5.3.2 Creating Curriculum Components (CCs) Part 2

Creating the First CC (Cont.)

Step 3: Creating the Task Sequence for the CC

- After deciding on the intended learning outcomes, workflow steps, and pedagogical focus of the CC, the next step is to assign and sequence the learning tasks and assessments.
- Below is an example of a completed CC with well-sequenced tasks and assessments, which we will examine in this section.

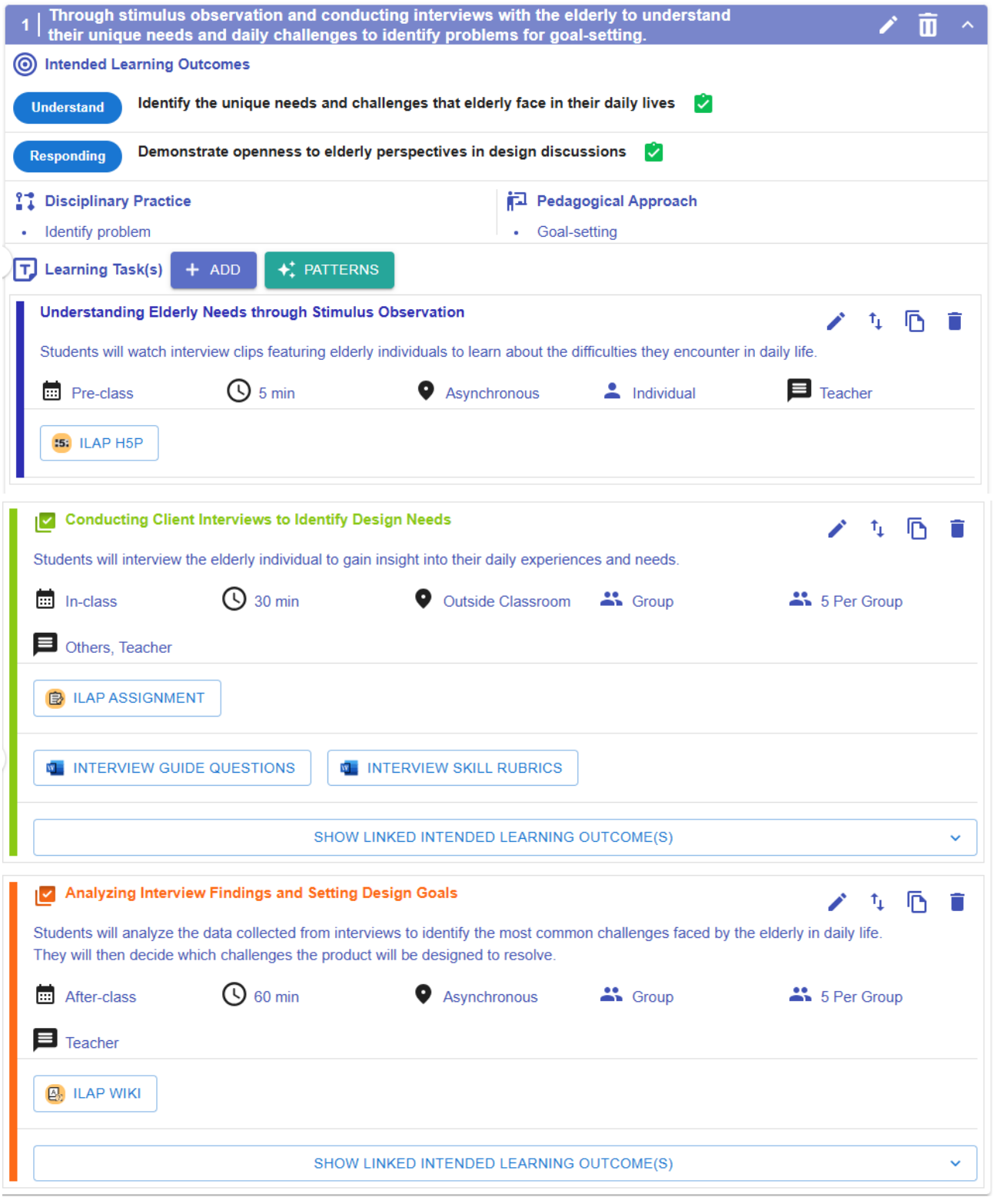


Figure 5.35: An Example of a Completed CC

3.1 Creating a Task

- We will use the "Conducting Client Interviews to Identify Design Needs" task to demonstrate how to add a task

