



# THE FOUNT

The ID Magazine for the Evolved Learning Professional

FEBRUARY-MARCH 2022



**Assessment Rubrics**  
The  
FOUNT Article

**Ethics & Learning**  
By  
Mukul Saxena

**Accio Attention**  
By  
Gaurav Monga

**The Podium**  
Featuring  
Manish Chandra

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## LETTER FROM THE EDITOR



Dear Friends of the Learner,

Welcome to this Issue of The FOUNT – The ID Magazine for the Evolved Learning Professional.

As the weather begins to warm up, ideas begin to thaw. As the world around us renews itself, we too feel the need to reinvent ourselves.

One of the ways that we instructional designers reinvent ourselves is by growing our understanding of our discipline and mastering it. If you want me to be a part of your journey, check out the [IDCDT Online Certificate course](#), and send in your application.

In this issue, read:

- “Ethics in Training & Education” by Mukul Saxena, Head - Training Content and Technology at Tata Power Co. Ltd., Mumbai, an article that discusses the oft-ignored issue of ethics in our industry,
- “Accio Attention” by Gaurav Monga - Content Design and Development Specialist at Moody’s Corporation, Gurgaon. This article discusses the sticky concept of Attention by reviewing “Selective Attention” and “Divided Attention,”
- “My Unfinished ID journey” by Manish Chandra - Lead Mobile Network Services Product Marketing, and
- “The What, Why, and How of Assessment Rubrics,” which illustrates

the use of rubrics through an example from English Literature.

Also read about Attentional Bias and enjoy the regular columns that will enrich your professional conversations. I'll meet you again in April.

Thank You.

*Shafali*

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## The Who and Why of the Cover - Safe Learning Spaces:

*Safe Learning Space for the Adult Learner is an important but tricky concept. In the West, the safe learning space discussion is usually about keeping racism out of the classroom. In India, things are a little different. We have a multi-cultural, multi-religion society and anything that we write or speak can be interpreted in several different ways.*

*However, in adult learning environments, it's possible to lay out certain ground rules that can help the learners feel comfortable and safe while conversing, discussing, and learning. It's important to note that despite these rules there might be situations where one or more learners might not be comfortable, but establishing such rules would still be a step in the right direction.*

*Apart from the socio-cultural rules that we are intrinsically aware of, trainers could follow rules/steps such as:*

- *Identify learners who exhibit shyness as a personality trait and gently steering them into the discussion.*
- *Ensure a balance in the interactions so that one or a few participants don't overshadow others.*
- *Conduct practice rounds in the class and ensure that even the last participant feels confident of their learning.*
- *Stop abrasive participants from being unkind to others.*

*The cover of this issue presents:*

1. *The Cobbe Portrait of William Shakespeare's Portrait (arguably the only one done during his lifetime.) Found in 2006 in the Cobbe Family's collection, it's painted on an English oak panel, and dates back to around 1600, the time when Shakespeare must have been about 35 years old. (A Public Domain Image - Source: Wikimedia Commons)*

*Personal Note: As an artist, I am drawn toward this portrait because it's been painted with considerable skill, and the features of the model appear to be more realistic than any other portrait of Shakespeare.*

2. *Learner with computer: Sincerely Media @ Unsplash and Backdrop (derivative): Wieland on Unsplash.*

*- Shafali*



GUEST ARTICLE I

## *Ethics in Training & Education?*

By Mukul Saxena



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## SYNOPSIS

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*The term ethics can be defined as a collection of principles that govern a person's/entity's conduct, usually from the moral standpoint. The study of ethics involves "systematizing, defending, and recommending the concepts of right and wrong behavior" in the context of a specific situation. In this article, Mukul Saxena classifies ethics in training and education into four categories: Ethics of the Training Organization, Ethics embodied in the Offering, Ethics of Trainers, and Ethics of Learners.*

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Socrates who is regarded as one of the first and greatest teachers of ethics, said, "There is only one good, knowledge; and one evil, ignorance," and yet, those who dispense knowledge often fall prey to the evil of ignoring the ethics of their offerings.

