

WHAT MAKES A COMMON CORE COURSE GOOD?

BY JADON NG TSZ HEI (3036076067)



WHY IS THIS IMPORTANT?

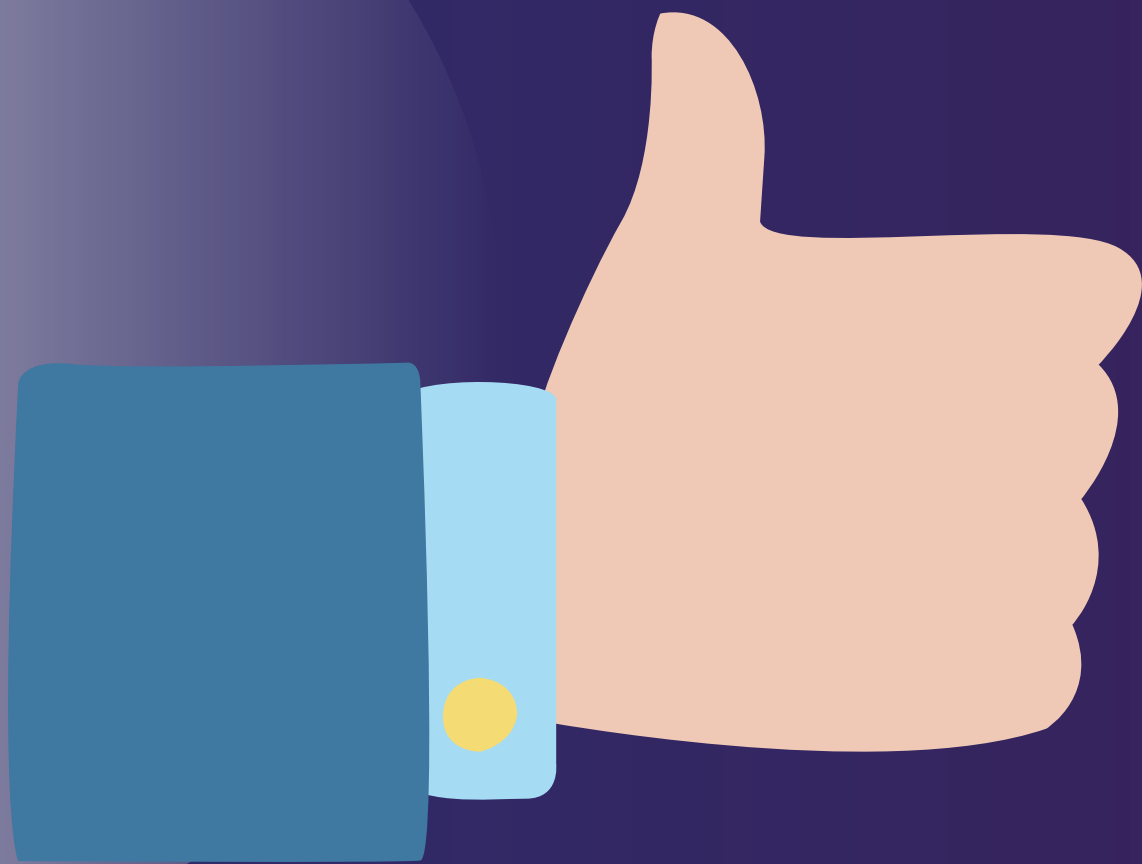
For Students

- Gather insights
- FYC Find your course

For Professors

- Improve course popularity
- Increase attention rate
- Enhance course effectiveness

WHAT DOES IT MEANS BY GOOD?



Popular → **Registration among students**



Positive Feedback → **SFTL Effectiveness Rating**



High Participation/Attention → **SFTL response rate**

OUR DATA



WHAT IS INSIDE EACH DATA CATEGORY

Course Metadata

Course Title

Course Code

Course Schedule

Student Forum

Grade Distribution

Course Structure

Course Workload

Course Weighting

SFTL

Response Rate

Effectiveness

Enrollment Statistic

Registration Per Quota

REG_P_QUOTA



Scrape from official CC Enrollment Statistic back in August (only for Yr2 and above)

Common Core Courses 2024-2025 Enrolment Statistics					
This page is updated each hour during the course selection and add/drop periods.					
Course Code	Course Title	Sub-Class	Quota	No. of Vacancies Available	No. of Applicants Waiting for Approval
Summer Semester					
(I) Science, Technology and Big Data					
CCST6001	Change for a Better Self (UQM, UQM)	A	60	60	0
CCST6003	Digital Twinning Buildings and City with Minecraft Worlds	A	60	60	0
CCST6004	Our Animal Allies: Connections with Human Well-Being	A	60	60	0
CCST6005	Human Wellness Technologies and Analytics	A	60	60	0
(II) Arts and Humanities					
CCHU6001	For Films' Sake! The Power of Short Films (CA)	A	60	60	0
CCHU6002	Transdisciplinary Healthcare Solutions	A	60	60	0
(III) Global Issues					
CCGL6001	Change for a Better Community (SCCE)	A	60	60	0
CCGL6002	Material Ecologies: Local Practices and Global Impacts (SCCE)	A	60	60	0
CCGL6003	A Healthy Lifestyle for a Hectic Life	A	60	60	0
(IV) China: Culture, State and Society					
CCCH6001	Human Monkeys: Unethical Research in Manchuria (UQM, UQM)	A	60	60	0

COURSE STRUCTURE

- Scrape data from official HKU common core website
- Use REGEX to categorize assessments into 5 categories
lecture, tutorial, presentation, exam, essay
- Add dummy categories for categorical analysis
has_fieldtrip, has_assessment, has_presentation, has_essay,
has_essay, has_lectureActivity

Study Load

Activities	Number of hours
Lectures	24
Tutorials	12
Reading / Self-study	45
Fieldwork / Visits	4
Assessment: Essay / Report writing	45
Total:	130

