


Reconstructing Curriculum Coherence in Performance-Based Traditions: A Framework Integrating Experiential Learning and Relational Constructive Alignment

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Abstract

Constructive alignment (CA) is widely used to organise curriculum coherence in higher education; however, its operationalisation within outcome-based quality assurance systems creates structural difficulties when applied to ensemble-based oral music traditions, where knowledge is embodied, relationally transmitted, and acquired through somatic imitation and co-performance. This study pursued three objectives: (1) to diagnose curriculum gaps in Chaozhou music higher education through systematic needs analysis; (2) to construct a theoretically grounded framework, the Chaozhou Music Curriculum Framework (CMCF), operationalising Relational Constructive Alignment (RCA); and (3) to evaluate the CMCF for content validity and stakeholder feasibility. A mixed-methods sequential exploratory design embedded within a design-based research orientation was adopted across three phases. Phase 1 comprised needs analysis through document analysis of twelve syllabi, six semi-structured expert interviews, five teacher focus group discussions, and a student survey ($n = 300$). Phase 2 involved framework construction through conceptual synthesis and iterative expert consultation. Phase 3 combined expert Content Validity Index (CVI) validation ($n = 5$ panel; $S-CVI/Ave = 0.94$) with stakeholder feasibility assessment ($n = 100$ students; Cronbach's $\alpha = 0.89$). The CMCF operationalises RCA, extending the conventional ILO-TLA-AT triangle by incorporating ensemble relationality as a fourth structural axis within a tetrahedral model. Student feasibility means ranged from 3.38 to 3.71 on a five-point scale, indicating moderate rather than strong endorsement, with notable heterogeneity across student subgroups. The study indicates that CA may function more coherently in ensemble-based oral traditions when its structural architecture is adapted to incorporate relational epistemology, offering a potentially adaptable framework for disciplines in which tacit, embodied, or



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relational knowledge is constitutive of learning.

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