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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