

THE FOUNT

The ID Magazine for the Evolved Learning Professional

APRIL-MAY 2022



Dee Fink's Taxonomy
The
FOUNT Article

Are you Biased?
The Halo Effect

**Instructional
Design
Junction**

**Blending Stories in
Corporate Learning**
Suchandra Ganguly

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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.

The last three months have seen something unprecedented, at least in the recent times. As Putin’s army invaded Ukraine, the world stood shocked. In modern times, an invasion of a democratic country is an unexpected thing.

The unexpected happens. The scale differs. Thankfully, as citizens of a free and strong nation, we can plan our future and yet, as we plan, we also reflect upon the unexpected. Our skills help us tide over the unexpected, and as learning professionals Instructional Design is one such skill for us.

ID Skills are honed through learning, reflection, and discussion – and to achieve all the three, I request you to do the following.

1. Subscribe to the ID Junction Newsletter on LinkedIn. You will be notified when I publish an ID/elearning article on LinkedIn. I’d love to read your comments on my articles and brainstorm instructional strategies with you. [Here’s the link.](#)
2. Join the Instructional Design Junction Club on *Clubhouse*, which is an audio meeting app. As members, you and I will be able to discuss

instructional design in real-time. I intend to set up weekly meetings on Clubhouse. Click this link here, download the app and join the Instructional Design Junction club. You'll be notified of our weekly meetings and you can then join in – either to listen in or to interact with me in real-time. [Here's the link.](#)

If you want to master instructional design through a unique and powerful course, check out the [IDCDT Online Certificate course](#), and send in your application.

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

- “Blending Stories in Corporate Learning” by Suchandra Ganguli, Delivery Specialist – Talent & Organization at Accenture, an article that discusses the impact of storytelling on instruction and explains the structure of a story.
- “Dee Fink’s Taxonomy of Significant Learning – A Holistic Approach to Learning” which explains the 2013 Taxonomy given by Dee Fink and illustrates it through an example of wars through history.

I would also like to thank everyone who visited my solo art show at the Palm Court Gallery, India Habitat Centre, New Delhi (7th May to 11th May 2022.) I appreciate your taking out time and coming over. Thank you :)

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

Thank You.

Shafali

Shafali R. Anand
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The Who and Why of the Cover - The Past, the Present, and the Future of Human Race:

How life originated?

Over the years, this question has been answered through different theories, none of which have been fully subscribed. And yet, the question that all of us ask at some or the other point in our lives is not about the origin of life, but about the purpose of life. The question that we have either asked already or will be asking in the future is - why do we exist? At some point in our lives we all wonder about the grand scheme of things and ask how we fit into it.

This existential question can affect each of us differently. It can make some of us despair and become disenchanted with life while it can make some others acquire a clear focus and chart out a new path of growth. This cover is dedicated to human creativity.

The cover of this issue presents:

- 1. The right half of the painting "Mask" (Medium: Oil, Artist: Shafali R. Anand)*
- 2. The watermark in the background is from "The Siege of Leningrad" collection. (Source: Wikimedia Commons)*
- 3. The peachy looking android is from a Photo by Alex Knight on Unsplash*



WITHIN

It's always within
that the deadliest of wars
are often fought.

Truth and lies, courage and fear,
Duty and desire, calm and anger,
Care and indifference,
morality and turpitude...

Do you see?
Emotions, named and un-named
crowd in and jostle within.
They cry for your attention;
They'd all like to have their say.

These wars?
You win some and lose some,
but it's always within that
the treasures that mean the most
are lost and found.

Thank you for visiting
my Art Show
@India Habitat Centre.

- Shafali



GUEST ARTICLE

Blending Stories in Corporate Learning

By Suchandra Ganguly



SYNOPSIS

Corporate Learning Sessions are infamous for their ability to tune the audience out. While the onground training sessions of the past weren't all that easy to avoid, "ghosting" or turning off one's webcam is becoming common in this era of virtual meetings and online trainings. Using Storytelling as a learning intervention can help you make your sessions more interesting and effective for your learners.

"We are, as a species, addicted to story. Even when the body goes to sleep, the mind stays up all night, telling itself stories."

- Jonathan Gottschall, American Literary Scholar

Why do we, the Instructional Designers, need stories?

