

SUPRA-BADGE:	Evaluation and Implementation
SUB-BADGE:	Evaluate Instructional and Non-Instructional Interventions
CHALLENGE:	Implement formative evaluation plans.
ARTIFACT:	EDCI 569 Articulate Rise Module + Storyboard and Design Document
CRITERIA:	Criteria for successful completion of this challenge: Criteria for successful completion of this challenge: Evidence of implementing a formative evaluation plan to provide information that can be used to make adjustments and improvements in the design. Evidence must show a formative evaluation plan (expert review, one-to-one evaluation, small group, and field trial). Reflection must address: Which phase(s) of formative evaluation did you conduct? Which data did you collect (e.g., clarity and accuracy of instruction, general attitudes, procedural issues, etc.)? What were the results of formative evaluation and how did it affect your design? Examples: The following assignments are applicable if implemented: Evaluation Plan (EDCI 528), Design Documents (EDCI 572), Learning Module (EDCI 575), eLearning Project (EDCI 569), artifacts showing strategies for implementation of an evaluation plan (design, performance, workplace, educational, other).

Reflection

The competency I am addressing is “Implement formative evaluation plans.” The artifact I am submitting is my Food Photography Composition Basics module developed in Articulate Rise for EDCI 569, along with the storyboard and design document created as part of the planning process. These materials document both the course content and the formative evaluation process I conducted through informal one-to-one testing. This evaluation took place during the development phase and directly impacted the instructional decisions I made prior to submission.

To evaluate clarity, pacing, and instructional alignment, I asked my mother to complete the module as a representative learner and provide real-time feedback. I used a custom checklist to gather her impressions of navigation, visual layout, and clarity of instructions. Her feedback pointed out that some instructions were too text-heavy and that certain buttons weren’t clearly labeled. Based on this, I revised several activity prompts, added image labels to improve usability, and restructured the placement of the quiz at the end to improve flow. This implementation of formative evaluation helped ensure that the course design was not only theoretically sound but also accessible and intuitive for real learners.

My prior experience in user experience and visual communication contributed to how I approached this evaluation. I knew that content clarity and visual flow were critical, especially for learners new to photography or online learning. This feedback process helped validate many of the design choices I had made while revealing small usability issues that might have been overlooked otherwise. In past projects, I often relied more heavily on peer reviews, but this one-to-one approach gave me a closer look at how a learner might experience the course independently.

This artifact works well for this challenge because it shows how feedback, even when gathered informally, can lead to meaningful design adjustments. I learned the importance of collecting feedback from a real learner early in the process and testing usability just as much as instructional accuracy. In future projects, I plan to formalize this process by using pre- and post-surveys or field trials with small learner groups to further validate instructional effectiveness and learner engagement.