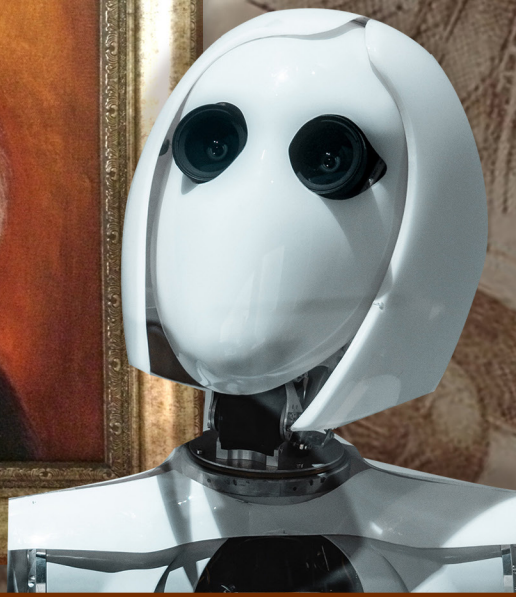
CREATIVITY KNOWLEDGE

THE FOUNT

The ID Magazine for the Evolved Learning Professional

NOVEMBER-DECEMBER 2021



Pushing the Frontiers
AI + ML =
Sentient Computers?

IDs of Tomorrow
By
Oscar Lawrence

Socratic Method
of
Learning

The Podium
Featuring Setty
Jagadeesh Chandra

CONTENTS

Letter From The Editor

Dear Friends of the Learner,

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

It's November - the time to let go, so that you may let into your mind, new thoughts; and feel in your heart, new stirrings.

In this issue, The FOUNT too brings you something new.

- Read Oscar Lawrence's thought-provoking solution-seeking article on the new challenges that instructional designers face in the post-pandemic world.
- Accompany Jagadeesh Chandra Setty on his journey into the beautiful world of Instructional Design through The FOUNT's Podium section.
- Join me in exploring Artificial Intelligence and Machine Learning, in the second part of the Pushing The Frontiers article.

And then there are all those other fun info-nuggets that make The FOUNT come alive for you.

I also have a Special Announcement for the Readers in the Delhi-NCR region. We are resuming the IDCD Contact course starting January 2022. If you've been waiting for it, please head over to the IDCD course page for the details.

I will meet you again in January 2022.

Have a great month ahead.

Shafali

Shafali R. Anand
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Creative Agni Consulting and Training
Editor & Publisher -The FOUNT

Website: www.CreativeAgni.com

On LinkedIn

The Who and Why of the Cover:

The cover presents the caricature of Leonardo Da Vinci who was an excellent caricaturist himself. Other than caricaturing the guests of the Duke of Milan, he would sometimes go out in the streets, talk to people, and get them into a heated discussion so that he could observe their expressions and memorize them. He

would also dissect the faces of corpses (which wasn't illegal back then) to see how the facial muscles moved to create expressions. He would then use his expertise of the muscles and his memory of the people to make their caricatures. It is said that he could create that enigmatic smile of Mona Lisa, only because he knew exactly which muscles moved when one smiled.

Leonardo Da Vinci had insatiable curiosity about everything. If instead of 67 years, he had lived to be 667, he would still be unraveling the mysteries of the world. He was an engineer, an anatomist, an artist, and an inventor. I've been a Da Vinci fan almost my whole life and so when Walter Isaacson wrote his biography, I had to read it.

One of the things that I learned is that Leonardo established a method for self-learning, when he began planning his days, weeks, and months, using crisp and clear instructional objectives. (Read my post "Learning Objectives, Action Verbs, Instructional Design, and Leonardo Da Vinci")

Leonardo Da Vinci appears on the cover of this issue of The FOUNT magazine, because he epitomizes all the traits of a great instructional designer. He was frugal with words, scoped his own work by writing down his objectives; he was curious but before asking questions or starting on his quest to find the answers, he would carefully jot down his questions.

I believe that he had tremendous ID talent that stayed hidden but one that steered his learning and his inventions. He could make learning effective and efficient for his learner, who was he himself.

I painted this caricature in oils on canvas, and it is based on the portrait of Leonardo da Vinci by Cristofano dell'Altissimo (currently at the Uffizi Gallery in Italy.) Since this portrait is similar to the recently discovered Lucan portrait (and attributed to Leonardo himself,) for the artistically inclined, I'd like to clarify that my reference was Cristofano's work.

The White Robot Lady is courtesy Maximalfocus on Unsplash.

