THE EDUCATION UNIVERSITY OF HONG KONG

Handbook for Final Year Projects: Honours Project and Capstone Project (for 2019/20 cohort and onwards)

(Endorsed by the SGUCC at its 54th meeting on 19 September 2019)

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28 August 2019

1. Preamble

1.1 To fulfill the aspiration explained in the University's new Strategic Plan 2016-25 and to provide a firm underpinning for the curriculum review currently in place, the Academic Board endorsed the renewal of Graduate Attributes (GAs) in December 2017. These attributes are:

Professional Excellence

- Articulation of the knowledge and skills acquired in their study and successful application in their profession, and aspiration to continuous improvement and development;
- Competencies in critical thinking, communication, problem solving and collaboration skills, integrating theory and practice; positive and professional attitude; and
- Contribution to sustainable social and economic development in Hong Kong and beyond.

Ethical Responsibility

- Awareness of and commitment to being a caring, socially and ethically responsible citizen;
- Upholding moral values and integrity; and
- Ability to think critically and independently to make moral judgements.

Innovation

- Possession of a global mindset, technological literacy and entrepreneurship with drive and aspirations;
- Readiness to learn and engage in lifelong learning; and
- Ability to generate creative, innovative and effective approaches and ideas. (*vide* AB 81/2017)

In order that Faculties and Departments can operationalize these generic and broad attributes (abbreviated as PEER & I) in the curriculum (formal and non-formal), seven Generic Intended Learning Outcomes (GILOs) were developed, with which Programme Intended Learning Outcomes (PILOs) should align.

1.2 The new common curriculum structure (*vide* AB 58 & 82/2017) provides the framework for each domain to reconsider its role in delivering the intended outcomes, and blending in best practices in learning and teaching.

1.3 This Handbook aims to clarify the role, purpose, significance that the Final Year Project (FYP) (in the form of an Honours Project (HP) or a Capstone Project (CP)) has in the entire curriculum, as well as to provide crucial information on course development and operational details.

2. Conceptualization of Final Year Projects at EdUHK

2.1 As students approach the final year, they will have been broadly educated, specialized in their major studies, gained hands-on experience in real-world contexts, and served

the community[1] (see Table 1). There needs to be an opportunity to review, make sense of, and connect a broad range of work and the processes of producing that work.

Table 1. Domains in the New Curriculum

Programmes	*Domains*
BEd	Major and Education Studies; General Education (including Experiential Learning); Language Enhancement; Electives/ Minors/ Second Major; Field Experience; Honours Project/ Capstone Project
Non-BEd	Major; General Education (including Experiential Learning); Language Enhancement; Electives/ Minors/ Second Major; Internship (in some programmes); Honours Project/ Capstone Project

2.2 As such, from the curriculum design perspective, we envision that **the FYP will be an inquiry-oriented learning avenue that enables our students to consolidate, integrate, and reflect on their undergraduate experiences for transiting to (and even celebrating) their upcoming post-graduation life – be it related to entering higher degree programmes or entering the workplace.** In other words, the FYP helps students consolidate both generic skills and disciplinary knowledge and skills that would enhance their competitiveness and employability.

2.3 From the quality assurance and quality enhancement perspective, the FYP, being a degree-end culminating assignment, should articulate well the PILOs. In this connection, colleagues should consider making use of the Programme Outcomes Assessment (POA) in checking the alignment of GAs, GILOs, PILOs, and the learning outcomes of the Final Year Project (see Figure 1, Figure 2 and Table 2 for reference).

2.4 While programmes can choose their assessment tasks to demonstrate their programme learning outcomes for POA, the FYP should be an important assessment task demonstrating the PILOs. After all, we expect students to integrate all their learnings in the programme in the FYP and put it in action through either the HP or CP. The HP and CP are platforms for the students to demonstrate their ability or learning in the programme at the final year – and at the final stage of the programme. This should be one of the assessments being incorporated into the POA given such an important status (see paragraph 3.5 and 3.6).

[1] To help students gather artifacts and evidence along their academic journey, we have also launched the University ePortfolio.

Figure 1. Linkage of GAs, GILOs and formal learning (including Final Year Project)

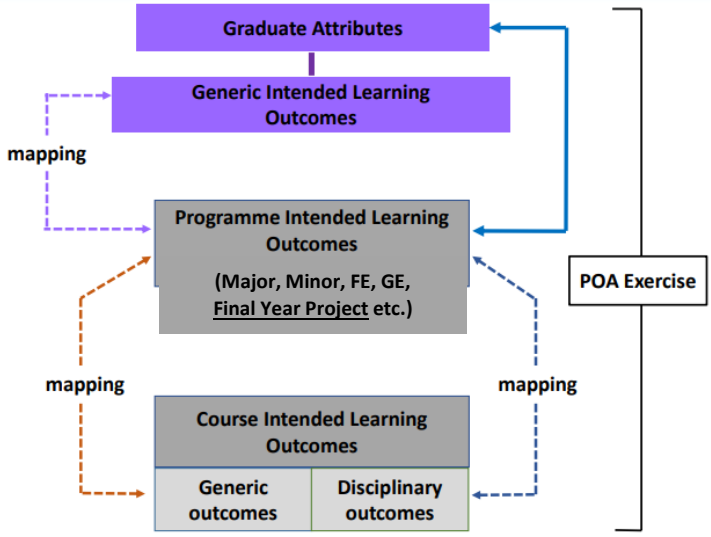
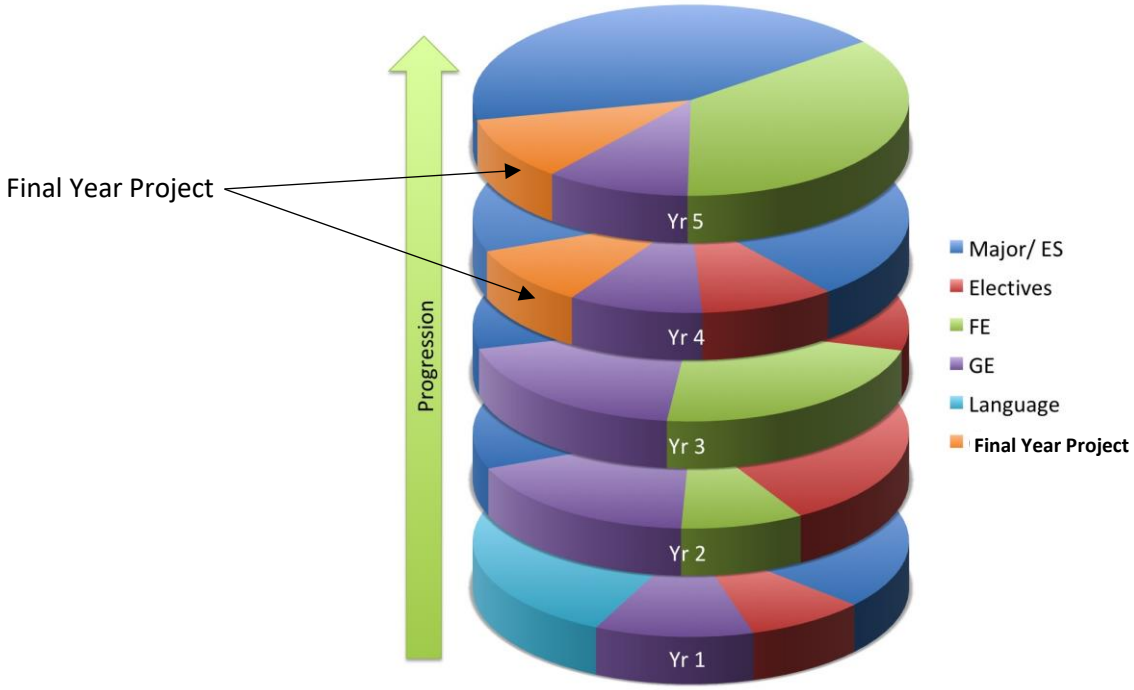


Table 2. Domains with focal GILOs/ KPI(s) arrangements identified

		GE: EL	GE: U-ePortfolio	Field Experience	Final Year Project
Generic Intended Learning Outcomes (GILOs)	**1. Problem Solving Skills** The ability to deal with problems/tasks/situations, formulate a plan to solve a problem, implement a solution and monitor the process, and reflect on and evaluate the process and outcomes.			✓ (KPI)	✓
	2. Critical Thinking Skills The ability to identify and analyse an issue. These skills are demonstrated in the process of examining the influence of the context and assumptions, analysing the issue with relevant information, and evaluating it with evidence and logical reasoning before formulating a conclusion or specific position (perspective/thesis/hypothesis).		✓ (KPI)		✓
	3. Creative Thinking Skills The ability to be aware of changes, signals, influences, incompleteness and unusual stimuli. Creative people have the flexibility to think from multiple perspectives, and are able to create and extend a novel idea, question, format or product through their capacity to combine or synthesise existing ideas or solutions. They can elaborate upon new ideas by adding detail and sophistication.	✓			
	4a. Oral Communication Skills	✓			✓

		GE: EL	GE: U-ePortfolio	Field Experience	Final Year Project
	The skills deployed in oral presentations to convey a central message, accompanied by one or more forms of supporting evidence, delivered in a well-organised manner to enhance communication effectiveness.				
	4b. Written Communication Skills The skills required to create compositions of different types of texts to convey the context and purpose of the writing task and enhance communication effectiveness.	✓			✓
	5. Social Interaction Skills The skills used in social situations to initiate and maintain good relationships with others, while defending oneself and managing conflicts appropriately when necessary.	✓			
	6. Ethical Decision Making Incorporating ethical considerations into decision-making and the extent to which ethical issues are considered during the decision-making process.			✓ (KPI)	
	7. Global Perspectives Individual's awareness of the strengths and limitations of his or her own culture and those of other cultures, of the interdependence amongst countries, and the interconnections amongst the past, present and future.				

Figure 2. One possible case of academic journey in the new curriculum using 5-year BEd programme as an example



3. Honours Project and Capstone Project

3.1 The current curriculum review afforded us the opportunity to revisit the meaning of "research" in disciplinary and professional settings. While reaching a consensus on this issue may not be the point here, colleagues seem to acknowledge that the nature of research has been changing. In the course of our discussion with Faculties and Departments, we noticed a much wider range of activities being considered in the umbrella of "research," such as knowledge transfer initiatives, action research in the workplace, inquiry-based community work, and creative writing. For instance, some disciplines in the arts seem to have favoured the production of non-text artifacts as the end-of-degree experience. In science and social science programmes, public education/ communication projects are growing in popularity. In business-related courses, consultancy or other employer-linked initiatives are becoming more common.

3.2 With the above in mind, in the new curriculum, CP will be introduced in parallel with the existing HP to provide ***more choices*** to suit diverse needs and interests of students in completing their FYP. This acknowledges the fact that our students now come from a wider range of backgrounds and have different learning motivations. In the multifaceted curriculum, they need a space to showcase their unique learning progress.

3.3 To acknowledge the equally important fact that there are students who would like to demonstrate their ability to integrate knowledge and skills acquired throughout their undergraduate studies through conducting research in a robust academic manner, HP remain to be an option in the FYP domain.

3.4 Looking forward, the new developments in FYP have significance to the University in distinguishing itself in terms of learning-and-teaching quality because it involves coaching, advising and supervision which may not be easily replaced by any form of

massive education (e.g., online courses and AI-enhanced tutoring). New vehicles of final-year work (i.e., having the CP option) can help differentiate EdUHK better, and give the University a competitive advantage.

Intended Learning Outcomes and Assessment for FYP

3.5 The Final Year Project should articulate well our Graduate Attributes (*vide* paragraph 1.1) at the University level. Students who have completed an HP or a CP should be able to:

- demonstrate good understanding of the knowledge and main ideas of their Major/ Programme/ Education Studies (closure);
- demonstrate their research, analytical and higher order thinking skills (e.g., problem solving, creative thinking, critical thinking, ethical decision making, *etc.*) in the processes of research and inquiry;
- synthesize and/or make connections of the content, knowledge and skills from prior courses in a broader context as a "meaningful whole" (integration);
- apply and generate new understandings of their future profession (reflection and transition); and
- consolidate and generate insights on personal identity in relation to the future profession (reflection and transition[2]).

By nature, the FYP should be linked with most or all GILOs, while emphasis should be made on the following 3 GILOs that will be assessed by the common standardized rubrics:

- Problem Solving Skills (GILO 1);
- Critical Thinking Skills (GILO 2); and
- Communication Skills (GILO 4).[3]

3.6 It is understood that based on the uniqueness of the programme, some Faculties and Departments might want to add their own items of outcomes to demonstrate the critical criteria/characteristics they need to see in their Major/Programme/discipline. In this relation, the FYP should be strongly connected with at least 2 of the PILOs[4].

3.7 The assessment tasks for Honours Project and Capstone Project aim to enable students to show how well they will have achieved the outcomes in paragraph 3.5, and they fall into these four common categories:

- assignment(s) or an examination on research methods;
- a proposal on the project;
- a presentation of the project; and

[2] Closure, reflection, transition and integration are the four design characteristics of capstone activities proposed by Thomas, Wong, and Li in 2014.

[3] Individual programmes are encouraged to map additional GILOs for their FYP where appropriate.

[4] This applies to all Majors for both full-time and part-time programmes. For BEd and DD programmes, the CILOs could be mapped against with 1 PILO from subject major, and 1 PILO from education major (which may refer to the overarching PILOs for BEd programmes, which include (c.f. SGUCC59/2018): (i) Demonstrate an understanding of knowledge on academic and professional areas and ability to apply knowledge and theory into practice; (ii) Demonstrate the ability to analyze issues and solve problems in local and global context critically and creatively; (iii) Demonstrate effective verbal and written communication skills in professional contexts and during social interactions; and (iv) Demonstrate the ability to be a professional and ethical educator). For non-BEd programmes, the CILOs would be required to map against with 2 PILOs from subject major.

