

# 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.

1 | Through stimulus observation and conducting interviews with the elderly to understand their unique needs and daily challenges to identify problems for goal-setting.

**Intended Learning Outcomes**

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

**Disciplinary Practice**

- Identify problem

**Pedagogical Approach**

- Goal-setting

**Learning Task(s)** + ADD PATTERNS

**Understanding Elderly Needs through Stimulus Observation**

Students will watch interview clips featuring elderly individuals to learn about the difficulties they encounter in daily life.

Pre-class 5 min Asynchronous Individual Teacher

ILAP H5P

**Conducting Client Interviews to Identify Design Needs**

Students will interview the elderly individual to gain insight into their daily experiences and needs.

In-class 30 min Outside Classroom Group 5 Per Group

Others, Teacher

ILAP ASSIGNMENT

INTERVIEW GUIDE QUESTIONS INTERVIEW SKILL RUBRICS

SHOW LINKED INTENDED LEARNING OUTCOME(S)

**Analyzing Interview Findings and Setting Design Goals**

Students will analyze the data collected from interviews to identify the most common challenges faced by the elderly in daily life. They will then decide which challenges the product will be designed to resolve.

After-class 60 min Asynchronous Group 5 Per Group

Teacher

ILAP WIKI

SHOW LINKED INTENDED LEARNING OUTCOME(S)

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

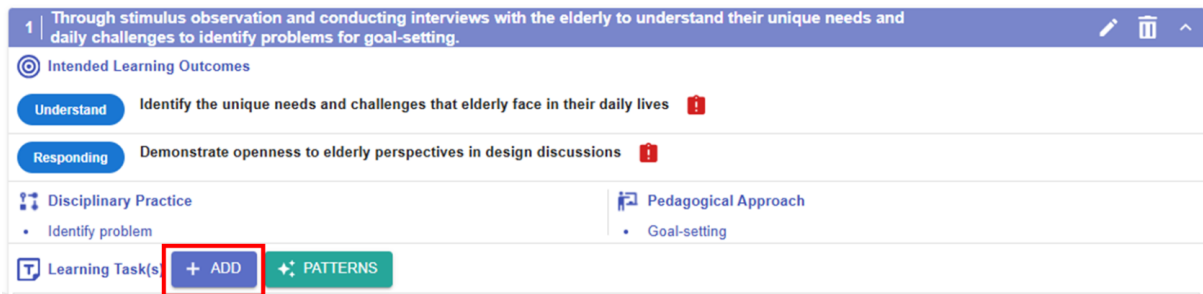
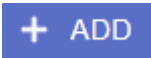


Figure 5.36: Adding New Learning Task(s)

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

## Designing for the Wise

### Curriculum Components /

Through stimulus observation and conducting interviews with the elderly to understand their unique needs and daily challenges to identify problems for goal-setting.

#### / Edit Learning Task

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.

#### Is this a pre-class, in-class, or after-class task?

Pre-class  In-class  After-class

Learning Type

Explorations through Conversation

Duration (min)

30 min(s)

How will it be delivered?

Outside Classroom

How will students be involved?

Group

Group Size

5

Who will provide feedback \*

Teacher, Others

Others, please specify \*

Interviewed elderly individual

Is it an assessment?

Linked Intended Learning Outcome(s) \*

#### Values & Attitudes

Responding

Demonstrate openness to elderly perspectives in design discussions

E-learning tool(s)

Tool	Name	Description	URL/File	
Assignment	Assignment			

Resource(s)

Type	Name	Description	URL/File	
Other, please specify	Interview Guide Questions		<a href="#">Questions.docx</a>	
Assessment tool (e.g. rubrics, checklist)	Interview skill rubrics		<a href="#">Rubrics.docx</a>	