This happens because ethics in training and education carry a very different significance from ethics in say, selling groceries. The biggest difference lies in the fact that in buying groceries, the customers know what they are looking for and how to ask for it, whereas in buying training or education they do not know (beforehand) how to specify what they want or need.

The customers of training and education may have some idea of the final outcome they're looking for, like getting a job, a raise, etc., but they have little or no idea of what sort of training will help them achieve that. This lays the onus of ethics of training or education on the providers. I think that training ethics become evident through:

- 1.The Training Organization
- 2.The Training Offering
- 3.The Trainers/Teachers/Instructional Designers
- 4.The Learners

Let us take a closer look.





Image Credit: Christina  
Wocintechchat.com @unsplash

## 1. Ethics of the Training Organization

*The Training Organization will:*

- Identify the most relevant and effective Training Needs for learners as part of a sustainable society.
- Define curricula that are relevant and efficient in helping learners progress towards their learning objectives and goals
- Make all efforts to keep their commitment to Trainees – before, during, and after the training.
- Ensure Trainers have the required caliber for the training delivery assigned to them.

## 2. Ethics Embodied in the Offering

*The offering (training program/course/learning intervention) will:*

- Focus on concrete and relevant takeaways for every participant.
- Help the learners achieve their learning objective as easily and efficiently as possible.
- Uphold all applicable Laws of Copyright and Intellectual Property Rights (IPR).
- Focus on meeting every commitment *made or implied* to the learners.

## 3. Ethics of Trainers/ Teachers/Instructional Designers

*The trainer/teacher/instructional designers will:*

- Make all efforts to demonstrate relevant, current, ASKBs



(Attitudes, Skills, Knowledge, and Behaviors) for helping their audience meet their Learning Objectives and Goals.

- Make all necessary efforts to:
  - Appreciate the goals and learning objectives of learners.
  - Appreciate the trust and faith reposed in them by their learners, and never ever misuse it or betray the learner.
  - Identify the Training Needs of learners. Distinguish between learners' needs, expectations, and requirements, and collate those that will benefit the learners the most in their context, while being socially sustainable.
  - Identify all subject matter that is relevant to meeting the Training Needs – research for the latest developments/ implementations/ developments in progress at the time.
  - Determine the facts and truth in subject matter. Share only what is unequivocally true with learners.
  - Develop the training strategies most suitable and efficient for learners

– Presentations, Reading materials, Audio, Video, Activities, Debriefs, Simulations, etc.

- Declare and clarify what objectives learners can expect to be met.
- Use the training strategies to help the learners assimilate the relevant subject matter.
- Involve every learner, and provide a safe and fair learning and assessment environment.
- Give learners a sense of closure in meeting their learning objectives.



Image Credit: Florida Guide Book @ Unsplash

While the ethics of the Learner is more of a long-term societal construct, the creators and implementers of training and other learning interventions can and should inform the learners of a code of ethics. Following are

some of the principles that can be included in it.

## 4. Ethics of Learners

*The learners will:*

- Engage and interact with the trainer to enhance their learning experience.
- Pay attention and attempt to comprehend the experience they receive from the trainer/teacher.
- Diligently follow instructions of their trainer/teacher regarding their learning.
- Deploy their learning in endeavors that drive and support the sustainability of society.

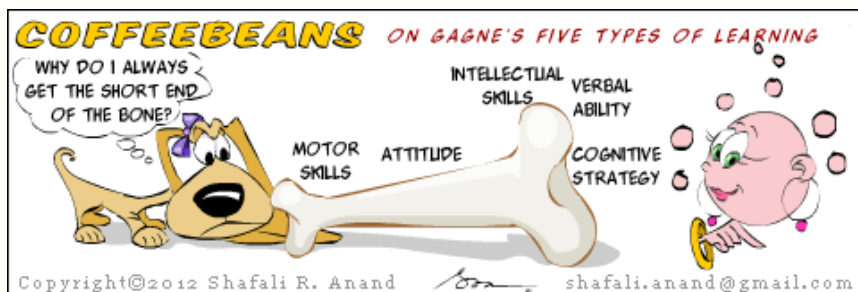
Apart from the moral science books that are part of our school curriculum, discussions on ethics in all contexts are few and far between. I propose these lists with the hope to initiate a discussion on ethics in our industry.