- a project report.

3.8 Students who choose HP as their FYP will usually go through the process of writing research proposals and reports. However, Capstone Projects are less restricted by a particular structure. They can include formal courses, design workshops, guest lectures, independent projects, technology-enhanced simulations, professional partnerships, or a combination of these experiences (Gardner, 1998; Healey, Lannin, Stibbe, & Derounian, 2013). Here are some possible broad-brush Capstone Projects that we envisage (for easy reference, those with asterisks are considered more applicable to BEd programmes) :

- *Designing and testing a piece of education technology and the effectiveness of it in the associated curriculum (University of Illinois)
- *Consultancy/ advisory project for an internal/ external client (University of Reading[5])
- *Product design (STEM education)
- *Business start-up (business education)
- *Development of a mobile app for users to organize certain information related to their major
- *Conference and exhibition (e.g., Contemporary visual arts exhibition developed by University of Sheffield[6])
- *Game design (computer game, board game, outdoor game)
- *Picture-book design
- *Physical fitness programme/ Muscle-strength training exercises for children
- *Textbook/ workbook/ teaching and learning material design
- *Instructional simulation in rich virtual environments (e.g., in full-motion form to simulate dance movements, stock exchange to simulate market behavior)Creating an app that combines social media and donating (or a topic in the student's major study) (University of Washington)
- Making a poster to showcase knowledge of the major in the context of other countries and understanding of one's own identity (University of Alberta[7])
- Submitting a bid for a competitive grant (e.g., government's funding scheme for proposals related to entrepreneurship)
- Concert/ drama and/or visual arts performance
- Creative writing

For more local and international examples on Capstone Project, please refer to Appendix 1.

4. Structure and Content of the Final Year Project

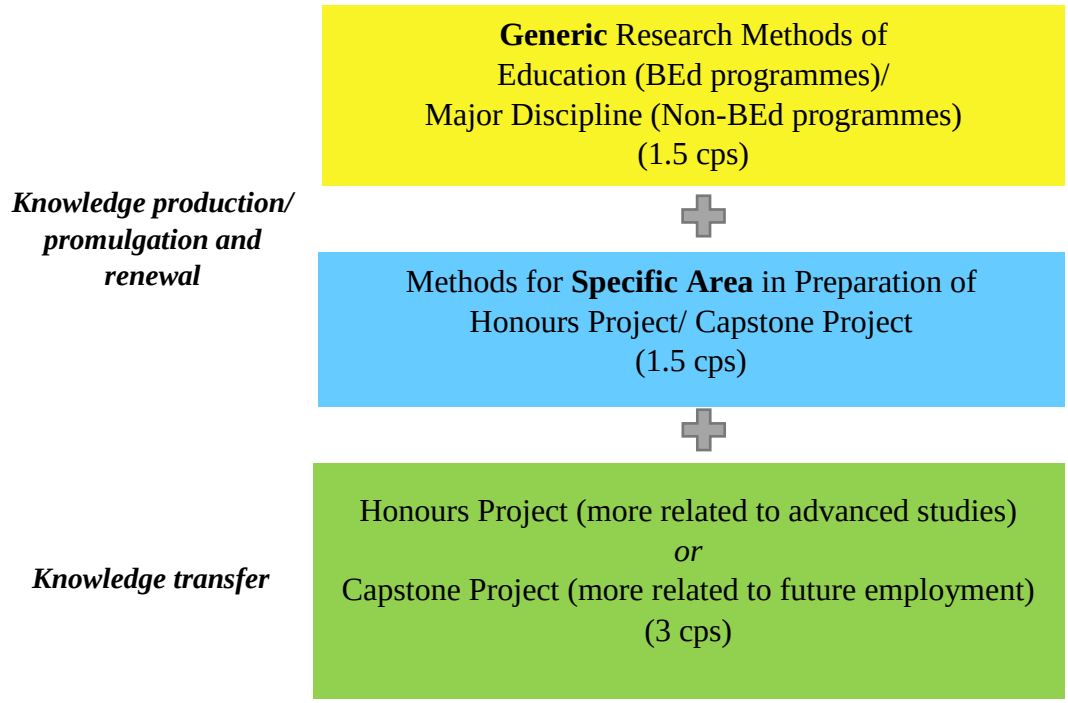
4.1 The FYP is the last milestone of the students' undergraduate experiences. As they approach the final year, they will have been broadly educated, specialized in their major studies, gained hands-on experience in real-world contexts, and served the community[8]. There needs to be an opportunity to review, make sense of, and connect

[5] https://www.reading.ac.uk/economics/masters-study/econ-capstone-projects.aspx
[6] https://sites.google.com/friends.eduhk.hk/capstone-project/history-and-arts
[7] https://www.ualberta.ca/global-education/cil/capstone-project
[8] To help students gather artifacts and evidence along their academic journey, we have also launched the University ePortfolio.

a broad range of work and the processes of producing that work. As such, regardless of shape and form, we expected that the HP or CP is underpinned by a range of relevant sources. However, our experience and evidence in the literature alerted us that students are not naturally prepared for this assignment. The following confession from a teacher in Australia might resonate with many:

> [S]he suddenly realised that students did not know where the material in her lectures came from, that they seemed to think it was just there for her to tell them about; they did not recognise the years of research in the field, the teacher's own research to enable her to present that knowledge, or that they themselves are engaged in a research process when they attempt to learn. (Willison, Le Lievere, & Lee, 2010, p. 28)

4.2 As we seek to prepare students well for their FYPs, we acknowledge that it is fundamental for them to understand how knowledge is produced, promulgated and renewed in a field (Land, 2013). In addition, by mirroring the current practice of Honours Project, in the new common curriculum, the Honours Project and Capstone Project will be preceded by courses in "Generic" research methods and methods for a "Specific Area":



4.3 The "Generic" research methods will first equip students with a macro-perspective in the heritage of knowledge in Education (for BEd programmes)/ their Major discipline (for non-BEd programmes), and then the methods for "Specific Area" allow students to zoom in on the methods (not restricted to research methods) specific to their chosen area of focus in the Honours Project/ Capstone Project. The "Specific Area" is usually related to the Education Studies and the Major discipline but not limited to any new areas developed in the future. For a full list of the existing "Specific Areas", please refer to Appendix 2.

(a) Macro-perspective in the heritage of knowledge in Education/ Major
For BEd students, there will be a course on Generic Research Methods of Education (1.5cps) offered by the Faculty of Education and Human Development (FEHD). This course will be built on top of the current 1-cp "Generic Research Methods"[9] in Honours Project I for five-year full-time Bachelor of Education students. For non-BEd students, there will be a course on Generic Research Methods of Major Discipline. It is anticipated that the content of this course will have common threads with the one offered by FEHD (e.g., on research process, major approaches and research ethics).

(b) Methods for Specific Area in Preparation of Honours Project/ Capstone Project
This component (1.5cps) is dependent on the nature of the Honours Project/ Capstone Project. It can take up some of the suggested topics listed in Table 2a (these topics were taken from the module currently offered by FEHD for BEd students) and/or Table 2b (area-specific/ other suggested methods outside the traditional research sphere). The objective is to immerse students in the knowledge-making practices/ processes in the discipline in ways that help them to carry out the Honours Project/ Capstone Project. There is no intention that this course (1.5cps) would be applicable to *both* Honours Project and Capstone Project.

Table 2a
- descriptive statistics and correlation;
- inferential statistics;
- data analysis with SPSS;
- understanding interviews and/or case studies; and
- action research.

Table 2b
- highlight of the major programme (e.g., with reference to PILOs);
- contemporary issues in the specific area chosen;
- trends and trending topics in the specific area chosen;
- web resources and the associated searching techniques;
- latest/ next/ frontier practices in research and practical matters in the specific area chosen;
- (design) project management; and
- other suggested topics listed in Appendix 2 according to broad subject areas.

4.4 By the end of this part, students will have come up with a full proposal of the HP or CP[10].

4.5 Both the HP and CP can be conceptualized as an avenue for **knowledge transfer** (i.e., the processes by which knowledge, expertise and skills are transferred to a wider community). The former is targeting at preparing students for postgraduate studies (hence making the knowledge available to a wider academic/ scholarly community), the latter gears more towards students' future employment (hence making knowledge available in work-related contexts). As such, CP provides an alternative space for students to connect their learning with professional requirements or qualifications

[9] For the list of topics currently in use, please refer to Appendix 3.
[10] For Capstone Project, there will be a demonstration/ visualization accompanying the written proposal.

specific to the discipline of their Major[11]. **Overall, we hope to see that the FYP is a way for students to express their innovative ideas.**

4.6 Finally, as a senior-year assignment, the FYP should be reasonably challenging. However, the entire experience should not be overambitious. The HP/ CP (equivalent to 3 cps) should involve around 78 hours of independent work on the student's part.

5. Assessment of the Final Year Project

5.1 As a general principle, the design of assessment tasks, and the determination of assessment results should enable students to maximize opportunities for learning, *viz.*, the achievement of specified learning outcomes.

5.2 While academic written work would still be expected in all FYPs, it is totally conceivable that there will be a variety of ways to express and present the outcomes of a CP: photo-essays, videos, podcasts, creative writing, senior colloquium, websites, multimedia documentaries, to name but a few (*vide* paragraph 3.8). For this reason, the expectation on written work from the CP is not the same as the HP. The table below shows the proposed assessment plan and the descriptions of the assessment items:

Research Methods (3cps) Knowledge production/ promulgation and renewal	Research Method (50%)	Generic Research Methods of Education (BEd programmes)/ Major Discipline (Non-BEd programmes[12]) (1.5 cps) • Assignments and/or examination as assessment (50%)
	Proposal (50%)	Methods for Specific Area in Preparation of Honours Project/ Capstone Project (1.5 cps) • For Honours Project, a 2000-word (or 3500-Chinese character) project proposal which includes the statement of the problem, the design of the research, and a review of literature (50%) • For Capstone Project, a 1200 to 1500-word (or 1900 to 2400-Chinese character) written proposal which includes the statement of the project issue/ problem, the justification and expected outcomes of the project (25%); also, a demonstration/ visualization of the project idea (25%)
Project (3cps)	Refinement (10%)	• Refinement of Proposal (10%)

[11] For example, for the Programme of Bachelor of Social Sciences (Honours) in Psychology, requirements leading to membership of the Hong Kong Psychological Society and other international psychological associations could be taken into account.

[12] There may be some differences in practice among non-BEd programmes.

Knowledge Transfer	Honours Project (90%)	• Project presentation on the research study in verbal form – individually (20%) • A 6000 to 8000-word[13] (or 10000 to 13000-Chinese character) research report, which should include a statement of the problem/topic, a critical review of literature or an investigation into the topic, a description of research methods, and an analysis and discussion of the findings. (70%) o The project report should be submitted through Turnitin o Ethical review should be included if necessary
	or	
	Capstone Project (90%)	• Project output and presentation on the output, which could be done in a variety of styles (50-60%) • A 1500 to 2500-word (or 2400 to 4000-Chinese character) project report, which may include the identification of relevant concepts/ themes/ ideas and their integration with the prior learning experience, description of the project process/ investigation, the integrative analysis, and insights on understanding of the profession as they transit into employment contexts (30-40%[14]) o The project report should be submitted through Turnitin o Ethical review should be included if necessary

5.3 The above considerations would facilitate the determination of assessment rubrics.

6. Course Organization

6.1 The coordination arrangement for development and supervision of HP and CP will be synchronized to avoid confusion and unnecessary administrative work*. The implementation schema, using a full-time 5-year programme as an example, is sketched below:

Timeline	*Tasks*

[13] The 6000 to 8000-word HP research report is written on the basis of the research proposal (as completed in the previous Research Methods Course) and the findings of the study.

[14] The weighting of 30-40% is indicative of the amount of written work required in the project report. Deviation from this proportion (supported by justification) would require approval from SGUCC.

