

Reflection – Suett Wong

SUPRA-BADGE:	Design and Development
SUB-BADGE:	DESIGN LEARNING ASSESSMENT
CHALLENGE:	Ensure that assessment is aligned with instructional goals, anticipated learning outcomes, and instructional strategies.
ARTIFACT:	EDCI 573 Practicum Project (Feb. 25, 2026)
CRITERIA:	Artifact: Evidence of an assessment measuring and testing knowledge or skills aligned with the course goals, objectives, outcomes, and instructional strategies. Evidence must show an assessment plan (quiz, test, discussions, experiment, worksheet, graphic organizer, assessment framework, etc.). Reflection must address: How the assessment plan aligns with the course goals, objectives and instructional strategies. Your reflection must include why you selected and developed the assessment method of your choosing.

For the competency challenge “Ensure that assessment is aligned with instructional goals, anticipated learning outcomes, and instructional strategies,” I have selected the EDCI 573 practicum project, an online course for new storytellers, as an artifact.

My self-paced, online eLearning modules focus on the foundations and techniques of storytelling. The primary instructional goals are for learners to understand core principles and techniques and be ready to apply them in real-life situations by the end of the course.

To test whether these goals are met, I designed an assessment plan that aligns with each module’s objectives. I selected formative assessment activities in various formats to fit the learning content and promote student engagement.

For example, in the module where students learn about the importance of motivation, I use a discussion forum to assess their understanding while fostering a sense of community. In the module focused on core principles, I designed a quiz with multiple-choice and true/false questions. This quiz is intentionally simple so it can be completed quickly, providing a sense of satisfaction and encouraging learners to move on to deeper content.

As students explore various storytelling techniques, I keep the assessments engaging by incorporating interactive activities. I developed a matching game to test whether students truly understand each type of technique and can apply them appropriately in a scene. This gamified assessment requires focus and a real grasp of the learning material, offering a greater challenge than the initial quiz. However, it also provides a strong sense of accomplishment once completed correctly. Additionally, I designed self-assessment questions to help students apply what they have learned in a more personal way.

I see assessment not only as a tool to check learning progress and align instructional goals, but also as a great opportunity to help learners connect with the material at a personal and community level, increasing engagement and building confidence.