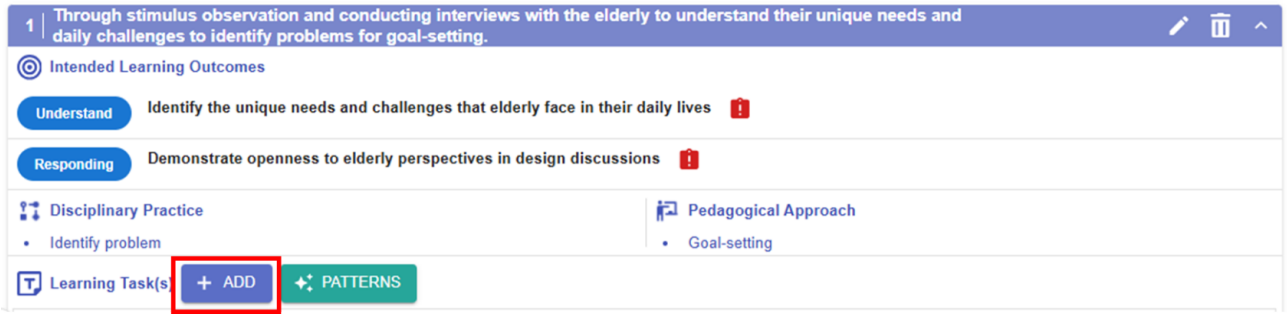


Figure 5.36: Adding New Learning Task(s)

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

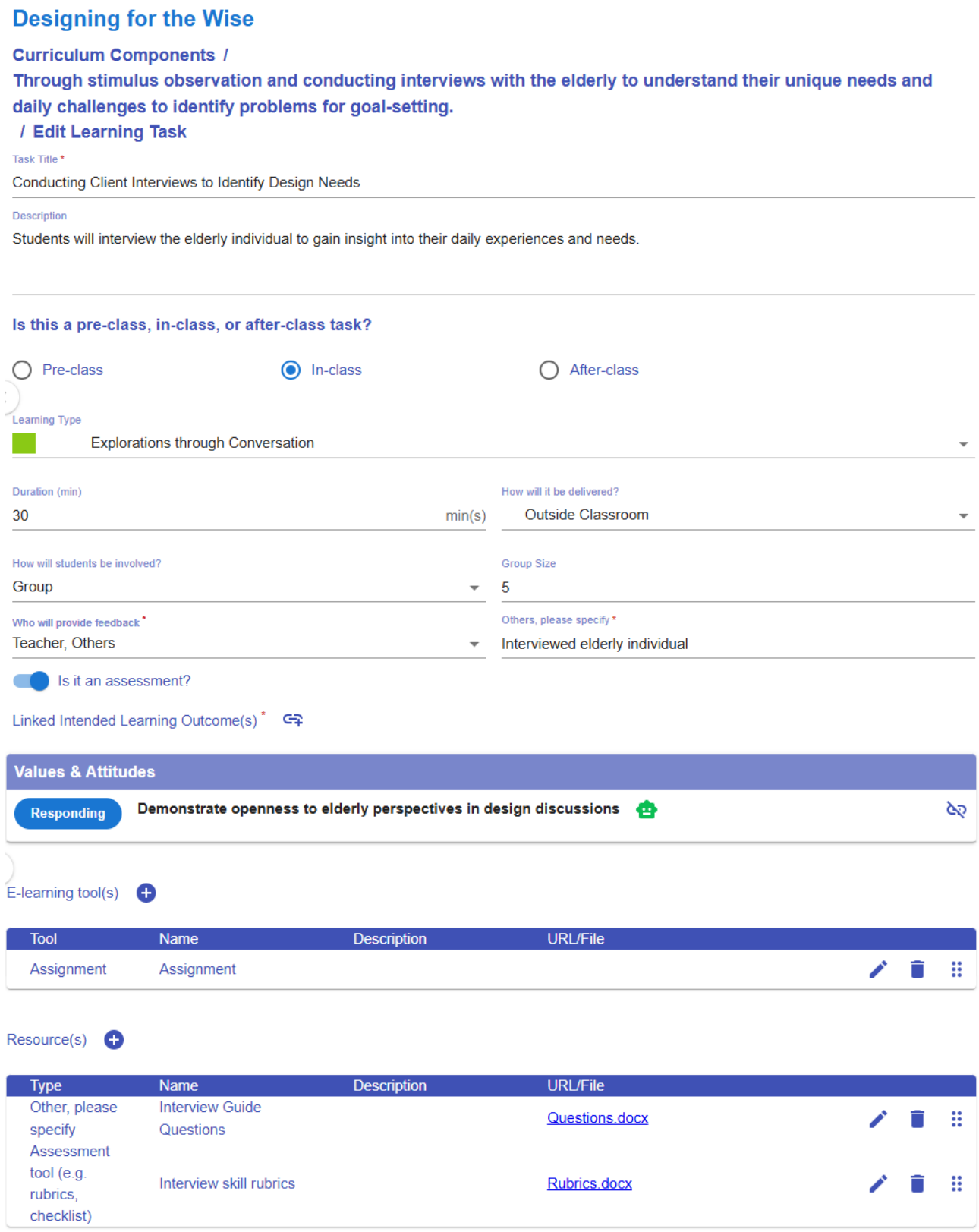
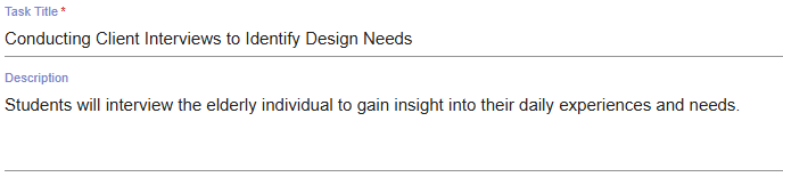
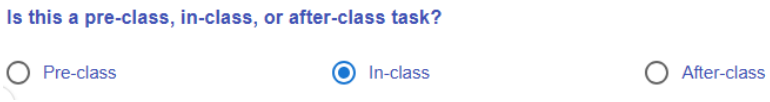
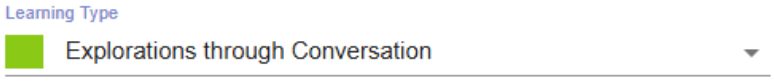
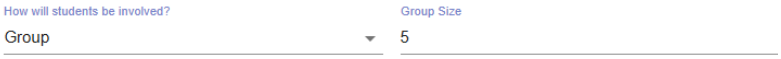
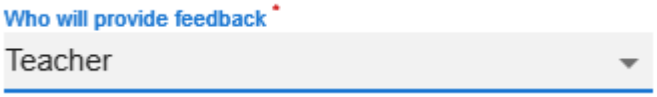
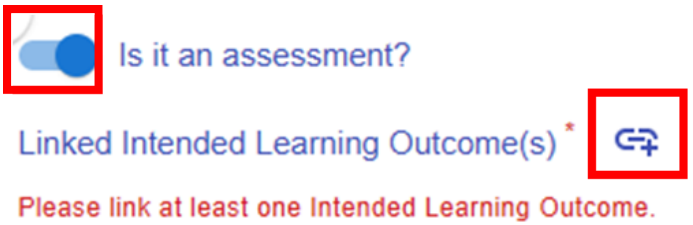


