Instructor Information
Instructor: John Baaki
Office: My office is off campus
Office Hours: Office hours are scheduled by appointment
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Phone numbers: 248-376-2098 (Please feel free to text)
Fax number: 248-687-7889 (Please include a cover sheet with my name)
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 and instructional methods.

In 2003, I earned a Master of Training and Development from Oakland University. Currently, I am a PhD candidate in Instructional Technology at Wayne State University. 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 the impact of higher levels of thinking in decision making. 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 this course.

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**

In this course, students will explore broad conceptions of design including all activities involved in generating intentional change via artifacts and experiences; design thinking and knowledge.

While official definitions and textbooks in the instructional design field reflect a conception of design in which little has changed in decades, there has been a growing awareness since the early 1990s that broader conceptions of design could benefit practice in instructional design. Preparations of instructional designers in college programs traditionally include the use of instructional design models and processes incorporating project work. Approaches based on research on design practice and the effectiveness of design pedagogies in the field are recently emerging in some programs as the design field is evolving.

Design is now defined as all activities involved in generating intentional change (e.g. learning or performance) via artifacts and experiences. This is in contrast to a traditional conception of design as primarily the activity of selecting instructional strategies.

Design thinking is something inherent within human cognition; it is a key part of what makes us human. Looking at design in the broad conception (e.g. anything that isn’t a simple, untouched piece of nature has been designed by someone), the quality of that design effort affects the quality of life. The ability of designers to produce effective, efficient, imaginative and stimulating designs is therefore important to all of us.

Design knowledge focuses on how specialized forms of knowledge are required in order to carry out design activities; these are distinct from scientific knowledge and include both tacit and explicit know-how, facilities embedded within designers themselves, and the knowledge represented by designs.

**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 are on an 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. At all times, 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 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**

This course will introduce design, design thinking and design knowledge and link it to instructional design.

**Learning outcomes**

Upon completion of this course, you will be able to:

1. Define design, instruction, instructional design, and the role of the designer.
2. Define design space and identify the activities that occur in the design space.
3. Identify design principles and similarities and differences in the design process.
4. Define and identify design precedent through activities and case studies.
5. Given the context of an authentic instructional need or opportunity, discover personas by designing to a precise description of learners and what they wish to accomplish.
6. Given the context of an authentic instructional need or opportunity, design to reach outcomes and show achievement by always working the problem-solution relationship.
Given the context of an authentic instructional need or opportunity, produce an experience design document.

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

Course Readings
We use two 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.


Online Course Site
All course instructional and administrative materials will be posted on:

https://sites.google.com/site/wsuit6110fall/

The online course site will provide the course syllabus, weekly outcomes and reading assignments, instruction via Video or PPT slides, assignments, and announcements.

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>Week Due</th>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>1, 2, 3, 4, 5, 6, 7, 8, 10, 12, 13, 14</td>
<td>Journal Reflection Questions</td>
<td>15</td>
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<tr>
<td>5 &amp; 6</td>
<td>Case Study</td>
<td>10</td>
</tr>
<tr>
<td>9</td>
<td>Persona Discovery</td>
<td>15</td>
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<tr>
<td>10</td>
<td>Goals and Outcomes Discovery</td>
<td>15</td>
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<tr>
<td>15</td>
<td>Experience Design Document</td>
<td>30</td>
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</tbody>
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**Grades**

There are a total of 100 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:

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<tr>
<th>Grade</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
<td>A-</td>
<td>91-93</td>
<td>B+</td>
<td>88-90</td>
<td>B</td>
<td>84-87</td>
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<tr>
<td>B-</td>
<td>81-83</td>
<td>C+</td>
<td>78-80</td>
<td>C</td>
<td>74-77</td>
<td>F</td>
<td>Below 74</td>
</tr>
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</table>

**Course and University Policies**

**Attendance**

Weekly participation via the online course guide is an important part of your learning experience. Since we will build on topics from week to week, absence from participation will negatively affect your grade. If you are not online, 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 be out, please make arrangements to have a peer group member bring you up-to-speed.

**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 4th 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. 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.

**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**
There will be opportunities digitally for you to ask questions and receive guidance on the assignments. In addition, I will be available to meet in person 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.