FOUNT ARTICLE

Pushing the Frontiers - Part II*

(Artificial Intelligence + Machine Learning = Sentient Computers)

By Shafali R. Anand

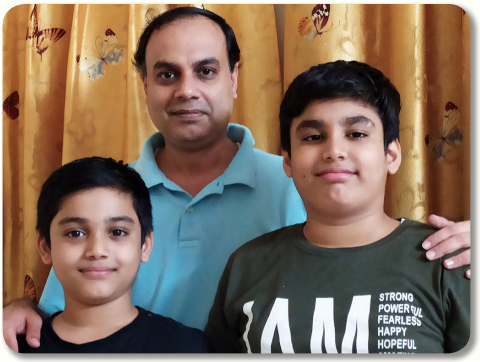
Photo Credit: Maximalfocus on Unsplash

**Part-I of this article was published in the October 2021 issue of The FOUNT.*

SYNOPSIS

In 2014, I had written a short story on artificially intelligent robots and it had won an honorable mention in the International Writers of the Future contest. The story was set in a world where artificially intelligent self-learning robots were attempting to break the final frontier of emotional intelligence by experimenting on humans. As we move into the future, we find artificial intelligence spreading and growing around us – from Google's search suggestions and advertisement selection, to Alexa and Siri, to a computer beating the World Go Champion, and so on. This article discusses the concepts of Artificial Intelligence and Machine Learning and attempts to chart out how they will impact the future of employment and learning.

Artificial Intelligence and the tensed quest for sentience in machines has always excited me, so when Manish Arya asked me to explain the terms Artificial Intelligence, Machine Learning, AR, and VR, in my Instructional Design Refresher workshop for the past-participants of my ID courses, I felt oddly charged.



Manish Arya, seen here with his sons Jai and Yash, works as Sr. Manager Training at Indian Energy Exchange Limited.
Find him at LinkedIn at: https://www.linkedin.com/in/manish-arya-3514976/

The fact that today's senior learning professionals are taking cognizance of the growing potential of machines, tells me that the moment of sentience might not be that far away. Who knows, I might even live long enough to witness it. But let me not get carried away into that still faraway land where computers have finally broken the glass ceiling of learning. Instead, allow me take you through the concepts and examples of Artificial Intelligence, Machine Learning, and Singularity

The four types of AI Machines are: Reactive Machines, Limited Memory Machines, Thinking Machines & Self-Aware Machines.

Artificial Intelligence

When computer systems copy human (natural) intelligence and exhibit similar behavior, they are said to possess artificial intelligence. Since humans exhibit their intelligence through *cognition* (our ability to think,) through our use of language, and through the behaviors of speaking, seeing, and listening – artificial intelligence too is evolving in these very areas.
Artificially Intelligent machines, in terms of their complexity, can be classified into four types:

- Reactive Machines
- Limited Memory Machines
- Thinking Machines
- Self-Aware Machines

Reactive Machines:

Reactive Machines are the simplest of all. When you play a game of chess with your computer, you are playing it with a Reactive Machine, which is *reacting* to your moves. When you do a Google search and Google makes suggestions, when Siri and Alexa "understand" your requirement (a voice command) and "behave" accordingly (play music, bring up a list of URLs, show you pictures, and so on,) they are being Reactive Machines.
As you can see, AI has already arrived at this level. This is considered to be safe level. Such Reactive Machines do extremely well on the specific tasks that they are made for, but they fail when they are put in a situation that they haven't been explicitly programmed to do.

Limited Memory Machines:

This is where things begin to

appear interesting – for the machines and for us. Limited Memory Machines can store some past data and use that date to arrive at a decision in the present moment. One of the important application areas of such machines is in self-driven cars. These cars can record the speeds of other vehicles around, their distance from themselves, other obstacles, and process many other variables, to make a driving decision in the present moment.

Such machines, once again, are made for a specific purpose. However, as we move to more complex data-heavy networking with 6G Internet and beyond, it's easy to see that these limited memory machines can (may/will) be plugged into a central traffic computer and allow them access to a lot more information. Such limited memory machines will pave way to the Thinking Machines of the future.

Thinking Machines:

With the Thinking Machines, things will get really, truly interesting. This is the point at which machines will begin to develop intelligence, which means that they would have a "theory of mind."

The *Theory of Mind* is an interesting psychological concept, which is behind all our social interactions. When we know something, we expect everyone else (who is of sound mind) to know it. For instance, if I know that a chair is for sitting, I assume that any other human being would know that too. This expectation of knowledge is confirmed by the behavior of others when they use the chair for sitting (and not for typing a letter.) But then I knew that you knew that the chair is for sitting, even before you sat on it. So, effectively, the theory of mind explains our ability to understand others.

When machines will have a "Theory of Mind," then they would know what to expect of others. It is then that things will get truly interesting.

The Thinking Machines, would have a theory of mind, which means they would be able to not only think, but also ascribe thinking to others – others of

their kind, and the humans, of course.
The catch here is that humans learn this by observing others. So at this stage, the machines would begin to network socially.