Picture this. You have recently joined an organization in the middle of the pandemic. On your first day, you find yourself sitting in front of your computer at your home. The webcam is on and you look completely interested in attending the induction session. An hour into the session, your mind has already digressed and abandoned the trainer. You want to take control. And why not? After all, you are an adult learner. So, you turn off your webcam, take off your headset, and walk away. What you start becomes a trend, and the trainer looks helpless as more and more participants ghost the session.

If you are wondering whether this is another fallout of the pandemic, I'd like to say that training ennui isn't anything new. Trainees have been tuning out of their training sessions since the advent of corporate trainings. Yes, the changes in the corporate learning space triggered by the pandemic have made things worse, but learning fatigue isn't anything new.

Think about it.

- How often do you click through a series of Next buttons one after other just to complete a mandatory online course?
- How often do you not return to a training session after the lunch break and request someone to mark your attendance?

juvenile, but they translate to the same thing – and it's called poor learner engagement.

Among other things, poor learner engagement results in:

- poor learning transfer,
- waste of company resources,
- lack of employee engagement, and
- substandard feedback for the training department.

So how do you eliminate or at least reduce poor learner engagement?

I recommend the storytelling method.

Think about it for a moment. What if the induction was presented through storytelling? A few



Image Credit: Photo by Mike Erkskine @unsplash

These examples might sound like relatable characters, a series of

events, and dialogs, all woven together in an appealing storyline. The trainer can organize some role-playing, or in an online course, the narrator could be used to tell an interesting and relevant story.

Likewise, what if storytelling is used in other corporate learning interventions such as training employees on how to run, hide, and fight during an active shooting incident? How about using popular characters like Sherlock Holmes or Byomkesh Bakhshi to teach employees the nuances of cybersecurity - a common but often mandatory compliance training?

Your chances of sitting through these learning interventions are more simply because you are emotionally invested in the story, in other words, the content. You are now willing to pay attention to the learning that's coming your way through the story. After all, what makes people binge-watch their favorite television series? The answer is: A good story.

But what is storytelling?

You obviously have questions about what storytelling is.

Is it narrating a piece of fiction through voice acting, or is it

crafting a full-blown drama with different story elements?

Well, the answer might be different for different Use Cases. From the perspective of learning, storytelling is the use of some or all elements of a story purely for instructional purposes. It's a means to an end. The ultimate goal of instructional stories is to help learners engage with plain content by enhancing it through an interesting narrative that gains their attention.

There are five important elements of storytelling, and while instructional stories don't always include all these elements, we must understand each of these so that we decide when they should be used and how.

- 1.Exposition:** An introduction that clearly establishes the overall setting of the story, its characters, their role, and current state.
- 2.Rising Action:** Exposition is followed by an incident or a rising action that triggers the need for the protagonist to do something to resolve the situation. For example, deliveries to a particular location are delayed and the logistics manager needs to

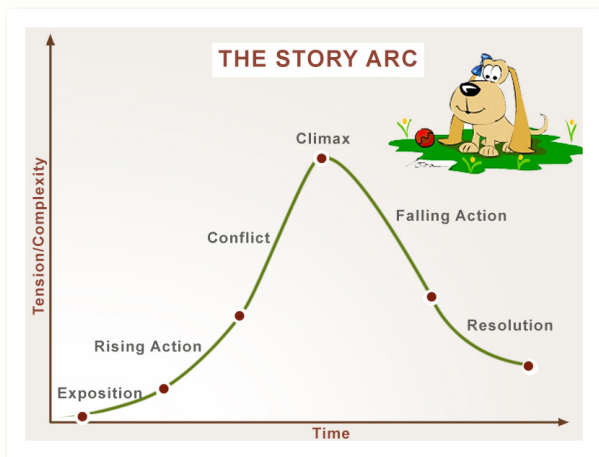
ensure that the deliveries are met.

3. **Conflict:** Some instructional stories also include conflict to dramatize the storyline. Typically, it's added by introducing an antagonist in the narrative. It adds an element of tension to make the content more entertaining. For example, [the Broken Co-worker](#)

characters will emerge as the winner.

5. **Resolution:** This is typically followed by the falling action and a resolution to conclude the story.

