

## THE EDUCATION UNIVERSITY OF HONG KONG

### Honours Project II: Research Project

#### Part I

<b>Programme Title</b>	:	Five-year full-time Bachelor of Education (Honours)
<b>Programme QF Level</b>	:	5
<b>Course Title</b>	:	Honours Project II: Research Project (to be implemented in Year 5 Sem I & II)
<b>Course Code</b>	:	CHI4727/ HIS4050/ ENG4422/ ENG4424/ ENG4428/ INT4081/ INS4056/ MTH4179/ PES4269/ BUS4042/ MUS4340/ ART4222/ GGP4027/ SCG4036/ TLS4067/ ECE4252/ EDA4106/ PFS4051/ PSY4060/ SED4085
<b>Departments</b>	:	Project-related departments
<b>Credit Points</b>	:	3
<b>Contact Hours</b>	:	-
<b>Pre-requisite(s)</b>	:	Honours Project I: Research Methods and Proposal
<b>Medium of Instruction</b>	:	(Effective from 2019-24 cohort in 2023/24) English (for all programmes except BEd(CL)) Chinese (for BEd(CL)) English/Chinese (for BEd(CHI HIST))
<b>Course Level</b>	:	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 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 (CILOs)

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

- CILO<sub>1</sub> demonstrate good understanding of the knowledge and main ideas of their Major/ Programme/ Education Studies (closure)
- CILO<sub>2</sub> 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<sub>3</sub> synthesize and/or make connections of the content, knowledge and skills from prior courses in a broader context as a “meaningful whole” (integration)
- CILO<sub>4</sub> apply and generate new understandings of their future studies (reflection and transition)
- CILO<sub>5</sub> 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 <ul style="list-style-type: none"> <li>• Revisiting the characteristics of the Major/Programme/ Education Studies</li> <li>• Ways and criteria of selecting an appropriate topic for the study</li> <li>• Revisiting research methodology and ways of selecting methods of investigation</li> <li>• 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</li> <li>• Ethical considerations in conducting an investigation</li> <li>• Submitting application for ethics review</li> </ul>	<i>CILO<sub>1,2,3</sub></i>	Group or individual consultation with advisor
Systematically conducting the proposed study <ul style="list-style-type: none"> <li>• Data collection</li> <li>• Data analysis</li> </ul>	<i>CILO<sub>1,2,3,4</sub></i>	<ul style="list-style-type: none"> <li>• Group or individual consultation with advisor</li> </ul>
Presenting findings and writing report <ul style="list-style-type: none"> <li>• Systematic presentation of the findings</li> </ul>	<i>CILO<sub>1-5</sub></i>	<ul style="list-style-type: none"> <li>• Individual presentation of research results in</li> </ul>

<ul style="list-style-type: none"> <li>• Analysis and discussion of the findings</li> <li>• Writing research report</li> </ul>		<p>a simulated conference</p> <ul style="list-style-type: none"> <li>• Group or individual consultation with advisor as needed</li> </ul>
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#### 4. Assessment

Assessment Tasks	Weighting (%)	CILO
Refinement of the proposal	10%	CILO <sub>1,2,3</sub>
Presentation of the research report	20%	CILO <sub>1-5</sub>
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 <sub>1-5</sub>

#### 5. Required Text(s)

Nil

#### 6. Recommended Readings

- Babbie, E. R. (2016). *The practice of social research* (14<sup>th</sup> 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，吳榕椒（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

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