

SUPRA-BADGE:	Professional Foundations in LDT
SUB-BADGE:	ID Knowledge, Skills, and Attitudes
CHALLENGE:	Acquire and apply new technology skills in instructional design practice.
ARTIFACT:	VideoScribe instructional animation developed as part of the Presentation Tools Badge.
CRITERIA:	Criteria for successful completion of this challenge: Evidence of sharing ideas, best practices or application of new technology skills in the field. Reflection must address: How you acquired your new skills (webinar, training, etc.) and how you have applied these new abilities in your own instructional design practice. <i>Examples:</i> Professional presentations, blog posts, work trainings, adding technology into classrooms, online discussions where sharing of ideas or resources are used, LDT Technology Badges (make sure to focus on the application of the skills learned), other evidence of acquiring and applying new technology skills in instructional design practice (design, performance, workplace, educational, other).

Reflection

I. Competency and Artifact Identification

The competency for this challenge is the ability to acquire and apply new technology skills in instructional design practice as part of the **ID Knowledge, Skills, and Attitudes** sub-badge. The artifact I selected is a **VideoScribe instructional animation** created as part of Purdue University's **Presentation Tools Technology Badge**. As part of the badge requirements, I first planned and developed an instructional presentation and then adapted that presentation using a novel presentation technology. I selected **VideoScribe** to transform my PowerPoint presentation into an animated instructional video. This artifact demonstrates my ability to independently learn a new instructional technology and apply it to create engaging instructional materials.

II. Description of How the Artifact Supports the Competency

Completing the Presentation Tools Technology Badge required me to learn VideoScribe independently through YouTube videos, online tutorials, and hands-on practice. As I became more familiar with the software, I applied those skills to transform a traditional PowerPoint presentation into an animated instructional video. This process required me to make instructional design decisions about how information should be sequenced, how visuals and narration could work together, and how animation could be used to emphasize key concepts without distracting learners. Through this experience, I developed both new technology skills and a deeper appreciation for selecting digital tools that support instructional goals.

III. Competency Alignment with Prior Knowledge and Experience

Before beginning the LDT program, I frequently developed PowerPoint presentations for patient education, caregiver training, and professional in-service sessions as a speech-language pathologist. Although I was comfortable creating traditional presentations, I had little experience using animation software or multimedia tools to enhance instruction. Learning VideoScribe expanded my instructional design toolkit by introducing new ways to present information visually and engage learners. It also

strengthened my confidence in independently learning unfamiliar technologies and applying them to instructional design projects.

IV. Reflection on Experiences

Completing this technology badge reinforced that acquiring a new technology involves more than learning software features—it requires understanding how the technology can improve learning. Creating the VideoScribe animation encouraged me to think beyond static slides and consider how progressive visual reveals, synchronized narration, and purposeful animation could guide learner attention and create a more engaging instructional experience. Rather than selecting technology because it is new, I learned to evaluate whether it meaningfully supports learning objectives and learner needs. This experience strengthened both my confidence in learning new technologies independently and my ability to make thoughtful technology decisions as an instructional designer. **To continue advancing this competency, I plan to intentionally incorporate newly learned technologies into future instructional design projects rather than relying on familiar tools. I also intend to complete additional technology-based training, experiment with advanced VideoScribe features and other authoring tools, and evaluate each technology based on how effectively it supports specific learning objectives and learner needs before integrating it into my instructional designs.**