

SUPRA-BADGE:	Design and Development
SUB-BADGE:	Design Instructional Interventions
CHALLENGE:	Apply Appropriate Interaction Design and Interactive Learning Principles.
ARTIFACT:	Final eLearning Module developed for EDCI 569: Introduction to eLearning (Summer 2026).
CRITERIA:	Criteria for successful completion of this challenge: Apply appropriate interaction design and interactive learning principles. Reflection must address: How interaction design principles and interactive learning strategies were incorporated to support learner engagement, participation, and achievement of instructional goals. <i>Examples:</i> Interactive eLearning modules, instructional software, simulations, instructional websites, Storyline or Rise projects, multimedia instruction, workplace training, or other instructional products demonstrating effective interaction design.

Reflection

I. Competency and Artifact Identification

The competency for this challenge is applying appropriate interaction design and interactive learning principles to create engaging and effective instructional experiences. The artifact I selected is my **Final eLearning Module** developed for **EDCI 569: Introduction to eLearning (Summer 2026)**. The module was designed in Articulate Rise 360 to prepare elementary school teachers and classroom staff to effectively support students who use augmentative and alternative communication (AAC) throughout the school day. Building upon the planning completed in my design document, I developed an interactive learning experience that incorporated multimedia, learner interaction, formative assessment, and opportunities for reflection. This artifact demonstrates my ability to design learner-centered instruction that actively engages learners while supporting meaningful achievement of the instructional objectives.

II. Description of How the Artifact Supports the Competency

This artifact demonstrates the competency by intentionally incorporating interaction design principles throughout the learning experience rather than relying on passive content presentation. The module included a demonstration video, interactive sorting and matching activities, authentic classroom scenarios, an interactive hotspot activity, embedded knowledge checks with immediate feedback, reflection opportunities, downloadable job aids, and a summative assessment. Each interaction was selected to support a specific learning objective while encouraging learners to actively apply new knowledge within realistic classroom situations. Careful attention was also given to navigation, visual organization, accessibility features, and the overall learner experience to promote independent learning and reduce unnecessary cognitive load. By combining meaningful learner interaction with practical classroom application, the module encouraged active participation and reinforced the instructional goals throughout the learning experience.

III. Competency Alignment with Prior Knowledge and Experience

As a speech-language pathologist, I have extensive experience providing hands-on instruction to patients, caregivers, and healthcare professionals. However, most of my previous teaching occurred

through face-to-face interactions where I could adjust my instruction based on immediate learner responses. Designing an asynchronous eLearning module required me to think differently about learner engagement by intentionally embedding interactions that guided learners without instructor support. Through this project, I gained valuable experience designing interactive learning experiences that balanced learner independence, instructional guidance, and opportunities for practice. I also developed a stronger understanding of how thoughtful interaction design can increase learner engagement while supporting meaningful knowledge transfer.

IV. Reflection on Experiences

Developing this eLearning module reinforced that meaningful interaction is essential to effective instructional design. Rather than adding interactions simply to increase learner engagement, I learned that each activity should serve a clear instructional purpose and directly support learner performance. Throughout the design process, I carefully considered how each interaction could help learners practice applying AAC communication strategies within authentic classroom situations. Integrating multimedia, interactive activities, formative feedback, and accessibility features resulted in a learning experience that encouraged active participation while remaining practical and easy to navigate. This project strengthened my confidence in designing learner-centered eLearning experiences and demonstrated how purposeful interaction design can improve both learner engagement and instructional effectiveness. **As I continue developing eLearning experiences, I will intentionally design interactions that encourage learners to actively think, practice, and apply new knowledge rather than simply progress through content. For example, I will continue incorporating realistic scenarios, meaningful practice opportunities, immediate feedback, and accessible navigation to create engaging learning experiences that support both participation and long-term knowledge transfer.**