

Reflection – Suett Wong

SUPRA-BADGE:	Design and Development
SUB-BADGE:	DEVELOP INSTRUCTIONAL MATERIALS
CHALLENGE:	Develop materials that align with the content analyses, proposed technologies, delivery methods, and instructional strategies.
ARTIFACT:	EDCI 672 Advance Practices in Learning System Design (Dec. 6, 2025)
CRITERIA:	Artifact: Evidence of creating instructional materials based on the design of a project (course, training, etc.) while taking into consideration content analyses, technologies, theories and strategies. Reflection must address: How you determined which instructional materials to create based on analysis (proposed technologies, delivery of instruction or instructional strategies).

For the competency challenge “Develop materials that align with the content analyses, proposed technologies, delivery methods, and instructional strategies,” I have selected the *EDCI 672 Museum Learning Kiosk Design for the Lynn Dixon Case* as an artifact.

Lynn Dixon Case challenged me to design a learning station for the Marine Park Museum that would not only meet the stakeholders’ extensive requirements but also engage a diverse audience through intuitive, user-friendly, and interactive delivery methods. During the analysis phase, I conducted a deep dive to determine the stakeholders’ goals for the kiosk content, identify the target audiences, and evaluate which technologies would best deliver that content while maintaining high engagement. This analysis led to a highly visual, multimedia-focused interactive design scheme for delivering informational (declarative) content. The resulting artifact features a well-organized display supported by extensive visual and audio aids. Rather than being restricted to a linear, book-like information flow, visitors are encouraged to explore different sections based on their own interests, much like navigating a physical museum exhibit.

According to Richard Mayer’s Cognitive Theory of Multimedia Learning, presenting visual and audio content in conjunction with relevant text not only eases the learner’s cognitive load but also promotes long-term knowledge retention. This approach is particularly effective for audiences with language or literacy barriers, such as museum visitors who represent diverse age ranges and global backgrounds. The decision to utilize interactive delivery rather than static displays is rooted in Engagement Theory. To execute this, Canva was selected as the primary design tool, and the final product was implemented on kiosks at strategic locations throughout the museum for intuitive access. The artifact includes various accessibility accommodations, such as multi-language support, adjustable volume, variable font sizes, and closed captioning for videos. Additionally, simple knowledge-based games were integrated into the final product to ensure the museum experience is engaging and memorable for younger audiences.

Throughout the design and development phases, I realized the critical importance of defining a precise project scope and clear goals during the initial analysis. This foundational step informs effective design decisions and prevents common pitfalls such as scope creep, budget overruns, or unsuitable technology selections. Overall, this project demonstrated my competency in conducting comprehensive needs and user analyses. It further showcased my ability to make sound decisions in selecting appropriate technological tools, applying effective learning theories, and developing engaging content to maximize audience interaction and knowledge retention.