The Self Aware Machines:

These will be the machines that we see in movies such as AI. Machines that have become self-aware – machines that have learned to learn, that have emotions and feelings, ambitions and fears…these are machines that would have become just like humans. They will be able to access, process, use data in seconds if not nano- or micro-seconds, and they will then have the single most important trait needed for making discoveries and inventions, for strategizing and managing, for goal-centric learning – AMBITION!
James Barrett in his book, "Our Final Invention: Artificial Intelligence and the End of the Human Era" says that making a self-aware, self-learning machine is the last invention that we the humans will ever do – because then on, all the inventions will be done by machines.
Self-aware machines, quite like us humans will grow in unexpected ways – perhaps learning from their own situations and connections! And this is exactly what makes us fear them, because despite all the initial moral programming, self-concept will make them feel like they were the center of the universe – and then, they would/could/may/might attempt to wrest control from us.
Self-aware machines are still on a distant horizon, but with the breakneck speed at which technology is growing…we might find ourselves walking alongside such self-aware machines sooner than we expect.

> *"Making a self-aware, self-learning machine is the last invention that we humans will ever do, because then on, all the inventions will be done by machines."*
> *- James Barrett*

Now a bit about Machine Learning…

Machine Learning:

Machine Learning is the term used to refer to the ability of machines

to learn, which translates to the study of computer algorithms that have the ability to improve themselves by analyzing and using past data. As you can see, machine learning is the spinal cord of AI.

Today, machine learning is used for simple things that we do with computers – for instance, speech recognition, dictation tools, email filtering, serving of advertisements and so on.

If you are a technology-fiend, you are probably interested in finding out what I have to say about deep learning and neural networks. Relax. This is an Instructional Design magazine but here's a link that will help the nerdy lot.

Read "AI vs. Machine Learning vs. Deep Learning vs. Neural Networks: What's the Difference?" at:

https://www.ibm.com/cloud/blog/ai-vs-machine-learning-vs-deep-learning-vs-neural-networks

Impact on Instructional Designers

Moving forward, how is it all going to change things for the instructional designers?

What I think is that in the coming decade, it could actually make life a lot more interesting for everyone. We would be using machines to improve learning effectiveness and we may find ourselves creating learning modules that will be delivered by machines, unassisted. But when the machines will step into the thinking zone, things will change for all of us. We will find ourselves befriending machines. We'll be talking to them (don't we already? I'm suddenly reminded of The Big Bang Theory in which Raj shares an interesting relationship with Siri,) discussing our thoughts and feelings with them (and in the process, enabling them to adjust better with humans,) even teaching them.

In the not-so-far-away future, I can imagine humans and machines plugged into the same elearning courses, or attending the same classes – but then, I must reign in my imagination and leave it all to the experts.

For now, I think that instructional designers must be aware of what's happening on the AI front, become familiar with the terms associated with it, and follow the evolution of the Reactive Machines in our environment.

Following are a few links that would help you improve your understanding further.

- 4 Types of AI
  https://www.bmc.com/blogs/artificial-intelligence-types/
- How AI will Impact the Future of Work and Life:
  https://www.forbes.com/sites/ashleystahl/2021/03/10/how-ai-will-impact-the-future-of-work-and-life/
- Machine Learning:
  https://www.ibm.com/cloud/learn/machine-learning

Theory: *Fundamental or abstract principles underlying a science or an art.*

The Double-Take

How many of the following terms do you know?