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

<p><b>1. Task Information</b></p> <ul style="list-style-type: none"> <li>• Provide a clear task title and description for a learning task.</li> </ul> <p><small>Task Title *</small> Conducting Client Interviews to Identify Design Needs</p> <hr/> <p><small>Description</small> Students will interview the elderly individual to gain insight into their daily experiences and needs.</p> <hr/> <p style="text-align: center;">Figure 5.38: Task Information</p>	<p><b>Task title:</b> Conducting Client Interviews to Identify Design Needs</p> <p><b>Description:</b> Students will interview the elderly individual to gain insight into their daily experiences and needs.</p>
<p><b>2. Stage</b></p> <ul style="list-style-type: none"> <li>• Is this a pre-class, in-class, or after-class task?</li> </ul> <p><b>Is this a pre-class, in-class, or after-class task?</b></p> <p><input type="radio"/> Pre-class      <input checked="" type="radio"/> In-class      <input type="radio"/> After-class</p> <p style="text-align: center;">Figure 5.39: Stage</p>	<p>In-class</p>
<p><b>3. Task Type</b></p> <ul style="list-style-type: none"> <li>• Please refer to <b>Chapter 2.6 - Task Taxonomy</b> for more details.</li> </ul> <p><small>Learning Type</small>  <span style="display: inline-block; width: 15px; height: 15px; background-color: #92d050; margin-right: 5px;"></span> Explorations through Conversation ▼</p> <hr/> <p style="text-align: center;">Figure 5.40: Task Type</p>	<p>Explorations through Conversation</p>
<p><b>4. Duration</b></p> <ul style="list-style-type: none"> <li>• How long is the task?</li> </ul> <p><small>Duration (min)</small>  <span style="font-size: 1.2em;">30</span> <span style="margin-left: 150px;">min(s)</span></p> <hr/> <p style="text-align: center;">Figure 5.41: Duration</p>	<p>30 mins</p>

<p><b>5. Delivery Mode</b></p> <ul style="list-style-type: none"> <li>Possible Options: <ul style="list-style-type: none"> <li>Face-to-Face (Inside Classroom, Outside Classroom)</li> <li>Online (Synchronous, Asynchronous)</li> <li>Hybrid</li> </ul> </li> </ul> <p>How will it be delivered?</p> <p><b>Outside Classroom</b> ▼</p> <hr/> <p>Figure 5.42: Delivery Mode</p>	<p>Outside Classroom</p>
<p><b>6. Social Organization</b></p> <ul style="list-style-type: none"> <li>Possible Options: <ul style="list-style-type: none"> <li>Whole Class</li> <li>Group</li> <li>Individual</li> <li>Peer</li> </ul> </li> </ul> <p>How will students be involved? <span style="float: right;">Group Size</span></p> <p>Group <span style="float: right;">5</span></p> <hr/> <p>Figure 5.43: Social Organization</p>	<p>Group, Size: 5</p>
<p><b>7. Feedback Provider</b></p> <ul style="list-style-type: none"> <li>You can select more than one feedback providers. <ul style="list-style-type: none"> <li>Teacher</li> <li>Peer</li> <li>Self</li> <li>Others</li> </ul> </li> </ul> <p>Who will provide feedback *</p> <p>Teacher ▼</p> <hr/> <p>Figure 5.44: Feedback Provider</p>	<p>Teacher</p>
<p><b>8. Assessment</b></p> <p><input checked="" type="checkbox"/> Is it an assessment?</p> <p>Linked Intended Learning Outcome(s) * <input checked="" type="checkbox"/></p> <p>Please link at least one Intended Learning Outcome.</p>	<p>A learning task can also serve as an assessment.</p> <p>If you select the assessment option, you will need to</p> <ul style="list-style-type: none"> <li>assign the feedback provider(s), and</li> <li>specify the targeted learning outcomes for this task to be assessed <ul style="list-style-type: none"> <li>e.g. Demonstrate openness to elderly perspectives in design discussions</li> </ul> </li> </ul>

Linked Intended Learning Outcome(s) Linked to the Curriculum Component of the task ×

Disciplinary Knowledge	
<b>Understand</b>	Identify the unique needs and challenges that elderly face in their daily lives <input checked="" type="checkbox"/>