Assessment: 100% coursework

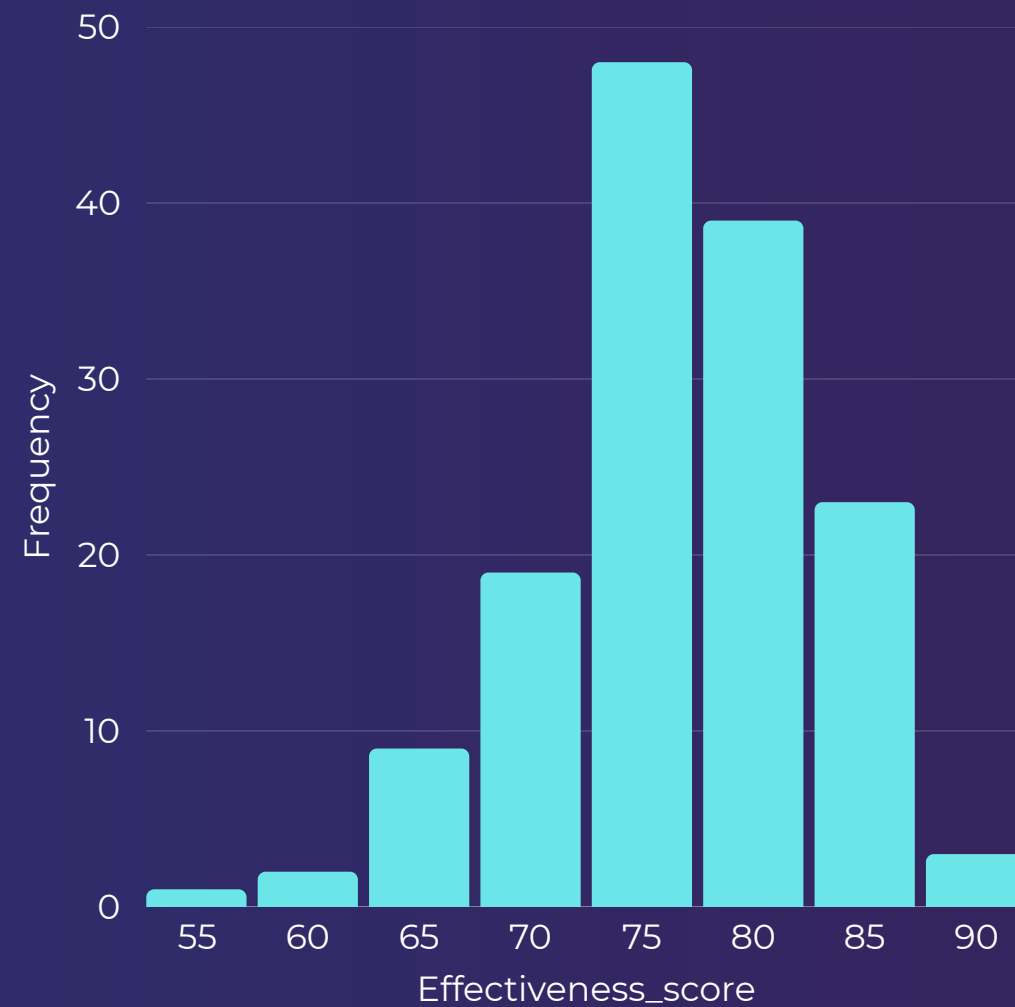
Assessment Tasks	Weighting
Project	25
Journal writing	50
Participation in tutorial discussions	25

