



THE FOUNT

The ID Magazine for the Evolved Learning Professional

JUNE-AUGUST 2022

AI vs. HI



GESTALT



Gestalt Principles
The
FOUNT Article

Are you Biased?
The Actor-
Observer Bias

**MicroLearning -
Questions that Matter**
Aswin Kini

THE PODIUM
Featured Guest:
Jyotsna Shrivastava



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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.

If you are on any social media network, you’ve probably seen a spate of posts and images, all referring to futuristic sounding abbreviations such as AI, AR, VR, MR, and so on. I’ve already written a bit on AR, VR, and MR (the augmented, virtual, and mixed realities) in the previous issues of The FOUNT. However, this issue brings you GESTALT, which in fact, discusses that mysterious side of human mind, which is still far beyond the grasp of AI or artificial intelligence.

Among other instructional design features and articles, in this issue read:

- “Microlearning – Questions that Matter” by Aswin Kini, Manager Instructional Design, Ernst & Young, Bangalore. The article explains what exactly microlearning is, what is the objective of creating microlearning content, and how your microlearning can meet and exceed the microlearner’s needs and expectations.
- “Gestalt Principles – Learning and the Subconscious Mind” written by me. It presents the 7 important Gestalt Principles and how they have a direct relevance with learning design and development.
- The ID Journey of Joytsna Shrivastava, Senior Professional-I at



Capgemini Engineering, in which she shares the personal and professional challenges that she faced, as she courageously continued her ascent as an ID professional.

If you want to take the IDCdT Online Certificate Course in the year 2022, please note that the last session for the year starts on October 9th, 2022. We are currently receiving applications for the Oct-December 2022 session, so if you are interested in taking it, check out the [IDCDT Online Certificate course](#).

I would also like to invite the readers of the FOUNT magazine to my solo art show at the Romain Rolland Gallery, Alliance Francaise, Lodhi Road, New Delhi, from September 16th to 19th, 2022. The timings are from 10 am to 8 pm. It would give me great happiness if could take out time to visit.

I'll meet you again in the month of October. Until then, stay happy and stay cool.

Thank You.

Shafali

Shafali R. Anand
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Editor & Publisher -The FOUNT

Website: www.CreativeAgni.com

[!\[\]\(758ebdf4629c903da74c2e079717ae32_img.jpg\) On LinkedIn](#)

About The Cover:

The cover presents:

- AI Art “Lillies”, which was generated using StarryAI app.
- Photograph for the “Closure” principle of Gestalt collection.

Together they represent the dichotomy between “art” that’s created by computers vs. the art created by humans.

This month, I spent some time experimenting with AI Art, and it made me think that:

At the very least, we are decades away from computers becoming sentient, and without sentience, computers won’t be able to create art.

In a nutshell, most AI art available today works on two kinds of prompts – textual or image, both provided by a human user. Then based on thousands of images of a particular kind (such as the works of a particular artist or a particular art movement, it comes up with a creation that seldom makes you feel anything. Since feelings are foundational to art, I believe that sentience is a pre-requisite for any AI creation to be called art.

The term “art” defies definition, and what cannot be defined using the logical constructs available to us, may not be that easy to create using AI. That said, AI is definitely creating compositions that could pass as images created by humans, the same as a hyperrealistic painting done by humans could appear to be a photograph taken by a camera.

If you’d like to experiment with AI art, checkout Google’s Deep Dream (on the web,) StarryAI (an app,) and Dall-E (a wordplay that combines the last name of the most famous surrealist of all times, Salvador Dali, with Wall-E (the movie about an artificially intelligent robot whose job was to clean up the toxic waste on earth.) I’d love to hear from you on whether or not you’ve begun to consider AI, a true artist.

- Shafali



GUEST ARTICLE

Microlearning - The Questions that Matter!

(The What, Why, How, and When of Microlearning.)

By Aswin Kini



SYNOPSIS

There's nothing micro about the buzz that surrounds microlearning. As learning providers jostle with one another to provide the best micro-learning experience to their learners, they struggle to answer questions such as how the learner will consume my content, in what environment and with what mindset? How long (or short) a microlearning nugget should be and what all should it cover? In this article, Aswin Kini of E&Y answers these questions and more.

*"Great things are done by a series of small things
brought together."
- Van Gogh*

When Van Gogh said that, he had no inkling that he could've been talking about Microlearning.