Disciplinary Skills	
<b>Create</b>	Prepare the initial proposal of the product design <input type="checkbox"/>
<b>Create</b>	Create the assessment criteria to rate design solutions <input type="checkbox"/>
<b>Create</b>	Create prototypes to showcase the ability of turning theoretical solutions into tangible products <input type="checkbox"/>
<b>Evaluate</b>	Rate the solutions with the established assessment criteria <input type="checkbox"/>

Generic Skills	
<b>Apply</b>	Apply collaborative skills to complete tasks <input type="checkbox"/>

Values & Attitudes	
<b>Responding</b>	Demonstrate openness to elderly perspectives in design discussions <input checked="" type="checkbox"/>
<b>Organization</b>	Value the suggestions of others and be able to find the optimal among all options <input type="checkbox"/>

OK CANCEL

Is it an assessment?

Linked Intended Learning Outcome(s) \*

**Values & Attitudes**

**Responding** Demonstrate openness to elderly perspectives in design discussions

Figure 5.45: Triggering the Assessment Option in a Task

## 9. E-learning Tool

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**E-learning Tool** \*

Assignment ▼

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**Name** \*

Assignment

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**Description**

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**File upload or URL**

URL

File Upload

OK CANCEL

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.

iLAP tools

Forum

File

Quiz

Questionnaire

Assignment

Workshop

URL

Wiki

Chat

Choice

Lesson

Database

Checklist

H5P

Page

Other learning platform

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

10. Resources

Type \*

Other, please specify

Name \*

Interview Guide Questions

Description

File upload or URL

URL

File Upload

[Questions.docx](#) 

OK CANCEL

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.