DATA ANALYSIS

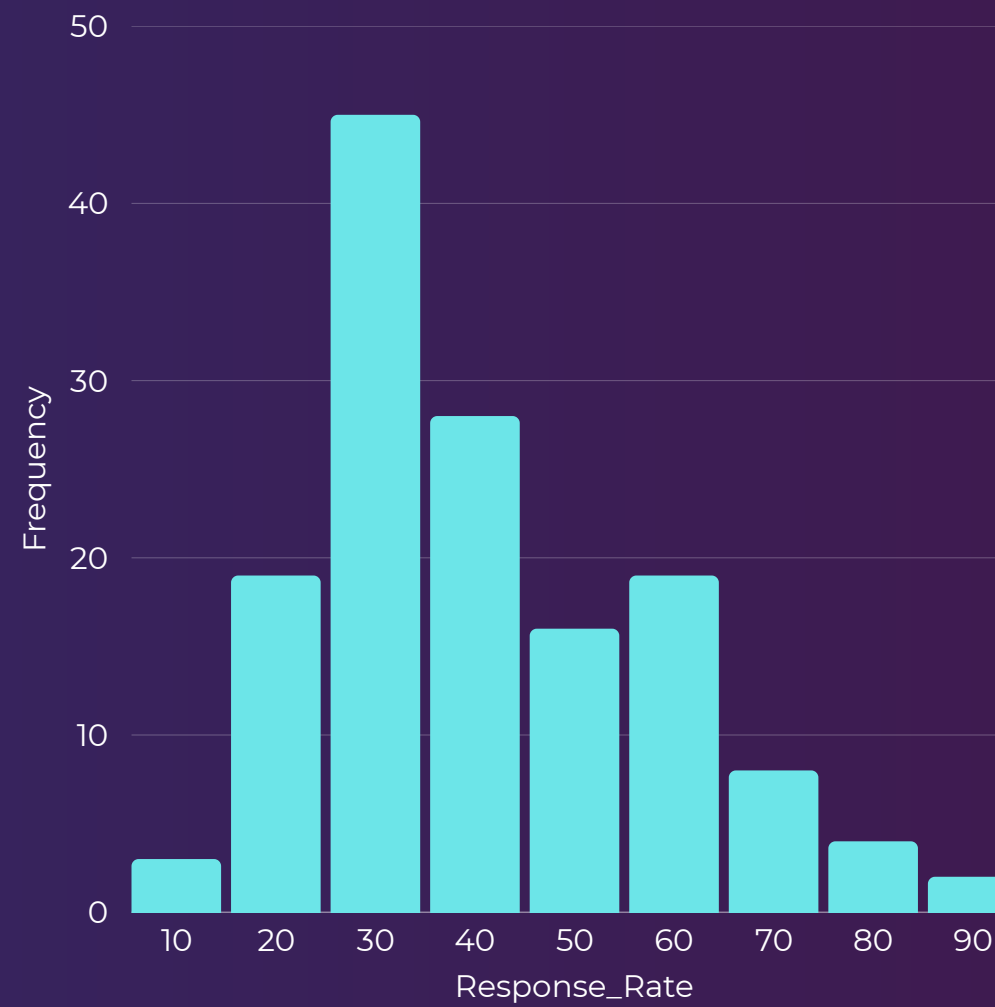


METRIC SCORE DISTRIBUTION

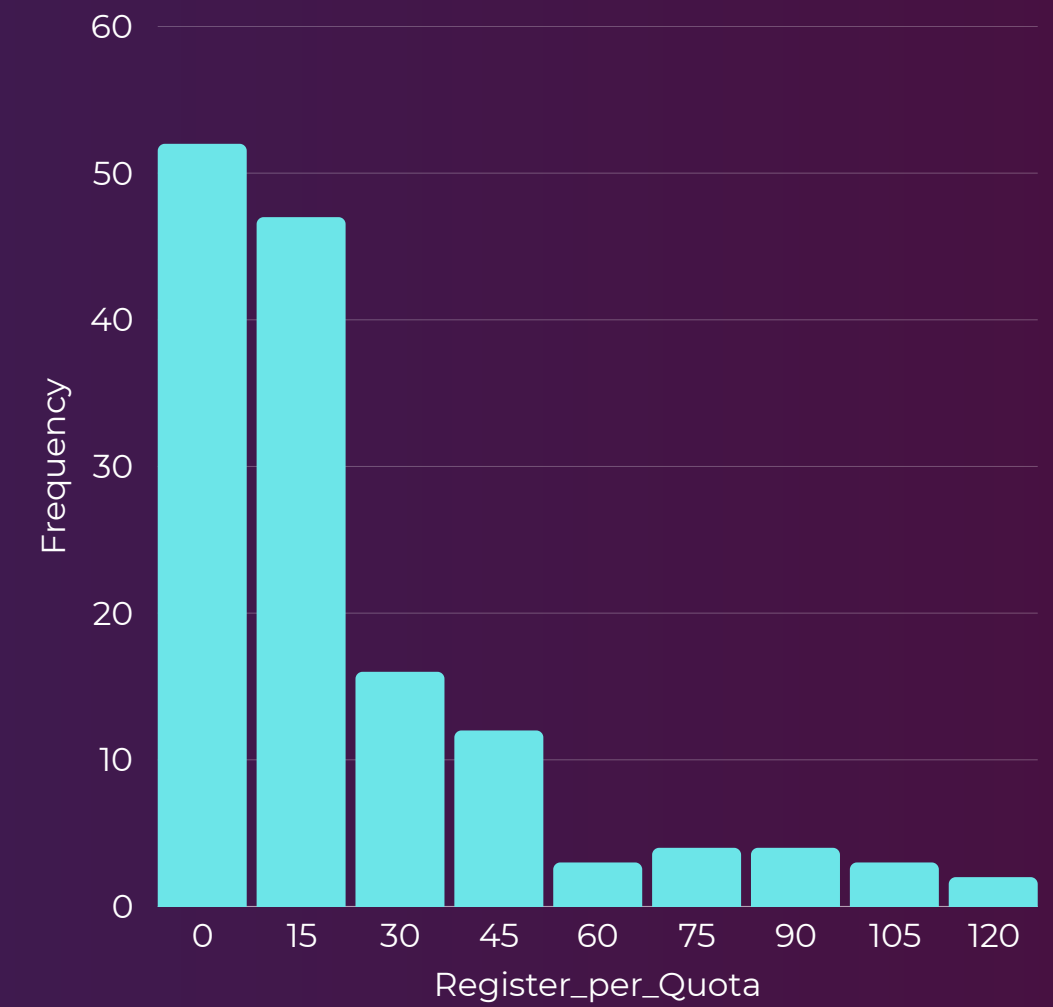
EFFECTIVENESS DISTRIBUTION



RESPONSE RATE DISTRIBUTION



REGISTER PER QUOTA RATE DISTRIBUTION



METRIC SCORE CORRELATION

 Low correlation among target features

	EFFECTIVENESS	REG_P_QUOTA	RESPONSE_RATE
EFFECTIVENESS		0.16	0.21
REG_P_QUOTA	0.16		0.04
RESPONSE_RATE	0.21	0.04	

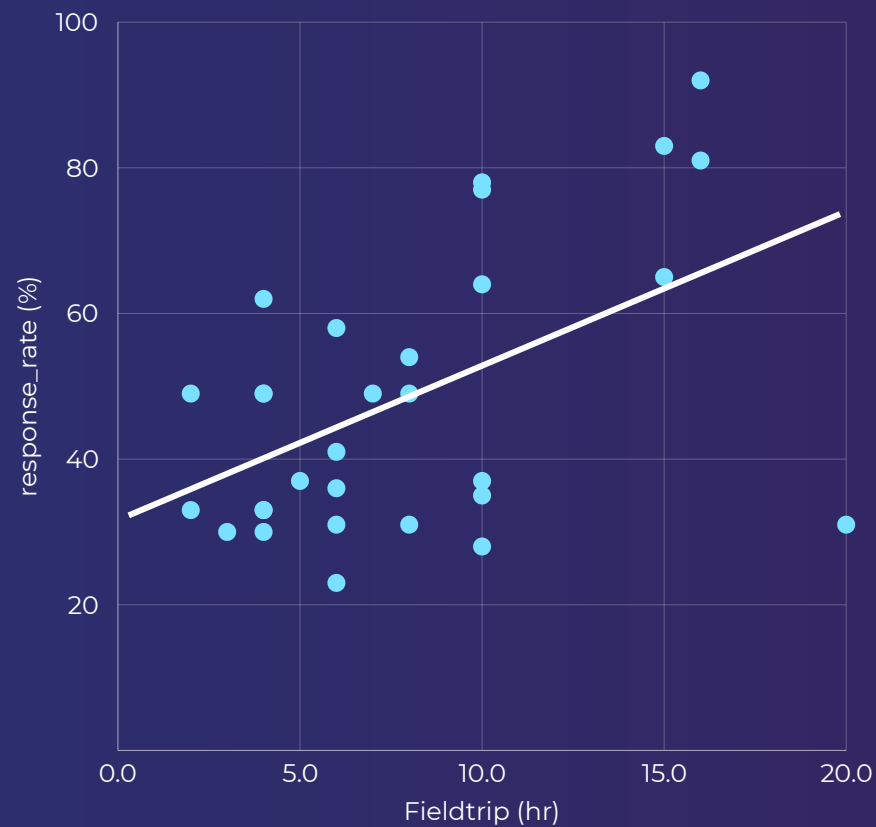
FACTOR ANALYSIS

Does **X** impose an effect on
effectiveness/reg_p_quota/response_rate?

