

SUPRA-BADGE:	Design and Development
SUB-BADGE:	Systematic Design
CHALLENGE:	Specify and Sequence Anticipated Learning and Performance Outcomes.
ARTIFACT:	Project Proposal developed for EDCI 569: Introduction to eLearning (Summer 2026).
CRITERIA:	Criteria for successful completion of this challenge: Specify and sequence the anticipated learning and performance outcomes (statements that describe the knowledge or skills students should acquire by the end of a module). Reflection must address: How anticipated learning and performance outcomes were specified and sequenced (putting outcomes in a specific order) by recognizing patterns to determine cause and effect, recalling, applying, evaluating, etc.). <i>Examples:</i> Learning Design Activity #4 (EDCI 575), eLearning Project Proposal (EDCI 569 if taken prior to Spring 2021), Design Documents (EDCI 588), Deliverables from Practicum (EDCI 573), Individual Game Document (EDCI 556), Final Project (EDCI 569 if taken in Spring 2021 or later), Final Project (Using Articulate EDCI 591), course or training design or re-design documents/proposals, artifacts (design, performance, workplace, educational, other) demonstrating the arrangement of instructional goals/objectives.

Reflection

I. Competency and Artifact Identification

The competency for this challenge is specifying and sequencing anticipated learning and performance outcomes as part of the Systematic Design sub-badge within the Design and Development supra-badge. The artifact I selected is my **Project Proposal** developed for **EDCI 569: Introduction to eLearning (Summer 2026)**. This proposal served as the foundation for the development of an asynchronous eLearning module designed to help elementary school teachers and classroom staff effectively support students who use augmentative and alternative communication (AAC) throughout the school day. During the planning process, I identified the instructional problem, established the overall project goal, and designed a logical sequence of anticipated learning and performance outcomes that guided the organization of the instructional content and subsequent development of the eLearning module. This artifact demonstrates my ability to systematically define and organize anticipated learning and performance outcomes before instruction is developed.

II. Description of How the Artifact Supports the Competency

This artifact demonstrates the competency by showing how anticipated learning and performance outcomes were intentionally identified and sequenced during the earliest stages of the instructional design process. The project proposal first established the instructional problem, target audience, and overall project goal of increasing educators' awareness, confidence, and practical skills for supporting AAC users throughout the school day. Based on the anticipated learning and performance outcomes, I organized the instruction into a logical progression that moved learners from understanding effective AAC cueing strategies, to applying those strategies within classroom learning activities, and finally to identifying opportunities to promote AAC participation across a variety of school environments and daily routines. This sequence later guided the development of the storyboard, multimedia components,

learning activities, and assessments within the final Rise 360 module. Organizing anticipated learning and performance outcomes before development ensured that every instructional component supported the overall learning goals and created a coherent learning experience for educators.

III. Competency Alignment with Prior Knowledge and Experience

Before beginning the Learning Design and Technology program, I routinely established therapy goals for individual clients as a speech-language pathologist based on assessment findings and functional communication needs. Although these goals required careful planning, they focused primarily on individualized clinical intervention rather than designing instruction for groups of adult learners. Through this project, I learned that instructional design requires anticipating how learners gradually acquire knowledge and skills by intentionally sequencing learning and performance outcomes before selecting instructional strategies, technologies, or assessments. I also learned that clearly organized outcomes create the framework for the entire instructional design process and help maintain alignment throughout development. This experience expanded my perspective from planning therapeutic interventions to systematically designing instruction that supports meaningful learning for a broader audience.

IV. Reflection on Experiences

Developing this project proposal reinforced the importance of beginning instructional design with clearly defined and carefully sequenced learning and performance outcomes. Establishing these outcomes early allowed me to organize content logically, maintain alignment throughout the design process, and ensure that each instructional activity contributed toward the intended learning goals. As the project progressed into storyboarding, multimedia development, and assessment design, the anticipated outcomes served as a consistent framework for making instructional decisions and maintaining coherence across the entire learning experience. This experience strengthened my understanding that effective instructional design begins with systematic planning rather than immediately creating instructional materials. **As I design future learning experiences, I will continue beginning each project by carefully defining and sequencing learning and performance outcomes before selecting instructional activities or technologies. For example, whether designing professional development for healthcare providers or eLearning for educators, I will use clearly organized outcomes as the foundation for determining instructional strategies, assessments, and learner support. This experience reinforced that well-sequenced outcomes provide the roadmap that keeps every stage of the instructional design process aligned with the intended learning goals.**