Instructor Information

Instructor: John Baaki, PhD
Office: My office is off campus
Office Hours: Office hours are scheduled by appointment
Email: jwbaaki@gmail.com
Phone numbers: 248-376-2098
Contact policy: I do my very best to respond to emails within 24 hours. If you choose to reach me by phone and I do not answer, please leave a message and I will return your call within 24 hours.

About John

Since 2006, I have had the pleasure of teaching at the university level. Within the instructional technology field, I have taught instructional design, instructional methods, instructional design principles and applications, and design thinking and knowledge.

I have interests in both instructional design and human performance improvement. Specifically, I am interested in how reflecting-in-action affects instructional and human performance improvement design. I am also interested in persona discovery and how it impacts the development of instructional design and performance improvement interventions. I am a big fan of Benjamin Bloom’s Taxonomy of Educational Objectives and am interested in their impact in the design of instructional design. I enjoy exploring instructional design as design thinking. Questions that intrigue me include, “What can we learn from designers in architecture, engineering, and graphic design?” and “How do we become better designers?”

John’s Teaching Philosophy

Behold the turtle! As I travel my teaching journey, I am guided by these three words. For me it perfectly captures my teaching philosophy in that a turtle makes no progress until it comes out of its shell. Sticking its neck out means the turtle is no longer safe inside its shell. “Behold the turtle!” provides meaning to my teaching and learning, your learning and what happens in our classroom.

Learning and teaching are a continuous process. For me, this occurs when I step outside of my shell and embrace the world around me. My learning progresses when I reflect upon what I already know in light of what is happening around me. It is then that my learning may change, may be reinforced, and, ultimately, my learning continues to grow.
There are many ways to learn and teach. It is not always easy to stick out my neck and learn or teach in a different way. What if it doesn’t work? What if I look silly? While these may be legitimate concerns, these are not the types of questions that I want to ask. Instead, I wonder, “What if a teaching game works? What if learning takes me out of my shell?” Asking these questions allows me to move along my teaching and learning journey to a place that I may never have found.

When we come out of our shells and stick out our necks, together we create a place where learning, collaboration and imagination thrive. It is continuous learning filled with passion and enthusiasm. Behold the turtle!

**Course Purpose and Goals**

*Description from WSU Undergraduate Catalog*

Basic instructional design principles and practices; application of instructional planning including systematic approaches, course goals and objectives, instructional strategies, assessment instruments, media selection, design documents, instructor and participant guide.

*John’s course reflection*

“...all occupations engaged in converting actual to preferred situations are concerned with design.” - Donald Schön – The Reflective Practitioner

In this course, we will take this quote to heart and it will drive what we are doing – design.

How do we design instruction that is learner-centered and boosts learners to higher levels of thinking? Given the realities of budget, time, technology, and people, how do we choose effective instructional and delivery strategies? How can a learner-centered approach help drive the development of an impactful training?

In this course, we begin your instructional design journey. You will experience the tenets of design-thinking. You will design within a context and to reach outcomes, discover personas, and develop authentic learning. You will give me, yourself, and your classmates something to react to and you will make it rich.

Through constant interaction, you will journey out of your shell and progress through the higher levels of thinking – analysis, synthesis and evaluation. At times you will may feel uncertain and uncomfortable as you grapple with ambiguity and ill-structured problems. This is good as it will make us better designers. In every class, you are encouraged to stick out your neck and look at things from a different perspective. Your classmates and I will constantly stoke your creative fires.

As an active participant in the class and to ensure maximum learning and an enjoyable experience for all, you will approach the course in a mature, motivated, and professional manner. This means, you will:

- come to each class completely prepared
- accept with enthusiasm the amount of quality work expected in this course
- participate fully in class activities
• submit quality written work
• encourage classmates to look at things from different points of view
• challenge yourself to think critically

Approaching this class in this manner will help you realize the impact a learner-centered instructional design can make. You will become a more astute and effective instructional designer.

Learning Outcomes and Expectations

Course learning goal
You will apply adult learning theories, active learning elements, and tenets of design thinking to begin designing a course that achieves transfer of learning, reaches specific outcomes, and positively impacts internal and external clients and society.

Learning outcomes
1. Given the context of an authentic instructional need or opportunity, students continuously will give themselves and their fellow students something to react to, and students will make it rich.  
2. Given the context of an authentic instructional need or opportunity, students will discover personas by designing to a precise description of their learners and what they wish to accomplish.  
3. Given the context of an authentic instructional need or opportunity, students will discover content by designing to achieve transfer of learning and designing knowing what learners do is done well.  
4. Given the context of an authentic instructional need or opportunity, students will design to reach outcomes and show achievement by always working the problem-solution relationship.  
5. Given the context of an authentic instructional need or opportunity, students will discover three different potential learning experiences to teach the instruction.

Course Structure
This course combines research and theory with experiential and reflective learning and emphasizes active participation. Class sessions will consist of lectures, problem solving exercises, small and large group discussion, and hands-on activities to support the development of your instructional design.

