herbaceous flavor. It is best used sparingly as too much coriander seed can definitely throw the flavour balance of a dish way out. When making very simple things, like rice or potatoes, add a little bit of coriander to the mix to change the flavour and look of these staple basics. With very little effort, and next to zero additional prep time, your most simple dishes can come to life. Also really good in savoury baking.

HISTORY

With roots to the Mediterranean, coriander seeds are derived from cilantro and is used in a variety of cuisines including South Asian, Chinese, Middle Eastern, Latin American and Portuguese, to name a few. It is also believed to be a herbal cure in Ayurveda and Chinese medicine with benefits in weight loss, digestion, nausea and skin irritation.



STAR ANISE

I remember walking the aisles of our local Chinese grocery store and seeing these little star shaped things in a bag. I must have been six years old. We brought it home and added it to the cupboard, as well as many dishes. Star anise works well when added to stews and pickling spice mixes because of its distinct cinnamon and aromatic mix. It has since become a staple when making hot chocolate to make the chocolate sparkle. Again, it is best used sparingly as it can overpower dishes that they are used in; but sometimes that is the point with star anise as well. The kids also like doing crafts with it because it has a cool shape and nice smell — a little paper, glue and star anise and they are off.

HISTORY

Illicium verum, better known as star anise originates from China and is used in baking as well as liquor production — main ingredient in Sambuca. It is used in Indian, Chinese, Vietnamese and Indonesian cuisine. It is also has health benefits in Chinese medicine with antifungal properties as well as helps with digestion, nausea and viral infections.



SMOKED PAPRIKA

I was working in a restaurant and one day one of the servers showed up with a gift for the chef — always a smart move. It was this little red tin of smoked paprika. Up to that point in my life I had used paprika for many things, but never encountered the smoked version. It was life changing. For the next few months, everything had smoked paprika in it.

HISTORY

Paprika is derived from the berries of *capsicum annuum* and is one of the most commonly used spices today. Originating from Mexico, the spice also has ties to Hungary and Serbia where it continues to be heavily produced. It is used in various cuisines around the world including in Spain, Hungary, India and Morocco. Due to its source of Vitamins A, C, E and K, it also has been used for medicinal purposes to help with digestion and respiration.



FENNEL SEED

Fennel Seeds were another one of those spices in the baggies in the cupboard of love. This too finds its way into many as spice blend. It has that distinct licorice flavor of Anise without being overpowering. Often it will be ground and added to a spice blend or used whole for that little bit of crunch from the little seeds popping in your mouth. Fennel seeds work really well in baking and if I'm making bread I like to stud the dough with the fennel seeds or sprinkle them on top before baking the loaf. It makes the house smell extra good.

HISTORY

Fennel originated from ancient times in Greece and Rome, and is used in Indian and Middle Eastern cuisine. Similar to cumin seeds, fennel seeds have also been used for medicinal purposes with benefits for the intestinal tract, eyesight and blood pressure.



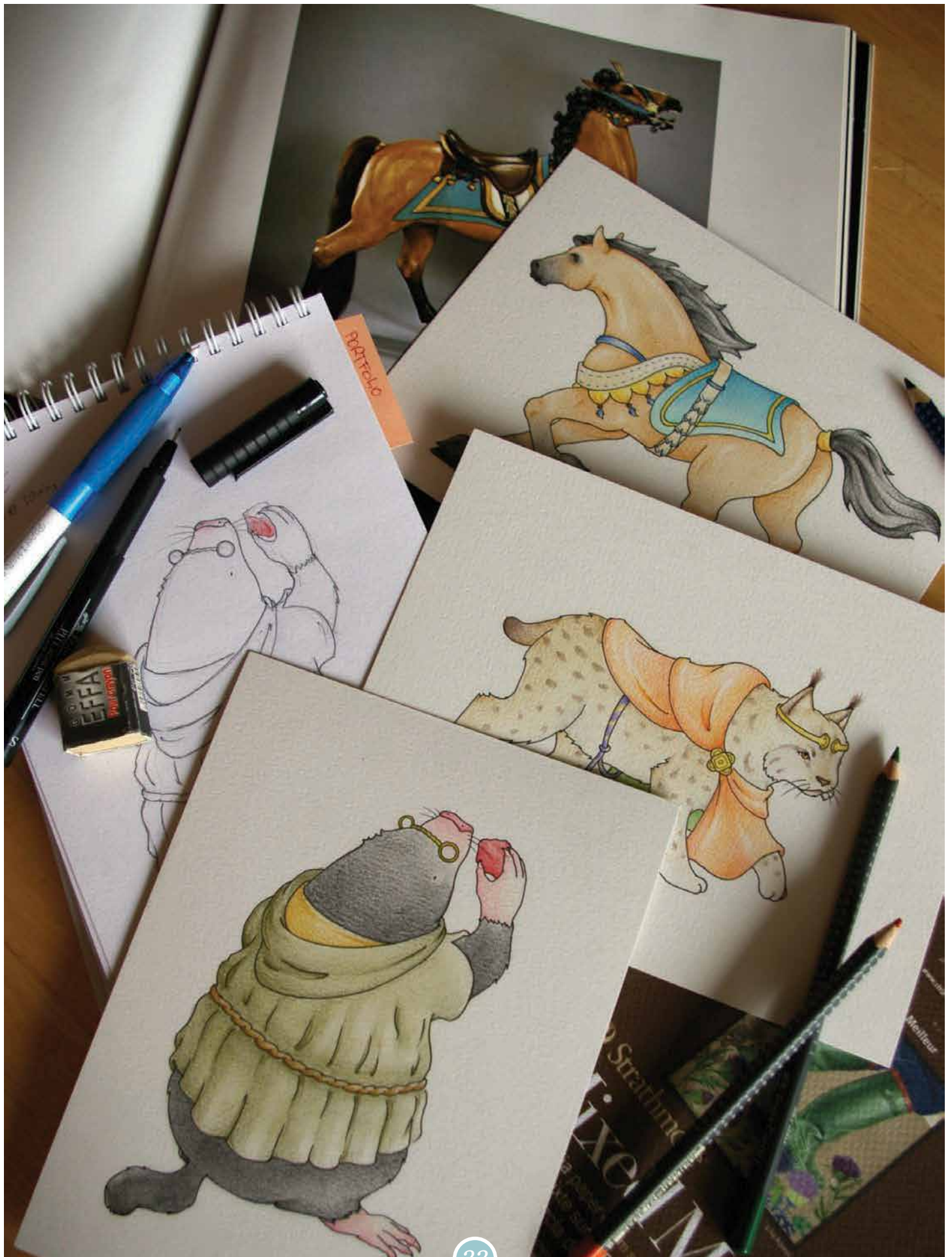
traditional media.

Although most of my professional work is produced digitally, I usually start the ideation process on paper. That way, I can explore ideas quickly and present concepts to my team without spending needless time working digitally.

I also draw a lot of animals. For the most part these are personal works, although I do take occasional commissions.

Page 33

Drawings in ink and colored pencil



contact information.



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the cowboy code

take pride in your work
always finish what you start
do what has to be done
be tough, but fair
when you make a promise, keep it
ride for the brand
talk less and say more
remember that some things aren't for sale
know where to draw the line

- James P. Owen, *Cowboy Ethics*