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## THE DOUBLE-TAKE

How many of the following terms do you know?

1. Metaverse
2. Collywobbles
3. Doomsday Clock
4. TFW



Here are the answers (jumbled up.)

1. *That Feeling When...* to express your feeling about something. For example, "TFW you want to ROFL but can't because your boss is giving you a dressing-down."
2. Atomic scientists created the Doomsday clock in 1947 to convey the threat-level that Earth faces. It has recently been reset to 100 seconds to midnight. Read more at the Atomic Bulletin's Website: <https://thebulletin.org/doomsday-clock/current-time/>
3. A feeling of extreme anxiety (also an upset stomach.) You might get collywobbles before a challenging presentation or a job interview.
4. According to Gartner, a Metaverse is "a collective virtual space, created by the convergence of virtually enhanced physical and digital reality." Read more about Metaverse at: <https://www.gartner.com/en/articles/what-is-a-metaverse>

If you knew:

- 1 out of 4: Get out more.
- 2 out of 4: Pull your head out of the sand.
- 3 out of 4: You are in the game.
- 4 out of 4: Don't give others a complex.



FOUNT ARTICLE

# The What, Why, and How of Assessment Rubrics

By Shafali R. Anand





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## SYNOPSIS

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*If you haven't heard this term before, it might send you into a tizzy. You may find your brain rummaging through its numerous schemas to come up with matching stuff like Matrix, Rubik Cube, and the like. And yet, if you are an instructional designer creating online content, knowing what an assessment rubric is and how you can use it, could make life a lot more pleasant for you as well as for all the other stakeholders, including the facilitator and the learners.*

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Instructional design teaches us that before we begin a discussion/presentation, we should determine the entry skills of our learner. Magazine articles such as this one may be read by novices and experts alike, and so it's best that we begin by defining this exotic term.

### A. What is an Assessment Rubric?

Here's how I like to define it.

*"An assessment rubric is a list of criteria used for assessing and grading the learner's performance against a specific learning objective."*

Quite like everything else in instructional design, the level of detail in a rubric is determined by its need. I'll explain this as we go along, but for now, remember that an assessment rubric is a list of criteria used for grading the learner's performance on a competency.

Let us discuss this with an example. (Please refer to Robert M. Gagné's



*The Cobbe Portrait of Shakespeare,  
possibly done from Life.*

fifth instructional event “Provide Learning Guidance,” which is best implemented by providing relevant examples.)

So here’s an example from English Literature - more specifically from *The Merchant of Venice*, a sixteenth century play by William Shakespeare. This play was written in a time when Europe was experiencing a strong wave of anti-Semitism.

Let us say that we set the following three criteria for assessing the learner’s performance on an assignment about *The Merchant of Venice*.

Criterion No.	Criterion Description
1	Contextual and temporal analysis of Shylock's speech
2	Correctness of Grammar and punctuation
3	Content coverage of Shylock's speech

Now, if this assignment was being graded for 12 points and the division was 3, 3, and 6 respectively – it would mean that criterion 3 is being considered more important than the other two, which is perfectly understandable if the course and/or assignment is at BL2/3.

[\(You can read about Bloom’s Taxonomy here.\)](#)

Before we discuss this further, let us stop here for a moment and reflect upon the *why* of this great instructional tool.

## B. Why do we Need an Assessment Rubric?

Don’t get all riled up when I tell you that one of the most important reasons for having an assessment rubric is to keep the learners from lighting a fire under the teacher/facilitator. Pun aside, an assessment rubric helps *everyone* in the chain of learning creation and delivery.