Figure 5.37: Interface of the Task Builder

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

Item	Example of this CC

1. Task Information • Provide a clear task title and description for a learning task.  Figure 5.38: Task Information	**Task title:** Conducting Client Interviews to Identify Design Needs **Description**: Students will interview the elderly individual to gain insight into their daily experiences and needs.
2. Stage • Is this a pre-class, in-class, or after-class task?  Figure 5.39: Stage	In-class
3. Task Type • Please refer to **Chapter 2.6 - Task Taxonomy** for more details.  Figure 5.40: Task Type	Explorations through Conversation
4. Duration • How long is the task?  Figure 5.41: Duration	30 mins

5. Delivery Mode • Possible Options: ◦ Face-to-Face (Inside Classroom, Outside Classroom) ◦ Online (Synchronous, Asynchronous) ◦ Hybrid  Figure 5.42: Delivery Mode	Outside Classroom
6. Social Organization • Possible Options: ◦ Whole Class ◦ Group ◦ Individual ◦ Peer  Figure 5.43: Social Organization	Group, Size: 5
7. Feedback Provider • You can select more than one feedback providers. ◦ Teacher ◦ Peer ◦ Self ◦ Others  Figure 5.44: Feedback Provider	Teacher
8. Assessment  	A learning task can also serve as an assessment. If you select the assessment option, you will need to • assign the feedback provider(s), and • specify the targeted learning outcomes for this task to be assessed ◦ e.g. Demonstrate openness to elderly perspectives in design discussions

