## 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.



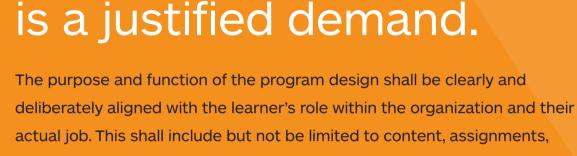
the learner and the business in order to actually be good for the business:

Because learning initiatives must be good for both

### are endowed with reason. A designer shall not create artificial impediments to freedom of movement within the borders of course content for reasons of mere

All adult learners

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

design themes, external communications, and feedback. Ruthless relevance is a demand of the modern corporate learner, and it is justified.

### be clearly communicated. program must be known to all and be easily findable within the learning experience. When, which, how much, how often, what will be the result or

Expectations shall

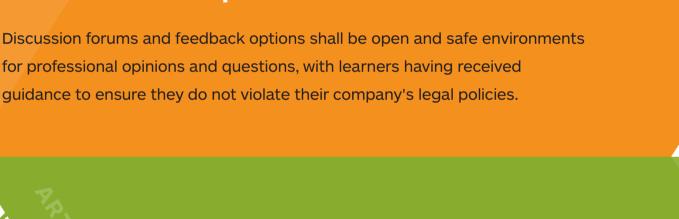
reward, and what, if anything, happens if a learner doesn't meet the expectations, must be understood by all from the beginning.

#### 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



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.

No learner shall be compelled

further the learning objective.

to do work that does not

For although exploration and creativity in learning are strongly



Instructional designers must always ask "why." Because designers must first make sure a constraint is real. Once the

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

assignments. And no technology-enabled learning experience should take

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

# Every learner has the right

everyone's time is important and should be respected.

designer has determined that a constraint is not merely a function of

unexamined tradition or fear of new approaches that require trusting

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

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

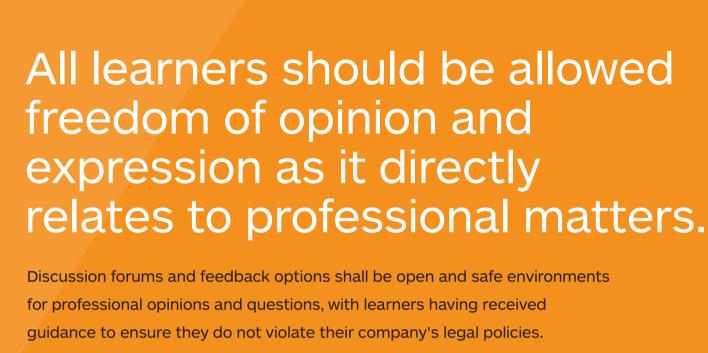
innovative solutions within them. This design act is equivalent to holding out

learning experience. Every learner has the right to a balance of opportunities to apply, discuss, or contribute to what they are being asked to learn, in proportions appropriate for the specific program. Furthermore, the learner has the right to abandon or forgo any learning experience which denies them the right to ask further questions.

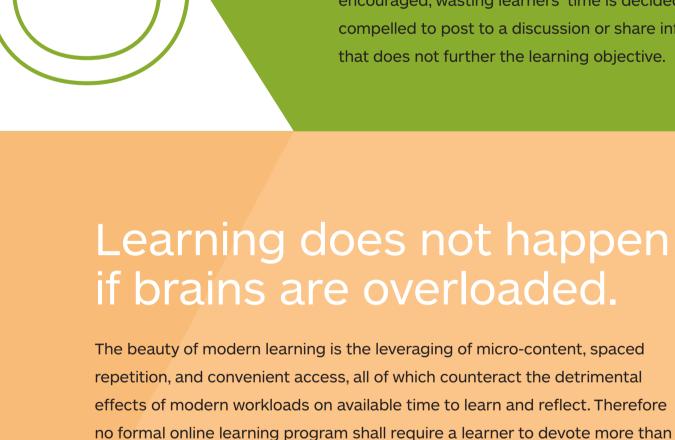


ever assume that the application of technology without conscious design effort and human interaction will ever solve every problem in a manner akin to magic. Businesses are made up of people, and online corporate learning must be designed for and in service of people, for only then shall those people have a positive impact on the business.



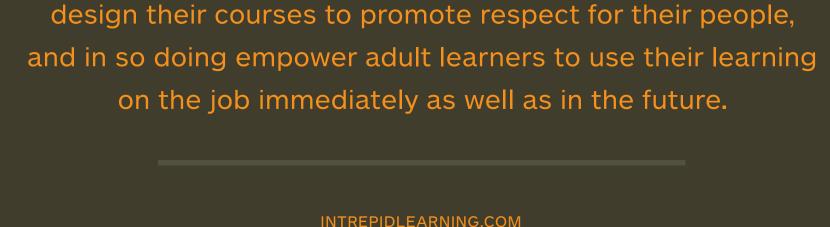












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With the above articles firmly in mind, every instructional

designer, subject matter expert, and course owner shall