

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Bachelor of Arts in Personal Finance
Programme QF Level	: 5
Course Title	: Capstone Project II: Project Output
Course Code	: BUS4064
Department/Unit	: Department of Social Sciences and Policy Studies
Credit Points	: 3
Contact Hours	: -
Pre-requisite(s)	: Capstone Project I: Research Methods and Proposal
Medium of Instruction	: English
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"):

- 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 intellectual experience for students. It is an inquiry-oriented 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 are expected to complete an individual project. They will first refine their original project proposal from Capstone Project I: Research Methods and Proposal. By the end of the course, they are expected to create a project output, present on it, and submit a project report. The final project may include (but not confined to) a portfolio of creative works, instructional packs, etc.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ carry out a capstone project under the guidance of a supervisor;
- CILO₂ present the project outputs in a simulated conference, exhibition or performance setting;
- CILO₃ write a project report which includes a statement of the problem/topic, a critical review of literature or an investigation into the topic, a description of research methods/project outputs, an analysis and discussion of the findings/outputs. The final project demonstrates their learning acquisition in the selected discipline related areas.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Ways and criteria of selecting an appropriate topic for the study	CILO ₁₋₃	Group or individual consultation with advisor throughout the process; presentation of project outputs in a simulated conference, exhibition or performance setting
Revisit research methodology and ways of selecting methods of investigation		
Importance of the literature review process and ways to access research reports and papers as well as knowledge and practice in the chosen fields of study		
Ethical considerations in conducting an investigation		
Revising the proposal for the study		
Systematically conducting the proposed study		
Presenting outputs and writing report		

4. Assessment

Assessment Tasks	Weighting (%)	CILO
Refinement of proposal	10%	CILO ₁
Students will be expected to revise the proposal according to the comments by the supervisor and update the literature review.		

Presentation of the project outputs	20%	CILO ₂
Students are expected to present their findings and respond to the comments from examiners. Students are expected to produce a full-length report of about 6,000 words taking into accounts the comments from supervisors and examiners.	70%	CILO ₁₋₃

Detailed assessment guidelines will be provided.

5. Required Text(s)

Nil

6. Recommended Readings

- Babbie, E. R. (2016). *The Practice of Social Research* (14th ed.). Nelson Education.
- Bell, J., & Waters, S. (2018). *Doing Your Research Project: A Guide for First-Time Researchers* (7th ed.). London: Open University Press, McGraw-Hill Education.
- Blaxter, L., Hughes, C., & Tight, M. (2010). *How to Research*. Buckingham: Open University Press.
- Booth, W. C., Colomb, G. G., & Williams, J. M. (2008). *The Craft of Research* (3rd ed.). Chicago, IL: University of Chicago Press.
- Burke, J., & Dempsey, M. (2021). *Undertaking Capstone Projects in Education: A Practical Guide for Students*. UK: Routledge.
- 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.
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research Methods in Education* (8th ed.). London: Routledge.
- Creswell, J. W., & Creswell, J. D. (2023). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (6th ed.). Thousand Oaks, CA: SAGE.
- Creswell, J. W., & Poth, C. N. (2023). *Qualitative Inquiry & Research Design: Choosing Among Five Approaches* (5th ed.). Thousand Oaks, CA: Sage.
- Doumpos, M. & Zopounidis, C. (2014). *Multicriteria Analysis in Finance*. Cham: Springer International Publishing.
- Hair, J. F. et al. (2019). *Multivariate Data Analysis* (8th ed.). Andover, Hampshire: Pearson Education Limited.
- Keestra, M., Uilhoorn, A., & Zandveld, J. (2022). *An Introduction to Interdisciplinary Research* (2nd revised ed.). Amsterdam: Amsterdam University Press.
- Repko, A. F., & Szostak, R. (2021). *Interdisciplinary Research: Process and Theory* (4th ed.). Los Angeles: SAGE.
- Ryan, B., Scapens, R.W., & Theobald, M. (2002). *Research Method and Methodology in Finance and Accounting* (2nd ed.). London: Thomson.
- Silverman, D. (2017). *Doing Qualitative Research: A Practical Handbook* (5E). Los Angeles: SAGE.
- Smith, J. A. (Ed.). (2015). *Qualitative Psychology: A Practical Guide to Research Methods* (3rd ed.). Los Angeles: SAGE.
- Stringer, E. T., & Ortiz Aragón, A. (2021). *Action Research* (5th ed.). Los Angeles: SAGE.
- Yin, R. K. (2014). *Case study research: Design and methods* (5th 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。

葉重新 (2018)。《教育研究法》(第3版)。臺北市: 心理出版社股份有限公司。

楊孟麗, 謝水南 (2013)。《教育研究法: 研究設計實務》(原作者: Fraenkel, JR, Wallen, NE, Hyun, HH)。臺北市: 心理出版社股份有限公司。

7. Related Web Resources

The European Financial Review: <https://www.europeanfinancialreview.com/ethics-in-finance-why-is-it-such-a-problem/>

Financial Planning Association – 2018 Personal Finance Year in Review: <https://www.onefpa.org/journal/Pages/JAN19-2018-Personal-Finance-Year-in-Review-.aspx>

Library Resources for Personal Finance: Key Resources:

<https://researchguides.dartmouth.edu/personalfinance>

Financial Capability Resources for Teachers: <https://nzcurriculum.tki.org.nz/Curriculum-resources/Financial-capability/Resources-for-teachers/Online>

Journal of Accountancy – Topics in Personal Financial Planning:

<https://www.journalofaccountancy.com/topics/personal-financial-planning.html>

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

8. Related Journals

The Journal of Personal Finance

Journal of Financial Planning

Journal of Finance

International Journal of Qualitative Methods

Journal of Accounting

Review of Quantitative Finance and Accounting

International Journal of Managerial Finance

Finance Research Letters

The Review of Financial Studies

9. 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/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

10. Others

Nil

Last updated on 4 October 2024