Microlearning—a term which is (wrongly) synonymous with video-based learning has become quite the rage today. And yet, misconceptions abound. I'd like to demystify microlearning through some simple everyday analogies and illustrations.

Let us begin.

I. What is Microlearning?

Imagine yourself to be a busy IT professional in the post pandemic era where people have started going back to office. Your office is an hour away and you use public transport to commute. Your day starts at 7AM and you need to rush to work and barely have time to have your breakfast. So, what do you do to satiate your hunger? Will you skip breakfast?

I don't think you will. Instead, you prepare a healthy sandwich or snack, slice it into small wholesome chunks, and then consume them one by one while you commute. This is generally a common solution to save time and have breakfast, right?

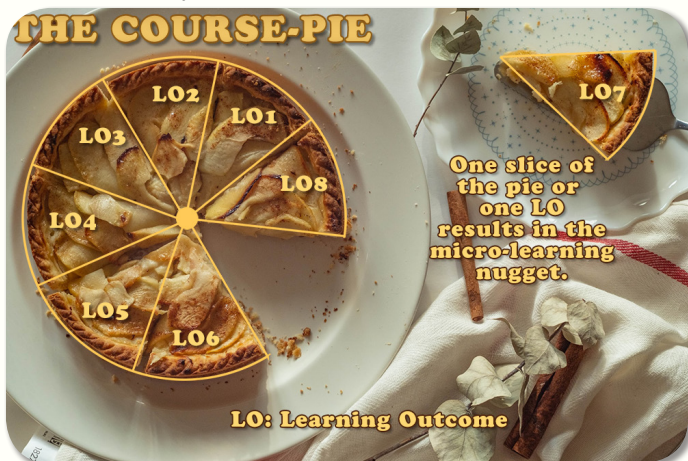
Now, in the same example, replace

your hunger with a need to learn or up skill and replace your sandwich with bite-sized nuggets. This strategy of splitting learning content into sizeable, logical learning chunks is called Microlearning.

Microlearning is a method of delivering content to learners in the form of bite-sized videos (learning nuggets) which generally have a duration of 3-5 minutes each. Each microlearning nugget targets on delivering a focused and specific learning outcome.

To help you understand how Microlearning works, let's take the example of a large pizza which has eight slices. Each slice represents a learning outcome. Depending on their time and need, the learner can consume all slices in one go, or eat them one at a time.

Image Credit: Didi-miam @unsplash



Microlearning is that single slice!

It's a piece of learning that's inherently complete and can be consumed whenever the learner has a few minutes to spare.

II. Why Microlearning?

In an everchanging world, with new technologies and trends disrupting the market every day, there is a constant need for employees to upskill or cross-skill themselves to stay relevant. However, due to their hectic schedules, these employees lack time or the interest/attention span to go through multiple hour-long or day-long trainings. This is where Microlearning comes into play.

We use microlearning (ML) because:

1. It helps learners consume content effectively on the go.
2. Makes content easier to digest.
3. Helps learner plan their day more effectively.
4. Helps the learners learn anywhere, anytime.
5. Allows all learners, including the ones who get distracted easily, learn effectively.

1. ML helps learners consume

content more effectively on the go

Unlike other learning formats, microlearning nuggets can be consumed on the go without any loss of effectiveness. For instance, a Network/System Administrator can learn more how to troubleshoot effectively by going through relevant microlearning nuggets on the job as they take just a few mins as opposed to going an hour-long eLearning module.

2. ML Makes learning content easier to digest

Most people would rather spend hours watching episodes on Netflix than go through our mandatory learning courses. Why? Because entertainment is like Sugar while learning, while content no matter how critical, is like health food, and our mind craves the former over the latter.

However, when the same learner is given a choice of going through a 3-minute learning nugget over a 20-minute webisode on an OTT platform, it is easier for the learner to avoid temptation as the duration of the nugget is shorter.

3. ML Helps learners plan their learning more effectively

Let's face the truth. We all have our own distractions. Even extremely motivated learners find it hard to plan their learning as they need to spare minimum an hour and factor it in their schedule to complete a course/curriculum.

Microlearning nuggets make it easier for the learner to plan their schedule. All they need is to identify the number of nuggets and then book a slot where they can just spend 15-30 minutes per day to complete 3 to 4 learning nuggets. Microlearning truly makes learning short and sweet.