Let us see how it helps the following three important stakeholders:

- The Instructional Designer
- The Teacher or Trainer or Online Facilitator
- The Learner

### **The Instructional Designer:**

Rubrics help the Instructional Designer review the design of the course/training in view of the learning objective. Per Walter Dick and Lou Carey's Instructional Systems Model, "developing criterion-referenced tests" precedes "developing instructional strategy." I agree with it to a large extent. Writing the assessment rubric makes the Instructional Designer identify the gaps in the selected content and fill them before leaving the Design stage.

### **The Teacher/Trainer/Online Facilitator:**

The assessment rubric helps the teacher, trainer, or online facilitator by:

- (a) Simplifying the grading for them.
- (b) Helping them grade the performance of the learners with some objectivity, especially in the case of learning objectives that by their very nature require a more subjective assessment.

Going back to the Merchant of Venice example - let us look at the Grammar and Punctuation criterion.

Let us say that the rubric lays out the grading logic as follows:

Criterion 2: Correctness of Grammar and Punctuation	
Number of Errors:	Points to be Awarded:
0 to 2	3
2 to 4	2
4 to 8	1
More than 8	0

Then the task of the assessor doesn't just get greatly simplified, the assessment also become highly objective.



**The Learner:**

The Assessment Rubric helps the learner by:

- (a) Setting Expectations
- (b) Removing post-assessment doubts



*The Italian actor Ermete Novelli as Shylock in Shakespeare's "Merchant of Venice".*

When the learners see the rubric they immediately identify their focus areas.

They know what they are expected to do.

Returning to our hypothetical example, the rubrics will help the learners realize that they need to:

- Be unambiguous in their submission,
- Ensure correct grammar and punctuation, and
- Read, comprehend, and then present their understanding of Shylock's speech in the context of the time and place (sixteenth century Europe.)

Later, when they receive their grade on the assignment, they'd be able to see why they received the grades they did. This would leave them more confident and satisfied. (Refer to C and S of ARCS.)

[\(Read more about Learner Motivation and John Keller's ARCS Model here.\)](#)

## C. How to Create an Assessment Rubric?

There are different types of assessment rubrics and each has a different reason to exist, and yet you can approach all of these using some simple instructional logic.

Here's what I suggest.

Start by reviewing the assignment for its complexity and subjectivity/objectivity. Decide if there's really a need for you to spend time and effort

in the creation of a rubric. Is it something that can be assessed directly - for instance, assessing the multiplication of 26 and 52. With just one correct answer, the assessment will always be a 100% objective. In such cases, don't bother creating rubrics.

*If the assignment is complex and if its assessment is expected to be highly subjective, you should include rubrics.* In subjects such as management, creativity, art, literature, and so on, they help introduce objectivity in assessments.

*If you are creating content for an online course, you should include rubrics,* as it would reduce confusion and discontent in the remote learner's mind.

After you've decided that you need to create rubrics, it's time to determine:

- the *criteria* (the trait(s) to be measured),
- the *corresponding performance levels*, and
- the *scores* against each level.

Let us look at our hypothetical example once again.

Recall that the three criteria are:

- Contextual and temporal analysis of Shylock's speech,
- Correctness of Grammar and punctuation,
- Content coverage of Shylock's speech



*Shylock's daughter Jessica - Painted by Luke Fildes.*

We've already seen how we can write the performance levels and the scores against each level for criterion 2, which is the most objective criterion in the list. (Scroll up to "Why Do we Need an Assessment Rubric?")

Let us now review criterion 1. The criterion requires the learner to be able to place Shylock's speech in the context (which is that his daughter had stolen some jewelry and eloped with a Christian) and the times (when European Christians thought of Jews as aliens and usurpers) and determine how what he said could've been brought about by his experiences and environment.

So here's a possible grading logic for the first criterion.

Criterion 1: Contextual and temporal analysis of Shylock's speech	
Performance Level	Points to be Awarded:
Accurate references to both the generally prevailing anti-Semitism AND his daughter Jessica's elopement with her Christian lover, establishes cause-effect relationship by clear references within the speech	3
Accurate references to both the generally prevailing anti-Semitism AND his daughter's elopement	2
Slight reference to either the generally prevailing anti-Semitism OR his daughter's elopement	1
No reference to Shylock's personal context/environment	0

Now everyone who has access to this rubric can understand the logic behind the assessment.