Note: The "Falling Action" element where the story usually slows down in a novel and allows the reader the time to calm down after



is an instructional story to teach emotional intelligence and it shows a constant conflict between two employees.

4. **Climax:** Then, the story hits its climax where the conflict and tension are at their peak. This is the turning point in the story and from here only one of your

the climax and watch the story resolve, is normally eliminated in instructional storytelling, where after the learner has experienced the conflict, we move to resolve the conflict and bring the learner quickly to the resolution.

If you are thinking, "hey, storytelling is the go-to strategy for

gaining attention,” I’d like to warn that too much of a good thing can actually be bad, or in this case, repetitive and boring for your learner. There’s a lot more that you can do with storytelling than using it for gaining the learner’s attention.

Why is storytelling an effective instructional strategy in corporate learning?

Storytelling makes learning effective, as it:

- Contextualizes Learning
- Enhances Retention
- Simplifies Association
- Promotes Active Learning

Let us take a closer look at each of these.

1. Contextualizes Learning

Storytelling helps contextualize learning. It can make a generic concept more relevant and relatable to learners. For example, Failure Modes and Effects Analysis (FMEA) is a common risk mitigation tool used by multiple roles including project managers, design

engineers, quality control specialists, etc. By using relevant role-based narratives you can help all these roles connect the application of FMEA to their personal work experiences and generate their own insights.

2. Enhances Retention

Storytelling makes learning more memorable because stories have the power to connect with our emotions. They help our brain create a reference point to process new knowledge. This allows for a better learning transfer. For example, employees might not recall random facts about the evolution and growth of their organization. Weave the same facts and figures in an inspiring narrative of teamwork, determination, and entrepreneurship to improve learning retention. To see this in action, watch the famous [Lego story](#).

3. Simplifies Association

History also proves that we have a long-standing association with stories. Our brain automatically uses narratives to make sense out of standalone pieces of information. For example, we learned about our evolution by interpreting cave paintings,

which were nothing but graphic tales depicting human evolution across centuries.

4. Promotes Active Learning

When you combine storytelling with problem-solving using strategies such as branching scenarios or game-based learning, you move learners into action right when they are learning. This makes them learn actively instead of passively going through the content. [Connect With Haji Kamal](#) is a brilliant example that combines storytelling with branching to teach cross-cultural communication skills.

But be careful.

Remember, Storytelling cuts both ways!

Like any learning strategy, storytelling loses its effect if applied just for the sake of it.

Here's an example.

A multinational company wants to transition its employees to a new ERP platform by a certain date. After the new platform goes live, the old system will be completely discontinued and the

customer orders will be routed to the new platform. This means that employees need to learn how to use the new platform to process customer orders. Otherwise, the organization stands to lose significant business, which could result in significant job loss for the employees.

Using storytelling to deliver a pressing learning need such as this might prove counter-productive. Doing a quick audience analysis will make you realize that they don't need extrinsic motivation to attend the training. The new ERP platform directly impacts their performance at work, so there is an immediate need for them to learn. In fact, they will be looking forward to the training.

Not only this, adding a storyline in this case will lead to extraneous cognitive load. Learners will find the nuances of the story distracting as they try learning the functionalities of the new ERP platform within the given time.

So, how can we make the most of storytelling for the corporate learning audience?

Here are some tips:

To get started with storytelling, deconstruct the instructional

strategy of one of the recent courses that you attended. See whether the use of storytelling could have made learning more engaging, memorable, and relevant?

TIPS

- *Prioritize the overall learning need and audience profile. Remember, the ultimate goal of an instructional story is effective learning. If that goal is compromised, there isn't any point in using one.*
- *Keep it short and simple. You don't need to include all the story elements in your instructional story. It can be as simple as sharing a short anecdote to add some humor and gain learners' attention.*
- *If the seat time and delivery mode allow you to use a detailed storyline with all elements, ensure its technical accuracy. In such cases, always reach out to SMEs to help validate if the story is a true representation of the real world.*
- *When dealing with a diverse audience profile, see if you can give your learners an option to skip the story. You might have learners from different age groups learning the same content. People with short attention spans, such as millennials, would like to cut the chase and get to the point. Give them an option to do that.*

And the last tip is...