4. ML Helps the learner learn anywhere, anytime!

We have all heard the cliché, learn anytime, anywhere. People often assume that learning on the go is easy if we can access the course via mobile devices. This assumption could NOT be more wrong. Making an eLearning module compatible with mobile devices makes them available to the learner on the go, but a one-hour course will still require that the learner spends an hour on it. Do you really think a learner will be motivated enough to complete a course just because it is mobile-friendly? The answer is NO.

Image Credit: Jasper guy @unsplash



Because of their duration, microlearning nuggets take barely a few minutes of your time. Therefore, it is the most practical method of learning for people who use their free time/ time spent on commute/breaks to learn something new.

Here's an example. Imagine yourself to be a professional pursuing a critical certification such as PMP or CSM. Which mode of training would you prefer? A 16-hour virtual learning session spread over 2 days or an effective microlearning course from Udemy where the concepts are split into smart learning nuggets? I bet you would prefer the latter. Wouldn't you?

5. ML helps learners consume content more effectively on the go

Microlearning also benefits those learners who have very little motivation to learn and are easily distracted. Our brain sometimes behaves just the way a child's would, and splitting a huge target into smaller milestones helps it focus better. The learners who do not have the patience or the capacity to focus for longer durations too can learn or upskill themselves

through microlearning nuggets.

A microlearning solution avoids cognitive overload as even complex concepts are split into sizeable nuggets – one learning nugget per concept. The learners have the freedom to go through nuggets of their choice. Hence, the learner's chances of completing the course improve with microlearning.

III. When should you use Microlearning?

Use Microlearning only when the audience has some prior knowledge or skill.

Here are a couple of examples:

You cannot teach complex skills as Forecasting, Accounting or Neuroscience using Microlearning because these subjects require the learners to have extensive prior knowledge or skills related to the subject. But you can teach the fundamentals of Medicine through Microlearning nuggets. You can use them to help a doctor or nurse learn how to use a specific instrument, tool or method to diagnose a patient.

Are you wondering if there are instances when you shouldn't use microlearning?

Yes there are.

Do not use microlearning if the subject or skill you are about to impart is very complex or nuanced. For example, you can teach a Designer how to edit or recolour a photo using Adobe Photoshop, but you cannot teach Design skills using microlearning as Design is a skill and needs hours of coaching and practice to master.

IV. How is Microlearning used?

A microlearning solution can be used for many different purposes. Let us look at three effective uses of microlearning.

Microlearning content can be:

1. Used as a standalone training solution.

Let's assume Microsoft has rolled out a new version of Office. The instructional designer can analyse the features of the new version and work with the

subject matter expert (SME) to identify key features and work with the team to develop individual learning nuggets – one per each feature. The nuggets will help the learners to:

- Understand what's new in the latest version
- Identify features that are upgraded or new
- Learn the set of steps to complete a specific task, say create a table of contents, using the latest version of Microsoft Office.

2. Used as a part of a training solution.

Many blended trainings involve learning components that can be covered as self-paced learning. In such requirements, depending on the volume and complexity of content, the self-paced component can be converted to microlearning nuggets.

3. Used as on-the-job support (OJTs).

The best part about microlearning is that you can reuse the learning videos to help employees on the job. Take the example of a design professional who has completed a training on Adobe Creative

Suite. On her first day of work, the team is struggling to find the right feature to recolor an image. A microlearning that helps them identify the right feature and use it to recolor the image effectively, is the solution! It gives them the exact information they need, that exactly the right time.

V. The Don'ts of Microlearning

Here are few things that you should not do while creating Microlearning solutions:

1. Do not simply split a content into nuggets blindly. Split the learning into logical outcomes. Check if each outcome can be covered in one chunk (duration not exceeding 3-5 minutes.) If yes, convert the content into a microlearning solution.

2. Do not have nuggets that have a reference or concepts that interlink to other nuggets. For example, if you are creating a course on Microsoft PowerPoint, ensure each nugget can stand alone. So have one nugget explain the new features in PowerPoint and another explain the change in user interface, and

a third explain a specific feature. The content in each of the three nuggets should not have any references to or dependencies on other nuggets.

