5.3.1 Creating Curriculum Components (CCs) Part 1

After completing the Learning Design Triangle (LDT) to establish the contextual framework for the entire learning design, we will explore how to develop Curriculum Components (CCs) and learning tasks that align with these elements, transforming overarching design concepts into actionable teaching practices. For a detailed theoretical explanation of Curriculum Components (CC), see **Chapter 2.5 – Curriculum Component Sequence**.

The following instructions will guide you in creating the first CC for your learning design.

Creating the First CC

The first Curriculum Component (CC) marks the beginning of the course, **"Designing for the Wise."** It is designed to help learners get started and build a strong foundation for subsequent learning. CC1 prepares students by developing their skills in identifying problems and goal-setting for the inquiry.

Step 1: Adding a New CC

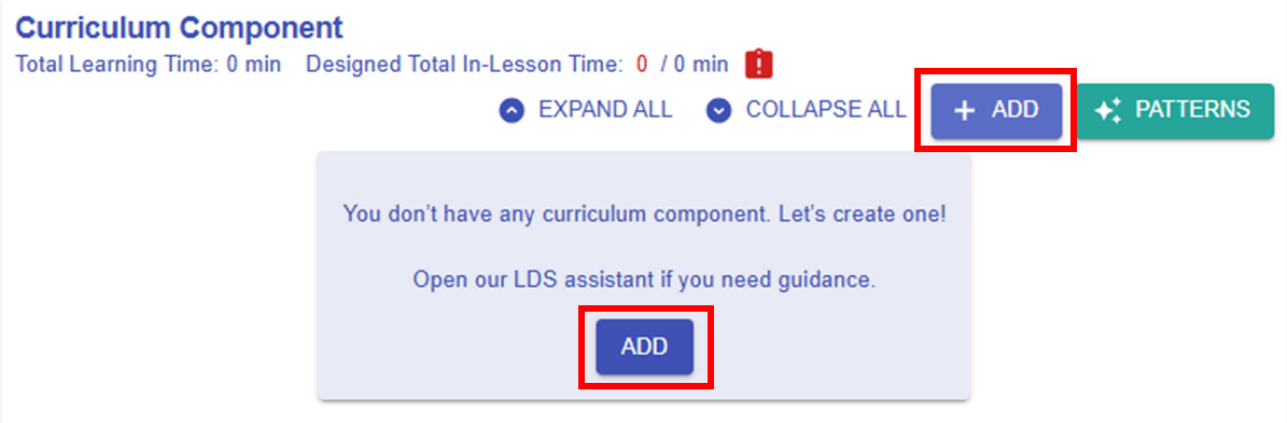


Figure 5.27: Adding a New CC

- By clicking the ADD button , you can open the CC builder.