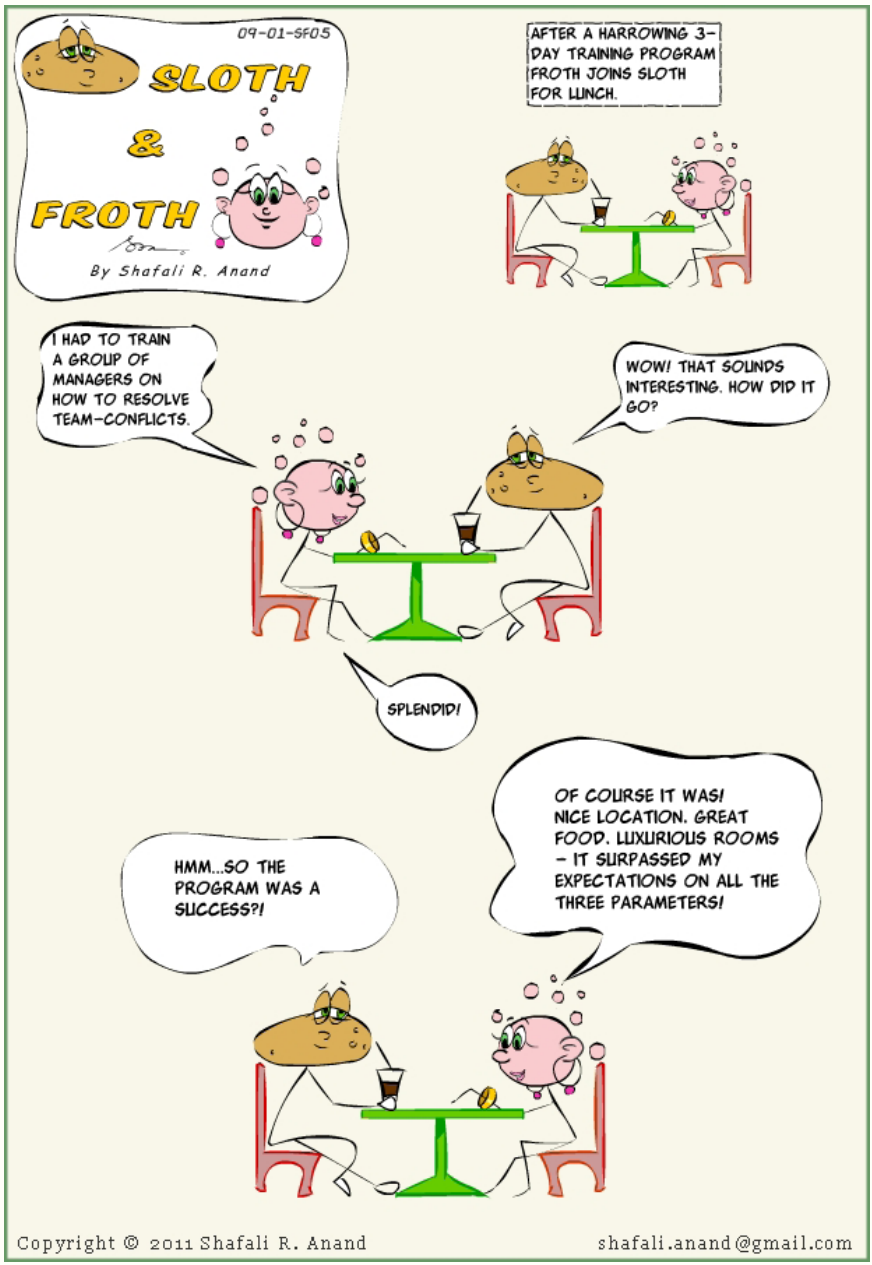
1. **IoE**
2. **Edge Computing**
3. **NFT**
4. **Epistemology**

Here are the answers (jumbled up.)

1. *Epistemology* is a branch of philosophy that discusses the nature and origin of knowledge.
2. *IoE or Internet of Everything:* This is a term by CISCO to describe the next level after the IoT or the Internet of things. They describe it as "The Internet of Everything (IoE) brings together people, process, data, and things to make networked connections more relevant and valuable." Read more about this at: https://www.i-scoop.eu/internet-of-things-iot/internet-of-everything-2/
3. *Edge computing* means moving the management of network from clouds to interconnected devices, nearer to the source, and hence making them work faster. The 6G networks would promote edge computing.
4. *NFTs or Non-fungible Tokens* are unique, non-transferable units of data or digital assets. For instance, a digital painting can be "a unique, non-transferable unit of data."

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.


09-01-5605
SLOTH
&
FROTH
By Shafali R. Anand
AFTER A HARROWING 3-DAY TRAINING PROGRAM FROTH JOINS SLOTH FOR LUNCH.
I HAD TO TRAIN A GROUP OF MANAGERS ON HOW TO RESOLVE TEAM-CONFLICTS.
WOW! THAT SOUNDS INTERESTING. HOW DID IT GO?
SPLENDID!
HMM...SO THE PROGRAM WAS A SUCCESS?!
OF COURSE IT WAS! NICE LOCATION. GREAT FOOD. LUXURIOUS ROOMS - IT SURPASSED MY EXPECTATIONS ON ALL THE THREE PARAMETERS!
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shafali.anand@gmail.com

GUEST ARTICLE

Instructional Designers in the Post-Pandemic world

By Oscar Lawrence

SYNOPSIS

2020 changed the world and in doing so it changed how learning happened. As learning went online and paradigms shifted, the world realized that learning didn't have to happen in brick and mortar rooms – but back then we were unprepared. Now that we are hopeful of the pandemic ending, it's time for corporations, institutions, and individuals to take cognizance of the fact that going forward, the instructional designer is going to be the most significant change-agent.

Why the COVID-19 pandemic has made the instructional designer's job even more significant than ever before?

Did you ever imagine in November or December of 2019 that you would be spending most of 2020 all masked up? Hoarding hand sanitizers or minimizing social interactions as much as possible?

None of us could have ever anticipated that 2020 could alter our lives drastically, leaving us pining for the small things in life that we take for granted.

