

THE EDUCATION UNIVERSITY OF HONG KONG

Honours Project II

Part I

Programme Title	:	Five-year full-time Bachelor of Education (Honours)
Programme QF Level	:	5
Course Title	:	Honours Project II (to be implemented in Year 5 Sem I & II)
Course Code	:	ART4902/BUS4902/CHI4655/ECE4061/EDA4046/ENG4903/ ENG4905/ENG4907/GGP4016/HIS4039/HIS4045/INS4909/ INS4910/INT4901/MTH4902/MUS4902/PES4903/PFS4030/ PSY4041/SCG4025/SED4042/ TLS4029
Departments	:	Project-related departments
Credit Points	:	3
Contact Hours	:	-
Pre-requisite(s)	:	Honours Project I
Medium of Instruction	:	English (for non-BEd(CL)/ Chinese (for BEd(CL)) (effective from 2014-19 cohort in 2018/19) English/ Chinese (for BEd(CHI HIST)) (effective from 2016-21 cohort in 2020/21)
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"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

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.
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Synopsis:

This course is a continuation of the Honours Project I, and serves as a culminating academic and intellectual experience for students. It provides opportunities for students to conduct their research/capstone project* independently under the guidance of their supervisors. Students are expected to finalize their initial project proposal first. By the end of the course, they are expected to present their research findings or project outputs and submit a research/project report.

Remark:

**The capstone project takes a wide variety of forms that leads to and culminates in a final project that may include (but is not confined to) a portfolio of creative works, instructional packs, etc.*

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ carry out a research/capstone project under the guidance of a supervisor;
- CILO₂ present the research results/project outputs in a simulated conference, exhibition or performance setting;
- CILO₃ write a research/project report which includes a statement of the problem/topic, a critical review of literature or an investigation into the topic, a description of research methods/project outputs, an analysis and discussion of the findings/outputs. The final project demonstrates their learning acquisition in the selected discipline related areas.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Ways and criteria of selecting an appropriate topic for the study	CILO ₁₋₃	Group or individual consultation with advisor throughout the process; presentation of research results/project outputs in a simulated conference, exhibition or performance setting
Revisit research methodology and ways of selecting methods of investigation		
Importance of the literature review process and ways to access research reports and papers as well as knowledge and practice in the chosen fields of study		
Ethical considerations in conducting an investigation		
Revising the proposal for the study		
Systematically conducting the proposed study		
Presenting findings/outputs and writing report		

4. Assessment

Assessment Tasks	Weighting (%)	CILO
Refinement of the proposal	10%	CILO ₁
Presentation of the project outputs/research report	20%	CILO ₂
A 6,000 to 8,000-word (or 10,000 to 13,000 Chinese characters) written research report or a 1,200 to 1,500-word (or 1,900 to 2,400 Chinese characters) project report for capstone project. The research/project 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/project outputs, and an analysis and discussion of the findings/outputs. For capstone projects, project outputs should also be submitted for assessment.	70%	CILO ₁₋₃

Detailed assessment guidelines for capstone projects will be provided by individual discipline areas.

5. Required Text(s)

NIL

6. Recommended Readings

- Altrichter, H., Psch, P., & Smoekh, B. (2008). *Teachers investigate their work*. [Chinese translation: 行動研究方法導論：教師動手做研究。夏林清等譯，臺北市，遠流出版公司，1997]
- Bell, J. (2005). *Doing your research project: A guide for first-time researchers in education, health and social science* (4th ed.). Maidenhead, England: Open University Press. (e-Book 2006).
- Bentzen, W.R. (2009). *Seeing young children: A guide to observing and recording behavior*. Albany, NY: Delmar.
- Blaxter, L., Hughes, C., & Tight, M. (2006). *How to research*. Buckingham: Open University Press.
- Booth, W. C., Colomb, G. G., & Williams, J. M. (2008). *The Craft of research* (3rd ed.). Chicago, IL: US: University of Chicago Press.
- Cooke, B., & Cox, J. W. (Eds.). (2005). *Fundamentals of action research*. London; Thousand Oaks, Calif.: SAGE.
- Fraenkel, J. R., & Wallen, N. E. (2009). *How to design and evaluate research in education*. 4th ed. New York : McGraw-Hill.
- Merriam, S.B. (Ed.), (2008). *Qualitative research and case study applications in education*. San Francisco: Jossey-Bass.
- Punch, K. F. (2009). *Introduction to Research Methods in Education*. L.A., California: Sage.
- Smith, J. A. (Ed.). (2003). *Qualitative psychology: A practical guide to research methods*. London: SAGE.
- Stringer, E. (2008). *Action research in education*. Upper Saddle River, N.J.:

- Pearson/Merrill/Prentice Hall.
- Thomas, R. M. (2005). *Teachers doing research: An introductory guidebook*. Boston, Mass.; Hong Kong: Allyn & Bacon.
- Wiersma, W., & Jurs, S. G. (2009). *Research methods in education: An introduction* (9th ed.). Boston, Mass.; Hong Kong: Pearson/Allyn and Bacon.
- 劉問岫 (1993):《教育科學研究方法與應用》,北京,北京大學出版社。
- 王文科編譯(2000):《質的教育研究法》,臺北,師大書苑。
- 王文科,王智弘(2009)。《教育研究法》,增訂十三版。台灣:五南圖書出版。
- 楊孟麗,謝水南譯(2003):《教育研究法:研究設計實務》,臺北,美商麥格羅希爾有限公司。
- 林生傳(2003):《教育研究法—全方位的統整與分析》,臺北,心理。
- 周文欽(2004):《研究方法:實徵性研究取向》,臺北,心理出版社。
- 潘慧玲(主編)(2004)《教育研究方法論:觀點與方法》,臺北,心理出版社。
- 王文科(2008):《教育研究法》,臺北,五南圖書出版公司。
- 王麗雲(2006):《教育研究應用—教育研究、政策與實務的銜接》,臺北,心理。
- 劉世閔等著(2006):《質性研究資料分析與文獻格式之運用-以 QSR N6 與 End Note 8 為例》,臺北,心理。
- Creswell, J.W. 原著;張宇樑,吳榴椒翻譯(2007)。《研究設計:質化,量化及混合方法取向》。臺北市:學富文化事業有限公司。
- Fraenkel, J. R., & Wallen, N. E.; 楊孟麗、謝水南譯(2004)《教育研究法—研究設計實務》,臺北:美商麥格羅希爾國際股份有限公司。
- 裘蒂絲·貝爾著;馬經標主譯;喬鶴等(2008):《社會科學研究的基本規則/參譯》,北京市,北京大學出版社。

Detailed reading list will be provided by individual discipline areas

7. Related Web Resources

Nil

8. Related Journals

Action in Teacher Education
Education researcher

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. Other

Nil