

SUPRA-BADGE:	Planning & Analysis
SUB-BADGE:	Analysis Techniques for Instruction
CHALLENGE:	Use appropriate techniques to analyze various types and sources to validate content.
ARTIFACT:	Learning Theorists Family Tree developed for EDCI 531: Learning Theory and Instructional Design (Spring 2026).
CRITERIA:	Criteria for successful completion of this challenge: Evidence of utilizing validation techniques (checking the source, researching the author - education, experience, reputation, how many times cited, etc.). Reflection must address: The specific techniques you used to validate your sources and content. <i>Examples:</i> Any research paper (EDCI 513 Final Literature Review, EDCI 531 Final Paper), peer-reviews focusing on checking other's sources, annotated bibliography (EDCI 660), work-related documentation (design, performance, workplace, educational, other) focused on use of or creation of validation techniques.

Reflection

I. Competency and Artifact Identification

The competency for this challenge is using appropriate techniques to analyze various types and sources to validate content as part of the Planning and Analysis supra-badge. The artifact I selected is the Learning Theorists Family Tree developed for EDCI 531: Learning Theory and Instructional Design (Spring 2026). This project required me to research the historical development of major learning theories, analyze the intellectual relationships among influential theorists, and support my work using credible scholarly sources. To accurately represent the evolution of learning theories, I evaluated the reliability and quality of multiple references before incorporating them into both the family tree and the accompanying research paper. This artifact demonstrates my ability to critically evaluate information sources and validate instructional content using evidence-based research.

II. Description of How the Artifact Supports the Competency

Developing this project required extensive validation of information gathered from multiple sources. I relied primarily on peer-reviewed journal articles, seminal books written by the original theorists, and reputable educational references to verify the historical development of learning theories and the relationships among major contributors. Before including information, I evaluated each source by considering the author's expertise, publication credibility, relevance to instructional design, and consistency across multiple references. When biographical information or theoretical concepts differed among sources, I compared the available evidence and selected information that was consistently supported by authoritative publications. This validation process ensured that the family tree accurately represented the chronological progression of behaviorism, cognitivism, constructivism, and Gagné's integrative instructional theory while maintaining academic credibility throughout the project.

III. Competency Alignment with Prior Knowledge and Experience

Throughout my graduate coursework and professional career, I have regularly reviewed research literature to support evidence-based clinical decision making as a speech-language pathologist.

However, this project expanded those skills by requiring me to evaluate instructional design literature from multiple theoretical perspectives rather than relying on a single body of evidence. I learned to compare original publications with secondary sources, examine the credibility of authors, verify historical relationships among theorists, and confirm that theoretical interpretations were supported by scholarly literature. This experience strengthened my ability to critically analyze information before incorporating it into instructional design work and reinforced the importance of using validated evidence when developing educational materials.

IV. Reflection on Experiences

Completing this artifact reinforced the importance of validating instructional content before making design decisions. I learned that high-quality instructional materials depend not only on understanding the subject matter but also on carefully evaluating the credibility, accuracy, and consistency of the information being presented. Comparing multiple scholarly sources helped me recognize the value of cross-checking information rather than relying on a single reference. This experience strengthened my research and analytical skills while increasing my confidence in locating and validating trustworthy information. In future instructional design projects, I will continue applying these validation techniques to ensure instructional content is accurate, evidence-based, and supported by credible sources. **As emerging technologies continue to evolve, I recognize that evaluating them will be an ongoing responsibility throughout my instructional design career. I plan to continue using structured evaluation frameworks and evidence-based decision making to determine when new technologies can meaningfully enhance learning while maintaining ethical, learner-centered, and effective instructional practices.**