Year 3 Semester I & II	• Briefing sessions on Honours Project and Capstone Project • Students to consult Subject/ Education Studies representatives on their "Specific Area" • Students to make a submission to indicate their "Specific Area" for Honours Project/Capstone Project • Programme/ Faculty Office to assign students into different courses on Methods for Specific Area in Preparation of Honours Project/ Capstone Project
Year 4 Semester II	• Students may apply for change of course on Methods for Specific Area in Preparation of Honours Project/ Capstone Project during the add-drop period • The two parts of the course: Generic Research Methods of Education (BEd programmes)/ Major Discipline (Non-BEd programmes) (1.5 cps) and Methods for Specific Area in Preparation of Honours Project/ Capstone Project (1.5 cps) are delivered • Students to make a submission of project proposal • Departments to inform students of their project supervisor before Semester I of the following academic year
Year 5 Semester I & II	• Students may apply for change of project area with consent of the accepting and releasing Project Supervisor/ department – but there is a possibility for re-taking previous preparation courses and his/her graduation may be deferred • Project supervisors and students to confirm a mutually agreeable timelines for the project (including application for ethical review) • Project proposal refinement • Project implementation • Project presentation • Project report submission • Marking of reports, and following up on digital repository arrangements

** FYP is a journey that spans across years. Programme/ Faculty Office/ Department/ Supervisors are suggested to use both email and the "EdUHK Notifications" app to remind students of the important dates and tasks.*

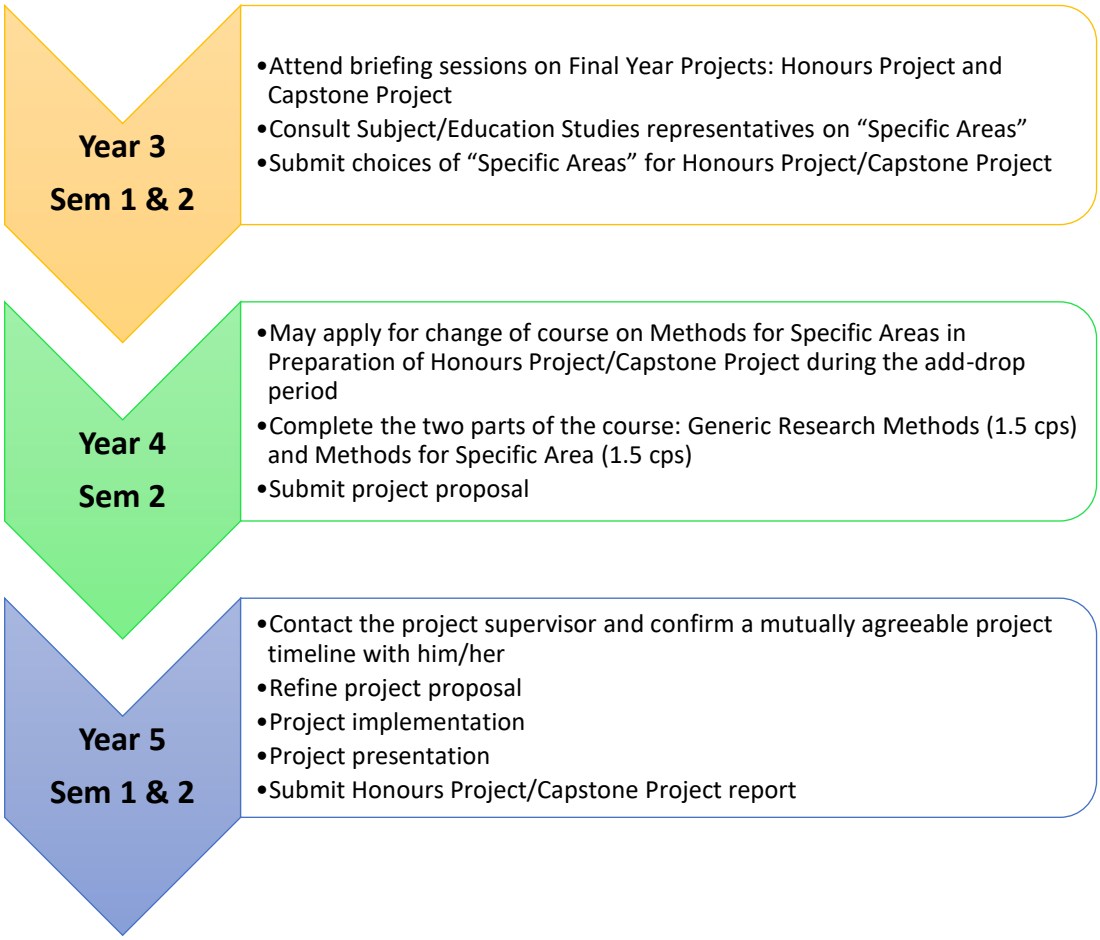
6.2 According to the General Academic Regulations (Section 7.2), "one credit point should normally be equivalent to one hour of teaching per week each for 13 teaching weeks in a semester. In terms of study time, students are normally expected to engage in no less than 2 hours of independent learning for each contact hour." Therefore, the "teaching" component of the 1.5-cp Generic Research Methods of Education (for BEd programmes)/ Major Discipline (for non BEd programmes) will be about 20 hours in length.

6.3 The Medium of Instruction (MoI) for Capstone Project would follow that of the Honours Project as they are both under the Final Year Projects domain. As such, exceptional cases in Honours Project endorsed by the SGUCC would also be adopted

in Capstone Project. Specifically, English is the MoI in Capstone Projects for all programmes except BEd (CL) and BEd (CHI HIST) [15].

6.4 Figure 3 briefly summarizes the workflow for students:

Figure 3. A brief workflow for students



6.5 A possible schedule of work for the entire Honours Project and Capstone Project domains are provided below for colleagues' reference:

[15] The SGUCC specified EMI would be used for HP for all programmes (except Chinese Major)(SGUCC 9/2014). It was agreed at SGUCC's 47th meeting (9 July 2018) that CP will follow HP's MoI. At the same meeting, the SGUCC also supported a proposal (SGUCC 53/2018) that the MoI for HP for BEd(CHI HIST) would be CMI/EMI, and advised that students of BEd(CHI HIST) should indicate the language they would use for their projects in Year 3 so that they could be assigned to the research method courses with the relevant MoI.

Possible timeline for Honours Project and Capstone Project (using a full-time 5-year programme as an example)

Generic Research Methods of Education (BEd programmes) + Methods for Specific Area in Preparation of Honours Project/ Capstone Project (1.5 cps)

Timeline (Semester II, Year 4)	*Expected Achievable Tasks*	*Proposed check points for students (see also Section 8)*	*Proposed check points for supervisors (see also Section 8)*	*Proposed check points for departments*
January – February	• Preparing for the assessment and/ or examination for Generic Research Methods of Education (BEd programmes)/.	Actively takes part in the learning process; raises questions with the course teacher as necessary. Students may apply for change of course on Methods for Specific Area in Preparation of Honours Project/ Capstone Project during the add-drop period.	Equips students with a macro-perspective in the heritage of knowledge in Education (for BEd programmes)).	Starts delivering lectures/tutorials on research methods till May.
March	• Exploring the approaches and methods suitable for the proposed project.	Selects research topic in Honours Project; brainstorms on, and plans for the Capstone Project.	Provides students with research areas in Honours Project; guides students in planning for their Capstone Project; reminds students of the characteristics of their Major Programmes as necessary.	Lectures/tutorials
	• Preparing for the first sections of the written proposal – which usually cover literature review and methodology (rationale). • First "proof of concept" with the help of demo/ visualization in Capstone Project.	Be well prepared for, and actively takes part in the proposal writing process; raises questions with the course teacher as necessary.	Clarifies the intended learning outcomes of the Honours Project/ Capstone Project when students appear to be confused and/or off-track.	
April	• Refining the written proposal. • Creating the demo/ visualization in Capstone Project.	Presents the interim proposal to course teacher for comments and advice.	Provides timely verbal and written (formative) feedback to students' developing works (e.g., comments on the drafts).	Delivering lectures/ tutorials on research methods. Starts asking students to submit the project title directly from Mid-Apr till June.
May	• Finalizing the written proposal. • Presenting the demo/ visualization in Capstone Project.	Based on the experience as well as feedback from the course teacher and/or fellow students, identifies the pros and cons of the proposal/ demo; seeks further assistance from the course teacher as necessary.	Approves the proposal as suitable for Honours Project/ Capstone Project, demonstrating realism in terms of helping the student to determine what is feasible; provides guidance and encouragement on the presentation and submission of the project report.	Delivering lectures/ tutorials on research methods; asking students to submit the project title directly.
June				Double check if they have adequate information for supervisor assignment.
July				Informs students of their Project Supervisors before the commencement of semester I of the following year.

Honours Project & Capstone Project (3 cps)

Timeline (Semester I and Semester II, Year 5)	*Expected Achievable Tasks*	*Proposed check points for students (see also Section 8)*	*Proposed check points for supervisors (see also Section 8)*	*Proposed check points for departments*	*Remarks*
Before the Start of Semester I			Course Convener sets course schedule for Project Supervisor's dissemination to all students in the Honours's research area/ Capstone's topic by the Dept. Schedule includes dates of key activities: 1. Submission of Project Proposal and Ethical Review Application; 2. Project Presentation; 3. Submission of Project Report		**Throughout the whole supervision period, Project Supervisor reports to Course Convener/Department of Honours Project/ Capstone Project if there is irregularity (e.g. late submission) in student's progress in the key activities listed in this table. Should the irregularity not be settled with Department's follow-up at the level of Honours Project/ Capstone Project course, the case needs to be reported to Programme Leader or Coordinator concerned who may seek advice and assistance from SAO.**
Late Aug, start of Semester I			Start of Project Supervision		For a BEd(EL) student who is in FE Semester (late August – late November), FEHD Supervisor is expected to meet/ communicate with the student no later than 1st week of August. Supervisor and student can negotiate an appropriate supervision plan/ schedule. During the FE semester, supervision on Saturdays (non-school days) is possible.
Late Aug/ early Sep (add-drop period)		If necessary, apply for change of Specific Area with the consent of accepting and releasing Project Supervisor/ Department.			If a student wishes to change the Specific Area in Year 5 Semester I, there is a possibility for re-taking Methods for Specific Area in Preparation of Honours Project/ Capstone Project (1.5 cps)and his/her graduation will be deferred; as the "Generic Research Methods of Education (BEd programmes) (1.5 cps) + Methods for Specific Area in Preparation of Honours Project/ Capstone Project (1.5 cps)" is a pre-requisite for Honours Project/ Capstone Project, students must obtain a Pass in the former to progress to Honours Project/ Capstone Project in the same Specific Area.
September – October	• Meeting with the supervisor for discussion on the refinement of the proposal and the need for ethical review	Contacts the project supervisor after the allocation of supervisors is announced; proposes and confirms the schedule of meetings with the supervisor.	Discusses different aspects of the proposal from Late Aug (Start of Semester I) to November, including aim(s) and questions to frame the inquiry, literature review, research/ project design, and schedule of tasks; Ethical Review Application as		
November	• Refining and finalizing the proposal	Submits a personal project timeline to the supervisor with			

Timeline (Semester I and Semester II, Year 5)	*Expected Achievable Tasks*	*Proposed check points for students (see also Section 8)*	*Proposed check points for supervisors (see also Section 8)*	*Proposed check points for departments*	*Remarks*
		important milestones, such as completion of literature review, data collection, and report writing.	necessary; reminds students of the characteristics of their Major Programmes as necessary	Receives students' submission of Project Proposal & Ethical Review Application (if necessary).	
	• Finalizing and submitting the ethical review application (where applicable – *vide* paragraph 7.5)	Submits ethical review application when necessary.	Reviews ethical implications and (where applicable), presents submissions for ethical review to the HoD.		
December – January	• Meeting with supervisor for discussion on literature review and methodology.	Be well prepared for, and actively participates in the scheduled meetings; contacts the supervisor through email and telephone but allows sufficient time for getting the reply.	Clarifies the intended learning outcomes of the Honours Project/ Capstone Project when students appear to be confused and/or off-track.	Completion of processing/ approving student's Ethical Review Application by end of Dec.	
End of January	• Having a first draft of literature review and methodology written up.	Presents the interim report to the supervisor for comments and advices.	Provides timely verbal and written (formative) feedback to students' developing works (e.g., comments on the drafts).		
December – early March	• Data collection in Honours Project/ creation of the project output in Capstone Project • Preparation of project presentation. • Preliminary analysis and reflection written up. • May include 2-3 *ad hoc* meetings with supervisor.				
Mid-March – early April	• Analysis and reflection on the data collected in Honours Project/ creation process in Capstone Project. • Project presentation.	Presents the interim report to the supervisor for comments and advices.	Ensures fairness, especially when assessment involves external parties; assesses the project presentation and report.	Arrangement for Project Presentation; informs students of the Project submission schedule; receives submission of the revised Project Report by students through Turnitin from end of March to Mid-April.	
Mid-April	• Refinement of project report, incorporating feedback received from fellow students, stakeholders and supervisor.	Submits Honours Project/ Capstone Project report via Turnitin.	Assesses the project presentation and report.		
Mid-May			Double marking, when necessary, should have been done.		
Late-May				Follow-up with the department the keeping of good Project Reports (e.g. A- or above) for digital repository in the Library.	

6.5 Selected works of Honours Projects and Capstone Projects will be disseminated through effective means, such as keeping a public record in the repository at the Library. The choice of "opting-out" from keeping their work in the public record will also be made available to students.

7. Course Development

7.1 Currently, there are general course outlines shared by various five-year full-time Bachelor of Education (Honours) programmes for HP I and HP II[16]. For other programmes, there are separate outlines for HP. For BEd and DD programmes, there are general course outlines for HP I and HP II (effective from 2019-24 cohort)(Appendix 4), common course outline templates for CP I and CP II (Appendix 5), a set of supplementary information template and planning sheet for CP (Appendix 6), and a set of common rubrics template for both HP and CP (Appendix 7). While developing Capstone courses for all non-BEd programmes[17], it is suggested to refer to the templates for BEd programmes. For non-BEd programmes, it is expected that there will be a total of 4 sets of course outline: (i) HP I and HP II; and (ii) CP I and CP II.

7.2 After understanding the role and operational framework of Capstone Project, course developers might consider adopting the following guide to proceed with their design of the course:

(a) determine the role of the Capstone Project in the Major/ Programme:
- consider the sources of information that can be used to identify the types of work graduates seek and eventually launch, so as to create a Capstone Project with a focus/ target audience
- consider drawing on existing professional, business, industry links and/or collaborative partnerships to enhance the design of the Capstone Project
- consider strengths/ uniqueness of students, and the potential of the Capstone Project in highlighting them;

(b) align assessment and learning activities with learning outcomes at various levels (Biggs and Tang, 2011)[18], with the understanding that:
- these outcomes could be related to generic competencies (e.g., analytical thinking), professional practice (e.g., code of ethics), or discipline knowledge (e.g., application of theory into practice) (Barrie, 2004; as cited in Ho, 2018)
- the outcomes should be actionable and measurable as far as possible[19]
- there are various techniques that can be deployed to activate the learning outcomes

[16] However, there are no common rubrics from HP I and HP II before the 2019-2010 cohort.