School-going children long habituated to the physical presence of a teacher in a brick-and-mortar classroom were suddenly forced to compromise with a complex reality—the virtual classroom environment. White-collar workers grumbled in frustration as endless hours were consumed in attending Zoom or Microsoft Teams meetings while coffee or cigarette breaks with colleagues became things of the past. Eventually, organizations started to grapple with the challenge to decide which operations could move online or shift to virtual services.

With hardly any time for preparation, the outcomes of this overnight transition evoked mixed reactions.

In the post-pandemic world we are experiencing a pressing need for corporates, governments, educational institutions, and other organizations to focus on contingency plans when people can no longer be physically present. It is during such times, that instructional design as a career can help us navigate through these tectonic shifts in society and business.

In the past, the Y2K bug enabled Indian software engineers to carve out a niche for themselves as trouble-shooters across the global software landscape. Similarly, the coronavirus is forcing global experimentation with eLearning. Even before the pandemic, in 2019, the U.S. Bureau of Labor Statistics estimated that instructional coordinators, one type of instructional design career, would witness a six percent career growth by 2029. But now the pandemic has made an instructional designer's profile grab more eyeballs than ever as people are seeking innovative ways to cope with post-pandemic changes in academic culture.

How can instructional designers address pandemic-related challenges?

On one hand, millions of learners worldwide have switched over to virtual learning environments with great success, on the other hand, millions were thrown into virtual classrooms abruptly with no prior preparation, inadequate technology, and ill-equipped instructors. The results were predictable—disinterested students, tired parents, and drained out college students quickly losing touch with their coursework and teachers. Prolonged touch starvation made it tough for even the most dedicated students to sustain their dedication to learning.

Photo Credit:
Photo by X on Unsplash

Organizations have realized that a crisis approach to address pandemic-related challenges just won't suffice. Virtual learning demands much more than placing an instructor in front of a Zoom camera and hoping for the gods to take care of the rest. The rightly crafted program requires to be customized to learners' evolving needs, whether they're locked up indoors during a global pandemic, learning remotely due to health reasons, accessing classes from any part of the world, or opting to pursue an online degree program for greater flexibility.

These challenges are also relevant for organizations who want to meet the training needs of working professionals who may prefer to continue with this model even after the pandemic is over.

- The post-pandemic instructional designers need to consider the hurdles that people face to access virtual learning environments and develop the right learning design to address those challenges.

•eLearning modules have to be designed after factoring in the skills required by students to use virtual learning environments and finding a way to minimize the number of skills required to use this technology.

•As the coronavirus has re-emphasized adaptability as one of the most crucial skills, the learning content should be designed to help people learn in multiple modalities. Learning in the post-pandemic era needs to move beyond sharing presentations on a web conferencing platform.

The present pandemic is just one of many crises that today's learners have to deal with. So, instructional designers need to gear up to play a key role in both predicting as well as preparing for whatever comes next.

Remember, Instructional designers are in the midst of a massive global social experiment

Long after COVID-19 strain becomes weaker, one permanent effect of the pandemic will be modifications to conventional modes of learning, communicating and working in the modern world.

Photo Credit: Matteo Jorjoson and NordWood Themes on Unsplash

Under such circumstances, instructional designers will

be entrusted with the task of delivering effective learning, engaging and working experiences in the new "low-touch" economy. With so many institutions imparting virtual education successfully and organizations able to provide services remotely, the first assignment of eLearning professionals will be to counter the "face-to-face is best" narrative. The "new normal" will be to move online training from something seen as a "good-to-have" to an "accepted, must-have" segment of a blended working and learning environment.

> *"In addition to the current disruption from the pandemic-induced lockdowns and economic contraction, technological adoption by companies will transform tasks, jobs and skills by 2025"*
> *-Future of Jobs Report 2020 by WEF*

The 3 Phases of the Pandemic-born Change:

The first phase was React where leaders had to react speedily to work out plans for the survival of the business. In the second phase, Respond, leaders devised 'work-from-home' policies and launched crash courses on management, digital transformation, risk mitigation, coaching and wellbeing to ensure continuity of the business. The much-awaited third phase, Return, is where leaders would be thinking of returning to the 'new normal'. And this is expected to be a phase of serious organizational transformation where instructional designers would be required to become more aligned to business requirements, more than ever.

As pandemic restrictions are slowly lifted, we now need to work out how to take the best of what works in a virtual environment and combine it with in-the-room delivery for the greatest impact. As blended learning is set to become the norm, instructional designers will be expected to ensure that organizations get the best of both worlds, which in turn would require them to even think harder about instructional design.

They need to combine the positives of impactful online training with customized in-person interactions to enrich the learning experience

and give learners the human 'fix' that everyone so often needs. Over the months, people have become comfortable with the virtual interactions and different ways of working.