**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 their instructors 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>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>The Changing Nature of Design</td>
<td>Cross: Chapter 1</td>
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<td>Week 1 Instruction</td>
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<td>Posted Case Study</td>
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<td>Week 2 Instruction</td>
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<td>3</td>
<td>9/9 – 9/15</td>
<td>How Designers Think</td>
<td>Designing to Use</td>
<td>Cross: Chapter 4, 5, 6, &amp; 7</td>
<td>Journal Reflection Questions</td>
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<td>Week 3 Instruction</td>
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<td>4</td>
<td>9/16 – 9/22</td>
<td>What does design mean for</td>
<td>Design vs. Instruction</td>
<td>Spector: Chapter 1, 2, 3, 4</td>
<td>Journal Reflection Questions</td>
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<td>instructional design?</td>
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<td>Week 4 Instruction</td>
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<td>5</td>
<td>9/23 – 9/29</td>
<td>Design Expertise</td>
<td>Novice to Expert</td>
<td>Cross: Chapter 8</td>
<td>Journal Reflection Questions</td>
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<td>Spector: Chapter 6 &amp; 11</td>
<td>Case Study Assignment</td>
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<td>6</td>
<td>9/30 – 10/6</td>
<td>Design Problems and Factors to be</td>
<td>Design always working the</td>
<td>Spector: Chapter 12</td>
<td>Peer Group Feedback</td>
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<td>Solved</td>
<td>problem-solution relationship</td>
<td>Week 6 Instruction</td>
<td>Design Topic</td>
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<td>Case Study</td>
<td>Case Study Assignment</td>
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<td>7</td>
<td>10/7 – 10/13</td>
<td>Design Problems and Factors</td>
<td>Old Frames move to Useful New Frames</td>
<td>Tessmer @ Wedman Article</td>
<td>Peer Group Feedback</td>
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<tr>
<td>Week</td>
<td>Dates</td>
<td>Design Space</td>
<td>Personas</td>
<td>Outcomes</td>
<td>Context</td>
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| 8    | 10/14 – 10/20 | DISCOVER     | **Personas**: Design to a precise description of the learner and what he/she wishes to accomplish  
**Personas**: Discover your personas; their circumstances, dreams, and fears  
**Personas**: Design to in-scope personas; 3 to 6  |  |  |  | Spector: Chapter 7 & 8  
Cooper: Chapter 9 PDF  
Theory Summaries  
Week 8 Instruction  |
| 9    | 10/21 – 10/27 | DEFINE       | **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  |  |  |  | Spector: Chapter 9 & 10  
Week 9 Instruction  |
| 10   | 10/28 – 11/3 | IDEATE       | **Ideate**: Design knowing how it is done well  
**Context**: Design with an eye on performance context  
**Context**: Design with an eye on learning context  
**Context**: Design within constraints  |  |  |  | Spector: Chapter 5 & 14  
Week 10 Instruction  |
| 11   | 11/4 – 11/10 | PROTOTYPE    | **Prototype**: Design to achieve transfer of learning  
**Prototype**: Design knowing procedural and supportive content  
**Prototype**: Design with a strategy and sequence  
**Prototype**: Design media and delivery system  
**Prototype**: Design to include practice  |  |  |  | Week 11 Instruction  
Instructional Strategies  
Discovery Draft 1  |
|      | 11/4 – 11/10 |             |  |  |  | Persona Discovery Draft  
Peer Group Feedback on Persona Discovery |
|      | 11/4 – 11/10 |             |  |  |  | Goals and Outcomes Discovery  
Discovery Draft  |
|      | 11/4 – 11/10 |             |  |  |  | Peer Group Feedback  |

**Design Space**: DISCOVER

**Personas**:
- Discover your personas; their circumstances, dreams, and fears
- Design to in-scope personas; 3 to 6

**Outcomes**:
- Design to reach outcomes and show achievement
- Design knowing the impact on society
- Design knowing the quality delivered to both internal and external clients
- Design with an eye on efficient operations and activities

**Ideate**:
- Design knowing how it is done well
- Design with an eye on performance context
- Design with an eye on learning context
- Design within constraints

**Prototype**:
- Design to achieve transfer of learning
- Design knowing procedural and supportive content
- Design with a strategy and sequence
- Design media and delivery system
- Design to include practice

**Goals and Outcomes**:
- Persona Discovery Draft
- Peer Group Feedback on Persona Discovery
- Goals and Outcomes Discovery
- Peer Group Feedback
| Week | Dates   | Design Space: **TEST** | **Outcomes:** Design always working the problem-solution relationship  
**Context:** Design knowing the quality of available resources | Spector: Chapter 16  
**Week 12 Instruction** | **Instructional Strategies**  
**Discovery Draft 2**  
**Outcome Achievement**  
**Discovery Draft 2**  
**Peer Group Feedback** |
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<tr>
<td>12</td>
<td>11/11 – 11/17</td>
<td>Give us something to <strong>react</strong> to, and make it <strong>rich!</strong></td>
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</tbody>
</table>
| 13   | 11/18 – 11/24 | What Space are you in? | Give us something to **react** to, and make it **rich!** | **Week 13 Instruction** | **Experience Design**  
**Document Draft 1**  
**Peer Group Feedback** |
| 14   | 11/25 – 12/1 | What space are you in? | Give us something to **react** to, and make it **rich!** | **Week 14 Instruction** | **Experience Design**  
**Document Draft 2**  
**Journal Reflection Questions** |
| 15   | 12/2 – 12/8 | Where did we end up? | Give us something to **react** to, and make it **rich!** | **Week 15 Instruction** | **Experience Design**  
**Document** |