[17] While developing Capstone courses for non-BEd programmes, reference can be made to the templates for BEd programmes if deemed appropriate. Individual programmes could modify/ refine the templates according to the learning needs or course requirements.

[18] Since it is a culminating experience, we expect that it will embrace most, if not all, PILOs and GILOs.

[19] The structure of observed learning outcomes (SOLO) taxonomy and Bloom's taxonomy would provide useful reference on verbs that match learning outcomes with desired level of understanding that you want your students to achieve.

- developing project/ process management skills is a key "by-product" of undertaking a Final Year Project;

(c) with **university-to-work transitions** in mind, define the assessment focus of the Capstone Project, and consider multiple means of expression to offer learners more opportunities to learn to communicate in different genres and to see themselves as constructors of knowledge in their discipline;

(d) develop the assessment criteria that are appropriate for the output in interim and final assessment stages:

- rubrics (separate sets for presentations and written submissions)
- pre-/post survey on level of achievement
- sources of assessors, including co-judging with students; and

(e) articulate standards at different levels of performance for each of the criteria to provide a basis for discussion with students about expectations, as well as to create more opportunities for provision of feedback to students.

7.3 It is worth reiterating that the FYP encompasses a range of students' prior learning experiences. These experiences are not only cognitive in nature, but they also carry an affective or personal aspect. Therefore, **reflection** is a very important element in Final Year Projects. There should be a supportive context and learning activities that assist students to enhance their capabilities in reflection and reflective practice. Students should be able to present integrative analyses and insights on understanding of the profession as they transit into post-graduation contexts (Brooks, Benton-Kupper, & Slayton, 2004).

7.4 For the newly introduced CP, a possible challenge in course development is to handle the flexibility, personalization and "open-endedness". In the extreme case, the project can end up in unmanageable, extensive workload and commitment. Course developers should be reminded to clearly and realistically define the intended learning outcomes, and match them with appropriate assessment tasks. Given the experience in offering HP, we learnt that formative feedback for students' learning (e.g., given through several smaller pieces of work throughout the semester), communication with them on the assessment criteria and standards expected would help addressing this challenge. The "open-endedness" would also entail possible differences in assessment methods and marking standards among colleagues. Faculties and Departments should spend time on generating an agreeable set of criteria (and standards) among assessors.

7.5 Students who are carrying out research involving human participants and/or human data (such as secondary data, archival data, data collected for one project and being used for another project) must submit an ethical review application. This requirement is, without exception, applicable in the context of HP and CP. Supervisors and students should be reminded of relevant guidelines[20] and procedures[21].

7.6 Undergraduate students are required to submit their projects for ethical review (where applicable), with the endorsement of their project supervisor and via him/her, to that supervisor's Head of Department (HoD) or the HoD's designated delegate(s) for

[20] For example, the EdUHK's Guidelines on Ethics in Research which is available at https://www.eduhk.hk/human_hrec/view.php?secid=2550 .
[21] https://www.eduhk.hk/human_hrec/view.php?secid=2551

approval. On a related note, students and staff should be reminded that the major purpose of Block Practice (BP) in Field Experience is to conduct teaching practice – not to conduct research or other projects. If students need to collect data from their BP schools during the BP period, they should have written consent from the school and ensure that the process of data collection will not influence their teaching.

7.7 For the time being, all HPs and CPs will be done on an individual basis. In the long-run, it is envisioned that students can take more initiatives in developing the CPs.

8. Supervision

8.1 The FYP represents the students' independent learning. Each student will be assigned a supervisor, whose role is to give appropriate advice to students for the completion of the project. From the experience of running HPs, we understand that a supervisor may take up various roles as a facilitator, a go-to person for resources, a "guide on the side", or a partner in research. The nature of such a student-supervisor relationship can be quite open-ended – it can be occasional or in depth; face-to-face or online; encompassing intellectual, technical and social dimensions. It is expected that all supervisors should be capable of supervising both Honours Project and Capstone Project in their Major/Programme/Discipline.

Supervisors' responsibilities (see also paragraph 6.3 (pages 13-16) for timeline and check points)

8.2 In our context, the supervisor is tasked to[22]:

- provide students with research areas in Honours Project/ guide students in brainstorming Capstone Project topics;
- discuss different aspects of the proposal, including aim(s) and questions to frame the inquiry, literature review, research/ project design, and schedule of tasks;
- remind students of the characteristics of their Major Programmes and Education Studies (for BEd programmes) as necessary;
- clarify the intended learning outcomes of the Honours Project/ Capstone Project when students appear to be confused and/or off-track;
- approve the proposal as suitable for HP or CP, demonstrating realism in terms of helping the student to determine what is feasible;
- review ethical implications and where applicable, present submissions for ethical review to the HoD;
- provide timely verbal and written (formative) feedback to students' developing works (e.g., comment on the drafts);
- provide guidance and encouragement on the presentation and submission of the project report;
- ensure fairness, especially when assessment involves external parties; and
- assess the project presentation and report.

Students' responsibilities (see also paragraph 6.3 (pages 13-16) for timeline and check points)

8.3 Students are expected to:

[22] Reference has been made to Derounian (2011)'s research on essential supervisor characteristics. His data were collected from both students and staff involved in undergraduate dissertation supervision.

- select research areas in HP/ brainstorm on, and plans for the CP topic;
- contact the project supervisor after the allocation of supervisors is announced;
- propose and confirm the schedule of meetings with the supervisor;
- be well prepared for, and actively participate in the scheduled meetings;
- contact the supervisor through email and telephone but allow sufficient time for getting the reply;
- submit a personal project timeline to the supervisor with important milestones, such as completion of literature review, data collection, and report writing;
- submit Ethical Review Application when necessary[23];
- present the project proposal/interim report to the supervisor for comments and advices; and
- submit their HP/ CP report via Turnitin.

9. Resources

9.1 As mentioned in paragraph 4.5, both the HP and CP can be conceptualized as an avenue for knowledge transfer (i.e., the processes by which knowledge, expertise and skills are transferred to a wider community). The former is targeting at preparing students for postgraduate studies, the latter gears more towards students' future employment. In this connection, there is a wealth of resources on employment that students can make use of when developing their Final Year Projects. For example, the Counselling & Career Service Centre at the Student Affairs Office offers information about employment and various requirements in professional settings. The School Partnership and Field Experience Office (SPFEO) has an extensive network with schools. Students and course developers may reach out to both offices for obtaining useful information regarding expectations from potential employers on EdUHK graduates.

9.2 When necessary, project supervisors may apply for the Departmental Teaching and Learning Activities Fund (if any) to support the expenses incurred by HPs and CPs.

10. Course Approval and Quality Assurance

10.1 Common course outlines for Capstone Project I – which comprises Generic Research Methods of Education (BEd programmes)/ Major Discipline (Non-BEd programmes) (1.5 cps) and Methods for Specific Area in Preparation of Honours Project/ Capstone Project (1.5 cps) – and Capstone Project II have been prepared. Using a standardized template, details specific to each Capstone Project will be submitted to Steering Group on Undergraduate Common Curriculum (SGUCC) as "Supplementary Information and Planning Sheet"(Appendix 6) and "Rubrics" (Appendix 7) for giving views before the Departmental/Faculty level QA mechanisms are activated.

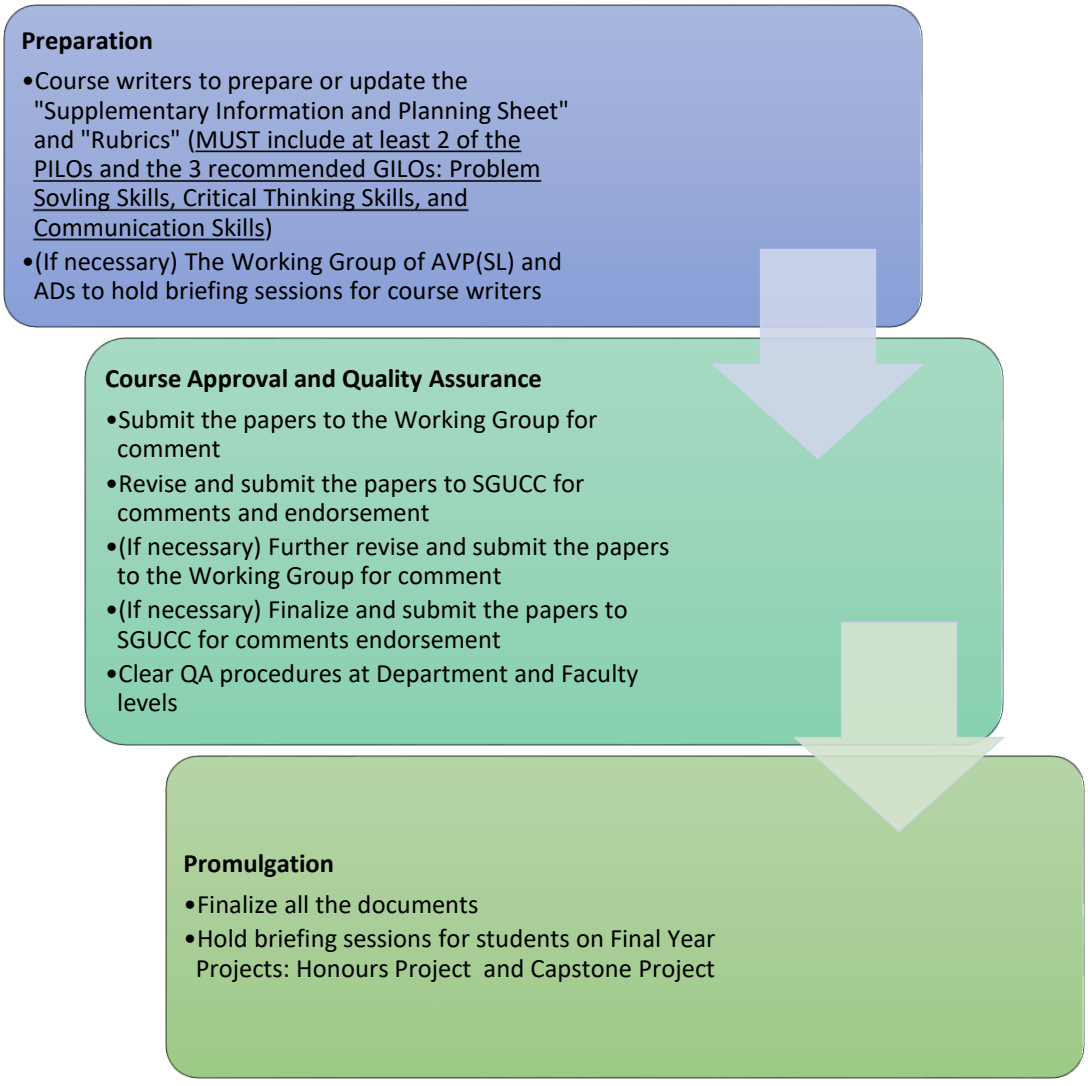
10.2 SGUCC will monitor the Honours Project and Capstone Project as a whole **"Final Year Project" domain** to ensure that quality parameters are met. Implementation, regular monitoring and resource support of individual courses should be managed by

[23] Research ethics should be strictly observed during the research process. Details of research ethics can be found on the EdUHK's Guidelines on Ethics in Research website: https://www.eduhk.hk/human_hrec/view.php?secid=2550 .

Departments, and it is suggested to have a staff-in-charge to oversee Final Year Project which includes both Honours Project and Capstone Project, and the related Research/ Capstone Methods course. Regular reporting to the SGUCC will be made by the Associate Deans from all three Faculties.

10.3 Figure 4 briefly summarizes the workflow for course writers:

Figure 4. A brief workflow for course writers



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Other web resources

CI 489: DELTA Capstone Course, developed by University of Illinois
http://publish.illinois.edu/deltaprogram/ci-489-delta-capstone-course/

The Sheffield Companion to Inquiry-based Learning
https://www.sheffield.ac.uk/ibl/resources/sheffieldcompanion

Appendix 1

THE EDUCATION UNIVERSITY OF HONG KONG

Capstone Project: Local and International Examples

1. At EdUHK, the capstone concept has long been articulated through the Honours Project. A number of departments (e.g., MIT and CCA also piloted some form of Capstone Projects. Below are some illustrations other capstone experiences found in local and overseas institutions.

2. A Final Year Project or an undergraduate research project (similar to our Honours Project) is a very common type of capstone. The Chinese University of Hong Kong (CUHK) and The Hong Kong Polytechnic University (PolyU) is using this model. In the curriculum reform exercise of CUHK in 2012, Final Year Project (FYP) was being examined through the lens of capstone (Thomas, Wong, Li, & Hung, 2013). They concluded that FYP has elements of a capstone experience in the literature, and that according to student feedback, there was a strong academic focus in FYPs and a weaker element of transition that connect students to life beyond graduation.

3. In the recent "DELTA Capstone Project" designed by University of Illinois, students (most of whom major in Digital Environments for Learning, Teaching, & Agency) work in teams, mentored by a teacher or educator in a non-formal environment (e.g., a museum) to design and test a piece of technology and the associated curriculum. The key characteristics of this capstone experience are team-based learning (which fosters collaborative processes) and problem-based learning.

4. Capstone courses can also include other modes, such as seminars, guest lectures, community service, internship/work placement, study abroad experience, and portfolio-making (Gardner, 1998). For example, students of BEd in Language Education of The University of Hong Kong (HKU) can use credits earned in practicum (i.e., field experience in schools) to fulfill the capstone requirement.

