Honours Project I

Part I

Programme Title	**:**	Five-year full-time Bachelor of Education (Honours)
Programme QF Level	**:**	5
Course Title	**:**	Honours Project I (to be offered in Year 4 Sem II)
Course Code	**:**	ART4901/BUS4901/CHI4654/ECE4174/EDA4045/ENG4902/ ENG4904/ENG4906/GGP4015/HIS4038/HIS4044/INS4907/ INS4908/INT4900/MTH4901/MUS4901/PES4902/PFS4029/ PSY4040/SCG4024/SED4041/TLS4028
Departments	**:**	A team of specialists across departments
Credit Points	**:**	3
Contact Hours	**:**	39 contact hours
Pre-requisite(s)	**:**	NIL
Medium of Instruction	**:**	English (for non-BEd(CL)/ Chinese (for BEd(CL)) (effective from 2014-19 cohort in 2017/18) English/ Chinese (for BEd(CHI HIST)) (effective from 2016-21 cohort in 2019/20)
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. Oral Communication Skills
4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making

7. Global Perspectives

1. Course Synopsis:

This course provides opportunities for students to understand the basic research methods in education and related disciplines. The quantitative and qualitative approaches and their strengths and shortcomings will be introduced. The course will enable students to acquire the basic skills in handling the initial stages of conducting a research study, including identifying a research topic, writing a literature review, adopting appropriate methods of collecting and analyzing data, and writing a proper research 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   identify and pursue a research topic of interest, relevance and importance;

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 implementing the research study in Honours Project II.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Fundamental elements in research: the value of conducting and understanding research, the nature of research	$CILO_1$	Lectures, tutorials, literature review and group discussions
Approaches to research: such as quantitative, qualitative, integrated (e.g. action research)	$CILO_1$	
Introduction to the research process, basic concepts on the procedures, designs and methods used in the various types of research; methods of data analysis and presentation; concepts of validity and reliability	$CILO_{2-4}$	Lectures, tutorials, literature review, case studies, group discussions, presentations and self-study
Ethical considerations in the research endeavour	$CILO_{2-5}$	Lectures and tutorials
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
An assignment on the techniques of research	30%	$CILO_{1-4}$

methodology		
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	70%	*CILO$_{1-5}$*

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* (3nd 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 Franscio: 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。

裴蒂絲‧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
Honours Project I consists of two parts:

Part A "Generic Research Methods" (1 cp) introduces basic research knowledge and principles of research methods in education and related disciplines for students to use and/or conduct research in education. Course Tutors of the Faculty of Education and Human Development (FEHD) run this part of the course in the blended learning mode. 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 "Discipline-based Project Proposal Writing" (2 cp) prepares students to develop a proposal for conducting a research-based study in their chosen areas. Course Tutors in respective discipline areas guide students to identify a topic, conduct a literature review, select appropriate methods of data collection and analysis/inquiry, and write a proposal.