$$H_0: B_j = 0$$

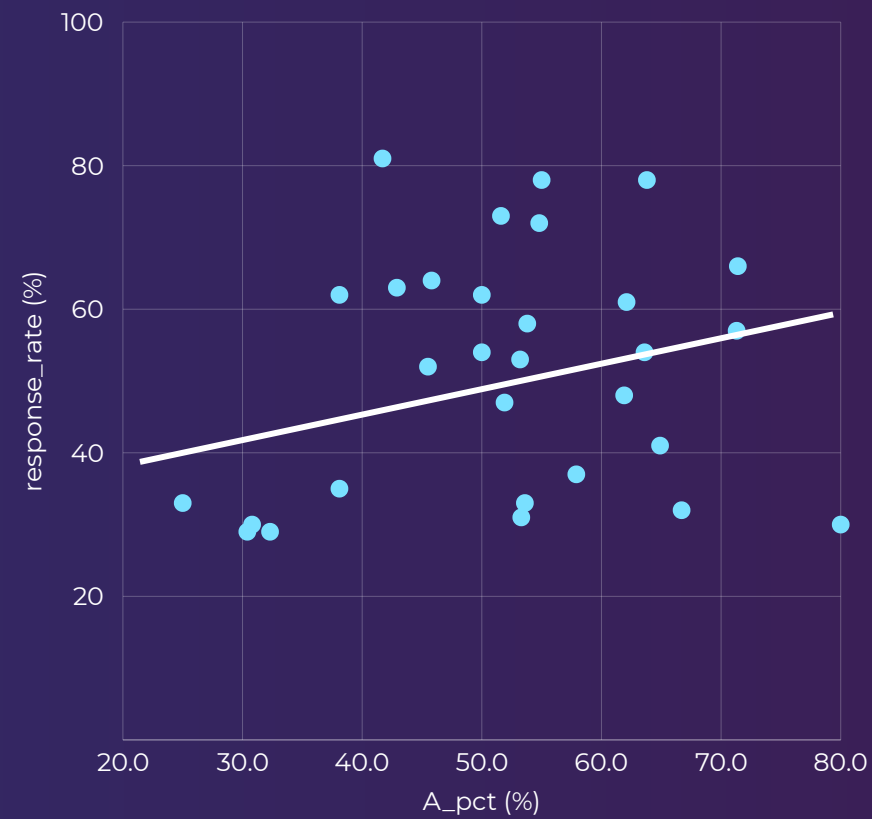
SOME INTERESTING SCATTERPLOTS

FIELDTRIP VS RESPONSE RATE



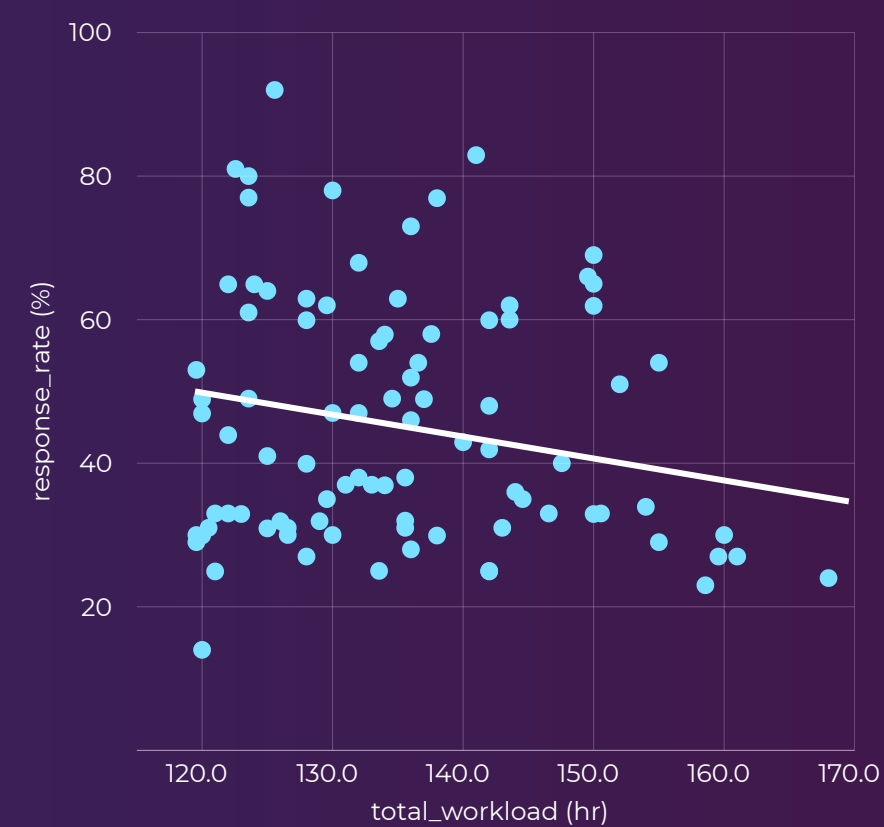
BETA_COEF: 2.07
