THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

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)
Course Code	:	TLS4065 / ECE4250 / EDA4104 / PSY4062 / SED4086 / INT4083 / INS4058 / MTH4181 / PES4271 / BUS4044 / MUS4342 / ART4224 / GGP4029 / SCG4038 / CHI4729 / HIS4052 / ENG4427
Departments	:	Project-related departments
Credit Points	:	3
Contact Hours	:	-
Pre-requisite(s)	:	Capstone Project I: Research Methods and Proposal
Medium of Instruction	:	EMI (for all programmes except BEd(CL)) CMI (for BEd(CL)) EMI/CMI (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** (CILOs)
   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); and
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	*CILO$_{1,2,3}$*	Group or individual consultation with advisor

Course Content	CILOs	Suggested Teaching & Learning Activities
research reports and papers as well as knowledge and practice in the chosen fields of study • 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	$CILO_{1-5}$	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%	$CILO_{1-5}$

Please note: Students in CMI class should complete the assessment tasks in Chinese, and students in EMI class should complete the assessment tasks in English.

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