Since topics will build on one another, your attendance is crucial to your success. We will begin by looking at what design is all about. From there, we will develop learner personas, discover the context and content. Be it lecture or experiential approaches, we will explore different active learning experiences that ensure learners think at higher levels. Our journey will lead us to the development of sound outcomes and measurements. During every class, we will enthusiastically explore and reflect-in-action on design thinking.

Course Readings
We use a variety of articles and chapters from books that provide a solid foundation to our weekly topics. In order to have a classroom where collaboration, learning and imagination thrive, you are expected to come to each class prepared. This means that you have read the assigned
readings and reflected on the key points and how the readings relate to what we are doing in the classroom.

**Assignments and Grading**
Since the best way to learn how to design instruction is to actually design instruction, you will design instruction. Each assignment, with the due date and the number of points towards your final grade, are listed below. As we get closer to each assignment, I will provide assignment details. Since reflection-in-action is a crucial part of any instructional design process, you will provide a draft for assignments so we may react to it.

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/3</td>
<td>Visual Thinking</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Multiple</td>
<td>20</td>
</tr>
<tr>
<td>10/15</td>
<td>Persona Discovery</td>
<td>35</td>
</tr>
<tr>
<td>10/29</td>
<td>Content Discovery</td>
<td>35</td>
</tr>
<tr>
<td>11/12</td>
<td>Outcomes and Achievement Discovery</td>
<td>35</td>
</tr>
<tr>
<td>12/3</td>
<td>Instructional Design Portfolio</td>
<td>25</td>
</tr>
<tr>
<td>12/3</td>
<td>Learning Experiences Discovery</td>
<td>40</td>
</tr>
</tbody>
</table>

**Grades**
There are a total of 200 possible points in this course. The grade you earn will be based on the total number of points you earn throughout the semester. Grades will be assigned according to the following schedule:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Grade</th>
<th>Range</th>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>188-200</td>
<td>A-</td>
<td>182-187</td>
<td>B+</td>
<td>176-181</td>
</tr>
<tr>
<td>B-</td>
<td>162-167</td>
<td>C+</td>
<td>156-161</td>
<td>C</td>
<td>148-155</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B</td>
<td></td>
<td></td>
<td>168-175</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F</td>
<td>Below</td>
<td></td>
<td>148</td>
</tr>
</tbody>
</table>

**Course and University Policies**

**Attendance**
Regular attendance is an important part of your learning experience. Since we will build on topics from week to week, absence from class will negatively affect your grade. If you miss a class, this does not alter the due dates for assignments. Assignments will still be due at the time noted in the syllabus. If you know that you will miss class, please make arrangements to have a classmate pick up handouts for you. I will make handouts available only during the class in which they are distributed.

**Enrollment/ Withdrawal Policy**
Students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term.
Students who withdraw from a course after the end of the 5th week of class will receive a grade of WP, WF, or WN.

- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
- WN will be awarded if no materials have been submitted, and so there is no basis for a grade

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved.

Beginning the fifth week of class students are no longer allowed to drop but must withdraw from classes. The last day to withdraw will be at the end of the 10th full week of classes. The withdrawal date for courses longer or shorter than the full 15-week terms will be adjusted proportionately.

See the university webpage for full details: http://reg.wayne.edu/students/information.php.

*Academic Conduct Policy*

I do not anticipate cheating or plagiarism in this class, and would be truly disappointed should it be discovered. I have a wide range of options when cheating or other academic integrity violations are discovered.

The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. (See Student Code of Conduct [http://doso.wayne.edu/codeofconduct.pdf](http://doso.wayne.edu/codeofconduct.pdf)). Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. Specific examples of academic dishonesty, including what constitutes plagiarism, can be found in the University’s Undergraduate Bulletin ([http://bulletins.wayne.edu/ubk-output/index.html](http://bulletins.wayne.edu/ubk-output/index.html)), the Undergraduate Student Handbook ([http://comm.wayne.edu/files/undergradhandbook.pdf](http://comm.wayne.edu/files/undergradhandbook.pdf)) and in print and online versions of the Graduate Catalog ([http://www.bulletins.wayne.edu/gbk-output/index.html](http://www.bulletins.wayne.edu/gbk-output/index.html)) under the heading “Student Ethics.” It is every student’s responsibility to read these documents to be aware which actions are defined as plagiarism and academic dishonesty. Sanctions could include failure in the course involved, probation and expulsion, so students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work.

*Presentation Quality*

Presentation quality (e.g. spelling, grammar, quality of visuals, organization, and page formatting) is extremely important in instructional design. Credibility is crucial to an instructional design and performance improvement professional. Your employer, peers, and audience members will expect your highest professionalism. Per the guideline for each
assignment, the number of points awarded to any assignment will be reduced for poor presentation quality.

**Assistance from John**
The there will be opportunities in class for you to ask questions and receive guidance on the assignments. In addition, I will be available at the end of each class to provide individual assistance.