P-VALUE: 0.005

A_PCT VS RESPONSE RATE



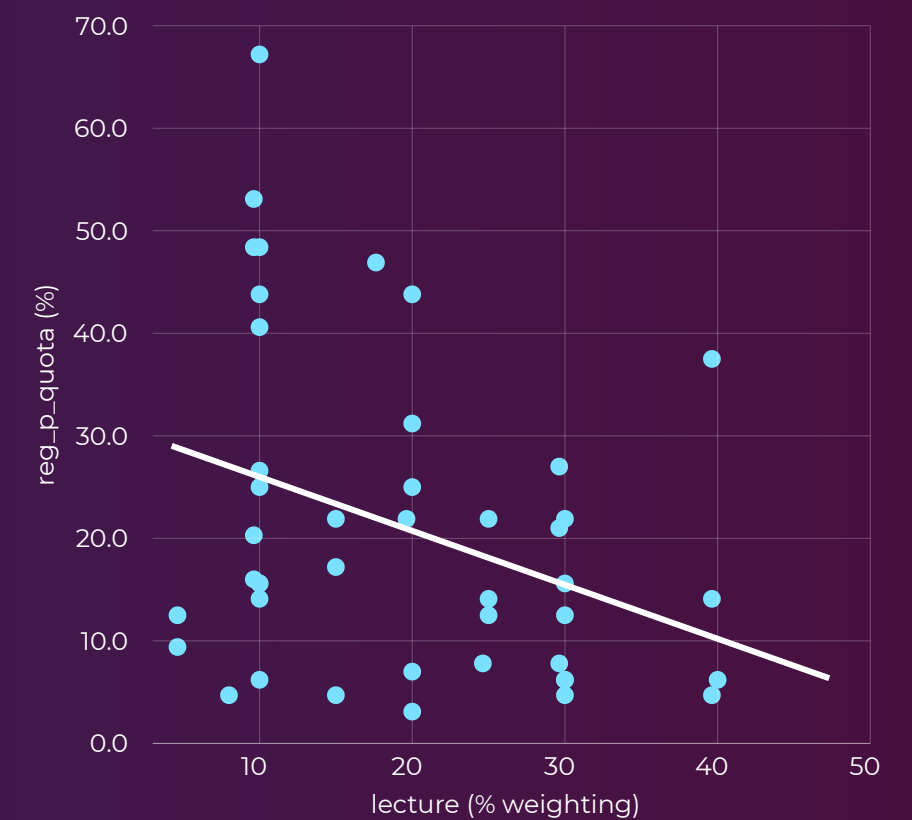
BETA_COEF: 0.34
P-VALUE: 0.043

TOTAL WORKLOAD VS RESPONSE RATE



BETA_COEF: -0.24