3. "Do not create long-winded nuggets that belie their name and purpose. A good length of a microlearning nugget could be between 3 to 6 minutes."

4. Do not skip the Design phase if you are converting existing content into microlearning. Analyze the target audience, their learning needs and the content thoroughly. Based on your findings, you can decide whether to convert the entire topics/modules or only a part of them into a microlearning solution.

Note: *While many people assume that microlearning is always video-based, this is not true. Even a crisp job aid or a Quick Reference Guide (QRG) which helps you learn or understand the procedure to perform a specific task is considered as microlearning.*

Conclusion:

Remember while microlearning is a great learning strategy, the

effectiveness of the solution solely depends on how effectively an ID has chunked, written and presented content. Just splitting content into sizeable chunks won't do, the shorter a nugget is, the more effective it should be in presenting the concept.

Remind yourself to think of the What, Why, How, and When of Microlearning.

- What it is?
- Why are you creating it?
- How will the learner consume it? and
- When will the learner consume it?

Enjoy creating your nuggets of wisdom!



Aswin Kini lives in Bangalore and works with Ernst & Young (EY) as Manager, Instructional Design. You can connect with him or follow him on LinkedIn at: <https://www.linkedin.com/in/aswinkinimk/> or write to him at aswin.ganesh@gmail.com.

THE DOUBLE-TAKE

How many of the following terms do you know?

1. AI Art
2. HOTS
3. PAW
4. Smishing



Here are the answers (jumbled up.)

1. Higher Order Thinking Skills or the ability of analyze, synthesize, and evaluate (Bloom's Taxonomy.)
2. Artificial Intelligence Art or Art "created" by computers. Check out Google's Deep Dream Generator to get a feel of it.
3. Using SMS for phishing your data
4. PAW, along with Pitr, KPC, and a few others, are abbreviations used by teens to refer to their clueless parents. For starters, PAW: Parents are Watching, Pitr: Parents in the Room, and KPC: Keeping Parents Clueless, should clue you in.

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 Gestalt Principles

(Learning and the Subconscious Mind)

By Shafali R. Anand





SYNOPSIS

Even though for most of us the Gestalt principles exist in the twilight zone between intellect and intuition and between the conscious and the subconscious, we have all seen these principles in action. Visual Designers have been using these principles for almost a century now, but when added to an instructional designer's arsenal, they can be of tremendous help in enriching the learning experiences of our learners. This article, explains, illustrates, and then presents the learning connection for seven important laws of Gestalt.

As always, let us begin at the beginning and start by understanding what Gestalt is. We will then list the seven important principles of Gestalt, explain and illustrate each of these principles, and discover how they connect with instructional design.

What is Gestalt?

Gestalt is the German name for the philosophy that *"the whole is greater (or different) than the sum of its parts."*

While the Gestalt Principles form the basis of visual design and are used quite frequently by the graphic designers, I believe that Gestalt is a psychological concept and it applies to non-visual interpretations with

equal strength.

Let us look at the seven important Gestalt principles from the viewpoint of instructional design.

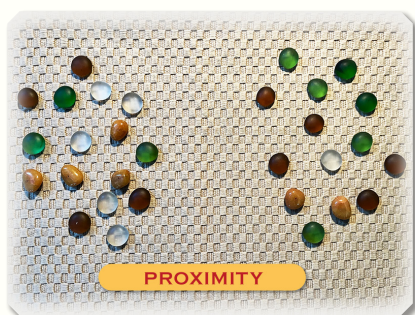
Here are the principles that we'll be discussing in this article:

1. The Proximity Principle
2. The Continuity Principle (or the Law of Natural/Good Continuance)
3. The Similarity Principle
4. The Closure Principle
5. The Common Region Principle
6. The Figure and Ground Principle
7. The Pragnanz Principle

Let us review each of these in more detail.

1. The Proximity Principle

Things that are close together appear to be part of a group. So



in the image you see here, even though the glass beads of different

colors are used to create the two groups, we focus on the collections or the groups (thus using proximity as our mental-identifier,) and not on the color of the beads.

In a park or a restaurant when you see people sitting together, you instinctively know that they are a group, probably family or friends.