Step 2: Mapping the LDT Elements to the CC

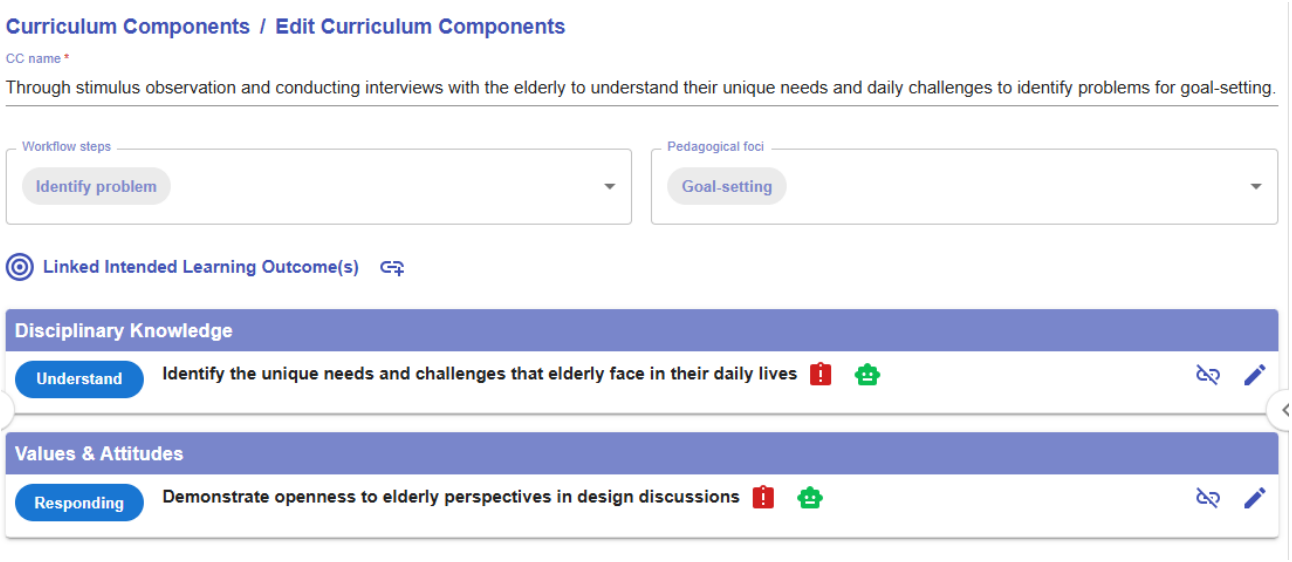


Figure 5.28: The Interface of the CC builder

- Please read the introduction below to guide you in creating a CC.

2.1 CC Name

Formula of naming a CC

Through the **1) focal task(s)** to **2) achieve the intended learning outcome** to **3) implement the workflow step(s) of a disciplinary practice** for **4) applying the focus or foci of the pedagogical approach**.

- E.g. Through **1) stimulus observation and conducting interviews with the elderly** to **2) understand their unique needs and daily challenges** to **3) identify problems** for **4) goal-setting**.