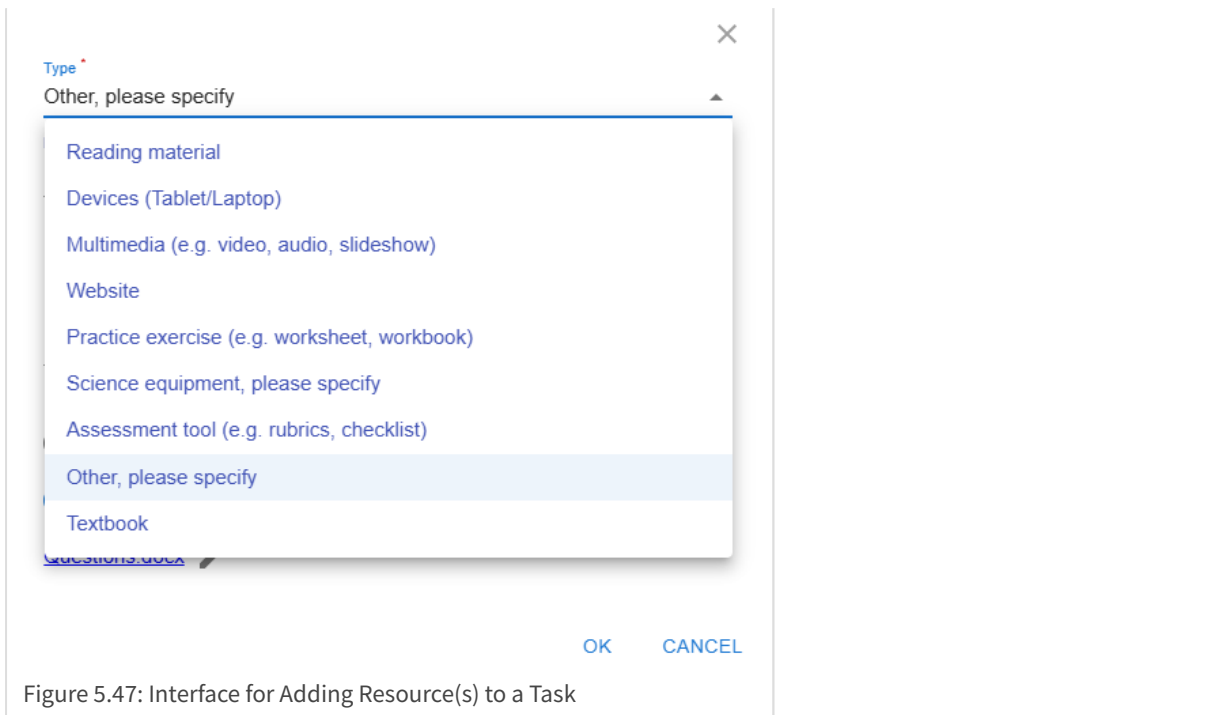


Figure 5.47: Interface for Adding Resource(s) to a Task

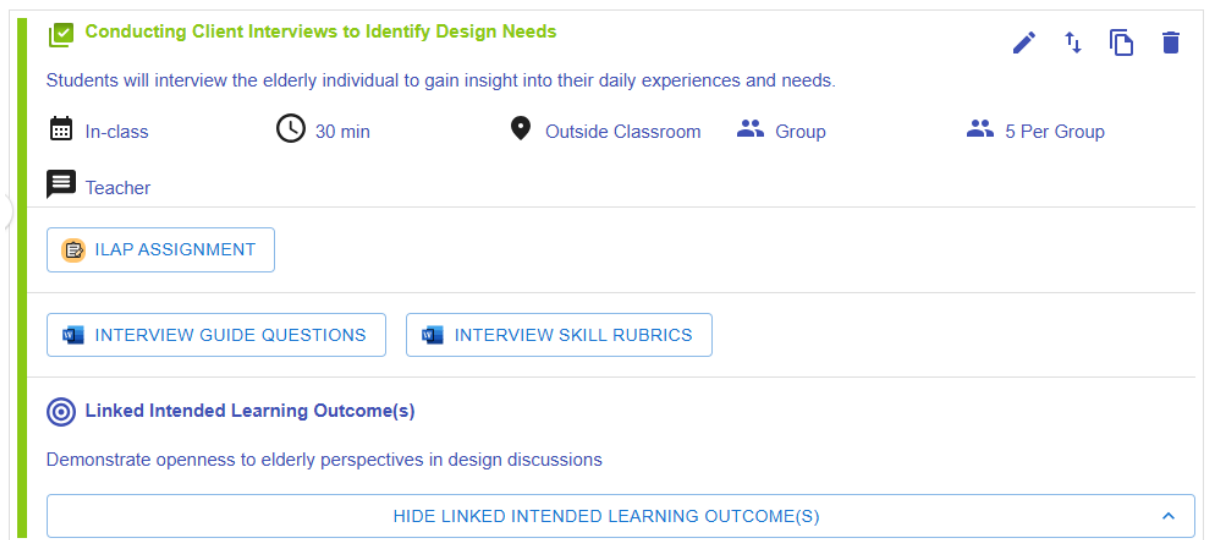


Figure 5.48: Preview of a Learning Task

- The task appears in the CC page.

