

## THE EDUCATION UNIVERSITY OF HONG KONG

### Course Outline

#### **Part I**

<b>Programme Title</b>	<b>: Doctor of Education Programme</b>
<b>Programme QF Level</b>	<b>: 7</b>
<b>Course Title</b>	<b>: Development of Thesis Proposal</b>
<b>Course Code</b>	<b>: EDD8015</b>
<b>Department</b>	<b>: Graduate School</b>
<b>Credit Points</b>	<b>: 6</b>
<b>Contact Hours</b>	<b>: 78</b>
<b>Pre-requisite(s)</b>	<b>: All taught courses in the EdD programme</b>
<b>Medium of Instruction</b>	<b>: English</b>
<b>Course Level</b>	<b>: 7</b>

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#### **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

Under the guidance of the principal supervisor and associate supervisors, and building upon the foundation of quantitative and qualitative research methods as well as conceptualization of research, students will receive further training in developing a research proposal that will lead to the completion of the thesis proposal. Through the guidance and training provided by the supervisors, students will develop the ability and capacity to select and apply appropriate research strategies for addressing issues from a diverse array of educational, social and related situations. This course is also intended to help student researchers to structure and write their thesis and research articles better. The focus will be on the process of actually structuring and writing proposal as well as papers, or bigger projects such as a thesis (but less with research methodology or strategies for managing the project), on argumentation, logical reasoning, structure, and the like. Upon completion of the course, candidates should have drafted a research proposal, and developed a full research proposal as well as a research ethics application. The student will also have to present the proposal formally in a seminar organized by the Graduate School. The students will then revise the proposal and ethics application taking account of feedback from panel members, colleague researchers, and other fellow students. Candidature is confirmed when the student passes the course.

### 2. Course Intended Learning Outcomes (CILOs)

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

- CILO1 Demonstrate an expert knowledge of their chosen Specialized Area and the larger educational context in which their Area of Study operates;
- CILO2 Demonstrate the ability to critically select and apply appropriate and relevant research strategies for addressing issues within their Area of Study;
- CILO3 Develop competence in planning and formulating research in the specific Specialized Area;
- CILO4 Construct a methodologically sound research proposal reflecting thorough consideration of major components in research design and different research approaches;
- CILO5 Demonstrate an understanding of the knowledge and skills of ethical principles in conducting educational and social research;
- CILO6 Develop effective writing skills in constructing successful text-based theses and journal articles in disciplines such as social

- science, education, and humanities;
- CILO7 Prepare a full research proposal that demonstrates originality and innovation in the Area chosen;
- CILO8 Develop skills in making professional presentations in a research environment; and
- CILO9 Develop the ability to contribute to the professional debate in that field.

### 3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Developing a research plan: <ul style="list-style-type: none"> <li>• definition and purpose of a research plan;</li> <li>• general considerations in a research plan; and</li> <li>• components of a research plan.</li> </ul>	<i>CILO</i> <sub>1, 2, 3</sub>	<ul style="list-style-type: none"> <li>• Lecturer-led Q&amp;A</li> <li>• Problem-Based Learning Activities</li> </ul>
Factors affecting research design: internal validity, external validity, reliability, credibility, transferability, ethical issues	<i>CILO</i> <sub>4, 5</sub>	<ul style="list-style-type: none"> <li>• Lecturer-led Q&amp;A</li> <li>• Problem-Based Learning Activities</li> </ul>
Sections of a proposal, a thesis or an article: <ul style="list-style-type: none"> <li>• Abstract -- as a means of structuring and clarifying one's research concerns (both for the researcher and for readers), and essential points of a good abstract;</li> <li>• Introduction -- writing an argument (eg, a structured literature review) from documentary sources;</li> <li>• Aim and Objectives;</li> <li>• Significance and impact of the study;</li> <li>• Research Methods;</li> <li>• Results -- the main findings, with special reference to the research aim and objectives;</li> <li>• Discussion -- how do the results differ from or the same as other / previous studies; any practical and/or theoretical implications; limitations; and</li> </ul>	<i>CILO</i> <sub>1, 2, 3, 4, 5, 6</sub>	<ul style="list-style-type: none"> <li>• Lecturer-led Q&amp;A</li> <li>• Problem-Based Learning Activities</li> </ul>