Well, don't forget to apply the suggested tips :-)



Suchandra Ganguly is a Learning Specialist – Talent & Organization at Accenture. In past she has worked as a Sr. Instructional Designer with InfoPro, and Instructional Design Manager with Genpact. You can go through her complete profile at: <https://www.linkedin.com/in/suchandraganguly/> and follow her or connect with her.

THE DOUBLE-TAKE

How many of the following terms do you know?

1. YOLO
2. Liminal Spaces
3. TLDR
4. Osmium



Here are the answers (jumbled up.)

1. *It's the most rare stable metal on earth. This blue-gray metal is extremely dense (so a liter of Osmium would weigh about 23 kilos,) has a melting point of 3033 degrees centigrade (almost twice as high as iron,) and is harder than diamond. It's extremely difficult to work, but since its recent crystallization, it is beginning to be used in jewelry.*
2. *Never make your emails TLDR or you might be TLDRed by the recipient, because it was **Too Long To Read**.*
3. *You Live Only Once (or You Love Only Once?)*
4. *In the context of metaverses, liminal spaces are a blend of the physical and the virtual experiences created through the use of extended reality. Read, "Entering the Meta-Realm" here. (<https://www.wundermanthompson.com/insight/entering-the-meta-realm>)*

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.

Dee Fink's Taxonomy of Significant Learning

(A Holistic Approach to Learning)

By Shafali R. Anand



SYNOPSIS

Not all learning is cognitive, and yet the different learning taxonomies appear to work in isolation. How do the affective and even the psychomotor components work together with cognitive learning? If this question has worried you in past, Dee Fink's Taxonomy of Significant Learning brings in the human dimension, the caring and the empathy, and our meta-cognition capabilities into the equation.

In the context of learning, I am an evolving traditionalist. I'm rooted in the older concepts, but I explore the new ones – and once in a while I find a new concept that makes me think, “Hey, I’ve seen this work!” Dee Fink’s 2013 Taxonomy of Significant Learning is one such theory of learning.

I’ll try to explain this through an illustration that would make a lot of sense, especially, if you’ve been following the Ukraine-Russia War news.

Let me start by using Dee Fink’s own taxonomy - by presenting the “foundational knowledge” of this concept.

According to Dee Fink, there are 6 critical components of Significant Learning.

1. Foundational Knowledge
2. Application
3. Integration
4. Human Dimension
5. Caring
6. Meta-cognition

Now before those terms bog you down, let me stop for a moment and tell you a little about the case that we will use to illustrate the use of Dee Fink's Taxonomy for imparting Significant Learning.

Case Details:

Subject: History

Competency: Explain/Apply/Integrate/Feel the details and impact of the Siege of Leningrad.

(Note that I am not limiting the competency to a verb that belongs to a particular BL and the reason is that I am attempting to wrap it around Fink's Taxonomy, which isn't hierarchical and advocates building learning experiences that address multiple cognitive levels.)

Here's a quick description of the Siege of Leningrad, which I think will help you anchor yourself into this illustration.

As a teacher of history, if you used Lee Fink's Taxonomy, you'd be working with all the six components of Significant Learning. Unlike Bloom's Taxonomy, there isn't a strict sequence in which you should work with these components. However, for the sake of instructional sanity, let us start by first presenting the "Foundational Knowledge."

Foundational Knowledge

Concept Explanation

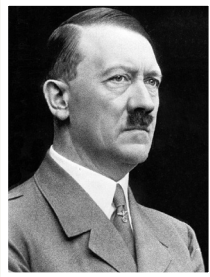
Foundational Knowledge comprises facts, concepts, principles, and formulae – essentially the knowledge-bytes.

Case-Illustration:

In the case of our history lesson, the learner must acquire knowledge about the reason, agents, dates, events, and outcomes of the Siege of Leningrad.

THE SEIGE OF LENINGRAD

During World War II, Nazi Germany along with its ally Finland decided to capture the then Soviet city of Leningrad (now known as St. Petersburg.) Together, the Nazi and the Finnish armies surrounded the city by making a ring around it (The Finnish came in from the north, and the Nazis from the south.) This 872-day long siege began on September 8th, 1941, and continued till June 27th, 1944.