2.2 Workflow steps

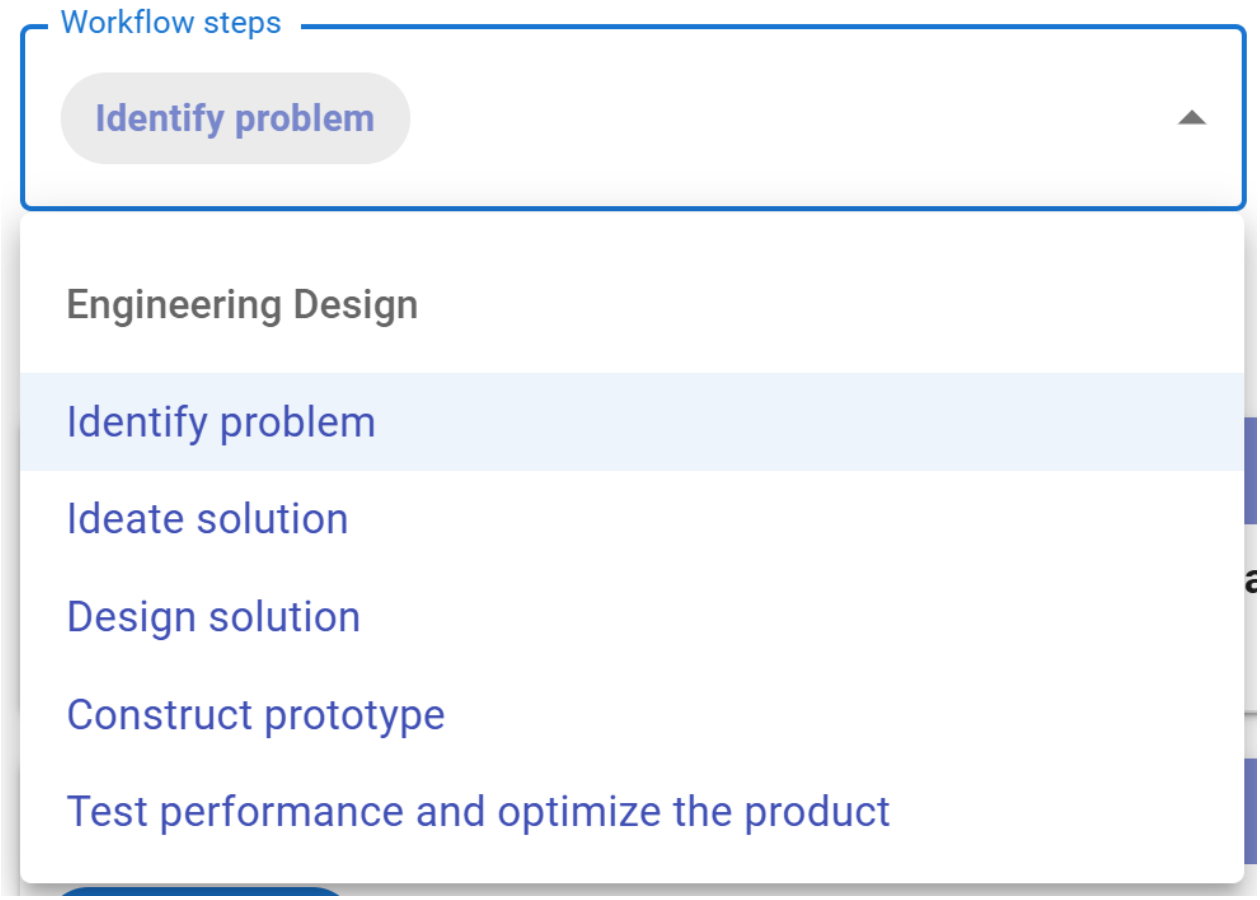


Figure 5.29: The Workflow Steps of Engineering Design

- The workflow steps of Engineering Design are drawn from the Disciplinary Practice (DP) section you completed previously.
- Select "Identify problem" for this CC.

2.3 Pedagogical foci

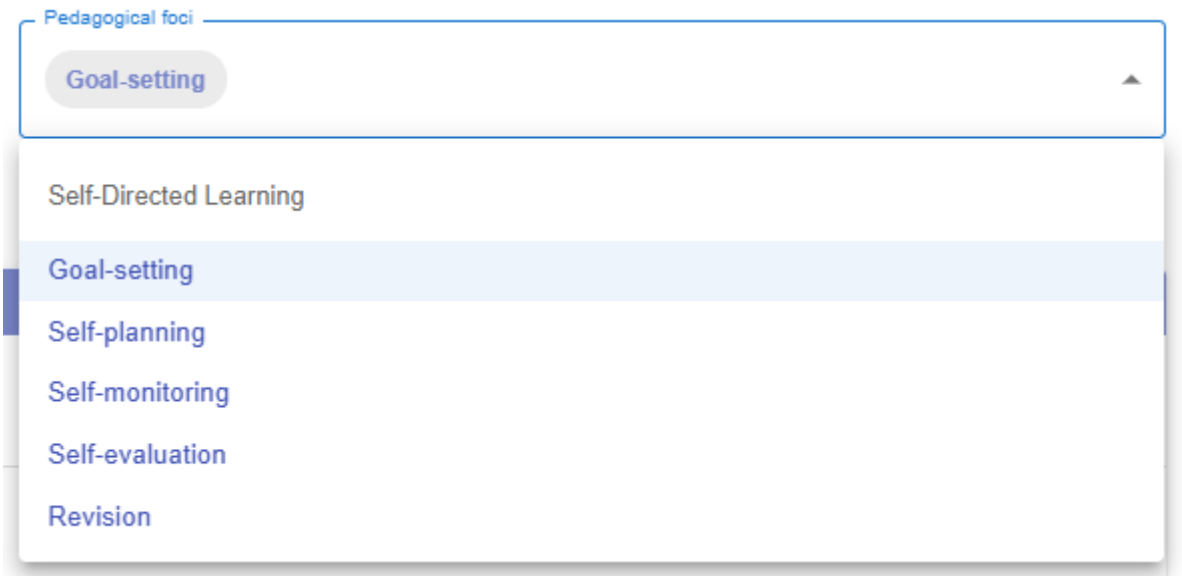


Figure 5.30: The Pedagogical Foci of Self-directed Learning

- The pedagogical foci of Self-directed Learning are drawn from the Pedagogical Approach section you completed previously.
- Select "Goal-setting" for this CC.

2.4 Linked Intended Learning Outcomes (ILOs)

- Finally, we will select the ILOs to be achieved in the CC, ensuring they align with the chosen workflow steps of disciplinary practice and pedagogical approach within the specific phase of learning.

2.4.1. The Link Button



Figure 5.31: Linking the ILOs to a CC (1)

- You can view all the Intended Learning Outcomes (ILOs) entered in the LDT section by clicking the button.

2.4.2 Selecting the Appropriate ILOs



Figure 5.32: Linking the ILOs to a CC (2)

E.g.

- Identify the unique needs and challenges that elderly face in their daily lives.
- Demonstrate openness to elderly perspectives in design discussions.

2.4.3 The Alert Icon and Complete Icon