## Conclusion:

So this is how assessment rubrics achieve the following. Among other things, rubrics help:

- Standardize grading. (Remember the whimsical teachers who give a student a big fat zero all because they got up on the wrong side of the bed?)
- Establish expectations. (Help the audience streamline their efforts more efficiently.)
- Improve course/training design. (Complete the creation of criterion-referenced tests before the design is fed into development.)

A good instructional designer should be able to determine if there's a need for creating a rubric, and if there is, then how extensive the rubric needs to be.

## A Word of Advice:

Don't create an assessment rubric only because it looks smart and adds a touch of instructional mystique to your work. Create it only if it makes things easier for the trainer/facilitator and the learner.



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**Chanakya: The Thinkers, Philosophers, and Teachers (Part 3)**

Chanakya, also known as Kautilya or Vishnu Gupta was an Indian Economist, teacher, master-strategist, and a political thinker who was born in 375 BC, and who is credited as the architect of the largest empire in ancient India - the Mauryan Empire.



“Education is your best friend. An educated person is respected everywhere. Education beats the beauty and the youth.” ~ Chanakya

Read More @

- <https://instructionaldesignjunction.com/2022/02/10/chanakya-the-thinkers-philosophers-and-teachers-instructional-design-and-learning/>

**Instructional Design in the Metaverse - The Future of Learning**

According to Gartner, a Metaverse is “a collective virtual space, created by the convergence of virtually enhanced physical and digital reality.” As technology continues to touch and transform every aspect of our lives, it’s interesting to imagine how learning would happen in the metaverse.

Read More @

- <https://instructionaldesignjunction.com/2022/02/10/instructional-design-in-the-metaverse-future-of-learning-and-training/>

**The Behaviorists – Part 1 of 3: B.F. Skinner**

Simply put, Behaviorism is an approach that suggests that learning can be brought about through manipulation of behavior. B.F. Skinner was one

## CONTINUED...

of the foremost behaviorists, who gave us the Operant Conditioning theory.

Read More @

- <https://instructionaldesignjunction.com/2022/02/07/behaviorists-behaviorism-bf-skinner-operant-conditioning-instructional-design/>



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## *Are You Biased?*



### **Attentional Bias**

- If you think that your supervisor might be singling you out for a rant,
  - If you are beginning to feel uncomfortable in a familiar place,
  - If you are picking negative cues more quickly than positive ones,
- You may be suffering from a negative attentional bias. This bias is usually the result of anxiety and depression.

Instead,

- If you find yourself picking positive cues with more alacrity,
- If you walk into a room and notice the flowers, the lights, and the fragrance,
- If you pay attention to the faces that smile at you more than those that frown,

Then you may be exhibiting positive attentional bias.

Before you jump to a conclusion, remind yourself that as a trainer or instructional designer, you must be wary of both.

Attentional bias results in the learner not paying attention to the learning. So next time, when a learner's attention wanders, take a moment to determine whether the learner is in some sort of physical or emotional discomfort. Even if you can't figure it all out, try to steer the learner back into learning.

Stroop test that is used to determine the type and extent of attentional bias, is done by presenting the learner with words (printed using different colors) and asking the learner to name the color. Since the processing of words (and language) is faster, if the learner's currently negative state of mind encounters a negative word, his/her attention becomes focused on the meaning of the word, and the interpretation of the color happens with a lag.





GUEST ARTICLE II

## Accio Attention!

*(Grab your magic wand  
and summon your audience's attention.)*

By Gaurav Monga



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## SYNOPSIS

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*Today, over seventy-five percent of the world population has a smartphone. The smartphone has changed the whole paradigm of learning by giving people anytime access to information on virtually everything. It has widened the social networks of its users through social media. Technology has enabled learning and growth in unprecedented ways. In this connected world of today, how can you ensure that your online learner will pay attention to the content that you've created?*

*In this article the author explains the two types of attentions and presents the instructional strategies that you can use for improving **Selective Attention** and reducing **Divided Attention**.*

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## What is Attention?