Hitler was so confident of his victory that even before the siege had begun, he had got the victory celebration invitations printed. However, the Russians defended the city as strongly as they could, and the siege continued from days to months to years.

The siege resulted in widespread starvation, as the food-supplies couldn't reach Leningrad, where the winter temperatures went down to -30 degrees centigrade. About a third of the city's population was displaced, an estimated 1 to 2 million people died, food was rationed down to 250 grams per person per day, and there were reports of cannibalism. You can read more about it at: https://en.wikipedia.org/wiki/Siege_of_Leningrad

Application

Concept Explanation

Application Comprises the opportunity to apply the foundational

knowledge to:

- Analyse and Evaluate (Critical Thinking,)
- Creative, Innovate, Invent (Creative Thinking,)
- Imagine the impact (Practical Thinking.)

Case-Illustration:

Of the three thinking applications, for a student of history, Critical Thinking and Practical Thinking will be the most important ones, and so for the sake of our illustration, we will focus on these two.

•*Critical Thinking* exercises will enable the learner to analyze the information about the Siege of Leningrad, determine its cause and the corresponding effects, and evaluate its effect on the population.

•*Practical Thinking* activities would enable the audience to use the framework provided by the historical facts to project the issues that could arise out of a prolonged Ukraine-Russia War.



Integration

Concept Explanation

Integration Comprises the act of establishing connections (determining similarities/dissimilarities) with other learning (in the same subject or

other subjects being pursued by the learner,) other events, and the learner's personal and social life. Thus it results in the *integration* of the new learning into the learner's existing schema.

Case-Illustration:

The students should be able to:

- *Compare* their understanding of this siege with other sieges in ancient, medieval, and modern history. They should also be able to build connections between this learning and what they learn in other disciplines, such as psychology, economics, and so on.
- *Observe and explain* how the events of siege could relate to their own environment, social and personal lives, and other events. For instance, the siege led to starvation, which led to the breakdown of basic moral principles in people who otherwise were model citizens. Some people even committed murdered for ration-coupons. So seeking the answer to the question, "What people do when pushed to the brink?" integrates this new learning with the learner's social life.

Human Dimension

Concept Explanation

The human dimension component answers questions such as how this new learning can help the learners further their understanding of themselves and others around them.

(Note: I think that this component overlaps with the integration component.)

Case-Illustration:

Thus, the students of history who study the siege of Leningrad will learn about the limits of human endurance. As they study the behavior of the besieged citizens of Leningrad, of those who attempted to feed and rescue them, and of Hitler, the perpetrator of the siege, they will understand how humans vary temperamentally and attitudinally.

Caring

Concept Explanation

This component is about managing the impact of the new learning on the learner's interests, attitudes, feelings, and beliefs.

Case-Illustration:

Learning about the siege could make the learner more empathetic toward those who arrive as refugees in their country, or more helpful



toward those who've suffered under a tyrant. It could (and should) make them averse to despotic regimes and more democratic in their viewpoint.

Meta-Cognition

Concept Explanation

Meta-cognition or *Learning the Methods of Learning* is the last component of Fink's taxonomy. According to this component, the learners should also learn the techniques that could help them become more efficient at this kind of learning. They should be motivated (and

helped) to create their own methods of learning. They should also learn how they can become more self-directed and expand their knowledge of the current topic further.

Case-Illustration:

While studying about the Siege of Leningrad, the learners can be given extra inputs on how to create mental timelines by anchoring the siege into the world events timeline. They can be told about the political alliances of World War II, enabling them to understand the mechanics of the siege. The learners can also be guided toward finding out more about WW II, Russia's position in the war, the reason why Hitler wanted to occupy Leningrad, and so on.

My Thoughts:

I think that Fink's Taxonomy is less about defining the level of a competency and more about designing for it in a holistic manner. While the components of the taxonomy are valid for higher BL competencies, they lose their essence for the lower BL competencies. Fink's Taxonomy applies more to andragogy than to pedagogy. Stating that Fink's Taxonomy substitutes Bloom's Taxonomy, is over-reaching, because FT is more about mixing the cognitive and the affective domains, while Bloom's Taxonomy is all about deep-drilling into a specific cognitive learning experience.