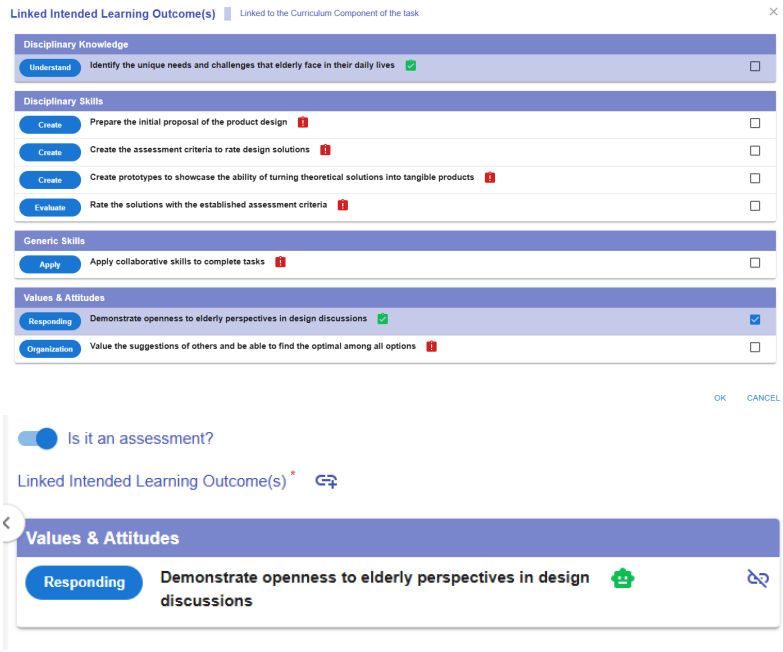
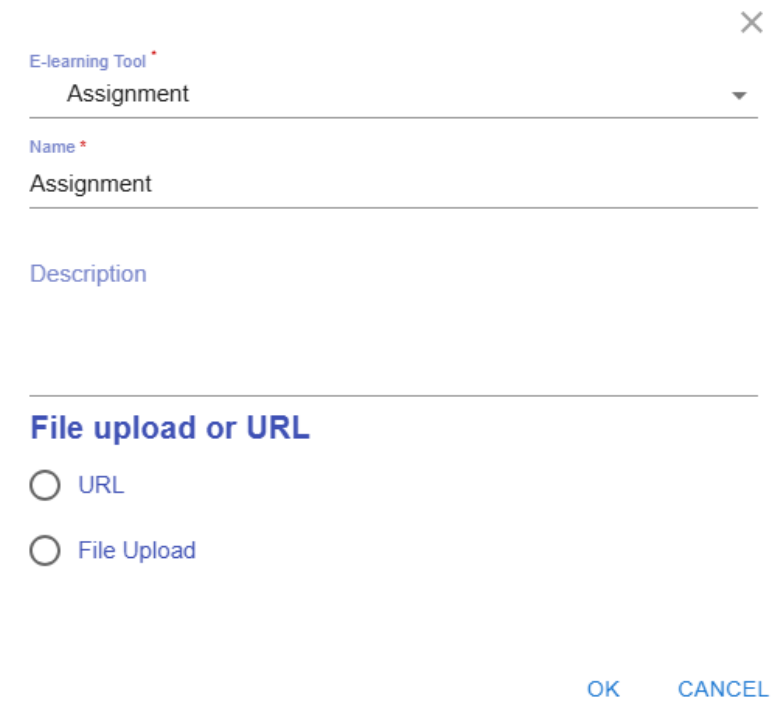


Figure 5.45: Triggering the Assessment Option in a Task

9. E-learning Tool



The e-learning tools section allows you to select the type of tool you want to use to implement the task.

For example, if you want to create a space for students to submit their homework, you can choose the Assignment tool, as demonstrated here.