The Content Connection:

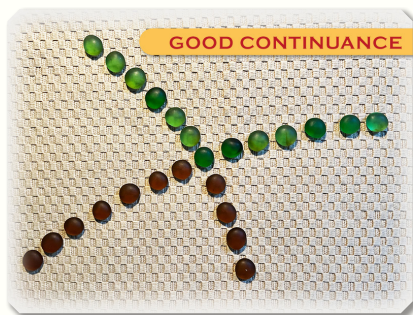
Content chunks or activities or tasks that are presented to the learner in quick succession (thus in proximity of one another in time, not in visual space,) are perceived as related. It helps in building anticipation and improves retention.

When two concepts, apparently unrelated are presented together, the learner thinks that they are related. For instance, as you read through this paragraph, since it's presented within the proximity principle section, you believe that it might have something to do with this principle...and it does :-)

2. Continuity Principle

The Continuity Principle or the Principle of Natural (or Good) Continuance results when the brain expects the object of

attention to move on a particular path (the natural path.)



In the image you see here, at the intersection, you wouldn't expect the green beads to bounce off in a totally random direction. Instead, you'd expect them to follow the path they had been following.

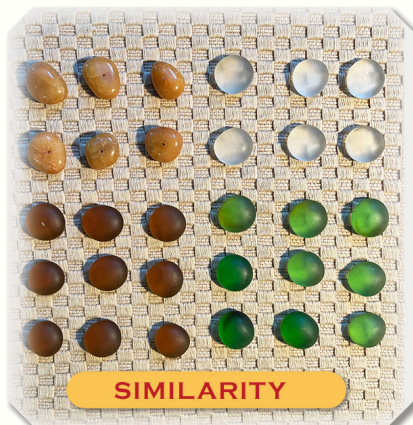
The Content Connection:

Similarly, the learner expects a natural continuance of learning in a particular direction. Any change in the direction would result in jettisoning the learner out of her current schema. This is why it's advisable to stay with relevant examples and ease in and ease out of the activities while you are within the scope of a specific objective.

3. Similarity Principle

When things look similar, we tend to group them. So even when we see a mixed group of animals (say,

cats and dogs) we see them as "cats" and "dogs."



In the image above, we see four groups of beads, instead of seeing a collection of (any) beads forming a square

The Content Connection:

When applied to learning, the similarity principle allows us to use similar interactions with activities of similar kind, thus, the learner expects to find MCQs in Quizzes, Drag and Drops in Practice activities and so on.

You might say that this would work against "Variations" of ARCS, but Instructional Design is also about balancing the principles. While it may not work with *Variations*, it does work by making the process of learning easier for the

learner. Expectations automate certain parts of the learning process, allowing the learner to concentrate on the learning.

4. Closure Principle

The brain tries to close every visual – so in the case of a circle with an arc, it sees two overlapping circles and when line segments are placed in a circle, the mind sees a circle.



In the above image, you see a circle, even though they are merely some glass beads placed on a background with rather large gaps between them.

Human mind tries to find patterns that it is already comfortable with and it is discomfited when it cannot find answers. This discomfort activates the mind and motivates

the learner to find the answers – find closure, because unless it finds closure, it will continue to go over the problem again and again.

The Content Connection:

As instructional designers, we often make use of this principle to gain and sustain the learner's attention. Recall the Curiosity/ Inquiry Arousal method of ARCS.

When we want to sustain the learner's motivation, we ask questions (inquiry arousal) to activate the learner's existing schema. When the learner attempts to answer the question, and experiences a gap (the pain of not finding the answer,) there are two possibilities:

- a. We provide the correct answer and the gap closes.
- b. We fail to provide the correct answer and the learner closes the gap through any available information - correct or incorrect.

This is why, it's essential that if we use curiosity arousal as an attention gainer, we ensure that we provide the learner with the right closure.

5. The Principle of Common Region

The human brain groups the objects that are in a common

region. So, for instance, when we meet people in a house, we assume that they must be family.



When you see the above image, you see a “beetle-couple” and a “lone-ranger,” and not three beetles. Our brain automatically identifies two regions in the image, and applies the principle of common region to establish that the green and yellow beetles are together.