I'd recommend keeping Fink's Taxonomy handy while designing for a competency. Checking each of the components in Fink's Taxonomy for all higher-level competencies could result in a richer design of your course/training program.

Read more about Fink's Taxonomy at: <https://www.buffalo.edu/catt/develop/design/learning-outcomes/finks.html>

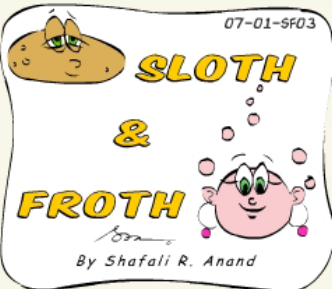




THE FOUNT - PREVIOUS ISSUES

Download and read the previous issues of The FOUNT.



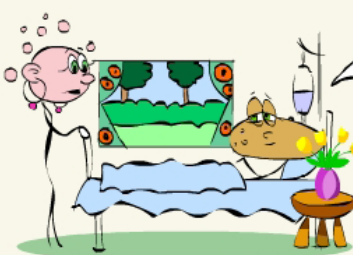


SLOTH IS FOUND ON THE BANKS OF A RIVER
- BOUND WITH TWINE.



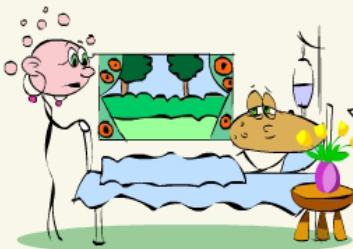
WHEN HE REGAINS CONSCIOUSNESS...

WHAT
HAPPENED?



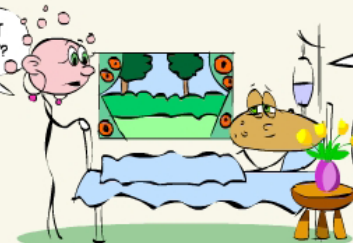
THERE WAS THIS OUTDOOR
TRAINING PROGRAM ON
TEAMWORK THAT I HAD TO
CONDUCT. TO BREAK THE
MONOTONY WE DECIDED
UPON A WORKSHOP-CAMP
ON THE RIVER-BANK. ON
THE SECOND MORNING OF
THE PROGRAM, I STATED
THE TEAMWORK ASSIGNMENT
TO THE GROUP.

SO?



THEY WERE SUPPOSED TO
REFLECT UPON THE TASK
FOR AN HOUR. DISCUSS
THE MODULUS OPERANDI,
AND THEN EXECUTE IT AS A
TEAM. I MUST'VE DOZED
OFF, BECAUSE THE NEXT
THING THAT I REMEMBER IS
BEING RESCUED.

OH...BUT WHAT
WAS THE TASK?



THEY WERE REQUIRED TO
REACH A CONSENSUS
ABOUT THE ONE THING
THAT WAS SLOWING THEM
DOWN. ... AND THEN
THROW IT INTO THE RIVER!

STOP @ INSTRUCTIONAL DESIGN JUNCTION

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

Jean Piaget – Genetic Epistemology, Constructivism, and Instructional Design

Jean Piaget (b.1896 – d.1980) was a Swiss Psychologist and Biologist who did a lot of path breaking work in the area of genetic epistemology and gave the theory of constructivism.



Read More @

- <https://instructionaldesignjunction.com/2022/04/18/jean-piaget-genetic-epistemology-constructivism-and-instructional-design/>

Motivation, Learner Motivation, and the ARCS Model

Happy Learners = Contented Instructional Designers

What is Motivation?

Before introducing the ARCS model, I would like to define the term motivation. While, Motivation is defined in several different ways, I prefer to define it as the urge to reduce the sense of discomfort that comes with an unfulfilled desire. I like this definition is because it enables us to understand all kinds of motivation, including learner motivation...

Read More @

- <https://instructionaldesignjunction.com/2022/04/18/motivation-learner-training-arcs-model-john-keller-id-concepts/>

7 Deadly Sins of eLearning Design

“eLearning Sucks!”

“eLearning is \$*!#!”

“eLearning doesn’t work!”

CONTINUED...

I am sure that you've heard at least one of these super-sad statements before. I have. I have seen them being bandied about on social media and talked about during webinars. And yet, the problem isn't in eLearning, but in those who commit the 7 deadly sins of elearning design and development...