Nevertheless, it is clear that every minute of virtual training needs to be carefully thought through and designed so that the learning experience is engaging.

According to the World Economic Forum's The Future of Jobs Report 2020, "In addition to the current disruption from the pandemic-induced lockdowns and economic contraction, technological adoption by companies will transform tasks, jobs and skills by 2025". This further translates to shorter windows of opportunities to reskill and upskill employees in the newly constrained job market.

So how will corporate learning evolve post COVID-19?

Most companies today are either in the Respond or Return phase. As businesses cope with change, there is a visible shift from the planned-well-in-advance, structured corporate learning to the more agile operational learning or even learning on the go.

I expect the following Corporate Learning trends to emerge.

- With companies undergoing rapid operational transformation, they are also looking out for strong learning partners with solid instructional design skills to communicate these changes effectively to employees. This fundamentally means delivering online corporate training programs at the speed of business need.

- With the world's timeline shifting from 'Before Christ (B.C.) and Anno Domini (A.D.)' to "Before Corona and After Corona", many companies have taken the first step to convert their standard classroom training sessions to eLearning modules or virtual instructor-led training sessions. This again will not be possible without the services of skilled instructional designers.

- Secondly, I believe, in 2022, more and more organizations will seriously invest in mobile learning capabilities to impart training at the moment-of-need and on the go. This will open new opportunities for instructional designers to

experiment with newer mobile-friendly learning strategies.

•With rapid authoring tools for eLearning getting better by the day, we can expect several organizations to roll out rapid eLearning initiatives that support collaborative authoring without compromising on instructional design.

•Additionally, in the post-pandemic world, the instructional designers of the future need to scale to the demands for micro learning nuggets as extended screen time during the lockdown has left people impatient and stressed out.

•A few years ago, people were casually talking about instructional design as an optional path to skill development, but today the pandemic has changed it into an essential toolkit influenced by technological breakthroughs in cloud-based services, social media and big data for bringing learning to the learners.

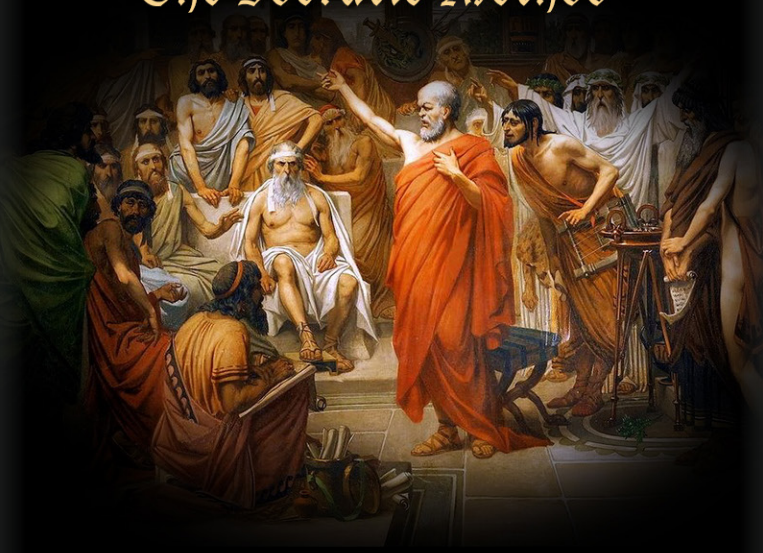
Conclusion

The Pandemic has brought about far-reaching changes in everything that we do, including learning. Instructional Design and Instructional Designers will be playing an important role in this transition, and the next few years are going set the direction in which learning will move. This would open up a world of opportunities for the entrepreneurial Instructional Designer. I believe that the Instructional Designers are up for some very exciting times.

Oscar Lawrence *works as a Go-to-Market Communications Specialist with EY Global Alliances. Find him on LinkedIn at:https://www.linkedin.com/in/oscar-lawrence-398a4a215/. You can also reach him at oscar.lawrence.martech@gmail.com*

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

The Socratic Method



The Socratic Method employs debate as a tool to:

- *enhance critical thinking*
- *improve understanding of a concept*
- *eliminate weaker hypotheses in favor of stronger ones*

The hallmark of the Socratic method is the debate or the question-answer mode of its implementation. It is often used in classrooms to improve the understanding of concepts that require critical thinking.

Example:
In a Management class, the Professor presents a case that requires a solution, and then she seeks the answer from one of the students. Another student is then invited to critically review the first solution in light of the case, and this continues, until the class arrives at a solution that is strong enough to withstand further debate.

Stop @ Instructional Design Junction

Up your Cognitive Processes by reading Immersive articles @ Instructional Design Junction.