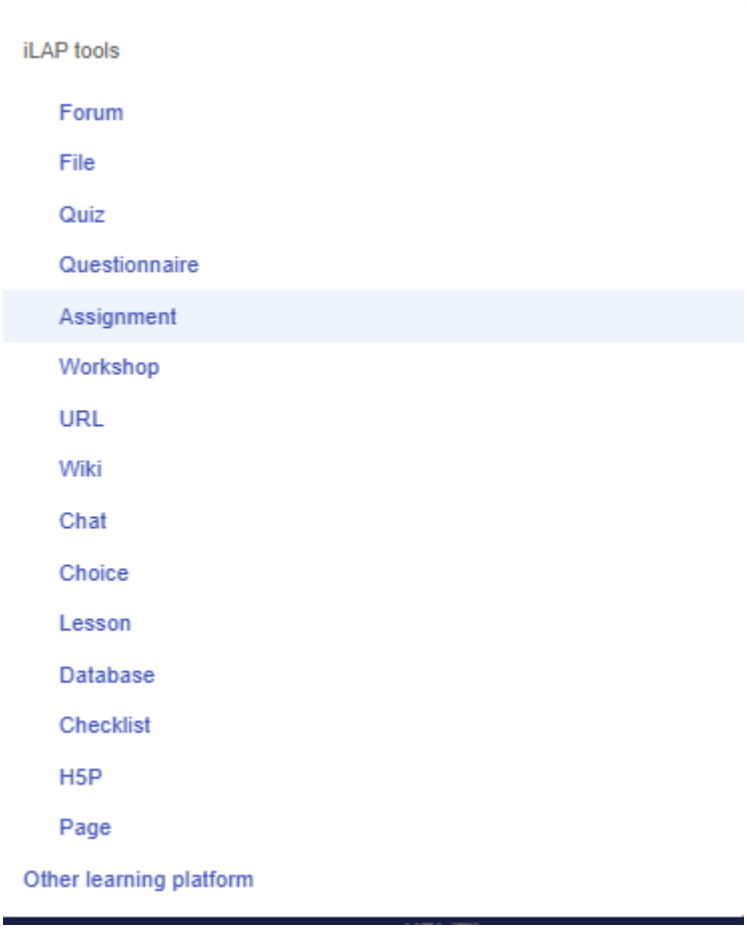
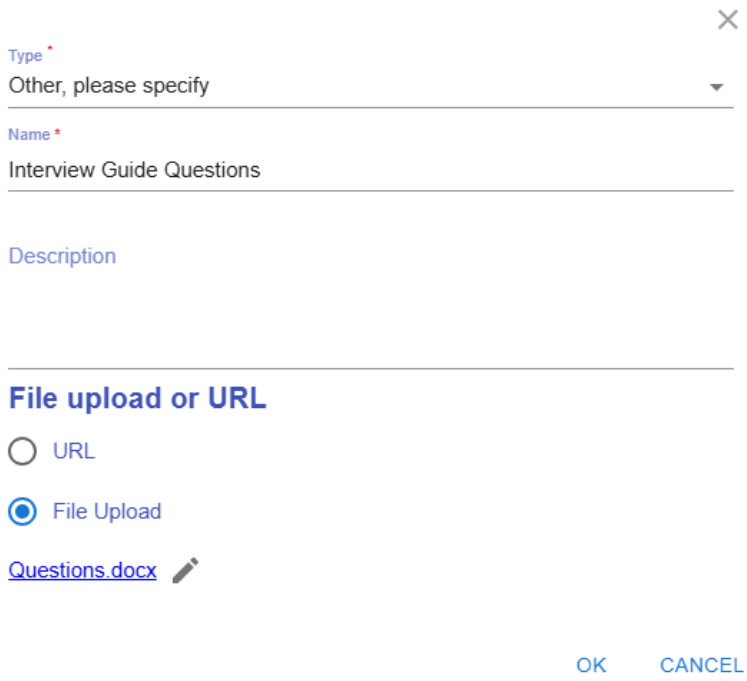


Figure 5.46: Interface for Adding E-learning Tool(s) to a Task

10. Resources



The resource section allows you to select the type of resource or tool you want to use to support the learning process.

For example, you can upload the interview guiding questions and the interview skills rubric for use in the course.