Read More @

- <https://instructionaldesignjunction.com/2022/04/20/7-deadly-sins-of-elearning-design-development/>

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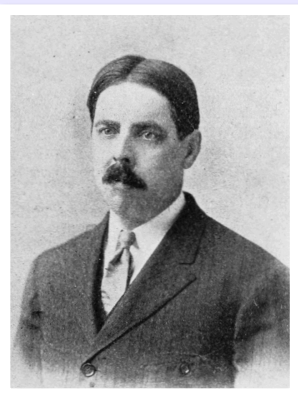
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In Your Mail Box

Are You Biased?



The Halo Effect

- *He's tall and handsome. He is also smart and kind.*
- *She's pretty and kind. Listen to her. She knows what she is talking about.*
- *The sales person at the shop is really sweet and she always has the right dress recommendations for me.*



The three statements that you just read, exemplify the halo effect.

First identified by behaviorist Edward Thorndike, the halo effect influences all of us. Also known as the Physical Attractiveness effect, this cognitive bias makes us extend one personal positive trait into other aspects of a person's personality.

This is why good-looking movie stars and celebrities are often considered the right choice for becoming a politician, pretty stewardesses and handsome stewards are tipped better, people who appear pleasant and smartly dressed at interviews are more likely to succeed, and so on.

If you think that after reading this, you'll shed this bias, think again. Our biases are often sub-conscious and ridding yourself of them, isn't all that easy.

AROUND THE WEB

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

Dee Fink's Taxonomy of Significant Learning

Download the pdf "A Self-Directed Guide to Designing Courses for Significant Learning"

- <https://www.deefinkandassociates.com/GuidetoCourseDesignAug05.pdf>

History of ADDIE

Did you know that the ADDIE model was developed as a part of a military training project sometime in the seventies? Read about the history and evolution of ADDIE at the following link.

- <https://discoverlearning.com.au/2019/09/the-history-of-addie/>

Metaverse and Learning

Understanding how learning relates to the metaverses can be a daunting task. This article talks about how metaverse can change the current paradigm of online learning.

- <https://elearningindustry.com/how-is-the-metaverse-changing-world-of-education>

WISDOM & WIT



You aren't learning anything when you're talking.

-Lyndon B. Johnson

A man who asks is a fool for five minutes. A man who never asks is a fool for life.

-A Chinese Proverb

Curiosity is the wick in the candle of learning.

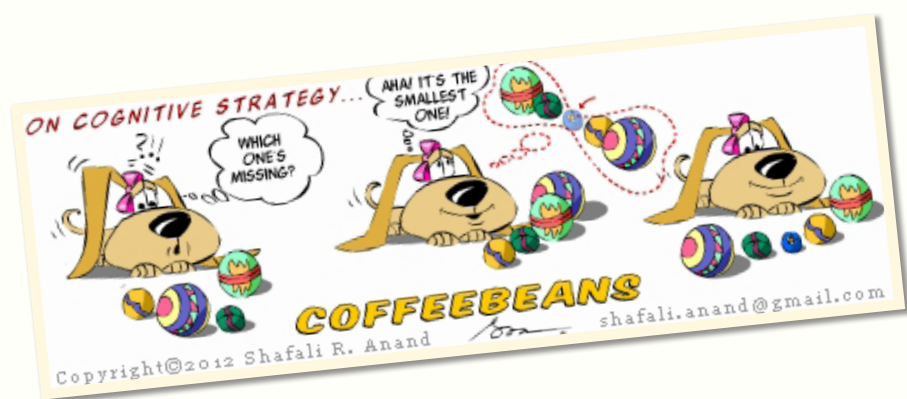
-William Arthur Ward

If you think education is expensive, try estimating the cost of ignorance.

-Howard Gardner

Wisdom is not a product of schooling but of the lifelong attempt to acquire it.

-Albert Einstein



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(formerly IDCDC Online)

Course Start Date: July 10, 2022, Last Date to Apply: June 15, 2022

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

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

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- C2D2: Creativity for Content Design and Development (2-Day)
- GoT: Gamification of Trainings (2-Day)
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- CT: Cartooning for Trainers (1-Day)
- CWW: Content Writing for the Web (1-Day)

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