

## THE EDUCATION UNIVERSITY OF HONG KONG

### Course Outline

#### Part I

<b>Programme Title</b>	: Bachelor of Social Sciences (Honours) in Social Entrepreneurship and Development Studies
<b>Programme QF Level</b>	: 5
<b>Course Title</b>	: Capstone Project II: Project Output
<b>Course Code</b>	: SSC4335
<b>Department</b>	: Social Sciences and Policy Studies
<b>Credit Points</b>	: 3
<b>Contact Hours</b>	: 39
<b>Pre-requisite(s)</b>	: SSC4333 Capstone Project I: Research Methods and Proposal
<b>Medium of Instruction</b>	: EMI
<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 Capstone Project I: Research Methods and Proposal, and serves as a culminating academic and practical experience for students. It is a project-based 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 will be guided to conduct a self-chosen social innovation project. The topic may be related to broad, relevant issues, or how these main themes relate to a particular societal context. The skills of social innovation and entrepreneurship, including formulation of project ideas, data collection, design thinking, prototyping, analysis, project management, and pitching, will be further developed in this process. It leads to a reflective social innovation project that serves as a capstone for the honours degree programme. 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<sub>1</sub> identify and pursue a social innovation project of interest arising from the programme;
- CILO<sub>2</sub> select and utilize the research method and project management skills appropriate to their own social innovation;
- CILO<sub>3</sub> conduct an in-depth study and analysis of the chosen social innovation; and
- CILO<sub>4</sub> report on the processes and results of the social innovation project.

## 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 <ul style="list-style-type: none"><li>Revisiting the characteristics of social issue</li><li>Developing ways of intervention</li><li>Revisiting research methodology and ways of social innovation design</li><li>Revisiting importance of the literature review process and ways to assess research reports and papers in the chosen social issue</li><li>Identifying social needs</li><li>Ethical considerations in conducting an investigation and social innovation</li><li>Submitting application for ethics review</li></ul>	CILO <sub>1,2,3</sub>	<ul style="list-style-type: none"><li>Group or individual consultation with supervisor</li></ul>
<ul style="list-style-type: none"><li>Production of project output</li></ul>	CILO <sub>1-4</sub>	<ul style="list-style-type: none"><li>Group or individual consultation with supervisor</li><li>Collaborative groups can be formed for students to provide mutual support</li><li>Problem-based social innovations for testing</li></ul>

		project output
<ul style="list-style-type: none"> <li>• Making a pitch for social entrepreneurship</li> </ul>	CILO <sub>1-4</sub>	<ul style="list-style-type: none"> <li>• Individual presentation in the presence of a wider group of audience</li> </ul>
<ul style="list-style-type: none"> <li>• Production of project report</li> </ul>	CILO <sub>1-4</sub>	<ul style="list-style-type: none"> <li>• Group or individual consultation with supervisor as needed</li> </ul>

#### 4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Social Innovation Project Proposal (Word Limit: 2,000): A group proposal that describes the issues to be tackled, the social innovation idea, and preparation work done.	10%	CILO <sub>1,2,3</sub>
(b) Presentation on Project Output: Working in groups, students present their ideas and proposals in the in the form of a pitch deck (40%). Individual student is required to submit a self-reflection report (10%).	50%	CILO <sub>1-4</sub>
(c) Project Report (Word Limit: 2,500): Students produce individual reports that describe the outputs and evaluate the impacts of their projects.	40%	CILO <sub>1-4</sub>

#### 5. Required Text(s)

Nil

#### 6. Recommended Readings

Bates, S. M. (2011). *The social innovation imperative: create winning products, services, and programs that solve society's most pressing challenges*. McGraw Hill Professional.

Bulmer, M. (2003). *Sociological Research Methods* (3rd ed.). Basingstoke: Macmillan Education.

Chambliss, D.F., & Schutt, R. K. (2010). *Making Sense of the Social World: Methods of Investigation* (3rd ed.). Los Angeles: Pine Forge Press.

Crewell, J.W. (2009). *Research design: Qualitative, quantitative and mixed methods approaches* (3rd ed.). Thousand Oaks: Sage.

Department of Sociology, University of Surrey. (n.d.). *Social Research Update*. Social Research Update. <http://sru.soc.surrey.ac.uk/>  
[Contains a rich list of practical issues, such as telephone interviewing, visual research methods, focus groups, pilot studies, translation issues etc.]

Fielding, J., & Nigel, G. (2000). *Understanding Social Statistics*. London: Sage.

- Hammersley, M. (2000). *Taking Sides in Social Research – Essays on partisanship and bias*. London: Routledge.
- Imai, K. (2018). *Quantitative Social Science: An Introduction*. Princeton: Princeton University Press.
- Karen, S. (2009). *Doing your undergraduate social science dissertation*. New York: Routledge.
- King, G., Keohane, R., & Verba, S. (2021). *Designing Social Inquiry: Scientific Inference in Qualitative Research* (New Edition). Princeton: Princeton University Press. Chapter 5.
- Lune, H., Pumar, E., & Koppel, R. (2010). *Perspectives in Social Research Methods and Analysis: A Reader for Sociology*. Thousand Oaks, Calif.: Sage Publications.
- Moulaert, F. (2013). *The international handbook on social innovation: collective action, social learning and transdisciplinary research*. Edward Elgar Publishing.
- Mulgan, G., Tucker, S., Ali, R., & Sanders, B. (2007). *Social innovation: what it is, why it matters and how it can be accelerated*. Skoll Centre for Social Entrepreneurship.
- Murray, R., Caulier-Grice, J., and Mulgan, G. (2010). *The open book of social innovation*. National endowment for science, technology and the art.
- Neuman, W. L., & Robson, K. (2012). *Basics of social research: Qualitative and quantitative approaches* (2nd Canadian ed.). Toronto, ON: Pearson.
- Nicholls, A., Simon, J., & Gabriel, M. (2015). *New Frontiers in Social Innovation Research*. Palgrave Macmillan.
- Plattner, H. (2010). *An Introduction to Design Thinking Process Guide*. The Institute of Design at Stanford: Stanford.
- Prahalad, C. K. (2006). *The Fortune at the Bottom of the Pyramid*. Pearson Education India.
- Rao, H., & Sutton, R. (2008). Ergonomics of innovation. *The McKinsey Quarterly*, 4, 131-141.
- Saebi, T., Foss, N. J., & Linder, S. (2019). Social Entrepreneurship Research: Past Achievements and Future Promises. *Journal of Management*, 45(1), 70–95.
- Santos, F. M. (2012). A positive theory of social entrepreneurship. *Journal of Business Ethics*, 111(3), 335-351.
- Seah, J. (2009). *Turning Ideas into Gold*. Everest Innovation Pte Ltd.
- Tensen, B. L., & Hampson, K. (2010). *Mastering digital research: A guide for students*. Toronto, ON: Nelson Education.
- Walliman, Nicholas S. R. (2001). *Your research project: A step-by-step guide for the first-time researcher*. London: Sage Publications.

## 7. Related Web Resources

Ashoka: <https://www.ashoka.org/en>

SIE Fund: <https://www.sie.gov.hk/en/>

Web Center for Social Research Methods: <http://www.socialresearchmethods.net>

## 8. Related Journals

Social Indicators Research. Springer.

Sociological Methods and Research. Sage.

Stanford Social Innovation Review. Stanford Center on Philanthropy and Civil Society.

The Journal of Business Ethics. Springer.

Voluntas. Springer.

## 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