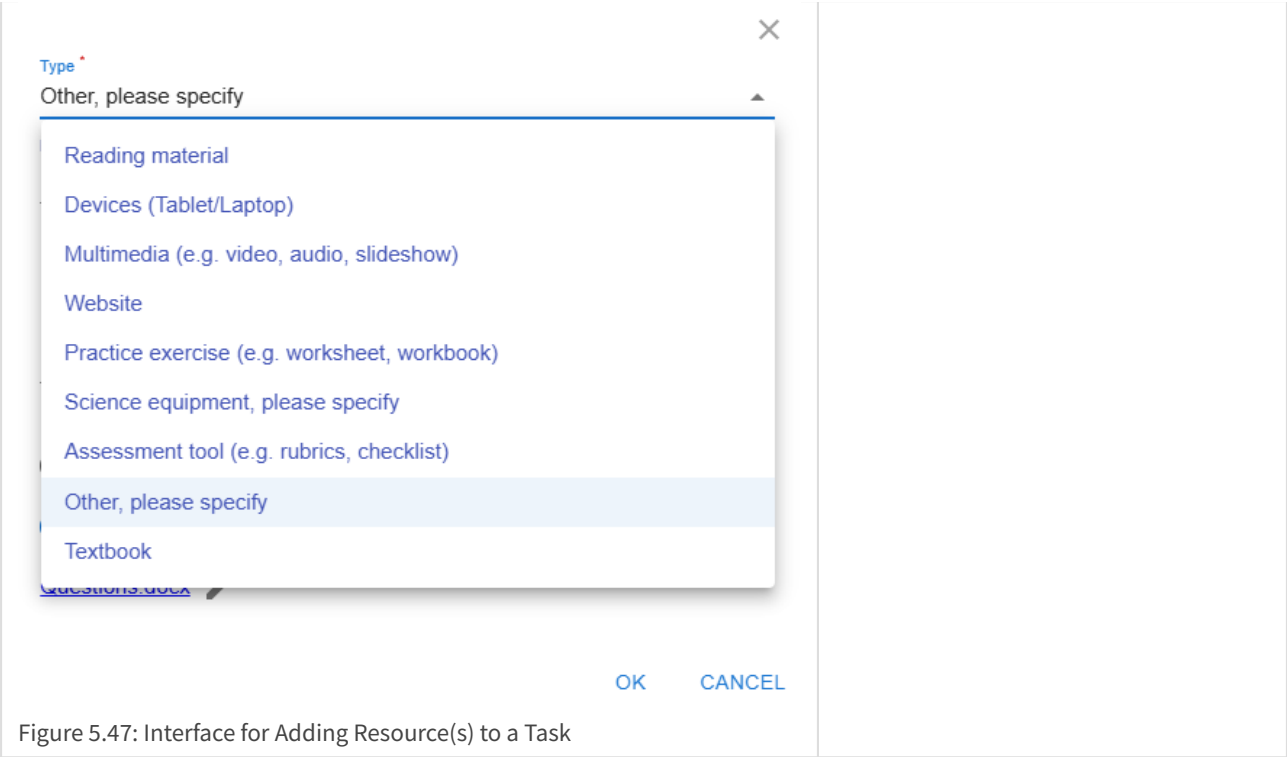


Figure 5.47: Interface for Adding Resource(s) to a Task

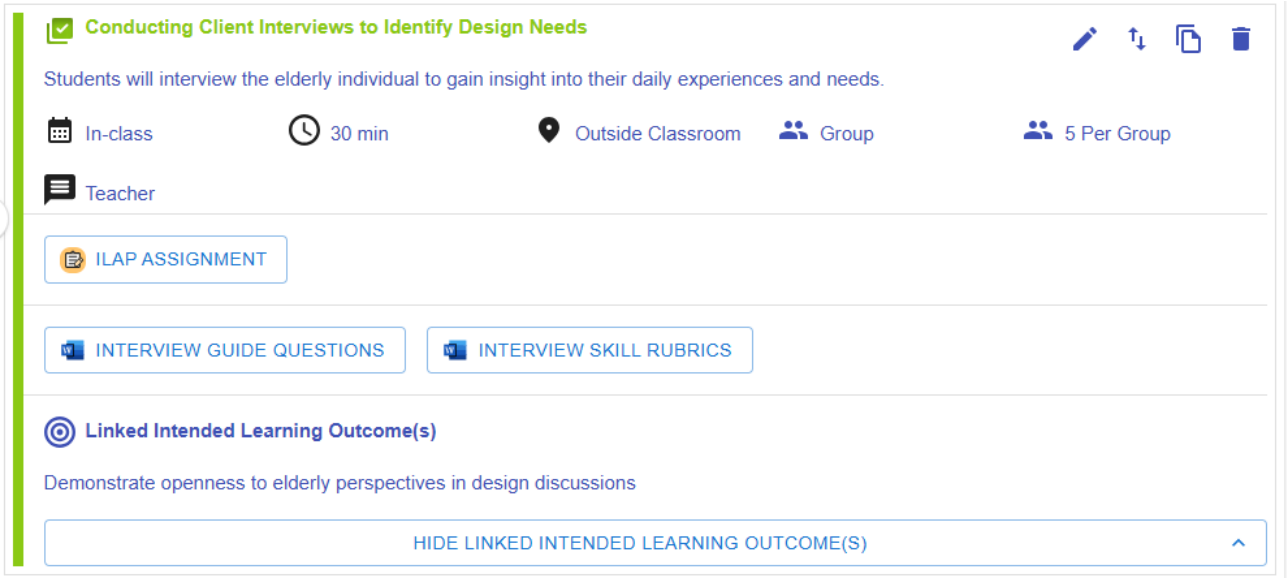


Figure 5.48: Preview of a Learning Task

- The task appears in the CC page.