5. As far as overall design is concerned, the approach adopted by the University of California, Los Angeles (UCLA) is often cited as exemplary. While general education offers freshmen a sense of breadth in university education, capstones serve as "bookend" experiences that challenge advanced students to apply general and disciplinary-based knowledge and skills to a project that engages students' individual creativity, research ability, artistic or critical proficiency, and personal reflection. Additional skills and competencies resulting from capstone experiences prepare students for lifelong academic and personal discoveries. Catering for the diverse needs of the student body, a range of activity options is permissible within the final-year curriculum. In the last accreditation report for education effectiveness, the UCLA capstone initiative was commended as generating "direct evidence of learning outcomes, in creative and innovative ways" (Roster et al., 2010).

6. An online repository of examples is being developed to provide further information to colleagues as they develop Capstone Projects:
https://sites.google.com/friends.eduhk.hk/capstone-project/

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Appendix 2

Specific Areas in Honours Project and Capstone Project and the Associated Suggestions on Methodologies

Faculty	Specific Area	Methodology
FEHD	1. Curriculum, Teaching, Instruction, and Assessment (C&I)	Case Studies
		Action Research
		Quantitative and Qualitative Analysis
		Discourse Analysis
		Interview Skills
		Design-based Research (Optional)
	2. Early Years Education (ECE)	Case Studies
		Action Research
		Quantitative and Qualitative Analysis
		Discourse Analysis
		Interview Skills
		Experimental Design
		Mixed Methods
	3. Education Policy, Leadership, Teacher & School Development (EPL)	Case Studies
		Action Research
		Experimental Design
		Discourse Analysis
		Quantitative and Qualitative Analysis
		Validity and Reliability
		Interview Skills
	4. Comparative and Philosophical Research (IELL)	Narrative and Heuristic Enquiry
		Ethnography
		Discourse Analysis
		Quantitative and Qualitative Analysis
		Textual Comparison
		Conceptual Clarification
		Value Analysis
	5. Psychology in Teaching and Learning (PS)	Experiment, Quasi-experiment and Non-experiment
		Reliability and Validity
		Hypothesis Testing
		Correlation and Regression
		Analysis of Variance
		Action Research
		Quantitative and Qualitative Analysis
	Counselling, Inclusion and Special Education (SEC)	Experiment, Quasi-experiment and Non-experiment
		Reliability and Validity
		Hypothesis Testing
		Correlation and Regression
		Analysis of Variance
		Action Research
		Quantitative and Qualitative Analysis
		Discourse Analysis
		Interview and Assessment Skills
		Project Management Methodology
		Case Studies
		Inquiry-based Projects
		Service Development Methodology

Faculty	Specific Area	Methodology
		Project Design Methodology
FHM	1. Chinese Language Studies (Chinese Language Education and Chinese Linguistics) (CHL)	Creative writing
		Creativity representation
		Quantitative and Qualitative Analysis
		Case Studies
		Ethnography
		Action Research
		Discourse Analysis
		Narrative Inquiry
		Text Mining
		Corpus-based Methods
	2. English Language Education (ELE)	Creative writing
		Creativity representation
		Quantitative and Qualitative Analysis
		Case Studies
		Ethnography
		Action Research
		Discourse Analysis
		Narrative Inquiry
		Text Mining
		Corpus-based Methods
	3. Linguistics, Language Acquisition and Language Learning (Chinese) (LML)	Creative writing
		Creativity representation
		Quantitative and Qualitative Analysis
		Case Studies
		Ethnography
		Action Research
		Discourse Analysis
		Narrative Inquiry
		Text Mining
	4. Linguistics, Language Acquisition and Language Learning (English) (LML)	Creative writing
		Creativity representation
		Quantitative and Qualitative Analysis
		Case Studies
		Ethnography
		Action Research
		Discourse Analysis
		Narrative Inquiry
		Text Mining
	5. Literature & Culture (Chinese) (LCS)	Narrative and Heuristic Enquiry
		Observation-based fieldwork
		Ethnography
		Discourse Analysis
		Action Research
		Quantitative and Qualitative Analysis
	6. Literature & Culture (English) (LCS)	Narrative and Heuristic Enquiry
		Observation-based fieldwork
		Ethnography
		Discourse Analysis
		Action Research
		Quantitative and Qualitative Analysis
	7. History (LCS)	Narrative and Heuristic Enquiry

Faculty	Specific Area	Methodology
		Observation-based fieldwork
		Ethnography
		Discourse Analysis
		Action Research
		Quantitative and Qualitative Analysis
FLASS	1. PE and Sports Science (HPE-PE)	Experiment and Non-experiment
		Basic Statistics
		Quantitative Data and Numerical Descriptive Measures
		Quantitative and Qualitative Analysis
	2. Visual Arts and Visual Arts Education (CCA-VA)	Case Studies
		Action Research
		Quantitative and Qualitative Analysis
	3. Music and Music Education (CCA-MU)	Case Studies
		Action Research
		Discourse Analysis
		Quantitative and Qualitative Analysis
	4. Curriculum, Teaching, Mathematics and IT pedagogy, Mathematical studies (MIT-MA)	Case Studies
		Action Research
		Quantitative and Qualitative Analysis
		Basic Statistics
		Experiment and Non-experiment
		Quantitative Data and Numerical Descriptive Measures
	5. Teaching and learning in GS /Environmental Studies (SES-GS)	Experiment and Non-experiment
		Basic Statistics
		Quantitative Data and Numerical Descriptive Measures
		Estimation of Population Parameters
		Testing Hypotheses about Population Parameters
		Regression Analysis
		Analysis of Variance
		Quantitative and Qualitative Analysis
	6. ICT education, research and applications, IT in education (MIT-ICT)	Case Studies
		Action Research
		Quantitative and Qualitative Analysis
		Basic Statistics
		Experiment and Non-experiment
		Quantitative Data and Numerical Descriptive Measures
	7. Liberal Studies: Curriculum and Teaching, Self & Personal Development, Society & Culture, Science, Technology & the Environment (SSC-LS)	Case Studies
		Action Research
		Discourse Analysis
		Quantitative and Qualitative Analysis
		Narrative and Heuristic Enquiry
		Observation-based fieldwork
		Ethnography
		Experiment and Non-experiment
		Basic Statistics
		Quantitative Data and Numerical Descriptive Measures

Faculty	Specific Area	Methodology
		Estimation of Population Parameters
		Testing Hypotheses about Population Parameters
		Regression Analysis
		Analysis of Variance

Total number of Specific Areas in current status: 20

Appendix 3

List of topics currently covered in the 1-cp "Generic Research Methods" in Honours Project I

(extracted from Annex IV, SGUCC 46/2017)

1. Introduction to educational research
    a. Recognize the value of educational research
    b. Have basic understandings about major approaches to educational research
2. Introduction to research process
    a. Have basic understandings about the research process
    b. Familiarize the major milestones in completing a research project
3. Literature search and review
    a. Differentiate different types of articles
    b. Locate relevant articles for your research projects
    c. Summarize the literature as a literature review
4. Identification of research topic and question
    a. Locate sources for identifying your research topic
    b. Consider your research question(s) related to the research topic for your honours project
    c. Distinguish between quantitative and qualitative research questions
5. Writing research proposal and report
    a. Recognize the similarities and differences between a research proposal and a research report
    b. Accurately cite and reference publications
    c. Have an understanding of the various forms of plagiarism
6. Research ethics and EdUHK ethics clearing procedures
    a. Know that research ethics is about balancing the benefits and risks of research to participants, and what kinds of participant rights we should protect
    b. Know what "minimal risk" means and how to keep your research "minimal risk"
    c. Know the basic process for applying for research ethics approval from your supervisor's department

Appendix 4

15 July 2019

THE EDUCATION UNIVERSITY OF HONG KONG

Honours Project I: Research Methods and Proposal

Part I

Programme Title	**:**	Five-year full-time Bachelor of Education (Honours)
Programme QF Level	**:**	5
Course Title	**:**	Honours Project I: Research Methods and Proposal (to be offered in Year 4 Sem II)
Course Code	**:**	TBC
Departments	**:**	A team of specialists across departments
Credit Points	**:**	3
Contact Hours	**:**	39 contact hours
Pre-requisite(s)	**:**	Nil
Medium of Instruction	**:**	(Effective from 2019-24 cohort in 2022/23) English (for all programmes except BEd(CL)) Chinese (for BEd(CL)) English/Chinese (for BEd(CHI HIST))
Course Level	**:**	4

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- **P**rofessional **E**xcellence;
- **E**thical **R**esponsibility; &
- **I**nnovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills

4a. Oral Communication Skills

4b. Written Communication Skills

5. Social Interaction Skills

6. Ethical Decision Making
7. Global Perspectives

1. **Course Synopsis**
   This course aims to develop teachers as learners, researchers, inquirers and knowledge creators in education and their related disciplines; and prepare them for conducting a research-based or an inquiry-based project in Honours Project II: Research Report. It consists of two parts:

   Part A "Generic Research Methods" (1.5 cps) introduces basic research knowledge and principles of research methods for students to use and/or conduct research in education and related disciplines, and ethical issues in the research process. It emphasises students' roles as users of research as well as researchers themselves and the process of action research and/or action learning. Topics include recognising the value of educational research, understanding the process of research, the search and effective use of literature, identifying research topic and questions, features of research proposal and research report, ethical issues in educational research and reliability and validity of different research methods. Students study short online units and attend face-to-face tutorials in which they are guided to connect and consolidate online learning with in-class learning activities. The assessment tasks include online and in-class exercises on research methods.

   Part B "Methods for Specific Area in Preparation of Honours Project" (1.5 cps) prepares students to develop a proposal for conducting a research-based study in their chosen areas. Topics may include understanding the purposes and methods of sampling, quantitative research methods (e.g., survey research, experimental study, descriptive statistics and correlation, inferential statistics and data analysis with SPSS), qualitative research methods (e.g., interview, observation, documents and artefacts, case study), mixed-methods research, research in comparative education and philosophical methods in educational research. Students will be guided to identify a topic, conduct a literature review, select appropriate methods of data collection and analysis/inquiry, and write a proposal.

2. **Course Intended Learning Outcomes** (CILOs)
   Upon completion of this course, students will be able to:
   - CILO1 demonstrate an understanding of the basic principles of research methods in education and related disciplines, both qualitative and quantitative;
   - CILO2 show analytical skills in research and the awareness of research ethics;
   - CILO3 write a literature review to examine the existing theories and knowledge in relation to the research topic;
   - CILO4 select appropriate methods for the collection and analysis of data;
   - CILO5 write a proper and clear research proposal to form the basis of the study in Honours Project II: Research Report.

3. **Content, CILOs and Teaching & Learning Activities**

Course Content	CILOs	Suggested Teaching & Learning Activities
Part A"Generic Research Methods" (1.5 cps)		
Fundamental elements in research • Introduction to research process • Literature search and review • Identifying research topic and question	*CILO1*	Online lessons, tutorials, and group discussions

Course Content	CILOs	Suggested Teaching & Learning Activities
• Teachers as users of research and teachers as researchers		
Approaches to research • Introduction to educational research • Fundamentals of research paradigms (e.g., quantitative, qualitative and mixed-methods, action research) • Major methodological approaches to educational research • Reliability and validity	*CILO*$_1$	
Ethical considerations in the research endeavour • Ethics for student research project with a focus on human participants	*CILO*$_2$	Lectures and tutorials
Part B "Methods for Specific Area in Preparation of Honours Project" (1.5 cps)		
Understanding of research methods • Basic concepts on the procedures, designs and methods, such as sampling methods. • Major research methods, such as quantitative research methods (e.g. survey research, experimental study), qualitative research methods (e.g. interview, observation), and mixed-methods research • Skills for data analysis and presentation	*CILO*$_{3-5}$	Lectures, tutorials, literature review, case studies, group discussions, presentations and self-study
Understanding of research proposal writing • Major concerns of proposal writing (content, structure and ethical issues). • Research proposal development: statement of the problem, research design and literature review.	*CILO*$_5$	Tutorials, workshops, presentations and consultations

4. **Assessment**

Assessment Tasks	Weighting (%)	CILO
Online exercises and tutorial exercises on "Generic Research Methods"	50%	*CILO*$_{1-5}$
A 2,000-word (or 3,500 Chinese characters) project proposal which includes the statement of the problem, the design of the research and a review of literature	50%	*CILO*$_{1-6}$

Please note: Students are required to obtain a Pass in both Part A and Part B in order to get a Pass in HP I. As HP I is a pre-requisite for HP II, students must obtain a Pass in HP I in a given Specific Area in order to progress to HP II of the same Specific Area. Students who fail <u>either Part A or Part B</u> (but not both Part A and Part B) will be given the opportunity to do the remedial

works/assignments.

5. **Required Text(s)**
   Nil

6. **Recommended Readings***

Babbie, E. R. (2016). *The practice of social research* (14th ed.). Nelson Education.

Bell, J. (2014). *Doing Your Research Project: A guide for first-time researchers*. McGraw-Hill Education (UK).

Booth, W. C., Colomb, G. G., & Williams, J. M. (2008). *The craft of research* (3rd ed.).Chicago, Il: University of Chicago Press.Cohen, L.,

Bray, M., Adamson, B., & Mason, M. (Eds.). (2014). *Comparative Education research: Approaches and methods* (2nd ed.). Hong Kong: Comparative Education Research Centre, The University of Hong Kong, and Dordrecht: Springer.

Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, CA: Sage.

Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry & research design: Choosing among five approaches* (4th ed.). Thousand Oaks, CA: Sage.

Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2011). *How to design and evaluate research in education*. New York, NY: McGraw-Hill Humanities/Social Sciences/Languages.

Feldman, A., Altrichter, H., Posch, P., & Somekh, B. (2018). *Teachers investigate their work: An introduction to action research across the professions*. Routledge.

Manion, L., & Morrison, K. (2017). *Research methods in education* (8th ed.). New York, NY: Routledge.

Silverman, D. (2013). *Doing qualitative research: A practical handbook*. SAGE Publications Limited.

Smith, J. A. (Ed.). (2015). *Qualitative psychology: A practical guide to research methods* (3rd ed.). London: Sage.

Stringer, E. (2008). *Action research in education*. Upper Saddle River, NJ: Pearson/Merrill/Prentice Hall.

Wiersma, W., & Jurs, S. G. (2009). *Research methods in education: An introduction* (9th ed.). Boston, MA: Pearson/Allyn and Bacon.

Yin, R. K. (2018). *Case study research: Design and methods* (6th ed.). Los Angeles, CA: Sage.

王文科，王智弘（2014）。《教育研究法》。臺北市：五南圖書出版股份有限公司。

馬經標（2008）。《社會科學研究的基本規則》（原作者：Bell, J.）。北京市，北京大學出版社。

張宇樑，吳榕椒（2011）。《研究設計：質化， 量化及混合方法取向》（原作者：John W. Creswell）。台北市：學富文化。

楊孟麗，謝水南（2013）。《教育研究法：研究設計實務》（原作者：Fraenkel, JR, Wallen, NE, Hyun, HH）。臺北市：心理出版社股份有限公司。

*Detailed reading list will be provided by individual discipline areas.

7. **Related Web Resources**
   Nil

8. **Related Journals**
   Ethnography and Education
   Field Methods
   International Journal of Research and Method in Education
   Narrative Inquiry
   Qualitative Research
   Qualitative Research Journal

9. **Academic Honesty**
   The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the *Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students* (https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89). Students should familiarize themselves with the Policy.

10. **Others**
    Nil

THE EDUCATION UNIVERSITY OF HONG KONG

Honours Project II: Research Report

Part I

Programme Title	**:**	Five-year full-time Bachelor of Education (Honours)
Programme QF Level	**:**	5
Course Title	**:**	Honours Project II: Research Report (to be implemented in Year 5 Sem I & II)
Course Code	**:**	TBC
Departments	**:**	Project-related departments
Credit Points	**:**	3
Contact Hours	**:**	**-**
Pre-requisite(s)	**:**	Honours Project I: Research Methods and Proposal
Medium of Instruction	**:**	(Effective from 2019-24 cohort in 2023/24) English (for all programmes except BEd(CL)) Chinese (for BEd(CL)) English/Chinese (for BEd(CHI HIST))
Course Level	**:**	4

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- **P**rofessional **E**xcellence;
- **E**thical **R**esponsibility; **&**
- **I**nnovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills

4a. Oral Communication Skills

4b. Written Communication Skills

5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. **Course Synopsis**
   This course is a continuation of the Honours Project I: Research Methods and Proposal, and serves as a culminating academic and intellectual experience for students. It provides opportunities for students to conduct research independently under the guidance of their supervisors. Students are expected to finalize their initial project proposal first. By the end of the course, students are expected to present their research findings and submit a research report.

2. **Course Intended Learning Outcomes** ($CILO_s$)
   Upon completion of this course, students will be able to:

$CILO_1$	demonstrate good understanding of the knowledge and main ideas of their Major/ Programme/ Education Studies (closure)
$CILO_2$	demonstrate their research, analytical and higher order thinking skills (e.g., problem solving, creative thinking, critical thinking, ethical decision making, etc.) in the processes of research and/or inquiry
$CILO_3$	synthesize and/or make connections of the content, knowledge and skills from prior courses in a broader context as a "meaningful whole" (integration)
$CILO_4$	apply and generate new understandings of their future studies (reflection and transition)
$CILO_5$	consolidate and generate insights on personal identity in relation to the future studies (reflection and transition)

3. **Content, CILOs and Teaching & Learning Activities**

Course Content	CILOs	Suggested Teaching & Learning Activities
Revisiting and reviewing the written project proposal in Honours Project I: Research Methods and Proposal • Revisiting the characteristics of the Major/Programme/ Education Studies • Ways and criteria of selecting an appropriate topic for the study • Revisiting research methodology and ways of selecting methods of investigation • Revisiting importance of the literature review process and ways to assess research reports and papers as well as knowledge and practice in the chosen fields of study • Ethical considerations in conducting an investigation • Submitting application for ethics review	$CILO_{1,2,3}$	Group or individual consultation with advisor
Systematically conducting the proposed study • Data collection • Data analysis	$CILO_{1,2,3,4}$	• Group or individual consultation with advisor
Presenting findings and writing report	$CILO_{1-5}$	• Individual

• Systematic presentation of the findings • Analysis and discussion of the findings • Writing research report		presentation of research results in a simulated conference • Group or individual consultation with advisor as needed

4. **Assessment**

Assessment Tasks	Weighting (%)	CILO
Refinement of the proposal	10%	*CILO*$_{1,2,3}$
Presentation of the research report	20%	*CILO*$_{1-5}$
A 6,000 to 8,000-word (or 10,000 to 13,000 Chinese characters) written research report. The research report should include a statement of the problem/topic, a critical review of literature or an investigation into the topic, a description of research methods, and an analysis and discussion of the findings.	70%	*CILO*$_{1-5}$

5. **Required Text(s)**
Nil

6. **Recommended Readings**

Babbie, E. R. (2016). *The practice of social research* (14th ed.). Nelson Education.

Bell, J. (2014). *Doing Your Research Project: A guide for first-time researchers*. McGraw-Hill Education (UK).

Booth, W. C., Colomb, G. G., & Williams, J. M. (2008). *The craft of research* (3rd ed.).Chicago, Il: University of Chicago Press.Cohen, L.,

Bray, M., Adamson, B., & Mason, M. (Eds.). (2014). *Comparative Education research: Approaches and methods* (2nd ed.). Hong Kong: Comparative Education Research Centre, The University of Hong Kong, and Dordrecht: Springer.

Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, CA: Sage.

Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry & research design: Choosing among five approaches* (4th ed.). Thousand Oaks, CA: Sage.

Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2011). *How to design and evaluate research in education*. New York, NY: McGraw-Hill Humanities/Social Sciences/Languages.

Feldman, A., Altrichter, H., Posch, P., & Somekh, B. (2018). *Teachers investigate their work: An introduction to action research across the professions*. Routledge.

Manion, L., & Morrison, K. (2017). *Research methods in education* (8th ed.). New York, NY: Routledge.

Silverman, D. (2013). *Doing qualitative research: A practical handbook*. SAGE Publications Limited.

Smith, J. A. (Ed.). (2015). *Qualitative psychology: A practical guide to research methods* (3rd ed.). London: Sage.

Stringer, E. (2008). *Action research in education*. Upper Saddle River, NJ: Pearson/Merrill/Prentice Hall.
Wiersma, W., & Jurs, S. G. (2009). *Research methods in education: An introduction* (9th ed.). Boston, MA: Pearson/Allyn and Bacon.
Yin, R. K. (2018). *Case study research: Design and methods* (6th ed.). Los Angeles, CA: Sage.
王文科，王智弘（2014）。《教育研究法》。臺北市：五南圖書出版股份有限公司。
馬經標（2008）。《社會科學研究的基本規則》（原作者：Bell, J.）。北京市，北京大學出版社。
張宇樑，吳楠椒（2011）。《研究設計：質化， 量化及混合方法取向》（原作者：John W. Creswell）。台北市：學富文化。
楊孟麗，謝水南（2013）。《教育研究法：研究設計實務》（原作者：Fraenkel, JR, Wallen, NE, Hyun, HH）。臺北市：心理出版社股份有限公司。
*Detailed reading list will be provided by individual discipline areas.

7. **Related Web Resources**
   Nil

8. **Related Journals**
   Ethnography and Education
   Field Methods
   International Journal of Research and Method in Education
   Narrative Inquiry
   Qualitative Research
   Qualitative Research Journal

9. **Academic Honesty**
   The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the *Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students* (https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89). Students should familiarize themselves with the Policy.

10. **Others**
    Nil

Appendix 5

15 July 2019

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline Template

(Please refer to "A Guide to the Course Outline Template" for reference)

(for programme development)

Capstone Project I: Research Methods and Proposal

Part I

Programme Title	**:**	Five-year full-time Bachelor of Education (Honours)
Programme QF Level	**:**	5
Course Title	**:**	Capstone Project I: Research Methods and Proposal (to be offered in Year 4 Sem II)

(Maximum length including space: English – 100 characters; Chinese – 30 characters)

Course Code	**:**	
Departments	**:**	A team of specialists across departments
Credit Points	**:**	3
Contact Hours	**:**	39 contact hours
Pre-requisite(s)	**:**	Nil
Medium of Instruction	**:**	English (for all programmes except BEd(CL)) Chinese (for BEd(CL)) English/Chinese (for BEd(CHI HIST))
Course Level	**:**	4

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- **P**rofessional **E**xcellence;
- **E**thical **R**esponsibility; &
- **I**nnovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills

2. Critical Thinking Skills
3. Creative Thinking Skills
4a. Oral Communication Skills
4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. **Course Synopsis**

This course aims to develop teachers as learners, researchers, inquirers and knowledge creators in education and their related disciplines; and prepare them for conducting a research-based or an inquiry-based project in Capstone Project II: Project Output. It consists of two parts:

Part A "Generic Research Methods" (1.5 cps) introduces basic research knowledge and principles of research methods for students to use and/or conduct research in education and related disciplines, and ethical issues in the research process. It emphasises students' roles as users of research as well as researchers themselves and the process of action research and/or action learning. Topics include recognising the value of educational research, understanding the process of research, the search and effective use of literature, identifying research topic and questions, features of research proposal and research report, ethical issues in educational research and reliability and validity of different research methods. Students study short online units and attend face-to-face tutorials in which they are guided to connect and consolidate online learning with in-class learning activities. The assessment tasks include online and in-class exercises on research methods.

Part B "Methods for Specific Area in Preparation of Capstone Project" (1.5 cps) prepares students to develop a proposal for conducting a project-based study in their chosen areas. Topics may include understanding the purposes and methods of sampling, quantitative research methods (e.g., survey research, experimental study, descriptive statistics and correlation, inferential statistics and data analysis with SPSS), qualitative research methods (e.g., interview, observation, documents and artefacts, case study), mixed-methods research, research in comparative education and philosophical methods in educational research. Students will be guided to identify a topic, conduct a literature review, select appropriate methods of data collection and analysis/inquiry, write a proposal, and create a demonstration/ visualization of the project idea.

2. **Course Intended Learning Outcomes** (CILOs)

Upon completion of this course, students will be able to:

CILO1 demonstrate an understanding of the basic principles of research methods in education and related disciplines, both qualitative and quantitative;
CILO2 show analytical skills in research and the awareness of research ethics;
CILO3 write a literature review to examine the existing theories and knowledge in relation to the Capstone Project topic;
CILO4 select appropriate methods for the collection and analysis of data and/or creating a project output;
CILO5 write a proper and clear proposal and a demonstration/ visualization of the project idea to form the basis of implementation in Capstone Project II: Project Output.

3. **Content, CILOs and Teaching & Learning Activities**

Course Content	CILOs	Suggested Teaching & Learning Activities
Part A"Generic Research Methods" (1.5 cps)		

Course Content	CILOs	Suggested Teaching & Learning Activities
Fundamental elements in research • Introduction to research process • Literature search and review • Identifying research topic and question • Teachers as users of research and teachers as researchers	*CILO1*	Online lessons, tutorials, and group discussions
Approaches to research • Introduction to educational research • Fundamentals of research paradigms (e.g., quantitative, qualitative and mixed-methods, action research) • Major methodological approaches to educational research • Reliability and validity	*CILO1*	
Ethical considerations in the research endeavour • Ethics for student research project with a focus on human participants	*CILO2*	Lectures and tutorials
Part B "Methods for Specific Area in Preparation of Capstone Project" (1.5 cps)*		
Understanding of research methods • Basic concepts on the procedures, designs and methods, such as sampling methods. • Major research methods, such as quantitative research methods (e.g. survey research, experimental study), qualitative research methods (e.g. interview, observation), and mixed-methods research • Skills for data analysis/ inquiry and demonstration/ visualization	*CILO3-5*	Lectures, tutorials, literature review, case studies, group discussions, presentations and self-study
Understanding of project proposal writing • Major concerns of proposal writing (content, structure and ethical issues). • Project proposal development: statement of the problem, research design and literature review.	*CILO5*	Tutorials, workshops, presentations and consultations

*The topics of research methods are to be selected with reference to the Specific Area of the Capstone Project

4. **Assessment**

Assessment Tasks	Weighting (%)	CILO
Online exercises and tutorial exercises on "Generic Research Methods"	50%	*CILO1-5*
A 1,200 to 1,500-word (or 1,900 to 2400	50%	*CILO1-6*

Chinese characters) project proposal which includes the statement of the project issue/ problem, the justification and expected outcomes of the project (25%); also, a demonstration/ visualization of the project idea (25%)		

Please note: Students are required to obtain a Pass in both Part A and Part B in order to get a Pass in CP I. As CP I is a pre-requisite for CP II, students must obtain a Pass in CP I in a given Specific Area in order to progress to CP II of the same Specific Area. Students who fail either Part A or Part B (but not both Part A and Part B) will be given the opportunity to do the remedial works/assignments.