It sometimes happens that you may find yourself unable to keep up with the demands of the semester. If that happens to you, for whatever reason (family matters, personal issues, health, and so on), speak to me as early in the semester as possible. Please do not wait until the semester ends to seek assistance.

**Electronic Devices**
For most, if not all of you, you are pursuing a degree while working full or part time, running a family household, and keeping up with friends and families. Cell phones and texting is an important way to keep in touch. In order to ensure our class is a continuous learning journey filled with passion and enthusiasm, please make certain that your cell phone is on vibrate mode. If you find it necessary to text during class, please leave the classroom, complete your text, and then return to the classroom.

**Students with disabilities**
If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-202-4216 (video phone). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

Once you have your accommodations in place, I will be glad to meet with you privately to discuss your special needs.

**Religious Observance Policy**
Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify me well in advance so that alternative arrangements as suitable as possible may be worked out.
**Tentative Schedule of Topics**

I will be prepared to facilitate the scheduled topics. I expect the same from you. Please complete all readings prior to class meetings. It may be necessary to make changes to our weekly schedule. You are responsible for all changes to our schedule.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TOPIC COVERED</th>
<th>PRINCIPLE AND APPLICATION</th>
<th>ASSIGNED READING</th>
<th>ASSIGNMENT DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/27</td>
<td>Class Overview</td>
<td>Tenets of Design Thinking Our Design Go-by</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>2</td>
<td>9/3</td>
<td>What is a design approach?</td>
<td><strong>Context</strong>: Design with Constraints</td>
<td>Nigel Cross</td>
<td>Visual Thinking</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Design Tenet - Constraints</td>
<td></td>
<td>Chapter 1</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>9/10</td>
<td>Design Tenets – Uncertainty, Imagination, and Curiosity</td>
<td><strong>Outcomes</strong>: Design in two spaces; what needs to be done and how to get it done</td>
<td>Nigel Cross</td>
<td>Discuss Project Topic with John</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Chapters 2 &amp; 3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>9/17</td>
<td>Design Tenets – Decision-making and Reflective Practice</td>
<td><strong>Outcomes</strong>: Design always working the problem-solution relationship</td>
<td>Kees Dorst Video</td>
<td>None</td>
</tr>
<tr>
<td>5</td>
<td>9/24</td>
<td><strong>Online Class</strong></td>
<td>Give us something to react to!</td>
<td></td>
<td>Reflective Journal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Design is a holistic process</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>10/1</td>
<td>Persona Discovery</td>
<td><strong>Personas</strong>: Design to a precise description of the learner and what he/she wishes to accomplish</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>10/8</td>
<td>Persona Discovery</td>
<td><strong>Personas</strong>: Discover your personas; their names, their looks, their circumstances, dreams, and fears. <strong>Personas</strong>: Design to in-scope personas; 3 to 6</td>
<td>Cennamo and Kalk Ch. 2 – Learner Needs and Characteristics</td>
<td>Persona Discovery Draft</td>
</tr>
<tr>
<td>8</td>
<td>10/15</td>
<td>Authentic Learning</td>
<td><strong>Authentic</strong>: Design knowing how it is done well. <strong>Authentic</strong>: Design to achieve transfer of learning</td>
<td>Larson and Lockee Ch. 4 – Analyzing the Contexts of Instruction Pages 60-75</td>
<td>Persona Discovery</td>
</tr>
<tr>
<td>9</td>
<td>10/22</td>
<td>Authentic Learning</td>
<td><strong>Authentic</strong>: Design knowing procedural and supportive content</td>
<td></td>
<td>Content Discovery Draft</td>
</tr>
<tr>
<td>10</td>
<td>10/29</td>
<td>Context</td>
<td><strong>Context</strong>: Design with an eye on learning context <strong>Context</strong>: Design with an eye on real life context</td>
<td>Cennamo and Kalk Ch. 3 – Outcomes and Assessments</td>
<td>Content Discovery</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Activities</th>
</tr>
</thead>
</table>
| 11   | 11/5 | Outcomes | Outcomes: Design to reach outcomes and show achievement  
Outcomes: Design knowing the impact on society  
Outcomes: Design knowing the quality delivered to both internal and external clients  
Outcomes: Design with an eye on efficient operations and activities  
Kaufman Article  
Reflective Journal  
Outcomes and Achievement Discovery Draft |
| 12   | 11/12 | Instructional Strategies | Authentic: Design with a strategy and a sequence  
Authentic: Design to include practice  
Larson and Lockee Ch. 8 – Selecting Strategies Pages 149-165  
Outcomes and Achievement Discovery |
| 13   | 11/19 | Instructional Strategies | Authentic: Design knowing the quality of available resources  
Authentic: Design media and delivery systems  
Learning Experiences Discovery Draft |
| 14   | 11/26 | WSU Holiday – No Class | |
| 15   | 12/3 | Where did we end up? | Give us something to **react** to, and make it **rich!**  
Design Portfolio  
Reflective Journal  
Learning Experiences Discovery |