The Content Connection:

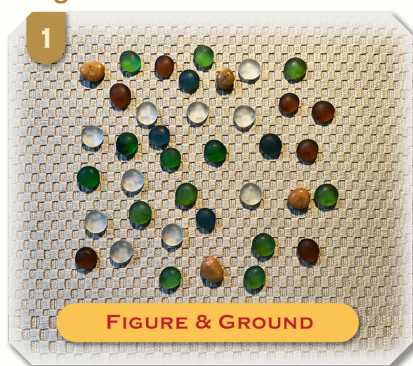
When we want the learner to establish a strong connection between two pieces of content (for example, a graphic and corresponding text,) we must try to present them in the same general area and if possible within an enclosure. This enclosure could be a panel in eLearning, or a box upon a page in the case of a book

6. The Principle of Figure &

Ground

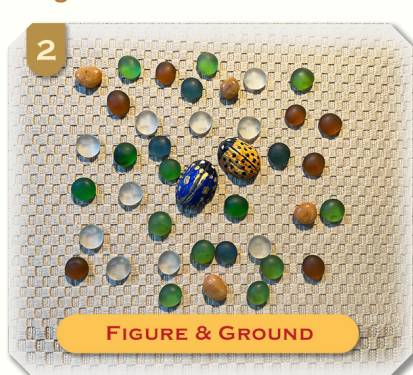
We always perceive things as figure and ground. Figure is what appears important and takes up our attention, while Ground is the background or backdrop against which we perceive the in-focus object.

Image 1:



The beads appear to be the figure and the mat is the ground.

Image 2:



The beetle couple appears to be the figure and the beads appear to be the ground.

Image 3:



With three beetles, now all the glass beads too once again start looking like they are the figure. The additional beetle and their random positions make them lose their important among similarly sized glass-beads.

Image 4:



We now see a group of three beetles as figure, and the mat become a clear background.

The brain looks for objects to focus upon and lesser the clutter the better are its chances of focusing on the important stuff.

The Content Connection:

While presenting a new concept for the first time, ensure that you minimize the clutter. Allow the learner's brain to perceive the figure (the all important concept) clearly.

Our takeaway is that we shouldn't mix concepts or introduce complex stories when we are presenting basic concepts. It will make it difficult for the learner to focus on what's important. Field trips don't yield very high retention for exactly this reason.

However, when the learner is expected to practice a competency at BL4 (Analysis) or BL5 (Synthesis) levels, then some well-designed "clutter" is a necessity. For instance, the distractors in a branched activity for decision-making, or the activity of painting a crowded marketplace in a class on painting.

7. The Principle of Pragnanz

Pragnanz is the principle of simple and clean design. Our brain simplifies (and also generalizes) in order to reduce the size of the knowledge-inventory it must carry.



When you look at the image above, what is it that you see first? There's a strong chance that it is the multi-colored square. And then you notice the triangle, followed by its center-point.

The Content Connection:

The human brain remembers, recalls, and perceives the simplest generalization of a complex concept, and so simple things are retained better.

This is why simple classifications work the best and brand logos are whittled down to the simplest

possible shape and minimum possible colors.

Thumb rules, litmus tests, mnemonics...they all relate to the brain's need to simplify. It's easier for the brain to remember ARCS, ADDIE...the acronyms, the it's more difficult for it to remember their expanded forms, however, the law of natural continuance allows us to build upon the first letter and remember the rest.

Conclusion

Knowing the laws of Gestalt helps us understand how the human mind perceives and receives information, which in turn, helps us facilitate the transfer of learning by removing learning obstacles, redundant content, and extraneous load.

Read more about Gestalt at:
<https://www.britannica.com/science/Gestalt-psychology>



Instructional Design Junction Club

(A COMMUNION of ID LOVERS @Clubhouse)

Quite recently, we discussed the principles of Gestalt in one of our live audio sessions at Clubhouse. It was an exceptionally engaging and interactive session. If you aren't already a member of the Instructional Design Junction Club at Clubhouse, join us for our future discussions.

Every Saturday, we organize a live talk around the theory and practice of instructional design. The talk begins at 11 am IST or 5:30 AM UTC (or 10:30 PM Friday, Pacific Time.) Join us for our next discussion on Clubhouse at the "Instructional Design Junction" club by [clicking/tapping here](#).

As a member of the Instructional Design Junction club, you can:

- *Suggest topics for discussion*
- *Get notified when a new room (discussion) begins.*
- *Ask/answer questions*
- *Be a part of an energetic group of ID professionals who love to share and learn together.*



Shafali Anand invited you to join Clubhouse
as part of the **Instructional Design Junction**
community!