Manetho: The Thinkers, Philosophers, and Teachers (Part 1)

Familiarize yourself with the thinkers, philosophers, and teachers of the past. Read about Manetho, the inventive historian from Ancient Egypt.

Read More @

- https://instructionaldesignjunction.com/2021/11/09/manetho-historian-creator-writer-ancient-egypt-instructional-design-blooms-taxonomy-synthesize/

Krathwohl's Taxonomy for the Affective Domain and the Inverted Pyramid

Assuming that the cognitive domain taxonomy given by Benjamin Bloom would work as effectively for the soft-skills training programs that you are designing, is a mistake. Check out Krathwohl's Taxonomy for the Affective Domain and figure out why that upright pyramid that we witness everywhere must be turned on its head.

Read More @

- https://instructionaldesignjunction.com/2021/10/26/krathwohls-taxonomy-for-the-affective-domain-and-the-inverted-pyramid/

The Sneeze – A Short Story about the Behavioral Immune System

Anita's sneezes wouldn't have been a big deal before the pandemic, but today all her co-passengers had stiffened their necks and backs and for a moment they had all stopped breathing. In this short story, read about the Behavioral Immune System and how it keeps us safe.

Continued...

Read More @

- https://instructionaldesignjunction.com/2021/11/10/the-sneeze-a-short-story-explanation-and-illustration-of-the-behavioral-immune-response-in-pandemic/

Learning Objectives, Action Verbs, Instructional Design and Leonardo Da Vinci

Leonardo Da Vinci was self-taught. This however didn't stop him from designing his own instruction. His to-do lists are filled with crisp objectives written using action-verbs. Click the link below to see examples of his objectives and wonder whether his brilliance was the cause or the effect of his being an instructional designer.

Read More @

- https://instructionaldesignjunction.com/2021/11/09/self-learning-objectives-action-verbs-instructional-design-leonardo-da-vinci/

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Are You Biased?

Are you afflicted by the Dunning Kruger Effect?

The *Dunning-Kruger Effect* is evident when someone thinks that they are more capable than they actually are.

This happens because only a highly competent person would be capable of recognizing his or her own incompetency. David Dunning and Justin Kruger believe that incompetent people suffer from a dual burden. *They don't know*, and *then they don't know that they don't know* – and this is why they overestimate themselves and underestimate others.

On the other hand, those who are competent are able to step back and review their own performance objectively, thus discovering their lack of competence in a particular skill and then working toward improvement.

If you want to say that you don't suffer from it, stop for a moment and think. None of us are experts at everything but we are usually experts in one or a few areas. Being an expert in any area could make us erroneously believe that we are good at other things too – things that we know little about. So, while we may not all suffer from it, we definitely are susceptible to the Dunning-Kruger Effect.

This Effect also reminds us of the Blind quadrant of the JoHari window by Joseph Luft and Harry Ingram. Check it out at https://upskillcoach.com/blog/what-is-the-johari-window/.

Around The Web

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

Microlearning – The New Warzone

This article presents a 5 instructional weapons that can help you win the microlearning war and introduces you to the three avatars of the micro-learning audience. Meet the Scout, the Assessor, and the Ambassador and learn how you can create content that gains and sustains their attention.

- https://www.linkedin.com/pulse/5-instructional-weapons-win-microlearning-war-shafali-r-anand/

What Is Microlearning: A Complete Guide For Beginners

This short article provides a basic introduction to microlearning and lists its advantages and limitations.

- https://elearningindustry.com/what-is-microlearning-benefits-best-practices

7 Benefits of a Virtual Classroom

The pandemic has resulted in the growth of virtual classrooms but there are still many who gravitate toward a contact program. This article lists seven benefits of a virtual classroom. Add to these the benefit of slashing down the time and effort spent in commuting, and you've got a complete list.

- https://www.waldenu.edu/programs/resource/seven-benefits-of-a-virtual-classroom

What are the Similarities & Differences Between UI Design & UX Design?

The terms UX and UI are often used interchangeably, however, they aren't the same. In this 2019 article, Nick Babich explains their similarities and differences in an easy-to-understand way. This article also explains the

three kinds of UIs - The Command Line Interface (the past,) the Graphic User Interface (the present,) and the Voice-enabled Interface (the future that's already becoming the present.)

- https://xd.adobe.com/ideas/process/ui-design/ui-vs-ux-design-understanding-similarities-and-differences/

Assessment Rubrics

In this comprehensive article, read about the why and how of creating assessment rubrics. The article also explains the differences between the holistic and the analytic rubrics with examples.

