

SUPRA-BADGE:	Professional Foundations in LDT
SUB-BADGE:	ID Professional Communicator
CHALLENGE:	Solicit, accept, and provide constructive feedback.
ARTIFACT:	EDCI 60001 Peer Review Evaluation
CRITERIA:	Criteria for successful completion of this challenge: Evidence must demonstrate asking for, providing critique and utilizing feedback to improve one's own performance or work. Reflection must address: How you have asked, utilized and provided feedback to others. <i>Examples:</i> Reflection in which learner utilizes and gives feedback to report behavior and develop a larger picture of personal performance (actions, thoughts, writing), before and after of projects/papers that show changes based on feedback (projects with feedback from EDCI 528, EDCI 588, EDCI 569, EDCI 566 or research paper feedback from EDCI 513 or 531), work-related evidence (design, performance, workplace, educational, other) showing acceptance of constructive feedback or giving peer review feedback.

Reflection

I. Competency and Artifact Identification

The competency for this challenge is the ability to solicit, accept, and provide constructive feedback as part of the ID Professional Communicator sub-badge. The artifact I selected is a Peer Review Evaluation completed in EDCI 60001: *Introduction to Demonstrating Professional Competencies in LDT*. In this assignment, I evaluated Evan's submitted competency artifact and accompanying reflection using the official LDT badge evaluation criteria. I identified strengths and opportunities for improvement and provided constructive recommendations supported by the competency requirements. This artifact aligns with the competency because it demonstrates my ability to provide respectful, evidence-based feedback that supports another learner's professional growth.

II. Description of How the Artifact Supports the Competency

Providing effective feedback is an essential communication skill in instructional design because instructional products often improve through multiple rounds of review and revision. While completing this peer review, I carefully examined whether the submitted artifact met the competency requirements and explained my reasoning using specific examples rather than general opinions. I highlighted strengths within the submission while also offering actionable suggestions for improvement, including recommendations to strengthen the alignment between the artifact and the challenge requirements. I also reviewed the reflection and provided feedback on how the learner could make stronger connections between the evidence and the competency. This experience reinforced the importance of delivering feedback that is objective, constructive, respectful, and focused on improvement rather than criticism.

III. Competency Alignment with Prior Knowledge and Experience

Before beginning the LDT program, I regularly provided feedback as a speech-language pathologist while

collaborating with patients, caregivers, families, and interdisciplinary healthcare teams. My professional role required me to communicate recommendations clearly, respectfully, and in a way that encouraged improvement without discouraging others. That experience helped me approach this peer review with an objective and supportive mindset. However, this assignment expanded my perspective by requiring me to evaluate work against established competency criteria rather than relying solely on professional judgment. It strengthened my ability to provide feedback that is evidence-based, criterion-referenced, and aligned with instructional design expectations.

IV. Reflection on Experiences

This artifact represents an important step in developing my professional communication skills within instructional design. Through this experience, I learned that meaningful feedback extends beyond identifying errors—it should recognize strengths, explain areas for improvement, and provide practical recommendations that help others strengthen their work. Completing this peer review also encouraged me to reflect more critically on my own assignments, since evaluating another learner's work increased my understanding of the competency requirements and the value of evidence-based reflection. As I continue developing as an instructional designer, I plan to actively seek feedback on my own work while continuing to provide thoughtful, respectful, and actionable feedback that supports collaboration and continuous improvement. **To further advance this competency, I plan to actively participate in future peer review discussions and seek opportunities to provide constructive feedback on classmates' design documents, prototypes, and instructional materials. Comparing my evaluations with instructor and peer feedback will also help me refine my ability to deliver evidence-based, actionable recommendations that support meaningful improvement.**