Attention enables us to use our senses and cognitive resources to glean and process the relevant of information from the enormous amount of information available in our environment.

*The question that all instructional designers struggle to answer is how can we use instructional methods to support learner attention and focus on important elements of the learning environment?*

Let us begin by understanding attention in more detail, and then we will discuss the key concepts that revolve around attention.

Attention is of two types:

- Selective Attention and
- Divided Attention.

Our goal as instructional designers is to *maximize* selective attention and

minimize divided attention.

## How to Enhance Selective Attention?

*Cueing* and *Goal-setting* are two techniques that can be used to support selective attention.

1. *Cueing* refers to adding any physical element to your slide. For example, animating square shapes with call outs to point out some key elements on the screen while demonstrating a software procedure.



Image Credit: Anthony De Kroon @unsplash

By focusing on key aspects of the slide/screen you will be allocating resources to your learner's working memory efficiently. In addition, you may also use other signals such text, auditory, bold text, and italicized.

2. *Goal Setting* refers to techniques that convey the intended outcome of the instructional event and this can be achieved

by writing crisp and clear learning objectives. A learning objective is a statement what the learner will do after the lesson or module to demonstrate they have understood the content or acquired the skill.

I'd like to mention a spot of research to explain how goal-setting helps. Research was done on readers reading times and eye movements who were given prior goals as compared to one's without prior goals. ("Building Expertise: Cognitive Methods for Training and Performance" by Ruth Clark)

They found out that readers who were given prior goals spent more time on reading by inspecting every goal relevant information-bit and sometimes even re-scanning through the document than people who were not given prior goals. Readers who spent longer time on goal specific content had better recall of the information than those without goals. The results support the power of

learning objectives to help direct attention to important elements of the instructional event.

Now I will turn to the other side of the attention coin and talk about the techniques that could be used to minimize divided attention.

## How to Reduce Divided Attention?

Using different sensory modalities could help you reduce Divided Attention for your learners.

First a couple of non-examples!

1. Let us say you want learner to multitask, say you want the learner to read a lesson and also respond to an auditory question but you ask the learner to respond in the exact same way for both - with a click on the keyboard button. There's a strong chance that the learner will be confused. However, if you different input mechanisms for seeking

the learner's response, the learner would be less confused, because his/her attention won't be divided.

2. Here's another non-example, which you come across often in your daily life. Imagine two parties, say two of your friends, or if you are married, your spouse and your parent, on either side of you, and imagine them speaking at the same time. Since one piece of information is directed to the left ear and the other to the

right ear i.e. with the same sensory modality, you find yourself getting irritated because you can't process both with equal efficacy.

However, if you use different sensory modalities, things would be different. Let us say that you use audio to process one part of the information to the left ear and at the same time use visuals to demonstrate the other information, they would work together as your learner's

'You sure, that isn't a mouse on your desk? Hmm...so where were we again?'



Image Credit:  
Apostolos Vamvouras @ Unsplash

brain will be able to synthesize the two parts of the information together. This is why slides with voiceovers, movies, and even classroom lectures work so well.

It would help to remember that our working memory has separate capacities to process information - one is auditory and the other is visual, and so we might get away with multi-tasking if both the tasks are simple. However, if the two tasks compete with each other and safety demands more attention to any one of them, then

the consequences of multi-tasking are severe. Bringing you back to the second example above. If one of the parties holding your ears hostage has a greater nuisance value, your brain would process that party's information first.

This is why when you plan an instructional event it's best to keep the divided attention to a minimum so that you can have your learner allocate maximum cognitive resources to the instructional goal of your course/training program.



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## AROUND THE WEB

*Creative Agni curated some nice-to-read articles from around the web. Check them out.*



### Five Trends that will Humanize the Future of Learning

In this article, Brandon Dickens explores how the future of learning will be influenced by increased focus on inclusivity, adoption of virtual reality, use of micro-learning, and design of holistic learning experiences.