STOP @ INSTRUCTIONAL DESIGN JUNCTION

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

How to Address a Culturally Diverse Audience?

Among all kinds of diverse audience that an Instructional Designer may have to address, a culturally audience is probably the trickiest. Mostly because it influences everyone equally. Content creators have tried to come up with abstract generalizations such as high-context vs. low-context cultures, material vs. non-material cultures, and so on. However, such generalizations are only skin-deep and seldom help the instructional designer, who must dive deep into learner-psychographics.



Read More @

- <https://instructionaldesignjunction.com/2022/07/13/instructional-design-methods-to-address-a-culturally-diverse-audience/>

Learning and Cyberclubbing with Clubhouse.

Last month we began hosting weekly live clubhouse chat rooms around instructional design.

Every Saturday, at 11 am IST (or 5:30 am GMT/UTC) we gather to ask and answer questions related to instructional design, training, elearning, and emotional intelligence.

Read More @

- <https://www.linkedin.com/newsletters/the-id-junction-newsletter-6922409180502863872/>

What is AI Art?

Read More @

- <https://instructionaldesignjunction.com/2022/07/14/what-is-ai-art-google-deep-dream-starryai-gan-generative-art/>

Are You Biased?



The Actor-Observer Bias

*When I err, it's because of external factors.
When you err, it's because you are sloppy.*

The actor-observer bias is evident when we go soft on ourselves by taking credit of our victories and blame external factors for our failures; and when we do the exact opposite when someone else succeeds or wins.



So, from Sloth's perspective,

- when Sloth doesn't get a promotion, it's because the supervisor is biased; and when Froth doesn't get it, it's because she shirks responsibility (which actually is Sloth's forte.)
- when Sloth is selected for an award, it's because there's nobody more deserving than him; but when Froth is, it's because she's a super apple-polisher.

This effect or bias was first identified by social psychologists Edward E. Jones and Richard E. Nisbett.

AROUND THE WEB

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

What is Artificial Intelligence?

With AI or Artificial Intelligence becoming a buzzword, a quick overview of what it means could be of great help. Read this comprehensive article to get an overview of what it is.

- <https://www.ibm.com/in-en/cloud/learn/what-is-artificial-intelligence>

Top Seven Ways in which AI is going to change Learning.

According to “Top 7 Ways Artificial Intelligence Is Used in Education” AI can be used to automate tasks such as grading the papers, completing a teacher’s paperwork (isn’t that delightful?) reviewing and analyzing a learner’s weaknesses, customizing training programs, compositing custom content on the fly, and so on. Read more about it at the following link.

- <https://trainingmag.com/top-7-ways-artificial-intelligence-is-used-in-education/>

How does Empathy help a Trainer?

Does it really help to have a feel of what your learner is going through and empathize with him or her? In the article, “Trainer-Talk: Got Empathy?” Training Guru Bob Pike discusses what it means to empathize with the adult learner.

- <https://trainingmag.com/trainer-talk-got-empathy/>

WISDOM & WIT



Outside of a dog, a book is man's best friend. Inside of a dog, it's too dark to read.

-Groucho Marx

The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.

-Alvin Toffler

I never learned from a man who agreed with me.

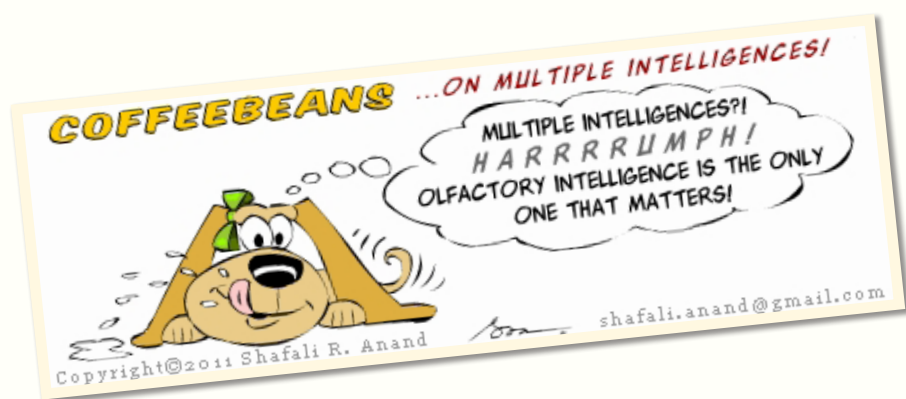
-Robert A. Heinlein

Nothing is impossible, the word itself says 'I'm possible'!