P-VALUE: 0.041

LECTURE VS REG_P_QUOTA

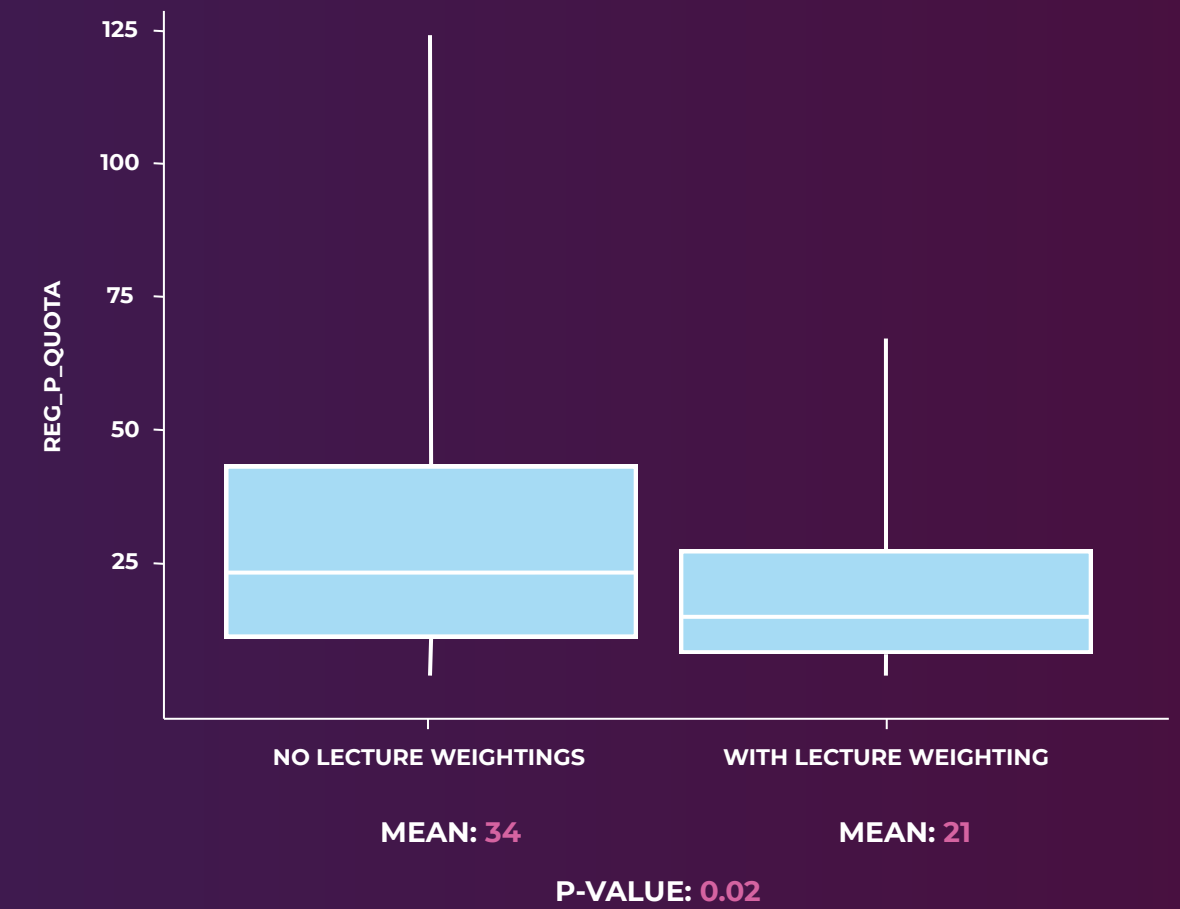
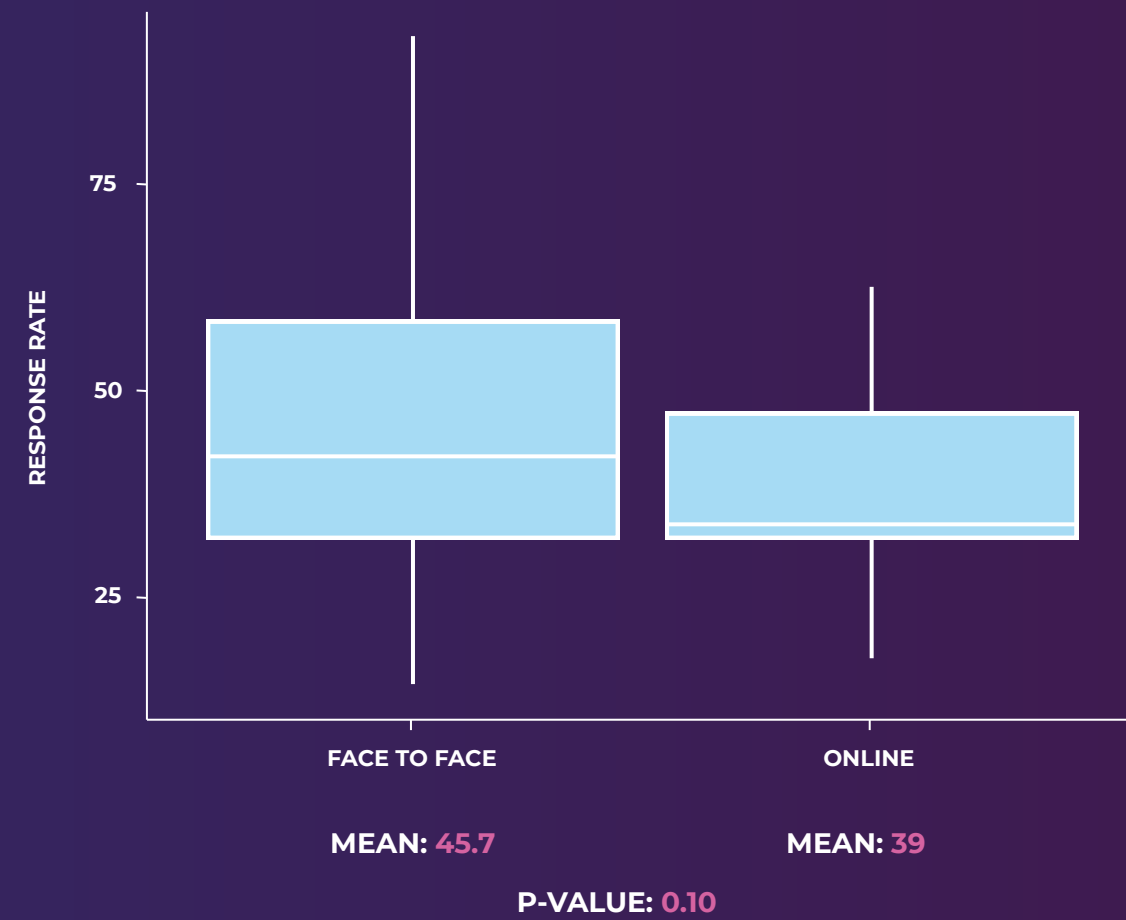
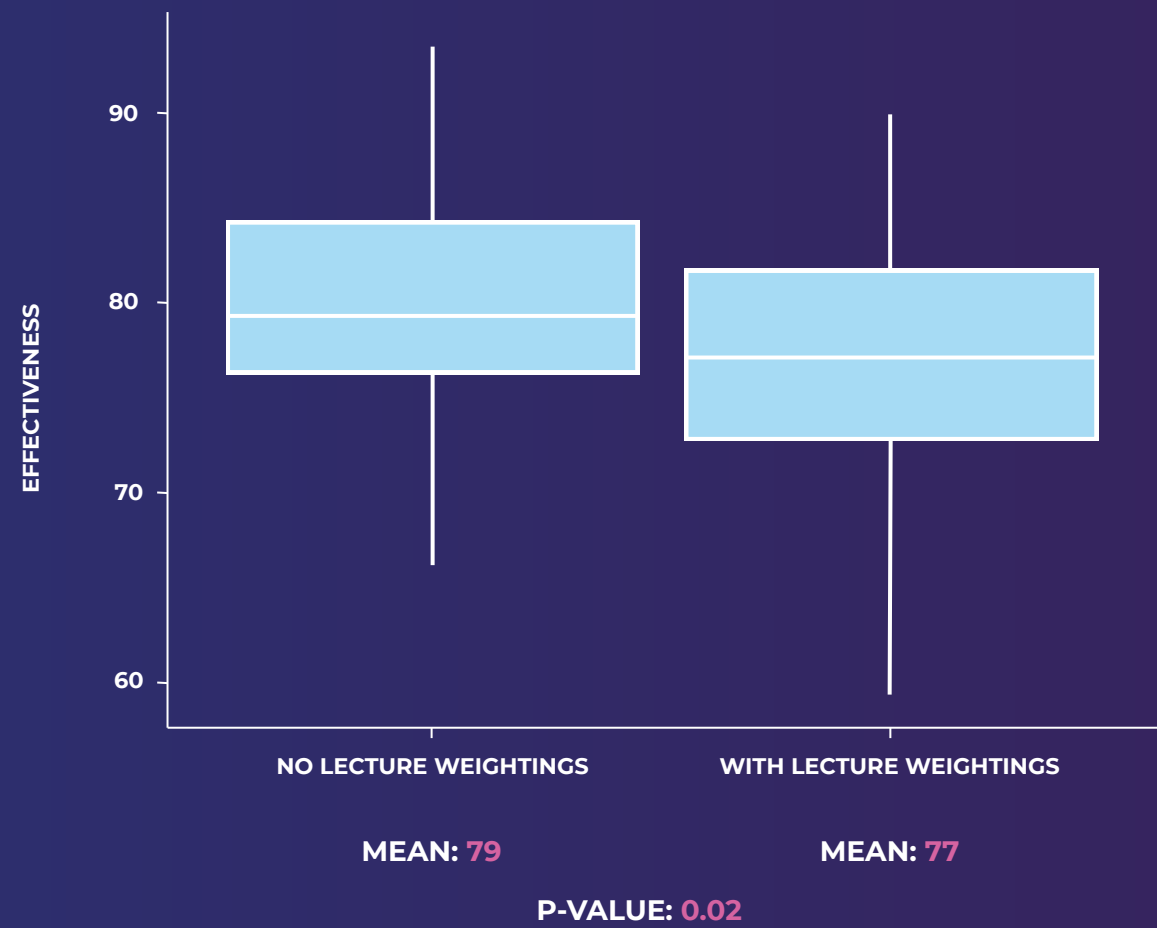


