

# 6.3.1 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](#).

By using a course-level pattern, the Learning Design Studio (LDS) will recommend and assign relevant CC patterns and the task patterns for you. Next, we'll take a closer look at how they work.

## Reviewing and Revising the Existing CCs

### 1. How to Name a CC?

#### 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.**

- Below are the 6 CC patterns provided by the course-level pattern.
  - Through **1) brainstorming to 3) identify problem for 4) goal-setting**
  - Through **1) discussing essential design elements to 3) ideate solution for 4) self-planning**
  - Through **1) collecting feedback to 3) design solution for 4) self-planning**
  - Through **1) creating criteria and material lists to 3) construct prototype for 4) self-monitoring**
  - Through **1) competition based on the rubrics to 3) test performance of the product for 4) self-evaluation**
  - Through **1) analyzing feedback to 3) optimize the product for 4) revision**
- We recommend adding an intended learning outcome to the title of the CC to specify what you aim to achieve in that particular CC.
- For example,
  - Through **1) brainstorming to 2) identify the unique needs and challenges of the elderly to 3) identify problem for 4) goal-setting**

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