5. **Required Text(s)**
   Nil

6. **Recommended Readings***

Babbie, E. R. (2015). *The practice of social research*. Nelson Education.

Bell, J. (2014). *Doing Your Research Project: A guide for first-time researchers*. McGraw-Hill Education (UK).

Bentzen, W.R. (2009). *Seeing young children: A guide to observing and recording behavior*. Albany, NY: Delmar.

Blaxter, L. (2010). *How to research*. McGraw-Hill Education (UK).

Booth, W. C., Colomb, G. G., & Williams, J. M. (2008). *The Craft of research* (3rd ed.).Chicago, Il: US: University of Chicago Press.

Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry & research design: Choosing among five approaches* (4th ed.). Thousand Oaks, CA: SAGE.

Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.

Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2011). *How to design and evaluate research in education*. New York: McGraw-Hill Humanities/Social Sciences/Languages.

Feldman, A., Altrichter, H., Posch, P., & Somekh, B. (2018). *Teachers investigate their work: An introduction to action research across the professions*. Routledge.

Merriam, S.B. (Ed.), (2008). Qualitative research and case study applications in education. San Franscio: Jossey-Bass.

Silverman, D. (2013). *Doing qualitative research: A practical handbook*. SAGE Publications Limited.

Smith, J. A. (Ed.). (2015). *Qualitative psychology: A practical guide to research methods*. Sage.

Stringer, E. (2008). Action research in education. Upper Saddle River, N.J.: Pearson/Merrill/Prentice Hall.

Wiersma, W., & Jurs, S. G. (2009). Research methods in education: An introduction (9th ed.). Boston, Mass.; Hong Kong: Pearson/Allyn and Bacon.

王文科，王智弘（2014）。《教育研究法》。臺北市：五南圖書出版股份有限公司。

馬經標（2008）。《社會科學研究的基本規則》（原作者：Bell, J.）。北京市，北京大學出版社。

張宇樑，吳楢椒（2011）。《研究設計：質化， 量化及混合方法取向》（原作者：John W. Creswell）。台北市：學富文化。
楊孟麗，謝水南（2013）。《教育研究法：研究設計實務》（原作者：Fraenkel, JR, Wallen, NE, Hyun, HH）。臺北市：心理出版社股份有限公司。

*Detailed reading list will be provided by individual discipline areas.

7. **Related Web Resources**
   Nil

8. **Related Journals**
   Ethnography and Education
   Field Methods
   International Journal of Research and Method in Education
   Narrative Inquiry
   Qualitative Research
   Qualitative Research Journal

9. **Academic Honesty**
   The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the *Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students* (https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89). Students should familiarize themselves with the Policy.

10. **Others**
    Nil

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline Template

(Please refer to "A Guide to the Course Outline Template" for reference)

(for programme development)

Capstone Project II: Project Output

Part I

Programme Title	**:**	Five-year full-time Bachelor of Education (Honours)
Programme QF Level	**:**	5
Course Title	**:**	Capstone Project II: Project Output (to be implemented in Year 5 Sem I & II)

(Maximum length including space: English – 100 characters; Chinese – 30 characters)

Course Code	**:**	
Departments	**:**	Project-related departments
Credit Points	**:**	3
Contact Hours	**:**	**-**
Pre-requisite(s)	**:**	Capstone Project I: Research Methods and Proposal
Medium of Instruction	**:**	English (for all programmes except BEd(CL)) Chinese (for BEd(CL)) English/Chinese (for BEd(CHI HIST))
Course Level	**:**	4

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- **P**rofessional **E**xcellence;
- **E**thical **R**esponsibility; **&**
- **I**nnovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills

3. Creative Thinking Skills
4a. Oral Communication Skills
4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. **Course Synopsis**
   This course is a continuation of the Capstone Project I: Research Methods and Proposal, and serves as a culminating academic and intellectual experience for students. It is an inquiry-oriented learning avenue that enables our students to consolidate, integrate, and reflect on their undergraduate experiences for transiting to (and even celebrating) their upcoming post-graduation life –such as entering the workplace. Students are expected to complete an individual project. They will first refine their original project proposal from Capstone Project I: Research Methods and Proposal. By the end of the course, they are expected to create a project output, present on it, and submit a project report.

2. **Course Intended Learning Outcomes** ($CILO_s$)
   Upon completion of this course, students will be able to:

$CILO_1$	demonstrate good understanding of the knowledge and main ideas of their Major/ Programme/ Education Studies (closure)
$CILO_2$	demonstrate their research, analytical and higher order thinking skills (e.g., problem solving, creative thinking, critical thinking, ethical decision making, etc.) in the processes of research and/or inquiry
$CILO_3$	synthesize and/or make connections of the content, knowledge and skills from prior courses in a broader context as a "meaningful whole" (integration)
$CILO_4$	apply and generate new understandings of their future profession (reflection and transition)
$CILO_5$	consolidate and generate insights on personal identity in relation to the future profession (reflection and transition)

3. **Content, CILOs and Teaching & Learning Activities**

Course Content	CILOs	Suggested Teaching & Learning Activities
Revisiting and reviewing the written project proposal in Capstone Project I: Research Methods and Proposal • Revisiting the characteristics of the Major/Programme/ Education Studies • Ways and criteria of selecting an appropriate topic for the study • Revisiting research methodology and ways of selecting methods of investigation • Revisiting importance of the literature review process and ways to assess research reports and papers as well as knowledge and practice in the chosen fields of study	$CILO_{1,2,3}$	Group or individual consultation with advisor

• Updating transition needs (e.g., job market scanning) • Ethical considerations in conducting an investigation • Submitting application for ethics review		
• Production of project output	*CILO*$_{1,2,3,4}$	• Group or individual consultation with advisor • Collaborative groups can be formed for students to provide mutual support • Problem-based learning activities for testing project output
• Presentation of inquiry results/project outputs in a format determined in the final proposal • Production of project report	*CILO*$_{1-5}$ *CILO*$_{1-5}$	• Individual presentation in the presence of a wider group of audience • Group or individual consultation with advisor as needed

4. **Assessment**

Assessment Tasks	Weighting (%)	CILO
(a) Refinement of project proposal	10%	*CILO*$_{1,2,3}$
(b) Project output	50-60%	*CILO*$_{1,2,3,4}$
(c) Presentation on the project output		*CILO*$_{1-5}$
(d) Project report	30-40%	*CILO*$_{1-5}$

5. **Required Text(s)**
Please refer to "Supplementary Information".

6. **Recommended Readings**

Please refer to "Supplementary Information".

7. **Related Web Resources**
Please refer to "Supplementary Information".

8. **Related Journals**

Ethnography and Education
Field Methods
International Journal of Research and Method in Education
Narrative Inquiry
Qualitative Research
Qualitative Research Journal

9. **Academic Honesty**
   The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the *Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students* (https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89). Students should familiarize themselves with the Policy.

10. **Others**
    Nil

Appendix 6

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Capstone Project: Supplementary Information Template

Please make reference to the **Capstone Project Planning Sheet (attached)** in completing this information sheet for the endorsement of SGUCC.

Key Aspects		**Details**			
1. Name of the Capstone Project					
2. Description of the Project (approximately 100 words)					
3. Learning outcomes *In connection with:*					
3a Generic Intended Learning Outcomes Should include the recommended GILOs 1, 2, and 4		Intensity of Connection (Please ✓ as appropriate)			
		Slightly connected	Moderately connected	Strongly connected	Not applicable
1.	Problem Solving Skills (recommended)				
2.	Critical Thinking Skills (recommended)				
3.	Creative Thinking Skills				
4a.	Oral Communication Skills (recommended)				
4b.	Written Communication Skills (recommended)				
5.	Social Interaction Skills				
6.	Ethical Decision Making				
7.	Global Perspectives				
3b Programme Intended Learning Outcomes MUST strongly connect with at least 2 of the existing PILOs					
3c Disciplinary Knowledge and Skills					
3d Professional Practice					
4. Expected Project Output					
5. Learning activities					
6. Assessment		*Weighting of assessment items:*			

Key Aspects	Details
	(a) Refinement of project proposal: 10% (b) Project output: _____% (c) Presentation on the project output: _____% (d) Project report: _____% Please attach the assessment rubrics separately if you would like to modify the common rubrics.
7. Supervision	
8. Required Text(s)	
9. Recommended Readings	
10. Related Web Resources	
11. Related Journals	

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Capstone Project Planning Sheet

*This planning sheet covers general issues in designing a Capstone Project. It is **not** meant to be prescriptive.*

Questions to consider	Your preliminary ideas
1. Why would you like to design a Capstone Project? • Describe the reasons for designing this CP in relation to the Major/ Programme/ Education Studies. • Describe the employment landscape that graduates will be in touch with – what does the job market look like? • Think about the professional/ business/ industry links that you already have – would these motivate you to design a CP? • Think about your research – are there ideas/ findings which are ready to be turned into a tangible product? • Think about the latest trends in your discipline – would these carry some potential for CP development? • Describe the strengths/ uniqueness of your students, and the potential of the CP in highlighting them. • What are the distinctive characteristics that you would expect to see from graduates of this Major/ Programme?	

2. Learning outcomes of the Capstone Project
• Describe the learning outcomes that you hope students would achieve through this CP. Compare them with these outcomes for Final Year Projects:
  ○ demonstrate good understanding of the knowledge and main ideas of their Major/ Programme/ Education Studies (closure)
  ○ demonstrate their research, analytical and higher order thinking skills (e.g., problem solving, creative thinking, critical thinking, ethical decision making, etc.) in the processes of research and/or inquiry
  ○ synthesize and/or make connections of the content, knowledge and skills from prior courses in a broader context as a "meaningful whole" (integration)
  ○ apply and generate new understandings of their future profession (reflection and transition)
  ○ consolidate and generate insights on personal identity in relation to the future profession (reflection and transition)
• Review your draft learning outcomes listed in the above bullet point – how would you fit them into the following categories? Do you think there is a good balance (if it is necessary)? What is the focus?
  ○ generic competencies (c.f. item 3 below)
  ○ disciplinary knowledge and skills
  ○ professional practice	

3a. Which of the following GILOs would have a strong connection with your CP? (Should include the recommended GILOs 1, 2, and 4)

	GILO	Intensity of Connection			
		Slightly connected	Moderately connected	Strongly connected	Not applicable

1.	Problem Solving Skills				
2.	Critical Thinking Skills				
3.	Creative Thinking Skills				
4a.	Oral Communication Skills				
4b.	Written Communication Skills				
5.	Social Interaction Skills				
6.	Ethical Decision Making				
7.	Global Perspectives				

Questions to consider	Your preliminary ideas
3b. Which two or more of the existing PILOs would have a strong connection with your CP?	
4. Project Output Examples: product design, game design, picture-book design, consultancy/ advisory project, business startup, exhibition, concert/drama, creative writing. • List the deliverable(s) that are expected from the students in the process of this CP. How would the project output be related to the aims/ learning outcomes of the CP? • What are the common means of expression in your profession/ discipline? What would offer students more opportunities to learn to communicate in different genres and to see themselves as constructors of knowledge in the discipline? • Students will be required to prepare a demo/ visualization of the project output before fully engaging themselves into the actual implementation of the CP. How would you comment on the feasibility of coming up with a demo/ visualization? • Think about the timeline to come up with the suggested project output – is one year manageable?	
5. Learning activities • With the aims/ learning outcomes and project output in mind, what would be the learning activities suitable for this CP? • List the "methods" (research-related or not research-related) that students would need to know in order to produce the project output. • List the required and recommended readings for this CP. • Suggest the types of learning activities that would enhance students' understanding of university-to-work transitions. • Consider if external help (e.g., an expert in the discipline) is needed to conduct the learning activities.	
6. Assessment • Develop the assessment stages needed for this CP (e.g., preliminary, interim, final). What would be the criteria	

that are appropriate for each of these stages? For alignment purpose, please revisit #2 above to see what your draft learning outcomes are.
• Articulate standards at different levels of performance for each of the criteria to provide a basis for discussion with students about expectations, as well as to create more opportunities for provision of feedback to students.
  ○ Make reference to the common rubrics.
  ○ For alignment purpose, please revisit #5 above to see if changes to learning activities would be needed.
• Design the rubrics needed, and assign the weightings appropriate for the CP.	

7. Supervision • Describe the way that you'd like to guide your students in brainstorming the CP topic – what would you like your students to focus on? • How would you frame the brainstorming exercise so that students see where their intentions and your CP course intersect? • Articulate the ways that you can make students' proposals manageable given the project schedule. • Describe some ways through which you could enable students to better manage their learning tasks in the CP, and practice more self-directed learning skills in the whole process.	

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Sources:

(1) Sections 7 and 8 of "Handbook for Final Year Projects: Honours Project and Capstone Project (for 2019/20 cohort and onwards)"

(2) "New capstone proposal template" in Holdsworth, A., Watty, K., & Davies, M. (2009). Developing capstone experiences. Retrieved from the Centre for the Study of Higher Education, University of Melbourne, website: http://melbourne-cshe.unimelb.edu.au/resources/teaching-and-learning/curriculum-design/developing-capstone-experiences

Appendix 7

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Grade Descriptors for Honours/Capstone Project I: Project Proposal (50% of Final Grade) – Common Template

The following descriptors are based on AAC&U Inquiry and Analysis VALUE Rubric, unless otherwise specified in the footnotes.
The CILOs in the following table refers to the CILOs in the Common Course Outline Template for Capstone Project I.
The following descriptors for Honours Project I are for reference only in the full implementation of the new curriculum.

