2.5.2 Curriculum Component Sequence Example - A Language Course

In this section, we will explore how to transform the elements of the Learning Design Triangle (LDT) into a Curriculum Component (CC) Sequence for a language course. Considering that we are designing a course titled **"Inquiry-based Curriculum Unit that Cultivates Students' Expository Skills and Creativity"**.

1. The Learning Design Triangle

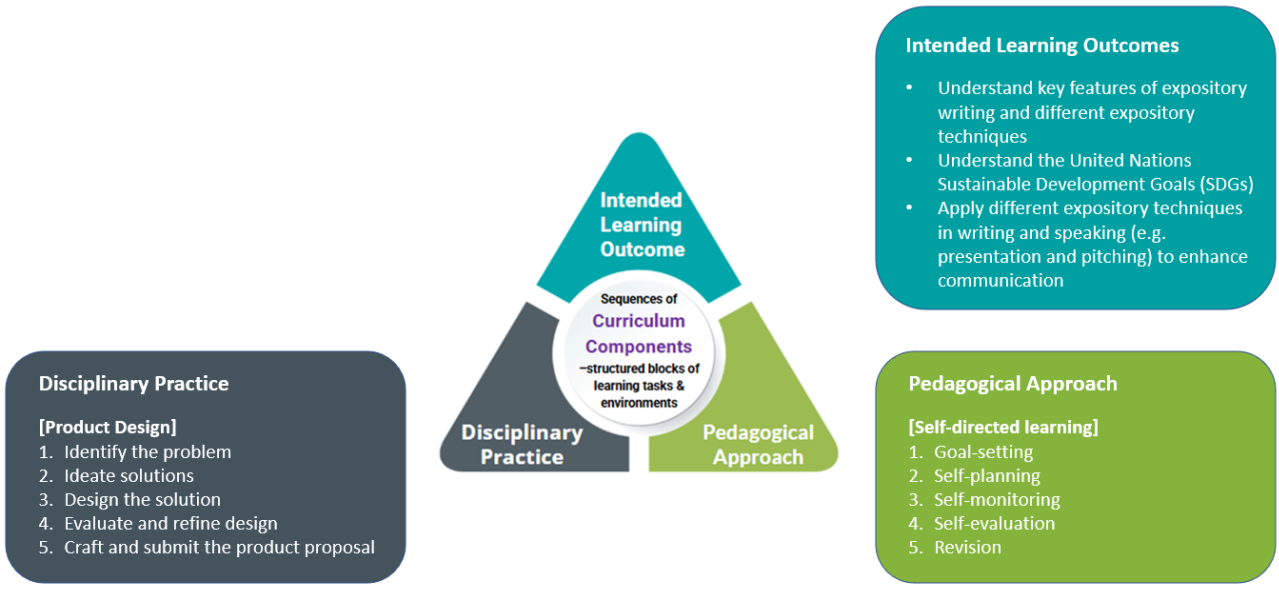


Figure 2.8: The Learning Design Triangle of "Inquiry-based Curriculum Unit that Cultivates Students' Expository Skills and Creativity"

- To anchor the learning design within a contextual framework, we will use the Learning Design Triangle to define the intended learning outcomes, disciplinary practices, and pedagogical approach.

2. The Curriculum Components Sequence

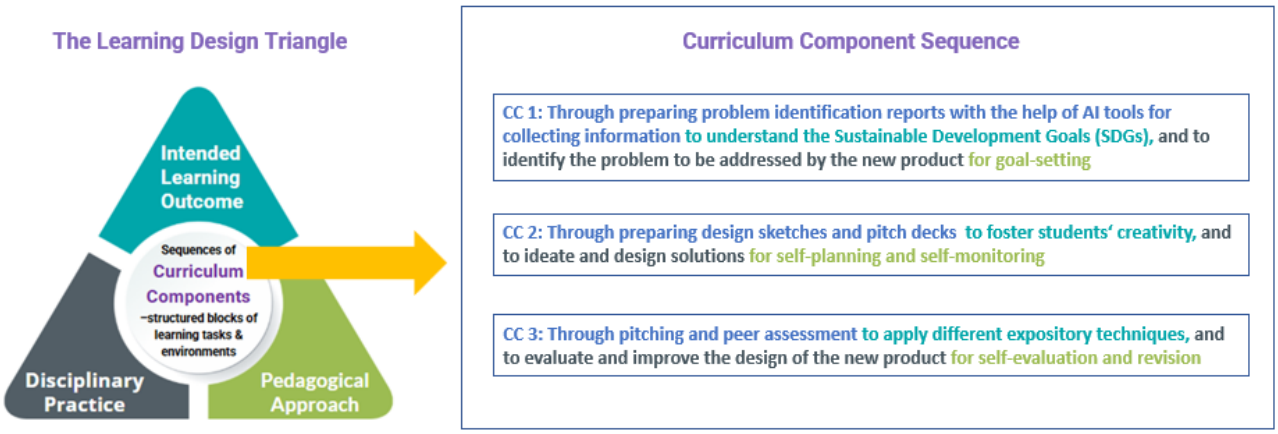


Figure 2.9: The Curriculum Component Sequence of "Inquiry-based Curriculum Unit that Cultivates Students' Expository Skills and Creativity"

- To make the learning process more manageable, we divide it into distinct phases within the learning design, guided by the workflow steps of disciplinary practice. Each phase targets a specific set of learning outcomes and is supported by the pedagogical focus of the chosen approach, such as self-directed learning.
- In the Learning Design Triangle framework, we use Curriculum Component to structure and organize each phase of learning around targeted outcomes. The collection of curriculum components that represents all phases of learning in a course is called a **Curriculum Component Sequence**.

3. Assign learning tasks to each Curriculum Components

- To put the Curriculum Components into practice, we need to assign learning tasks and assessments to enhance and evaluate learners' development in knowledge, skills, or values.



Figure: 2.10 The Task Sequence within a Curriculum Component

- Now, we will explore an example of a Curriculum Component (CC) focused on the **"goal-setting" phase.**

CC Name	A CC name is formed by combining four components. 1. **Focal task(s)**: Preparing problem identification reports with the help of AI 2. **Main intended learning outcome**: Understand the United Nations Sustainable Development Goals (SDGs) 3. **Workflow step(s) of a disciplinary practice**: Identify the problem to be addressed by the new product 4. **Focus or foci of the pedagogical approach**: Goal-setting E.g. **Through preparing problem identification reports with the help of AI to understand the Sustainable Development Goals (SDGs), and to identify the problem to be addressed by the new product for goal-setting**
Linked Intended Learning Outcomes	• ILO 1: Understand key features of expository writing and different expository techniques • ILO 2: Understand the United Nations Sustainable Development Goals (SDGs) • ILO 3: Apply different expository techniques in writing and speaking (e.g. presentation and pitching) to enhance communication
Workflow Step of Disciplinary Practice	Engineering Design—Identify the problem
Pedagogical Focus	Self-directed Learning - Goal-setting
Learning Tasks	* Each task type has a representative color. **Watch a video about the Sustainable Development Goals and answer questions** **Read and discuss sample problem identification reports** **Use different AI tools to collect information** **Write problem identification reports** **Discuss and improve the assessment criteria provided by the teacher** **Present the problem identification in groups** **Peer evaluate group presentations and problem identification reports**



Reflect on the learning process

The tasks in a CC:

- A task can be both a learning task and an assessment.
- A well-formulated task sequence helps build knowledge and skills step-by-step while enabling ongoing assessment of student understanding.
- The introduction of the task types will be covered in **Chapter 2.6 - Task Taxonomy**.

The link to the **learning design** of this sample course.

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