K1 – Reflection and Evidence

K1: The broad range of creative processes involved in creative design, and the importance of being aware of all the principal design disciplines, including the different perspectives, approaches or schools of thought and theories that underpin them.

How I gained this knowledge

When I started in Year 4, I had no experience with Adobe design tools. While I was already comfortable with Articulate for e-learning, I initially found Adobe software confusing and not very intuitive. With guidance from my tutors and a curious mindset, I began exploring Photoshop and Illustrator, creating and editing digital images. Soon after, I moved on to Adobe XD and created a spring-themed interactive app featuring clickable elements like sunshine, a dog, and a tree. This project helped me understand the basics of user interface design.

Figma was a turning point for me. Its modern and user-friendly design made it easier to experiment with layouts and wireframes. Later, I explored animation and video editing with tools like Vyond, Premiere Rush, and Premiere Pro, which opened my eyes to how motion and multimedia can elevate storytelling and learning experiences.

In Year 5, I was introduced to future-oriented design tools like AERO, Spline, and Skybox, allowing me to explore VR, immersive video, and spatial design. These experiences helped me think beyond flat screens and consider more immersive and interactive formats.

Year 6 was about applying what I'd learned and deepening it further. I chose to focus my independent project on AI avatar software (Synthesia), exploring how it can enhance learner engagement and support blended learning. This linked to my critical research project, where I compared AI tools, examined ethical implications, and provided guidance on GDPR and responsible AI usage.

Across all these experiences, I was encouraged to not only use the tools but understand why we use them. This helped me apply design principles like user-centred design, design thinking, and visual hierarchy, especially relevant to my work designing for learners.

What have I learned?

I've learned how to choose the right platform for the right purpose, whether it's creating visuals, designing an interface, or telling a story through video. I now understand how thoughtful design enhances engagement and supports learning. I've embraced a blended learning approach in my work and have seen real benefits in how learners respond.

One of my proudest achievements has been sharing what I've learned with colleagues, mentoring them in design tools, and encouraging them to try new approaches in their own eLearning projects.

What challenges did I face?

My biggest challenge was how overwhelming the Adobe tools felt in the beginning. Even though I had access to them at work, I often avoided using them because they seemed time-consuming and complex.

How I overcame these challenges

I took a step-by-step approach. I watched tutorials, asked questions, and kept experimenting. Once I stopped trying to master everything at once and focused on small wins, things started to click. I also learned that design isn't about perfection, it's about trying things out and learning from the process.

How will I apply this to work

These skills have already made a difference in my role. I now create custom graphics and visual assets for use in Articulate, making our learning content more engaging and effective. I've also taken on a mentoring role, supporting colleagues in developing their design skills and encouraging a more creative approach across the team.

Evidence by Academic Year

Year	Focus Areas	Tools Explored	Key Projects
Year 4	Intro to design tools, image creation	Photoshop, Illustrator, Adobe XD	CDD100, SENSE100 INDY100
Year 5	UX/UI, immersive design, future tech	Figma, Spline, Skybox, AERO	UX200, IMM200, DDP200
Year 6	AI avatars in learning, research project	Synthesia	PRP300, CRP300,