### 3.2 A Quick Reminder

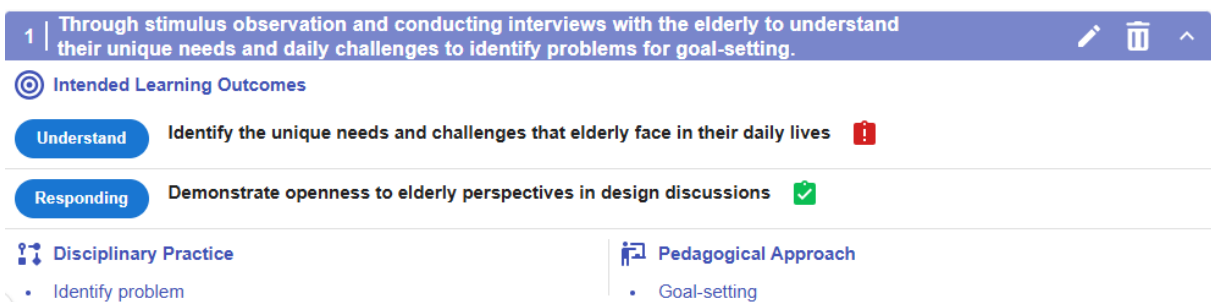


Figure 5.49: Preview of a CC

- 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

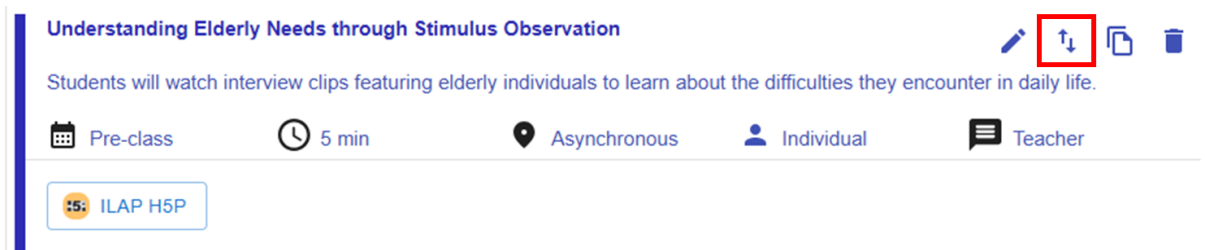



Figure 5.50: Moving a Task (1)

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

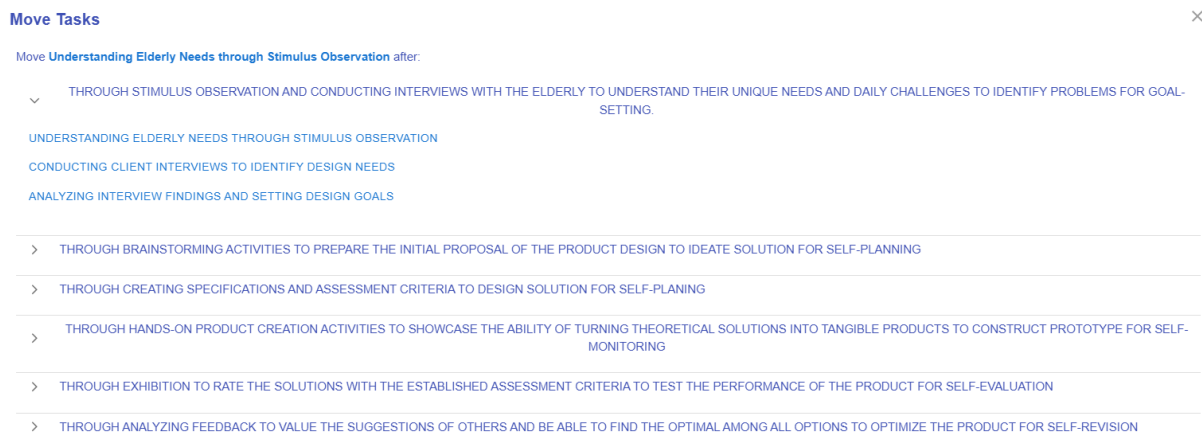


Figure 5.51: Moving a Task (2)

- 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
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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

**Designing for the Wise**

**Curriculum Component**  
 Total Learning Time: 440 min    Designed Total In-Lesson Time: 335 / 490 min

EXPAND ALL    COLLAPSE ALL    + ADD    + PATTERNS

- 1 | Through stimulus observation and conducting interviews with the elderly to understand their unique needs and daily challenges to identify problems for goal-setting.
- 2 | Through brainstorming activities to prepare the initial proposal of the product design to ideate solution for self-planning
- 3 | Through creating specifications and assessment criteria to design solution for self-planning
- 4 | Through hands-on product creation activities to showcase the ability of turning theoretical solutions into tangible products to construct prototype for self-monitoring
- 5 | Through exhibition to rate the solutions with the established assessment criteria to test the performance of the product for self-evaluation
- 6 | Through analyzing feedback to value the suggestions of others and be able to find the optimal among all options to optimize the product for self-revision

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

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