



COMMONCORE
THE UNIVERSITY OF HONG KONG

DESIGNING COURSES FOR SUCCESS

In collaboration with

 **Communication
Intensive Courses**

AGENDA

- Introductory Remarks by Prof. Julian Tanner, Common Core
- Sharing by
 - Dr Alison So, Department of History
 - Dr Michael Rivera, Faculty of Social Sciences
 - Dr Johnathan Johnson, Department of Humanities
- Communication and Assessments by Dr Michael Raquel, Centre for Applied English Studies



PROGRAMME LEARNING OUTCOMES

PL01: articulate a broader perspective and a deeper critical understanding of the **complex connections** between issues of profound importance

PL02: better navigate the similarities and differences between their own and other **cultures**

PL03: more fully participate as individuals, members of social groups, and citizens in **global, regional, and local communities**

PL04: demonstrate the **creative, collaborative, and communication skills** that will contribute to the quality of their own and others' lives



REASONS FOR REJECTION

Proposal Information	Insufficient details provided on content, activities, assessment
Course Content	An “Intro to...” or skills course; Too specialised in respective subjects/ too technical and advanced (must be accessible to all UG students); Too abstract and broad; Not intellectually challenging or rigorous.
Interdisciplinary Scope	Lacks broader integration across other disciplines and real-world issues (SDGs)
Link to CC Programme Learning Outcomes	Lack of creative and critical/ comparative engagement; Narrowly on one community or culture.
Course Learning Outcomes	Not well constructed to reflect increasing or higher level of cognitive engagement
Readings	Technical and narrow disciplinary content
Assessments	Conventional methods; Final exams; Not linked to learning outcomes or course content; Too much or inappropriate weight on one component.

OTHER ISSUES

Course Title	Generic titles; Inappropriate or uninteresting for a CC course
Tutorials	Does not complement the lectures
Pedagogical approaches	Passive learning approaches or lacks interactivity
Workloads	Excessive activities, pre-work, readings, and/or assessments
Readings	Too many readings (inappropriate workload); course based on only one reading (singular perspectives)
Assessments	Too many assessments (over-assessing); No clear grading rubrics; Assessments easily by GenAI and encourages academic dishonesty.

GUEST SPEAKERS AND PANEL



Dr Alison So
Lecturer, Department
of History



Dr Michael Rivera
Lecturer, Faculty of Social
Sciences



Dr Jonathan Johnson
Research Assistant
Professor, Department of
Humanities



Dr Michelle Raquel
Senior Lecturer, Centre for
Applied English Studies

RECAP

- Teach something you are passionate about
- Include detailed information such as week-by-week schedules and topics (lectures/ tutorials/ fieldtrips), explanation of assessments with grading rubrics.
- Align to CC Programme Learning Outcomes.
- Select active learning approaches and creative assessments.
- CiC Team can support with improving course syllabus through (re)design of assessments, grading rubrics, and learning outcomes.
- Ultimately, the course needs to appeal to students - can be cancelled/ discontinued if insufficient enrolments.

