

SUPRA-BADGE:	Design and Development
SUB-BADGE:	Design Instructional Interventions
CHALLENGE:	Identify Instructional Strategies that Align with Instructional Goals and Anticipated Learning Outcomes.
ARTIFACT:	Design Document developed for EDCI 569: Introduction to eLearning (Summer 2026).
CRITERIA:	Criteria for successful completion of this challenge: Identify instructional strategies that align with instructional goals and anticipated learning outcomes. Reflection must address: How instructional strategies were selected to support anticipated learning outcomes and learner performance. <i>Examples:</i> Design Documents (EDCI 588), Final Project (EDCI 569 if taken in Spring 2021 or later), Instructional Design Documents, Storyboards, lesson plans, training plans, workplace instructional materials, or other artifacts demonstrating the selection of instructional strategies aligned with learning outcomes.

Reflection

I. Competency and Artifact Identification

The competency for this challenge is identifying instructional strategies that align with instructional goals and anticipated learning outcomes as part of the Design Instructional Interventions sub-badge within the Design and Development supra-badge. The artifact I selected is my Design Document developed for EDCI 569: Introduction to eLearning (Summer 2026). This document served as the instructional blueprint for an asynchronous eLearning module designed to help elementary school teachers and classroom staff support students who use augmentative and alternative communication (AAC) throughout the school day. During the design process, I analyzed learner needs, selected instructional theories, established learning objectives, and intentionally matched instructional strategies to support each anticipated learning outcome. This artifact demonstrates my ability to design instruction by selecting evidence-based instructional strategies that promote meaningful learning and support learner performance.

II. Description of How the Artifact Supports the Competency

This artifact demonstrates the competency by showing how instructional strategies were intentionally selected to align with the instructional goals, learner characteristics, and anticipated learning outcomes. Because the target audience consisted of practicing educators with varying levels of AAC experience and limited time for professional development, I selected instructional approaches grounded in Adult Learning Theory and Merrill's Principles of Instruction. Demonstration videos modeled effective AAC communication partner strategies, authentic classroom scenarios provided opportunities to apply learning within realistic contexts, interactive knowledge checks reinforced key concepts, and reflection activities encouraged learners to connect new knowledge to their own classroom practice. Downloadable job aids further supported the transfer of learning beyond the module. Each instructional strategy was purposefully aligned with specific learning objectives to ensure learners progressed from understanding AAC support strategies to applying them in classroom instruction and daily school

routines. This systematic alignment strengthened the instructional effectiveness of the module and ensured that learning activities directly supported the desired performance outcomes.

III. Competency Alignment with Prior Knowledge and Experience

Before beginning the Learning Design and Technology program, I regularly taught patients, caregivers, and healthcare staff as part of my clinical practice as a speech-language pathologist. Although I frequently selected educational activities based on individual patient needs, my instructional decisions were largely guided by clinical experience rather than established instructional design theories or systematic instructional strategies. Through this project, I learned to intentionally select instructional methods based on learner characteristics, instructional goals, and anticipated learning outcomes rather than relying solely on professional experience. I also gained a deeper understanding of how instructional theories can guide the selection of strategies that promote engagement, meaningful learning, and transfer of knowledge. This experience expanded my approach from teaching individual learners to designing structured learning experiences for broader audiences.

IV. Reflection on Experiences

Developing this design document strengthened my understanding that effective instructional design involves much more than selecting engaging learning activities. Every instructional strategy should be intentionally chosen to support a specific learning objective and meet the needs of the target audience. By grounding my design decisions in Adult Learning Theory and Merrill's Principles of Instruction, I created learning experiences that emphasized practical application, learner engagement, and authentic classroom practice. As the project progressed into storyboard development and the final Rise 360 module, the instructional strategies identified within the design document provided a clear framework for maintaining alignment between learning objectives, instructional activities, multimedia elements, and assessments. **As I continue developing instructional solutions, I will intentionally evaluate whether each instructional strategy directly supports the desired learning outcome rather than selecting activities based solely on engagement or technology features. For example, I will continue using authentic scenarios, demonstrations, guided practice, and job aids only when they serve a clear instructional purpose and help learners successfully transfer new knowledge and skills to real-world performance. This experience reinforced that effective instructional strategies are those that create meaningful connections between learning objectives and learner performance.**