BETA_COEF: -0.46
P-VALUE: 0.044



STATISTICALLY SIGNIFICANT RESULT AT 5% SIGNIFICANCE LEVEL VIA T-TEST

CATEGORICAL ANALYSIS WITH BOXPLOTS



P-VALUE FROM ANOVA TEST

ANALYSIS WITH LINEAR REGRESSION MODEL

DEPENDENT VARIABLE

R-SQUARED

TOP 3
INDEPENDENT VARIABLE

EFFECTIVENESS

0.096

Lecture weight	Tutorial weight	Lecture Hours
COEF: -0.07	COEF: -0.08	COEF: -0.11
P-value: 0.15	P-value: 0.17	P-value: 0.24

RESPONSE RATE

0.164

Fieldtrip Hours	1430 starttime	is Online
COEF: 0.96	COEF: 15.88	COEF: -6.71
P-value: 0.015	P-value: 0.071	P-value: 0.18

REG_P_QUOTA

0.132

Lecture weight	Tutorial Hours	1230 starttime
COEF: -0.75	COEF: 3.10	COEF: -20.28
P-value: 0.04	P-value: 0.02	P-value: 0.21

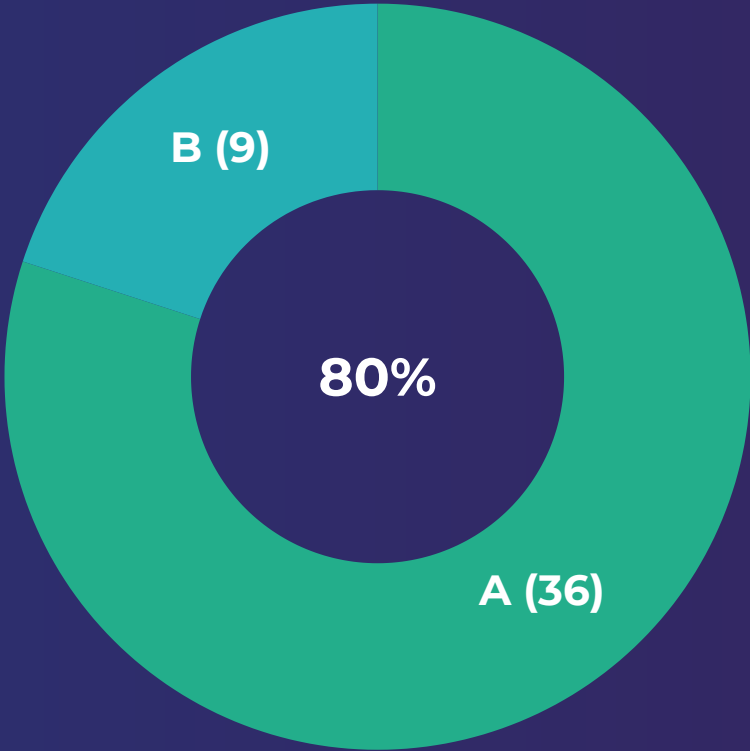
SOME EASTER EGGS



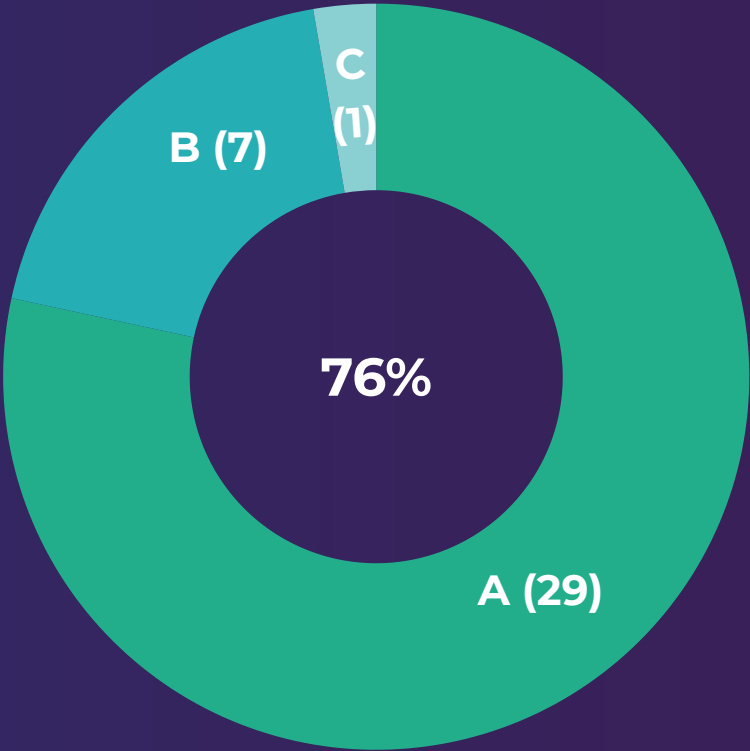
BRO CAN YOU SLIP ME SOME GOOD GRADE CC



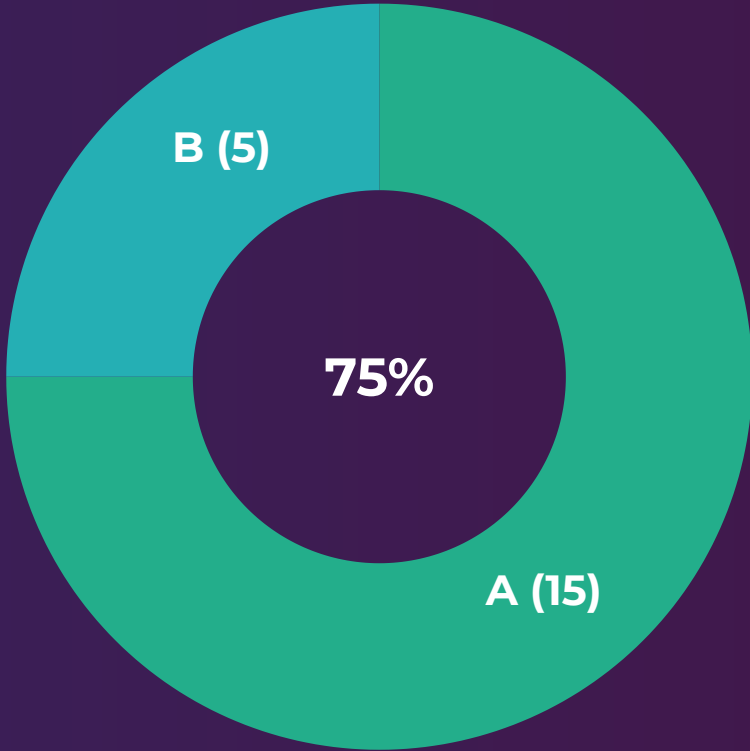
CCCH9051
DIGITIZING CULTURAL HERITAGE
IN GREATER CHINA



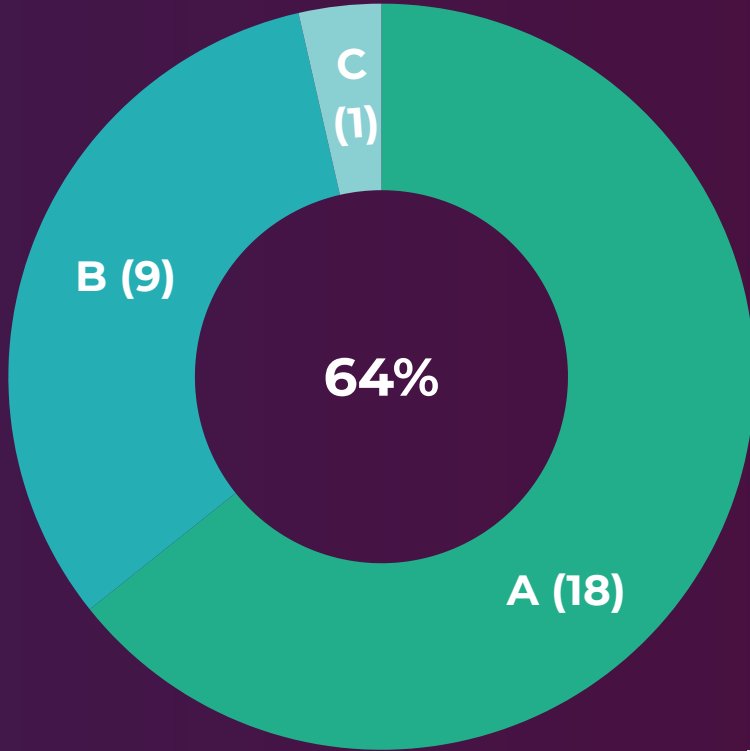
CCHU9034
ARCHITECTURE AND FILM



CCST9056
THE FORCE IS WITH YOU: HOW
THINGS WORK



CCGL9031
ENTREPRENEURSHIP: GLOBAL
AND SOCIAL DEVELOPMENT





I'M A FRESHMAN, I DON'T KNOW WHAT TO CHOOSE!
I'LL JUST PICK WHATEVER OTHERS ARE PICKING

	QUOTA	REGISTER	REG_P_QUOTA
CCGL9074 UNLEASHING THE POWER OF BIG DATA IN GLOBAL CITIES	64	122	190%
CCST9072 SMILE ! TEETH AND SOCIETY	64	80	125%