- https://www.ed.ac.uk/reflection/facilitators-toolkit/assessment/rubrics

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BASIC BUMBLERS

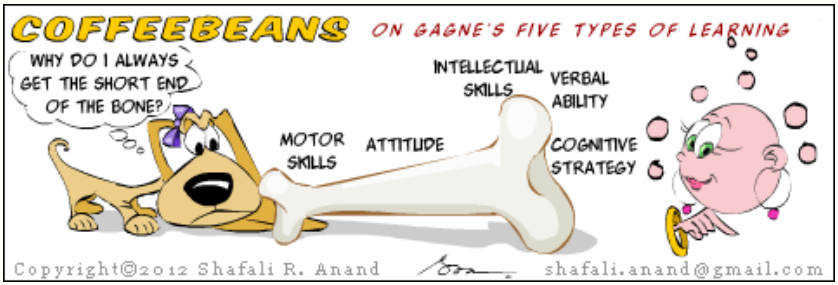
Dated or Outdated?

Do you scratch your head when you see historical dates ending in BCE or CE?

Scratch no more!

BCE vs. CE is simple to understand.

BCE expands to Before the Common Era (erstwhile BC) and CE to Common Era (erstwhile AD.)



THE PODIUM

My ID Journey

By Setty Jagadeesh Chandra

How it Began?

In May 2007, I heard the word Instructional Designer for the first time and misinterpreted it as Interior design. I had a solid background of working as faculty in Mathematics and two Master's degrees, one in Maths and other in Education with education technology as my specialization. I started exploring the world of Instructional Design with one single key word 'Instructional Design'. I realized that the Learning theories, Blooms taxonomy, and other ID concepts weren't really new! I had studied them during my Masters in education.

The Game Changer!

Then came Wavelength! The IDCWC Online course with Wavelength was a game changer for me. This Instructional design course which was taught Online had numerous concept assignments and a small storyboarding project that gave me good foundation in Instructional

Design. I achieved great grades in my assignments and they made me feel confident. The Honors Certificate was a big achievement for me.

Going Professional

I got my first breakthrough in a small company that worked with tricky and weird clients like the Railways and WDC Bihar. The journey was very tough in terms of the projects, But I didn't succumb. Remember, in cricket, a test player who can stand strong during the initial 3 to 4 hours of first day, is the one who ends up making a century!

Some courses that you create stay with you forever. I will never forget a course that I developed on an accident in Panki and Madhra junction. Some other courses that I feel great about are the micro learning courses with scenario-based approach that were developed for Finance Graduates in conversational English. All these courses strengthened my Instructional Design abilities further and then I went on to design and develop courses for different domains, ranging from education, health care, finance, ERP training and companies for small companies to big MNCs.

Staying ID-Fit

I would like to share some books that've helped me stay up-to-date with instructional design. These are: "Design for how people learn," "Gamification for Learning and Instruction," "Visual Design Solutions," and of course, Creative Agni's ID Magazine "The FOUNT."

The satisfaction you get when you come up with a new instructional strategy which you strongly feel will work, and when the client approves your approach, is priceless!

One Last Word...

I believe that the profession of Instructional Design should be followed by choice and not by chance.

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Wisdom & Wit

> Here's some advice: At a job interview, tell them you're willing to give 110 percent. Unless the job is of a statistician.
>
> -Adam Gropman

> Anyone who stops learning is old, whether at twenty or eighty.
>
> -Henry Ford

> Smooth seas do not make skillful sailors.
>
> -An African Proverb

> We now accept the fact that learning is a lifelong process of keeping abreast of change. And the most pressing task is to teach people how to learn."
>
> -Peter Drucker

> Clothes make the man. Naked people have little or no influence in society.
>
> -Mark Twain

ANNOUNCEMENTS

CERTIFICATE COURSES:

The IDCD Online (*http://creativeagni.com/idcd/*)
Course Start Date: Jan 9, 2022, Last Date to Apply: Dec 10, 2021

The IDCD Contact (*http://creativeagni.com/idcd/*) *[classroom course conducted at Noida.]*
Course Start Date: Jan 9, 2022, Last Date: Registrations currently open.

The IDST Online (*http://creativeagni.com/idst/*)
Course Start Date: Jan 8, 2022, Last Date to Apply: Dec 10, 2021

The GeLT Online (*http://creativeagni.com/gelt/*)
Course Start Date: Jan 8, 2022, Last Date to Apply: Dec 10, 2021

CLICK/TAP HERE TO READ
TESTIMONIALS/VIEWS OF OUR PAST PARTICIPANTS

Creative Agni's Certificate Courses

- The Instructional Design & Content Development (IDCD) Certificate Course
- Instructional Design for Senior-professionals and Trainers (IDST) Certificate Course
- Gamification of eLearning & Training (GeLT) Certificate Online Program
- 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)

The Creative Agni Blog & The Fount Magazine

- Visit the Creative Agni Blog.
- Subscribe to The FOUNT - The ID Magazine for the Evolved Learning Professional.

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