3.2 A Quick Reminder

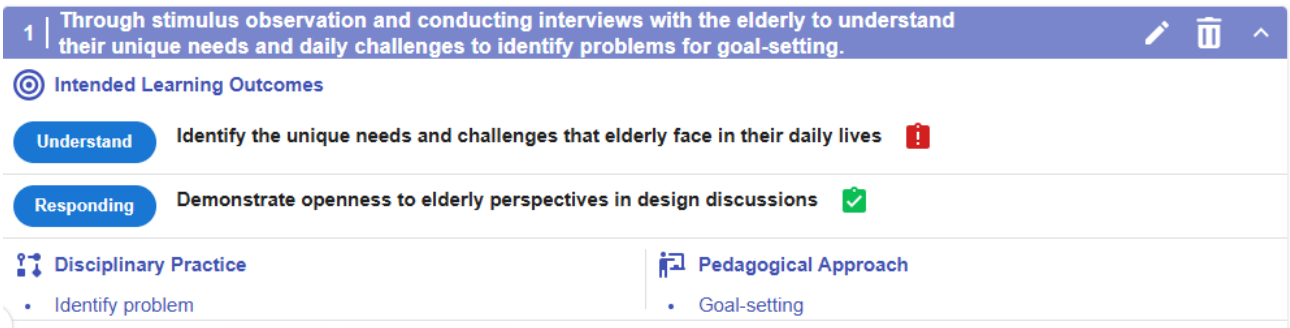


Figure 5.49: Preview of a CC

- The LDS will remind you to assign assessments to any unassessed learning outcomes within the CC.
- * You can continue adding more tasks to complete your Curriculum Component (CC), and add additional CCs to finalize your learning design by repeating the steps mentioned above.

3.3 Moving a Task

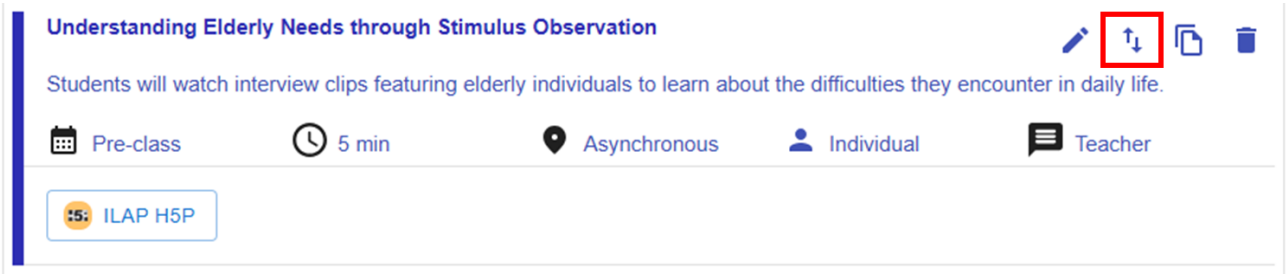


Figure 5.50: Moving a Task (1)

- By clicking the button, you will see a list of tasks for each CC.

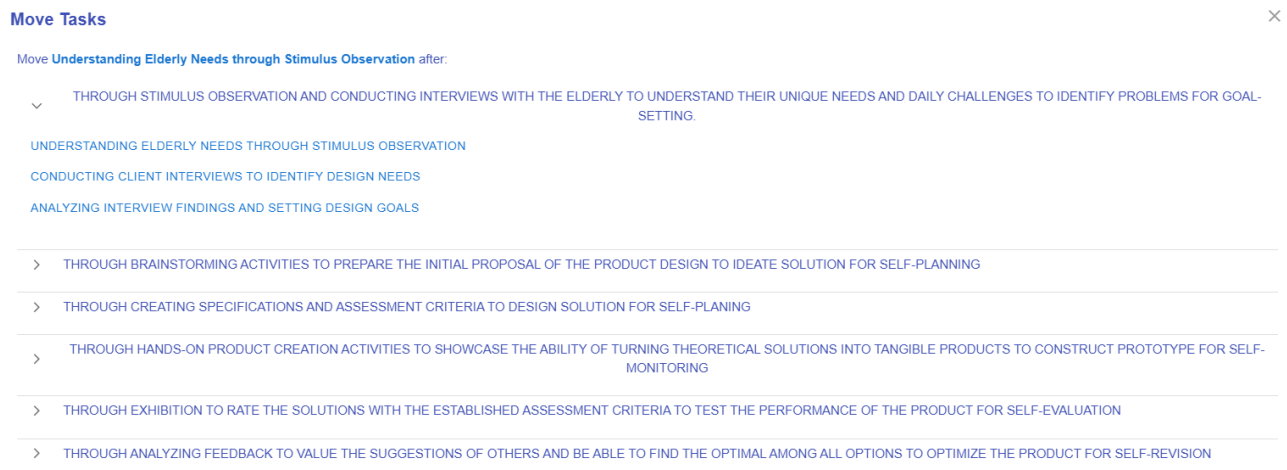


Figure 5.51: Moving a Task (2)

- You can click any of the tasks to reallocate the current task to a position after it.