-Audrey Hepburn

Clothes make the man. Naked people have little or no influence in society.

-Mark Twain



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THE PODIUM

My Instructional Design Journey

By Jyotsna Shrivastava



It was 2007 and I was working as a Quality Analyst in a publishing house, when I first heard of Instructional Design.

I came from a Journalism background to this publishing house and was trying to adjust

in this accidentally found new field. One day, during a routine conversation, my HR Head suddenly asked me if I am thinking of career advancement. Before I could say anything, he asked me to explore this new emerging field - Instructional design. I remember

he advised me to join Wavelength in Noida if I were interested in learning instructional design.

I was a bit perplexed with this unexpected advice, however, the field name sounded interesting so I researched about ID. What I found raised my curiosity all the more. The idea to get involved in a variety of learning experiences got me hooked.

But then came some ups and downs of personal life and the things remained where they were for some time. In 2010, when I left my job at a publishing house due to pregnancy, I again thought about instructional design and did a PGD course from Annamalai University. It was a correspondence course and all theory with no practical assignment. However the certificate helped me land my first job in ID. I was hopeful that I will be able to gain practical knowledge during the job.

Unfortunately, the project we were working on then was not a complete ID project, so my hope for learning ID during the job remained unfulfilled. Once during lunch time chitchat, when I expressed this concern to one of my colleagues, she suggested to me that I join ID course conducted by Shafali at

Creative Agni. She also shared the website address for Creative Agni. At the time, I didn't know that Creative Agni was the new name of Wavelength. I still remember her strongly recommending the learning experiences this course and Shafali would bring. I tried connecting with Shafali, but at that time, she was on a break.

So during the next few years, I took up some opportunities that allowed me to work from home. But due to kids and family responsibilities, my career gradually took a backseat. Also, in all of those opportunities, I was limited to routine work. So even after spending a couple of years in the field, the whole ID process remained a jigsaw puzzle to me.

In 2019, I seriously thought of taking my career to the front seat. I again checked with Shafali and took up [the IDCD Certificate course](#) conducted by Creative Agni. This course was a major breakthrough for me. The theories that I had read and forgotten came alive. I not only understood them but I will now remember all of them for life. I passed the course with honors and this boosted confidence in me. Shafali too suggested that I should apply for senior ID roles after the course and I followed her

advice. Currently, I am working with Capgemini and handling some rather handsome projects end to end.

I feel that my journey in ID has just started in a real way, and this will continue for life.



Jyotsna Shrivastava works with Capgemini Engineering as Senior Professional – I. You can connect with her on LinkedIn at: <https://www.linkedin.com/in/jyotsna-shrivastava-8bb7a13/>.

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Little by Little, a Little Becomes a Lot.

(Quite possibly a Tanzanian Proverb)

In this era of super-connectivity we are bombarded with information all the time. This leaves you wondering if what you can actually accomplish with your limited time is really going to be enough.



Remind yourself that...

*Little by little,
a thought becomes a sketch, which becomes a painting.*

*Little by little,
that little speck of knowledge in your new domain becomes
your forte.*

*Little by little,
an association develops into a friendship that brings
happiness to you over time.*

*Little by little,
we move mountains, sail oceans, build bridges, and help
humanity march forward.*

*Little by little,
we light up the path of knowledge for those who will then
light it up for others after them.*

*Let us never underestimate the power of little.
"Little by little, a little becomes a lot."*

ANNOUNCEMENTS

ID CERTIFICATION COURSES FROM CREATIVE AGNI:

[CLICK/TAP HERE TO READ
TESTIMONIALS/VIEWS OF OUR PAST PARTICIPANTS](#)

The IDCDT Online (<http://creativeagni.com/idcdt>)
(formerly IDCD Online)

Course Start Date: **October 9, 2022**, Last Date to Apply: **September 15, 2022**

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

Course Start Date: **October 9, 2022**, Last Date to Apply: **September 15, 2022**

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](mailto:connect@creativeagni.com)



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)



The Creative Agni Blog & The Fount Magazine

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