

SUPRA-BADGE:	Professional Foundations in LDT
SUB-BADGE:	Applying ID Research & Theory
CHALLENGE:	Explain key concepts and principles related to instructional design.
ARTIFACT:	EDCI 513 Small-Scale Literature Review: <i>The Impact of Microlearning on Instructional Design</i>
CRITERIA:	Criteria for successful completion of this challenge: Evidence must demonstrate the interpretation of instructional design concepts and principles in writing or verbal expression. Reflection must address: How you explained and interpreted key instructional design concepts and principles in their evidence. <i>Examples:</i> Publications, research or white papers (EDCI 513, EDCI 531), professional presentations (in-person, online, YouTube, etc.), blog posts, work trainings, evaluation plans (EDCI 577, EDCI 572, EDCI 528, EDCI 528), evidence of explaining instructional design related concepts and principals (in design, performance, workplace, educational, or other settings).

Reflection

I. Competency and Artifact Identification

The competency for this challenge is the ability to explain key concepts and principles related to instructional design as part of the Applying ID Research & Theory sub-badge. The artifact I selected is a small-scale literature review completed in **EDCI 513: Foundations of Learning Design and Technology: An Introduction to the Field**. After viewing a TED Talk related to learning design and technology, I selected microlearning as my topic and conducted a review of current scholarly literature examining its impact on instructional design. In this assignment, I synthesized findings from multiple peer-reviewed sources to explain the concept of microlearning, its influence on learning outcomes, and its impact on current instructional design practices. This artifact aligns with the competency because it demonstrates my ability to interpret and explain instructional design concepts using scholarly evidence and research-based reasoning.

II. Description of How the Artifact Supports the Competency

This literature review required me to move beyond summarizing research by critically evaluating, comparing, and synthesizing evidence from multiple scholarly sources. I explained how researchers define microlearning, examined evidence regarding its effectiveness, and interpreted its relationship to instructional design principles such as Cognitive Load Theory, learner-centered design, objective-driven instruction, and assessment of learning outcomes. I also discussed emerging instructional design trends associated with microlearning, including demonstration videos, gamification, and question-and-answer formats, while emphasizing that these approaches continue to rely on established instructional design principles. Completing this assignment strengthened my ability to explain instructional design concepts accurately, integrate research findings into a coherent discussion, and support instructional conclusions with scholarly evidence.

III. Competency Alignment with Prior Knowledge and Experience

Before beginning the LDT program, I regularly reviewed clinical research as a speech-language pathologist to support evidence-based assessment and intervention decisions. My professional experience taught me the importance of critically evaluating research and applying evidence to practice. However, my previous experience focused primarily on healthcare research rather than instructional design scholarship. This assignment expanded my understanding by introducing me to current instructional design research and demonstrating how learning theories, educational research, and emerging technologies influence instructional decisions. It strengthened my ability to interpret scholarly literature through an instructional design perspective while reinforcing the importance of evidence-based decision making.

IV. Reflection on Experiences

Completing this literature review provided one of my first opportunities to explore an emerging topic within the instructional design field through scholarly research. This experience reinforced that effective instructional design is grounded not only in creativity but also in research, learning theory, and evidence-based practice. I also gained a greater appreciation for the importance of critically evaluating emerging instructional trends before incorporating them into instructional solutions. **As I continue developing as an instructional designer, I plan to strengthen this competency by conducting additional reviews of instructional design literature on emerging topics and intentionally comparing research findings across multiple studies before applying them to future design projects. I also hope to participate in professional webinars, conferences, and research discussions to stay current with evolving evidence and continue building my ability to translate scholarly research into practical instructional design decisions.**