Additional: Information Window, and Header

- There is some additional information to help you analyze the learning design.

Item	Description	Example

1. Information Window

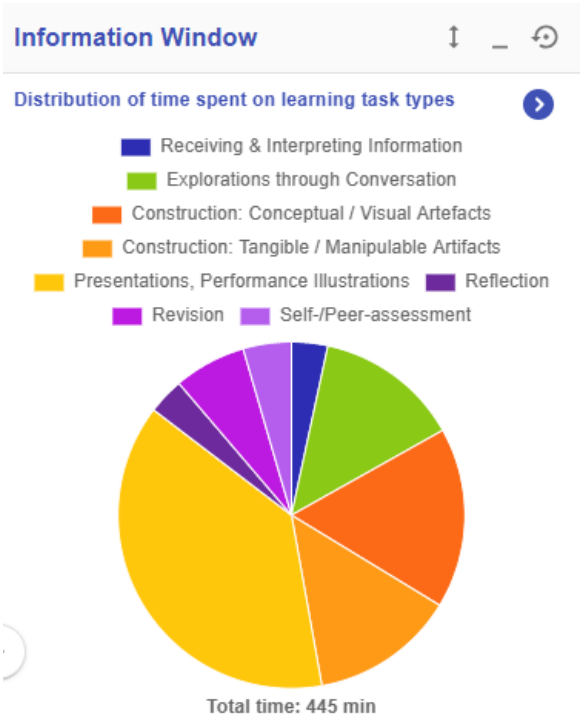


Figure 5.52: Information Window in the CC Section

In the CC section, the information window will visualise your overall CC design with the pie chart

- Distribution of time spent on learning task types
- Distribution of number of iLAP tools adopted
- Distribution of time spent on delivery modes

2. Header

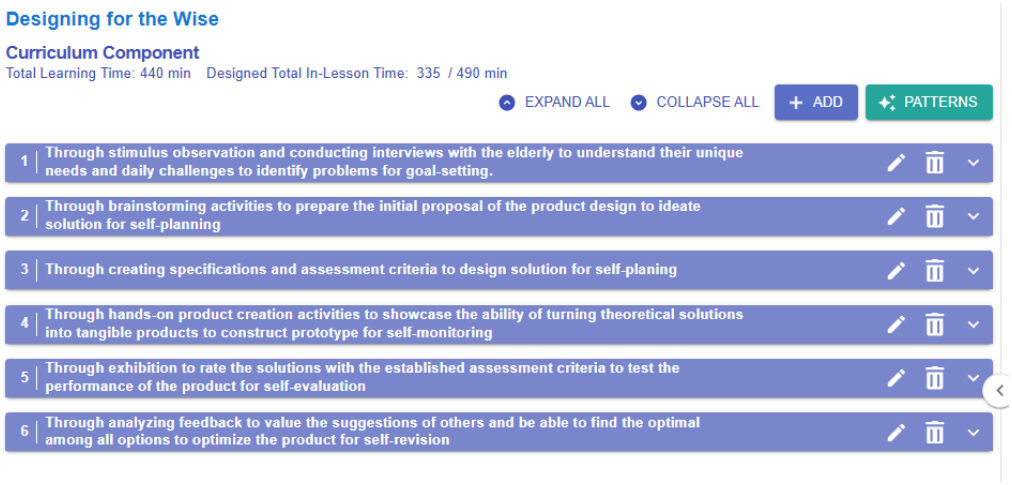


Figure 5.53: An Example of a Curriculum Component Sequence

Total Learning Time: 440 min

- It includes the time spent on all pre-class, in-class, and after-class activities.

Designed Total In-Lesson Time: 335 / 490 min

- 335 min is the time spent on in-class activities.
- 490 min is the possible in-class time allocated for this course

Expand all

- Expand all the CC to see the details

Collapse all

- Collapse all the CC to hide the details

Revision #17
Created 2025-12-02 04:18:07 UTC by Oscar LO
Updated 2026-02-12 03:05:18 UTC by Oscar LO