

SUPRA-BADGE:	Planning & Analysis
SUB-BADGE:	Analysis Techniques for Instruction
CHALLENGE:	Determine subordinate and prerequisite skills and knowledge.
ARTIFACT:	Final Design Document developed for EDCI 572: Learning Systems Design (Fall 2025).
CRITERIA:	Criteria for successful completion of this challenge: Evidence of determining subordinate and prerequisite skills and knowledge. Reflection must address: How you determined subordinate and pre-req skills/knowledge for an audience (goal analysis, instructional analysis, etc.). <i>Examples:</i> Demonstration of identifying all of the steps a learner needs to complete in order to achieve the learning goal, organizing learning objectives in a hierarchical order, identifying the steps needed in order to meet a goal; Final Project EDCI 591 Using Articulate, EDCI 572 Design Documents, EDCI 577 Content/Audience analysis (Jet Blue, Instructional Product Evaluations), artifacts focused on determining pre-req skills and knowledge (design, performance, workplace, educational, other).

Reflection

I. Competency and Artifact Identification

The competency for this challenge is determining subordinate and prerequisite skills and knowledge as part of the **Planning and Analysis** supra-badge. The artifact I selected is the **Final Design Document** developed for **EDCI 572: Learning Systems Design (Fall 2025)**. As part of designing an AAC communication partner workshop, I conducted an instructional analysis to identify the knowledge, skills, and learning sequence required for participants to successfully achieve the instructional goals. Rather than beginning with instructional activities, I first identified what learners needed to know before instruction, the skills they would develop during the workshop, and how those skills should build upon one another. This artifact demonstrates my ability to analyze instructional content and organize learning into a logical sequence that supports successful learner performance.

II. Description of How the Artifact Supports the Competency

The Final Design Document demonstrates this competency through the development of instructional goals, prerequisite skills, performance objectives, and learning objectives. Before designing the workshop activities, I identified the foundational knowledge communication partners needed, including a basic understanding of AAC, common communication barriers experienced by adults with acquired communication disorders, and the role communication partners play in successful AAC implementation. I then organized the instructional content into a logical progression, ensuring learners first established essential knowledge before progressing to more complex skills such as modeling AAC use, supporting communication during daily interactions, and applying communication strategies across functional situations. Developing performance objectives and sequencing instruction in this manner helped ensure

that each learning activity built upon previously acquired knowledge and prepared learners for the next stage of instruction.

III. Competency Alignment with Prior Knowledge and Experience

My professional experience as a speech-language pathologist helped me recognize the importance of building instruction from foundational knowledge toward more advanced application. In clinical practice, I frequently introduce new AAC strategies gradually so communication partners develop confidence before applying more complex techniques. Completing this instructional analysis expanded that experience by requiring me to systematically identify prerequisite knowledge, define subordinate skills, and organize learning objectives using an instructional design process rather than relying solely on clinical intuition. This project strengthened my ability to analyze instructional content, develop logical learning sequences, and ensure learners possessed the necessary knowledge and skills before advancing to higher-level learning tasks.

IV. Reflection on Experiences

Completing this artifact reinforced that effective instruction depends not only on identifying what learners need to know, but also on determining the order in which they should learn it. Breaking the instructional goal into prerequisite knowledge, subordinate skills, and performance objectives helped me appreciate the importance of instructional analysis before developing learning activities. This experience strengthened my understanding that carefully sequencing instruction improves learner success by reducing cognitive overload and providing a clear pathway toward achieving instructional goals. **In future instructional design projects, I plan to strengthen this competency by conducting more detailed instructional and goal analyses to better identify prerequisite knowledge, subordinate skills, and the most effective sequence for instruction. I also intend to review instructional analyses completed by experienced instructional designers and seek feedback on my own analyses to refine my ability to organize complex content into logical learning progressions that promote learner success.**