Applicable for		Intended Learning Outcomes	Marks	Weighting	Level 4 Outstanding	Level 3 Mastering	Level 2 Developing	Level 1 Beginning
					9-10	6-8	3-5	0-2
		HP: Statement of the problem, the design of the research, and a review of literature (50%) *CP: Statement of the project issue/ problem, the justification and expected outcomes of the project (25%)*						
CP (50% of Final Grade)	**HP (50% of Final Grade)**	**$CILO_2$** As reflected in: Topic selection		20%	Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less-explored aspects of the topic.	Identifies a focused, and manageable/ doable topic that addresses relevant aspects of the topic.	Identifies a topic that while manageable/ doable, is too narrowly focused and leaves out relevant aspects of the topic.	Identifies a topic that is far too general and wide-ranging as to be manageable and doable.
		$CILO_{1,2,3,4}$ As reflected in: Existing Knowledge, Research, and/or Views		50%	Synthesizes in-depth information from relevant sources representing various points of view/ approaches.	Presents in-depth information from relevant sources representing various points of view/ approaches.	Presents information from relevant sources representing limited points of view/ approaches.	Presents information from irrelevant sources representing limited points of view/ approaches.
		$CILO_{1,2,3,4,5}$ As reflected in: Problem Solving Skills (GILO1) – Formulate a plan to solve the problem		10%	Formulate a feasible plan to solve the problem in the chosen topic, considering substantial relevant contextual factors.	Formulate a feasible plan to solve the problem in the chosen topic, considering most relevant contextual factors.	Formulate a feasible plan to solve the problem in the chosen topic, considering some relevant contextual factors.	Formulate a feasible plan to solve the problem in the chosen topic, considering few relevant contextual factors.
		$CILO_{2,3,4,5}$ As reflected in: Innovative Thinking[24]		10%	Extends a novel or unique idea, question, format, or product to create new knowledge, or knowledge that crosses boundaries (e.g., transitioning to future employment).	Creates a novel or unique idea, question, format, or product.	Experiments with creating a novel or unique idea, question, format, or product.	Reformulates a collection of available ideas.

[24] Modified from AAC&U Creative Thinking VALUE Rubric.

Applicable for		Intended Learning Outcomes	Marks	Weighting	Level 4 Outstanding	Level 3 Mastering	Level 2 Developing	Level 1 Beginning
					9-10	6-8	3-5	0-2
		HP: Statement of the problem, the design of the research, and a review of literature (50%) *CP: Statement of the project issue/ problem, the justification and expected outcomes of the project (25%)*						
		(At least 2) Major/Programme/ ES-specific ILOs As reflected in: _____		10%				
		Total	========	**100%**	**CP (/100 x 25%) =** **HP (/100 x 50%) =**			
	Not Applicable for HP	*CP: A demonstration/visualization of the project idea (25%)*						
		CILO$_{1,4,5}$ As reflected in: Design Process		30%	All elements of the methodology or theoretical framework are skilfully developed. Appropriate methodology or theoretical frameworks may be synthesized from across disciplines or from relevant sub-disciplines.	Critical elements of the methodology or theoretical framework are appropriately developed, however, more subtle elements are ignored or unaccounted for.	Critical elements of the methodology or theoretical framework are missing, incorrectly developed, or unfocused.	Inquiry design demonstrates a misunderstanding of the methodology or theoretical framework.
		CILO$_{1,4,5}$ As reflected in: Communication[25]		70%	Innovatively creates artefacts/ prototypes of the project idea in connection with the theme/ argument or purpose of the work, presents it in an effective format, and presents/ explicates it with consistently high quality.	Uses artefacts/ prototypes of the project idea in connection with the theme/ argument or purpose of the work, though the demonstration may be presented in a less than completely effective format, or some part of the presentation/ explication may be uneven.	Uses artefacts/ prototypes, but does not effectively connect it to the theme/ argument or purpose of the work.	Presents artefacts/ prototypes, but does not provide adequate explanation on how it would connect to the theme/ argument or purpose of the work.
		Total	========	**100%**	**CP (/100 x 25%) =**			

[25] Modified from AAC&U Quantitative Literacy VALUE Rubric.

Grade Descriptors for Honours/Capstone Project II: Refinement of Project Proposal (10% of Final Grade) – Common Template

The CILOs in the following table refers to the CILOs in the Common Course Outline Template for Capstone Project II.
The following descriptors for Honours Project II are for reference only in the full implementation of the new curriculum.

Applicable for		**Intended Learning Outcomes**	**Weighting and Marks**	**Level 4 Outstanding**	**Level 3 Mastering**	**Level 2 Developing**	**Level 1 Beginning**
				9-10	6-8	3-5	0-2
		HP: Refinement of the proposal (10%) *CP: Refinement of the proposal (10%)*					
CP (10% of Final Grade)	**HP (10% of Final Grade)**	**CILO$_{1, 2}$** As reflected in: Written Communication Skills (GILO4b) – Consider context and purpose	Weighting: 50% Marks:	Apply appropriate elements aligned with the context, audience and purpose of the assigned task, displaying a sophisticated understanding of texts.	Apply appropriate elements aligned with the context, audience and purpose of the assigned task.	Demonstrate adequate familiarity with the context, audience and purpose of the assigned task.	Demonstrate superficial understanding of the context, audience and purpose of the assigned task.
		CILO$_3$ As reflected in: Written Communication Skills (GILO4b) – Use supporting evidence	Weighting: 50% Marks:	Use a variety of supporting evidence (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities), with appropriate reference to information or analysis that provides significant support for the points being made.	Use adequate supporting evidence (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) in terms of both amount and relevance.	Use adequate, but sometimes irrelevant, supporting evidence (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities).	Use little or irrelevant supporting evidence (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities).
		Total	100% ========	**CP (/100 x 10%) =** **HP (/100 x 10%) =**			

Grade Descriptors for Honours/Capstone Project II:
HP: Presentation of the Research Report (20% of Final Grade); CP: Project Output and Presentation on the Project Output (50-60% of Final Grade) – Common Template

The following descriptors are based on AAC&U Integrative Learning VALUE Rubric, unless otherwise specified in the footnotes.
The CILOs in the following table refers to the CILOs in the Common Course Outline Template for Capstone Project II.
The following descriptors for Honours Project II are for reference only in the full implementation of the new curriculum

Applicable for		**Intended Learning Outcomes**	**Marks**	**Weighting**	**Level 4 Outstanding**	**Level 3 Mastering**	**Level 2 Developing**	**Level 1 Beginning**
					9-10	6-8	3-5	0-2
		HP: Presentation of the Research Report – systematic presentation of the research results in a simulated conference (20% of Final Grade) *CP: Project Output and Presentation on the Project Output – production of project output and presentation of inquiry results/project outputs in a format determined in the final proposal (50-60% of Final Grade)*						
CP (50-60% of Final Grade)	**HP (20% of Final Grade)**	**$CILO_{1,2,3}$** As reflected in: Design Process		20%	All elements of the methodology or theoretical framework are skilfully developed. Appropriate methodology or theoretical frameworks may be synthesized from across disciplines or from relevant sub-disciplines.	Critical elements of the methodology or theoretical framework are appropriately developed, however, more subtle elements are ignored or unaccounted for.	Critical elements of the methodology or theoretical framework are missing, incorrectly developed, or unfocused.	Inquiry design demonstrates a misunderstanding of the methodology or theoretical framework.
		$CILO_{1,3}$ As reflected in: Connections to Experience		10%	Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences) to deepen understanding of fields of study and to broaden own points of view	Effectively selects and develops examples of life experiences, drawn from a variety of context (e.g., family life, artistic participation, civic involvement, work experience), to illuminate concepts/ theories/ frameworks of fields of study	Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own.	Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own interests.
		$CILO_{1,2,3}$ As reflected in: Connections to Discipline		20%	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.	Independently connects examples, facts, or theories from more than one field of study or perspective.	When prompted, connects examples, facts, or theories from more than one field of study or perspective.	When prompted, presents examples, facts, or theories from more than one field of study or perspective.

Applicable for		Intended Learning Outcomes	Marks	Weighting	Level 4 Outstanding	Level 3 Mastering	Level 2 Developing	Level 1 Beginning
					9-10	6-8	3-5	0-2
		HP: Presentation of the Research Report – systematic presentation of the research results in a simulated conference (20% of Final Grade) *CP: Project Output and Presentation on the Project Output – production of project output and presentation of inquiry results/project outputs in a format determined in the final proposal (50-60% of Final Grade)*						
		CILO$_{1,2,3,4}$ As reflected in: Transfer		20%	Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations (may be employment-related) to solve difficult problems or explore complex issues in original ways.	Adapts and applies, skills, abilities, theories, or methodologies gained in one situation to new situations (may be employment-related) to solve problems or explore issues.	Use skills, abilities, theories, or methodologies gained in one situation in a new situation (may be employment-related) to contribute to understanding of problems or issues.	Use, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation (may be employment-related).
		CILO$_{3,4}$ As reflected in: Integrated Communication		20%	Fulfils the objectives in the project proposal by choosing a format, language, or other (visual) representation in ways that enhance meaning, making clear the interdependence of language/ representation and meaning, thought, and expression.	Fulfils the objectives in the project proposal by choosing a format, language, or other (visual) representation to explicitly connect content and form, demonstrating awareness of purpose and audience.	Fulfils the objectives in the project proposal by choosing a format, language, or other (visual) representation that connects in a basic way what is being communicated (content) with how it is said/ presented (form).	Fulfils the objectives in the project proposal in an appropriate form.
		(At least 2) Major/Programme/ ES-specific ILOs As reflected in: _____		10%				
		Total	==========	**100%**	**CP (/100 x %) =** **HP (/100 x 20%) =**			

Grade Descriptors for Honours/Capstone Project II: Project Report (HP: 70% of Final Grade; CP: 30-40% of Final Grade) – Common Template

The following descriptors are based on AAC&U Inquiry and Analysis VALUE Rubric, unless otherwise specified in the footnotes.
The CILOs in the following table refers to the CILOs in the Common Course Outline Template for Capstone Project II.
The following descriptors for Honours Project II are for reference only in the full implementation of the new curriculum

Applicable for		Intended Learning Outcomes	Weighting and Marks	Level 4 Outstanding	Level 3 Mastering	Level 2 Developing	Level 1 Beginning
				9-10	6-8	3-5	0-2
		HP: Research Report – statement of the problem/topic, a critical review of literature or an investigation into the topic, a description of research methods, and an analysis and discussion of the findings. (70% of Final Grade) *CP: Project Report – to be decided by the course writer – generally may include a statement of the topic, a critical review of literature or an investigation into the topic, the identification of relevant concepts/themes/ideas, a description of the project process/investigation, a description of the project outputs, an analysis and discussion of the outputs, etc. (30-40% of Final Grade)*					
CP (30-40% of Final Grade)	**HP (70% of Final Grade)**	**CILO$_{1,2,3}$** As reflected in: Critical Thinking Skills (GILO2) – Identify the issue	Weighting: 10% Marks:	Use substantial relevant information to identify the issue clearly and describe it comprehensively.	Use the most important information to the issue and describe it clearly.	Identify the issue – with some relevant information.	Identify the issue without any or little clarification or description.
		CILO$_{2,3}$ As reflected in: Evidence[26]	Weighting: 15% Marks:	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive review. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent review. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation to develop a coherent review. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
		CILO$_{2,3,4}$ As reflected in: Analysis	Weighting: 20% Marks:	Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.	Organizes evidence to reveal important patterns, differences, or similarities related to focus.	Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities.	Lists evidence, but it is not organized and/or is unrelated to focus.
		CILO$_{1,3,4}$ As reflected in: Limitations and Implications	Weighting: 10% Marks:	Insightfully discusses in detail relevant and supported limitations and implications.	Discusses relevant and supported limitations and implications.	Presents relevant and supported limitations and implications.	Presents limitations and implications, but they are possibly irrelevant and unsupported.

[26] Modified from AAC&U Critical Thinking VALUE Rubric.

Applicable for		Intended Learning Outcomes	Weighting and Marks	Level 4 Outstanding	Level 3 Mastering	Level 2 Developing	Level 1 Beginning
				9-10	6-8	3-5	0-2
		HP: Research Report – statement of the problem/topic, a critical review of literature or an investigation into the topic, a description of research methods, and an analysis and discussion of the findings. (70% of Final Grade) *CP: Project Report – to be decided by the course writer – generally may include a statement of the topic, a critical review of literature or an investigation into the topic, the identification of relevant concepts/themes/ideas, a description of the project process/investigation, a description of the project outputs, an analysis and discussion of the outputs, etc. (30-40% of Final Grade)*					
		CILO$_{3,4,5}$ As reflected in: Reflection and Self-Assessment[27]	Weighting: 25% Marks:	Reviews the quality of the process and outcomes, with thorough and specific consideration of the need for further work.	Reviews the quality of the process and outcomes, with sufficient consideration of the need for further work.	Reviews the quality of the process and outcomes, with some consideration of the need for further work.	Reviews the quality of the process and outcomes superficially, with little consideration of the need for further work.
		CILO$_{3,4,5}$ As reflected in: Conclusions	Weighting: 10% Marks:	States a conclusion that is a logical extrapolation from the inquiry findings.	States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings.	States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings.	States an ambiguous, illogical, or unsupportable conclusion from inquiry findings.
		(At least 2) Major/Programme/ ES-specific ILOs As reflected in: _____	Weighting: 10% Marks:				
		Total	**=======100%**	**CP (/100 x %) =** **HP (/100 x 70%) =**			

[27] Modified from descriptors for GILO 1.4 (Problem Solving Skills): "reflect upon and evaluate the process and outcomes."