

SUPRA-BADGE:	Planning & Analysis
SUB-BADGE:	Target Population and Environment
CHALLENGE:	Determine the characteristics of a target population and/or environment that may impact the design and delivery of instruction.
ARTIFACT:	Final Design Document developed for EDCI 572: Learning Systems Design (Fall 2025).
CRITERIA:	Criteria for successful completion of this challenge: Evidence of assessing, testing, or surveying a population or environment in part of a learner or content analysis. Evidence must show data collection methods (such as survey, interview, observation, research or other data). Reflection must address: How you collected your data, determined the characteristics of your target population, and how these characteristics impacted your design choices (cultural and educational background, learner skills, organizational performance factors, environmental characteristics, etc.). <i>Examples:</i> Conducting a learner or content analysis by survey, observation, inspection, study, interview, EDCI 572 Design Documents, Artifacts from EDCI 573 Practicum, Design Document (EDCI 569 if taken in Spring 2021 or later), Final Project EDCI 591 Using Articulate, evidence based on the above criteria (design, performance, workplace, educational, other).

Reflection

I. Competency and Artifact Identification

The competency for this challenge is determining the characteristics of the target population and environment as part of the Planning and Analysis supra-badge. The artifact I selected is the **Final Design Document** developed for **EDCI 572: Learning Systems Design (Fall 2025)**. Building upon the initial Design Document, this artifact expanded the instructional design process by conducting detailed learner, learning context, and performance context analyses for an AAC communication partner workshop. These analyses provided the information needed to make informed instructional design decisions that addressed the needs of the intended learners and the environment in which learning and performance would occur. This artifact demonstrates my ability to systematically analyze learner and environmental characteristics to support learner-centered instructional design.

II. Description of How the Artifact Supports the Competency

The Final Design Document demonstrates this competency through comprehensive learner, learning context, and performance context analyses. To collect information about the target population, I interviewed the rehabilitation director and speech-language pathologists at the rehabilitation facility where the workshop would be delivered. These interviews provided valuable information about learner characteristics, including prior knowledge, motivation, technology experience, learning preferences, emotional readiness, and common misconceptions about AAC. I also examined the learning environment by evaluating the instructional setting, available technology, physical space, and opportunities for learner interaction. In addition, I analyzed the performance environment where communication partners would apply their learning while supporting AAC users during therapy sessions and everyday communication. The information gathered through these analyses directly influenced my

instructional strategies, learning activities, assessments, and implementation plans, ensuring that the workshop was appropriate for both the learners and their real-world performance context.

III. Competency Alignment with Prior Knowledge and Experience

My professional experience as a speech-language pathologist working with adults who use AAC provided valuable insight into the diverse characteristics of communication partners. Throughout my clinical practice, I have worked with family members who vary in age, educational background, confidence, technology skills, emotional readiness, and previous exposure to AAC. While these experiences helped me anticipate many learner needs, this project reinforced the importance of collecting learner and environmental data systematically rather than relying solely on professional assumptions. Interviewing key stakeholders and analyzing both the instructional and performance environments helped me organize information objectively and make instructional decisions that were supported by evidence while addressing the specific needs of the intended audience.

IV. Reflection on Experiences

Completing this artifact reinforced that effective instructional design requires a thorough understanding of both the learners and the environments in which learning and performance occur. Rather than designing instruction based on assumptions, I learned the value of gathering information directly from stakeholders and using structured learner and environmental analyses to guide instructional decisions. This process strengthened my appreciation for learner-centered design and demonstrated how careful analysis improves the relevance, accessibility, and practical application of instruction. **In future instructional design projects, I plan to strengthen this competency by incorporating additional data collection methods, such as learner surveys, direct observations, and focus groups, to develop a more comprehensive understanding of learner and environmental needs. I also intend to validate my findings with multiple stakeholders throughout the analysis process to ensure instructional decisions are informed by diverse perspectives and accurately reflect the realities of the performance environment.**