### DECLARATION

## MODERN LEARNER RIGHTS

We, the designers of online corporate learning experiences, do hereby proclaim this declaration of modern learner rights as a common standard for the design of all technology-enabled corporate learning programs.



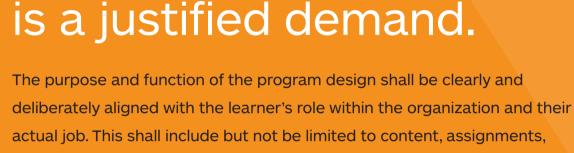
the learner and the business in order to actually be good for the business:

Because learning initiatives must be good for both

### are endowed with reason. A designer shall not create artificial impediments to freedom of

All adult learners

movement within the borders of course content for reasons of mere tradition, false imperatives, or bureaucratic fear, for all adult learners are endowed with reason which helps them pick the content most relevant to them. This is essential if a corporate learner is to be compelled to learn for any reasons other than threat of compliance requirements.



Ruthless relevance

actual job. This shall include but not be limited to content, assignments, design themes, external communications, and feedback. Ruthless relevance is a demand of the modern corporate learner, and it is justified.



Expectations shall

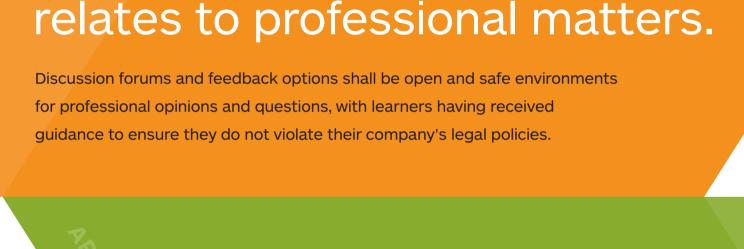
reward, and what, if anything, happens if a learner doesn't meet the expectations, must be understood by all from the beginning.

#### When participating in a collaborative online learning experience, a learner must be able to immediately feel that they are part of a vibrant community. Their contributions shall be acknowledged by moderators, and/or through reward structures like points and badges for participation, and past contributions must be easily findable again.

A learner's contributions

shall be acknowledged.

All learners should be allowed



freedom of opinion and

expression as it directly

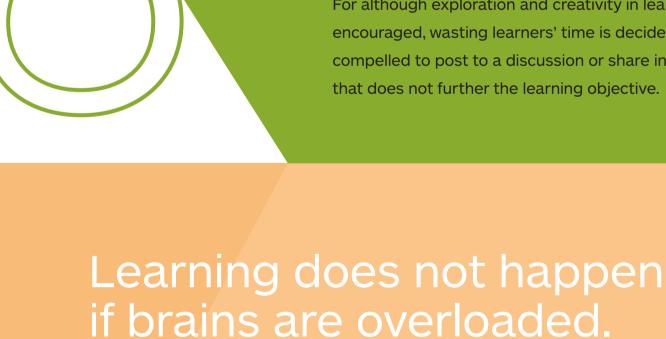
encouraged, wasting learners' time is decidedly not. No learner shall be compelled to post to a discussion or share information in an assignment that does not further the learning objective.

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further the learning objective.

to do work that does not

For although exploration and creativity in learning are strongly



## more than a few minutes to figure out how to navigate.

The beauty of modern learning is the leveraging of micro-content, spaced

repetition, and convenient access, all of which counteract the detrimental

effects of modern workloads on available time to learn and reflect. Therefore

no formal online learning program shall require a learner to devote more than

3 hours per week to complete content, collaborate with peers and execute

assignments. And no technology-enabled learning experience should take

Instructional designers must always ask "why." Because designers must first make sure a constraint is real. Once the designer has determined that a constraint is not merely a function of unexamined tradition or fear of new approaches that require trusting

# Every learner has the right

everyone's time is important and should be respected.

learners, only then should they embrace those real constraints and create

a hand to the learner to "shake on it" — "it" being the agreement that

innovative solutions within them. This design act is equivalent to holding out

to a dynamic and balanced



corporate learning must be designed for and in service of people, for only then shall those people have a positive impact on the business. With the above articles firmly in mind, every instructional

designer, subject matter expert, and course owner shall

design their courses to promote respect for their people,

and in so doing empower adult learners to use their learning

on the job immediately as well as in the future.

No instructional designer, course owner, or internal stakeholder shall

design effort and human interaction will ever solve every problem in a

manner akin to magic. Businesses are made up of people, and online

ever assume that the application of technology without conscious