

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	:	CHI4726/ HIS4049/ ENG4421/ ENG4423/ ENG4427/ INT4080/ INS4055/ MTH4178/ PES4268/ BUS4041/ MUS4339/ ART4221/ GGP4026/ SCG4035/ TLS4066/ ECE4251/ EDA4105/ PFS4050/ PSY4059/ SED4083
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"):

- 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 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 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 <ul style="list-style-type: none">• Introduction to research process• Literature search and review• Identifying research topic and question• Teachers as users of research and teachers as researchers	<i>CILO₁</i>	Online lessons, tutorials, and group discussions
Approaches to research	<i>CILO₁</i>	

Course Content	CILOs	Suggested Teaching & Learning Activities
<ul style="list-style-type: none"> • 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 		
Ethical considerations in the research endeavour <ul style="list-style-type: none"> • Ethics for student research project with a focus on human participants 	<i>CILO₂</i>	Lectures and tutorials
Part B “Methods for Specific Area in Preparation of Honours Project” (1.5 cps)		
Understanding of research methods <ul style="list-style-type: none"> • 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 	<i>CILO₃₋₅</i>	Lectures, tutorials, literature review, case studies, group discussions, presentations and self-study
Understanding of research proposal writing <ul style="list-style-type: none"> • Major concerns of proposal writing (content, structure and ethical issues). • Research proposal development: statement of the problem, research design and literature review. 	<i>CILO₅</i>	Tutorials, workshops, presentations and consultations

4. Assessment

Assessment Tasks	Weighting (%)	CILO
Online exercises and tutorial exercises on “Generic Research Methods”	50%	<i>CILO₁₋₅</i>
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%	<i>CILO₁₋₆</i>

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 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. (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，吳楸椒（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

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