<ul style="list-style-type: none"> <li>• Conclusion – what is new</li> </ul>		
<p>Writing skills:</p> <ul style="list-style-type: none"> <li>• general guidelines;</li> <li>• format and style;</li> <li>• the use of language and terminology;</li> <li>• different ways of defending an argument; and</li> <li>• the use of a purpose/content rubric to structure, manage and tighten one’s writing</li> </ul>	<i>CILO<sub>6</sub></i>	<ul style="list-style-type: none"> <li>• Lecturer-led Q&amp;A</li> <li>• Problem-Based Learning Activities</li> </ul>
<p>Develop a proposal to fully describe the nature, significance, and aims of their research and the potential impact it can make and explain clearly in the proposal the methodologies used as well as the major milestones of the project</p>	<i>CILO<sub>7</sub></i>	<ul style="list-style-type: none"> <li>• Lecturer-led Q&amp;A</li> <li>• Problem-Based Learning Activities</li> <li>• Guided Research Activities</li> </ul>
<p>Develop the skills and ability in presenting research ideas in the field of education, social sciences, humanities and related areas</p>	<i>CILO<sub>8</sub></i>	<ul style="list-style-type: none"> <li>▪ Guided Research Activities</li> <li>▪ Simulation and Role-Play</li> </ul>
<p>Engage in intellectual debate with researchers in the chosen field of study</p>	<i>CILO<sub>9</sub></i>	<ul style="list-style-type: none"> <li>▪ Restricted/Unrestricted Performance Activities <b>(Presentation)</b></li> </ul>

#### 4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Research Proposal -- submit a full research proposal (approximately 5,000 to 6,000 words);	70%	<i>CILO<sub>1, 2, 3, 4, 5, 6, 7</sub></i>
(b) Oral Presentation -- present orally the details of their research plan. The presentation normally includes a literature review of the thesis proposal, the practical conduct with considerations of research methodology of the thesis. The oral presentation would normally be	25%	<i>CILO<sub>8</sub></i>

60 minutes, including a 15-20 minutes presentation, a 20-25 minutes question-and-answer session and a 10-15 minutes closed door assessment by the panel. The presentation will be assessed in terms of the significance, relevance, feasibility and coherence of the plan.		
(c) Rebuttal -- respond to comments and questions raised by other candidates. Hence, along with the thesis proposal, candidate will also submit a Response Letter in the range of approximately 800-1,000 words, taking account of feedback from other candidates.	5%	<i>CILO<sub>9</sub></i>
(d) Students are also required to submit an ethics application*, the format and content of which should be consistent with the University standard adopted by the Research and Development Office.	*Mandatory non-credit bearing	<i>CILO<sub>5</sub></i>

**Supervisors and students are recommended to use the online videos and exercises created by Prof. Bob Adamson and Dr David Sorrell of the Department of IE as supplementary materials for discussions. Their generous offer of these materials is greatly appreciated. These materials have been posted on the web page with the following link:**

<https://iell.web.eduhk.hk/InternationalEducator/tablet.html>

*Please note that the site is supported by the following browsers only: Chrome and Firefox*

#### **5. Required Text(s)**

No prescribed texts.

#### **6. Recommended Readings**

Writing research proposals

Punch KF. (2000) *Developing Effective Research Proposals*. Sage Publications.

### Introduction to research design

Blaikie, N.W. (2000). *Designing social research: The logic of anticipation*. Oxford: Polity Press.

Lodico, M.G., Spaulding, D.T. & Voegtle, K.H. (2006). *Methods in educational research: From theory to practice*. San Francisco, CA: Jossey Bass.

### Evaluation of educational research

Mertens, D.M. (2004). *Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods*. Thousand Oaks, CA: Sage Publications

### Combining qualitative and quantitative designs

Johnson, B. & Christensen, L. (2004). *Educational research: Quantitative, qualitative, and mixed approaches (2<sup>nd</sup> Ed.)*. Thousand Oaks, CA: Sage Publications

Creswell, J.W. & Clark, V.L.P. (2007). *Designing and conducting mixed methods research*. Thousand Oaks, CA: Sage Publications

### Research Ethics

Sales, B.D. & Folkman, S. (Eds.) (2000). *Ethics in research with human participants*. APA.

### Writing

Weston, A. (2009). *A Rulebook for Arguments (4<sup>th</sup> Edition)*. Indianapolis: Hackett.

Bell, J (2005). *Doing your own research project: A Guide for first-time researchers in education, health and social science (4<sup>th</sup> Edition)*. Buckinghamshire, Open University Press.

Weston, A. (2009). *A Rulebook for Arguments (4<sup>th</sup> Edition)*. Indianapolis: Hackett.

### Presentation

Billingham, Jo. (2003). *Giving presentations*. Oxford: Oxford University Press.

Reinhart, Susan M. (2002). *Giving academic presentations*. Ann Arbor, Mich.: University of Michigan Press.

## **7. Related Web Resources**

Nil

## **8. Related Journals**

Additional journal articles may be prescribed by individual members of the team of instructors.

## **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

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