- <https://trainingindustry.com/magazine/jan-feb-2021/5-trends-that-will-humanize-the-future-of-learning/>

### How to Apply Merrill's Instructional Design Principles

According to David Merrill, learning is effective when instruction is problem-centric or solution-oriented, draws out existing knowledge (prior learning,) has demonstrations, gives the learners a chance to apply what they have learned (practice), and helps them apply (or connect) their learning with the real world.

This simple article provides a clear how-to for applying these five principles.

- <https://discoverlearning.com.au/2021/06/how-to-apply-merrills-instructional-design-principles/>

### Serious Games for Corporate Training - A Superior Approach to Workforce Education

This article begins by explaining Serious Games and their use in corporate training. It then lists the benefits of serious games and follows it up with three examples of serious games. It then ends by telling how serious games could be used in business. And excellent read for anyone who wishes to understand serious games.

- <https://program-ace.com/blog/serious-games-for-corporate-training/>



THE PODIUM

## My Unfinished ID Journey

*By Manish Chandra*



“IT IS NOT KNOWLEDGE, BUT THE ACT OF LEARNING, NOT POSSESSION BUT THE ACT OF GETTING THERE, WHICH GRANTS THE GREATEST ENJOYMENT.”

*- CARL FRIEDRICH GAUSS (GERMAN MATHEMATICIAN AND PHYSICIST) -*

### Formative Years

Summer of 2002 was eventful as I had taken a giant leap in career (unthinkable in those days) from a hardcore salesperson

to teaching at IILM Academy of Higher Education, a Management School. I realised very quickly that teaching is not something which is easy as it seems to be... one must understand the concepts



keeping various viewpoints and share those re-learned concepts to the students in an easy and digestible way. To ensure my progression in academic career, I also decided to pursue PhD degree in management. The first step was to write articles, research papers in reputed academic journals. I gleaned over thousands of pages of research journals academic dissertations to find the big hook which would make my writing impactful.

Alas! Most of the impactful academic materials that were appreciated on mathematics and statistics driven manuscripts, which I could not relate to. Rarely did I find papers, which were easy to read and provoked any intellectual curiosity in me.

A year passed with no headway and I was getting more and more disillusioned with the academic world and on top I was not even finding a right research topic which would see me become a 'Doctor of Philosophy' in a few years. This disillusionment turned to frustration, as I was not able to get back to sales career. Always questioned by recruiters on my motive to switch careers midway towards academics, I found it hard to convince them. However, the love of reading always gave me hope that one day, salvation will come. An eventful morning at my

management school library saw me applying for a job as a consultant trainer. The job description was exciting enough as it mentioned 'sales and academic experience'...

## **The Real Reason**

I gave it all that I got in my recruitment interview. After five interview / discussion rounds with various people and over 20 days I was exhausted and peeved, whether I will free myself from the academic world. Finally, the day came with exciting news via email that I had made it through as a consultant trainer at NIS Sparta.

Training was a refreshing change for me, as I was able to relate to my audience and sharing nuances on what to do and what not to do. This was perhaps my first understanding of an adult learner with classroom delivery of training materials. It helped me quickly learn to use objects/mnemonics to connect with the audience. My first classroom training was in picturesque Dehradun and at the end of this sales training, I was presented with an expensive gift by the trainees, who pooled in their resources to buy it.

Thousands of training hours and many months later, I was beginning to feel at ease and find success.

However, the academic bug started to bite again, and I thought on reinventing again based on my past academic experience. I was always drawn towards power point slide used for training, particularly interesting aspect was the 'content' and intermix of visuals. It blew my mind, to realize that one well-crafted slide can take away the need of ten more.

I decided I wanted to be in training content design...

## The Next Step

To convince my manager to move to content was more difficult than imagined. A trainer to the company brings revenue and a content designer merely was a cost. The economics was making it difficult, however I decided to pursue my goals and enrolled myself for Wavelength's Instructional Design and Content Writing (IDWC-Certificate) Course. It was like going through the 'theories of learning' through the lens of what is practical in real life. It was a systematic breaking down of concepts and reimagining in terms of how it will be perceived by the audience if there was no one to guide them to understand it. It was like living through the learning/ educational stages as defined by

Benjamin Bloom in collaboration with Max Englehart, Edward Furst, Walter Hill, and David Krathwohl of what is popularly known as 'Bloom's Taxonomy Framework'.