CCCH9018 BUDDHISM AND CHINESE CULTURE	128	136	106%
CCHU9060 GAMES: PLAY, LEARNING AND SOCIETY	64	66	103%

MY FRIENDS REALLY WANNA KNOW...



I WANT TO MEET MORE PEOPLE AND HANG OUT WITH FRIENDS!
CCCH9031 PROPERTY RIGHTS, BUILT HERITAGE AND
SUSTAINABLE DEVELOPMENT IN HONG KONG

20 HOURS
FIELDTRIP

75%
EXAM/QUIZZES



I AM AN ACADEMIC WEAPON...
CCST9016 ENERGY: ITS EVOLUTION AND ENVIRONMENTAL
IMPACTS



I AM NEVER SEEN AT THE CAMPUS
CCCH9004 IDEAS AND IMAGES OF THE WEST IN LATE IMPERIAL
CHINA (IS NOT FOR YOU)

50%
PARTICIPATION MARK

WHAT CAN YOU TAKEAWAY

LOWER LECTURE WEIGHTING
TO ATTRACT MORE STUDENTS

FACE TO FACE CLASS FOR
MORE PARTICIPATION



FYC FIND YOUR COURSE

ORGANIZE MORE FIELDTRIPS IF
YOUR COURSE HAS FIELDTRIPS

WHATS NEXT

- ☐ Does the lecturer has an impact on Effectiveness?
- ☐ Use average SFTL score of all courses taught by a lecturer as a factor
- ☐ Sentimental analysis on forum comments
- ☐ Collect more data



A large, semi-transparent purple circle is centered on the slide. Overlaid on the left side of the circle is a white line graph with an upward-pointing arrow. The graph starts with a horizontal line, dips slightly, then rises in a series of steps, ending with a sharp upward arrow. Another similar white line graph with an upward arrow is positioned on the right side of the circle, also rising in steps. The background of the slide is a dark purple gradient.

THANK YOU!