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	:	TLS4067 / ECE4252 / EDA4106 / PFS4051 / PSY4060 / SED4085 / INT4081 / INS4056 / MTH4179 / PES4269 / BUS4042 / MUS4340 / ART4222 / GGP4027 / SCG4036 / CHI4727 / HIS4039/ HIS4050/ ENG4422 / ENG4424 / LIN4039
Departments	:	Project-related departments
Credit Points	:	3
Contact Hours	:	-
Pre-requisite(s)	:	Honours 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 Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate 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	*CILO$_{1,2,3}$*	Group or individual consultation with advisor

Course Content	CILOs	Suggested Teaching & Learning Activities
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		
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 • Systematic presentation of the findings • Analysis and discussion of the findings • Writing research report	$CILO_{1-5}$	• Individual 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%	$CILO_{1-5}$

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. **Use of Generative AI in Course Assessments**
   Please select one option only that applies to this course:

Not Permitted: In this course, the use of generative AI tools is not allowed for any assessment tasks.

☑ *Permitted*: In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

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

7. **Recommended Readings**

Babbie, E. R. (2021). *The practice of social research* (15th ed.). Boston, MA: Cengage.

Bell, J., & Waters, S. (2018). *Doing your research project: A guide for first-time researchers* (7th ed.). London: Open University Press.

Booth, W. C., Colomb, G. G., Williams, J. M., Bizup, J., & FitzGerald. W. T. (2016). *The craft of research* (4th ed.). Chicago: The University of Chicago Press.

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.

Cohen, D. H., Stern, V., & Balaban, N. (2015). *Observing and recording the behavior of young children*. New York, NY: Teachers College Press.

Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education* (8th ed.). London: Routledge.

Cohenmiller, A. S., & Pate, E. (2019). A model for developing interdisciplinary research theoretical frameworks. *Qualitative Report*, *24*(6), 1211-1226.

Creswell, J. W., & Creswell, J. D. (2023). *Research design: Qualitative, quantitative, and mixed methods approaches* (6th ed.). Los Angeles,, 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. (2023). *How to design and evaluate research in education* (11th ed.) S.I: McGraw-Hill Education.

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

Kemmis, S., McTaggart, R., & Nixon, R. (2014). *The action research planner: Doing critical participatory action research* (Updated and reworked version). Singapore: Springer.

Leavy, P. (2017). *Research design: Quantitative, qualitative, mixed methods, arts-based, and community-based participatory research approaches*. New York: Guilford.

Looft, F. J., & Rong, Y. K. (2012). The capstone project: An integrated experience. In G. Tryggvason & D. Apelian (Eds.), *Shaping our world: Engineering education for the 21st Century* (pp. 123-149). Hoboken, NJ: John Wiley & Sons.

Miles, M. B., Huberman, A. M., & Saldaña, J. (2020). *Qualitative data analysis: A methods sourcebook* (4th ed.). Thousand Oaks, CA: Sage.

Repko, A. F., & Szostak, R. (2021). *Interdisciplinary research: Process and theory* (4th ed.). Los Angeles: Sage.

Silverman, D. (2022). *Doing qualitative research* (6th ed.). London: Sage.

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

Stringer, E. T., & Ortiz Aragón, A. (2021). *Action research* (5th ed.). Los Angeles: Sage.

Tracy, S. J. (2020). *Qualitative research methods: Collecting evidence, crafting analysis, communicating impacts* (2nd ed.). Hoboken, NJ: Wiley-Blackwell.

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

李政賢（2018）。《質性研究的五種取徑》（原作者：J. W. Creswell & C. N. Poth）。台北市：五南圖書出版股份有限公司。

周海濤，李永賢，張蘅（2009）。《個案研究：設計與方法》（原作者：R. K. Yin）。台北市：五南圖書出版股份有限公司。

徐振邦（2010）。《最新教育研究法》（原作者：L. Cohen, L. Manion & K. Morrison）。 台北縣永和市：韋伯文化國際出版有限公司。

張宇樑，吳榴椒（2011）。《研究設計：質化，量化及混合方法取向》（原作者：J. W. Creswell & J. D. Creswell）。台北市：學富文化事業有限公司。

楊孟麗，謝水南（2013）。《教育研究法：研究設計實務》（原作者：J. R. Fraenkel, N. E. Wallen & H. H. Hyun）。台北市：心理出版社股份有限公司。

葉重新（2018）。《教育研究法》。台北市：心理出版社股份有限公司。

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

8. **Related Web Resources**
   Nil

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

10. **Academic Honesty**
    The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (https://www.eduhk.hk/re/uploads/docs/0000000001633679892454BbN5). Students should familiarize themselves with the Policy.

11. **Others**
    Nil