I finally was able to make a move towards content designing in my training company. This was soon followed by my moving into the Telecom sector as Group Manager at Bharti, and then as Senior Specialist Learning with Motorola, until I joined Nokia where I've been for the last 13 years.

A Formal certification in Instructional design really helped me to see a wider horizon. I was able to spot the trends in IT and telecom technology and foresaw how learning and development will change towards a faceless proposition. The result was creation of mobile learning in 2009, when we were still using a feature phone. I experimented with an open-source java applet, which could be inserted in a feature phones and had ability to display small content.

It was a great win for thinking differently :)

## Journey ahead

Today after nearly two decades

of getting proselytised into Instructional Design. I see a new trend that is driven by latest technology. Today content needs to be experiential. Age old of learning design wisdom will tell you that content need to be designed with simplicity, accuracy, comprehensiveness but should also consider experience and context of the audience along with behavioural mindset. The game changes with telecom technology evolution. The fifth-generation telecom (5G) technology is going to drive new ways to connect industry people and things. This will see metamorphosis of not only education and learning but the way we are able to interact with each other and with things. Imagine the possibilities of

interacting with content in three dimensions and not merely read see and understand it as videos or as in webpages.

Imagine standing next to your favourite cricket player, in a virtual environment using a holographic lens and see how he plays the shot towards boundary. You can even rewind the clip and see what would have happened had he angled the ball differently. All this is possible it is not a science fiction we are talking about. It will raise the level of what we conceive of instruction design today to what we should perceive it as 'Experience' designers.

*My journey to reinvent myself as 'Experience designer' continues...*



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## WISDOM &amp; WIT



Research shows that you begin learning in the womb and go right on learning until the moment you pass on. Your brain has a capacity for learning that is virtually limitless, which makes every human a potential genius.

-Michael J. Gelb

The whole purpose of education is to turn mirrors into windows.

-Sydney J. Harris

In the end we retain from our studies only that which we practically apply.

-Johann Wolfgang Von Goethe

We now accept the fact that learning is a life-long process of keeping abreast of change. And the most pressing task is to teach people how to learn.

-Peter Drucker

Those people who develop the ability to continuously acquire new and better forms of knowledge that they can apply to their work and to their lives will be the movers and shakers in our society for the indefinite future.

-Brian Tracy

## ANNOUNCEMENTS

## CERTIFICATE COURSES:

**The IDCdT Online** (<http://creativeagni.com/idcd/>)  
(formerly IDCD Online)

Course Start Date: April 10, 2022, Last Date to Apply: March 10, 2022

**The IDML Online** (<http://creativeagni.com/idml/>)

Course Start Date: July 10, 2022, Last Date to Apply: June 10, 2021

*The FOUNT magazine is published by Creative Agni. It reaches more than 1200 learning professionals who work in elearning, training, and academics across the length and breadth of India. Creative Agni conducts powerful life-changing courses on Instructional Design for eLearning and Training. We can be reached at: connect[at]creativeagni[dot]com*

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## Creative Agni's Certificate Courses

- The Instructional Design for Content Development & Training (IDCDT) Certificate Course
- The Instructional Design for Micro-Learning (IDML) Certificate Online Program



## Creative Agni's Corporate Trainings/Workshops

- IDT: Instructional Design for Trainers (3-Day)
- IDeL: Instructional Design for eLearning Development (3-Day)
- SBeL: Storyboarding for eLearning (2-Day)
- C2D2: Creativity for Content Design and Development (2-Day)
- GoT: Gamification of Trainings (2-Day)
- ISW: Instructional Storywriting and Storytelling (1-Day)
- CT: Cartooning for Trainers (1-Day)
- CWW: Content Writing for the Web (1-Day)



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The FOUNT - February-March 2022 Issue  
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