THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	:	Bachelor of Social Science Education (Honours) (Greater China Studies) and Bachelor of Social Sciences (Honours) in Greater China Studies
Programme QF Level	:	5
Course Title	:	Capstone Project II: Project Output
Course Code	:	GCS4031
Departments	:	Social Sciences and Policy Studies
Credit Points	:	3
Contact Hours	:	-
Pre-requisite(s)	:	GCS4030 Capstone Project I: Research Methods and Proposal
Medium of Instruction	:	EMI
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"):
- **P**rofessional **E**xcellence;
- **E**thical **R**esponsibility; &
- **I**nnovation.

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**
   Capstone Project II 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 local community situations, or broad, relevant issues in the regional and societal context.

   The course requires students to (1) identify social issues; (2) conduct data collection and situation analysis, (3) formulate social innovations, (4) practice design thinking and project management, (5) develop a prototype of social innovation, (6) test and refine the social innovation, (7) demonstrate and analyse the social impact in the form of presentation and written report (1500 to 2500 words). The Social Innovation Project leads to a reflective and transformative prototypical product or services that serves as a capstone for the honours degree programme and initiates actual social impact. Guidance will be provided to students by designated supervisors, who advise the students on the work, and provide feedback at different stages of the project development.

2. **Course Intended Learning Outcomes** (CILO$_s$)
   Upon completion of this course, students will be able to:

CILO$_1$	identify and pursue a social innovation project of interest arising from the programme.
CILO$_2$	select and utilize the research method and project management skills appropriate to their own social innovation.
CILO$_3$	conduct an in-depth study and analysis of the chosen social innovation.
CILO$_4$	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 • Revisiting the characteristics of social issue • Developing ways of intervention • Revisiting research methodology and ways of social innovation design • Revisiting importance of the literature review process and ways to assess research reports and papers in the chosen social issue • Identifying social needs • Ethical considerations in conducting an investigation and social innovation • Submitting application for ethics review	*CILO$_{1,2,3}$*	Group or individual consultation with supervisor

• Production of project output	*CILO₁₋₄*	• Group or individual consultation with supervisor • Collaborative groups can be formed for students to provide mutual support • Problem-based social innovations for testing project output
• Presentation of social innovation project in a format determined in the final proposal	*CILO₁₋₄*	• Individual presentation in the presence of a wider group of audience • Group or individual consultation with supervisor as needed
• Production of project report	*CILO₁₋₄*	

4. **Assessment**

Assessment Tasks	Weighting (%)	CILO
(a) Social Innovation Project proposal	10%	*CILO₁,₂,₃*
(b) Project output	50%	*CILO₁,₂,₃*
(c) Presentation on the project output	10%	*CILO₁₋₄*
(d) Project report (1500-2500 words)	30%	*CILO₁₋₄*

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

6. **Recommended Readings**

Babbie, E., and Benaquisto, L. (2010). *Fundamentals of social research (2nd Canadian ed.).* Toronto, ON: Nelson Education.

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

Berg, B.L. (2009). *Qualitative Research Methods for the Social Sciences* (7th ed.). Boston: Allyn & Bacon.

Blaikie, N. (2000). *Designing Social Research*, Cambridge: Polity.

Blaxter, L., Hughes, C., & Tight, M. (2001). *How to research. Buckingham.* Open University Press.

Booth, W. C., Colomb, G. G., & Williams, J. M. (2003). *The Craft of research* (2nd ed.). Chicago, Il: US: University of Chicago Press.

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

Burgess, R.G. (1984). *In the Field: an Introduction to Field Research*. London: Routledge.

Calhoun, C.J., Rojek, C. & Turner, B.S. (2005). *The Sage Handbook of Sociology*. London: Sage Publications.

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

Cole, S. (1992). *Making Science: between Nature and Society*. Cambridge, Mass.: Harvard University Press.

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

Crotty, M. (1998). *The Foundations of Social Research: Meaning and Perspective in the research process*. London: Sage.

Denzin, N. (1978). *The Research Act- a Theoretical Introduction to Sociological Methods.* London: McGraw-Hill.

Della Porta, D. & Keating, M. (2008). *Approaches and methodologies in the social sciences: a pluralist perspective*. Cambridge: Cambridge University Press.

Fielding, N. (1993). *Researching Social Life*. London: Sage.

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

Hammersley, M. (2000). *Taking Sides in Social Research – Essays on partisanship and bias*. London: Routledge.

Harvey, F.P. & Brecher, M. (Eds.). (2002). *Evaluating methodology in international studies*. Ann Arbor: University of Michigan Press.

Hayagreeva Rao and Robert Sutton, Ergonomics of Innovation. *The McKinsey Quarterly*, 2008 No. 4, p.131-141.

Karen, S. (2009). *Doing your undergraduate social science dissertation*. New York: Routledge.

Kastner, J. (Producer & Director). (1998). *Ask a silly question* [Streaming Video]. Toronto: CBC Enterprises.

Kretzmann, J. P., & McKnight, J. (1993). *Building communities from the inside out* (pp. 171-176). Northwestern Univeristy, Evanston, IL: Center for Urban Affairs and Policy Research, Neighborhood Innovations Network.

Lune, H., Pumar, E. & Koppel, R. (2010). *Perspectives in Social Research Methods and Analysis: A Reader for Sociology*. Thousand Oaks. Calif.: Sage Publications.

Majchrazck, A. (1984). *Methods for Policy Research. London*. New Delhi: Sage.

Moulaert, F. (Ed.). (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., & Mulgan, G. (2010). *The open book of social innovation*. National endowment for science, technology and the art.

Nicholls, A., Simon, J., & Gabriel, M. (Eds.). (2015). *New Frontiers in Social Innovation Research.* Palgrave Macmillan.

Neuman, W.L. (1997). *Social Research Methods: Qualitative and Quantitative Approaches* (4th ed.). Boston: Allyn & Bacon.

Neuman, W. L., and Robson, K. (2012). *Basics of social research: Qualitative and quantitative approaches* (2nd Canadian ed.). Toronto, ON: Pearson.

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.

Punch, K. (2005). *Introduction to Social Research: Quantitative and Qualitative Approaches* (2nd ed,). London: Sage.

Robson, C. (1993). *Real World Research: a Resource for Social Scientists and Practitioner-Researchers*. Oxford: Blackwell.

Ruspini E (2002). Longitudinal research in the social sciences. *Social Research Update 28*. Retrieved from http://sru.soc.surrey.ac.uk/SRU28.html

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.

Silverman, D. (1993). *Interpreting Qualitative Research: Methods for Analysing Talk*. Text and Interaction, London: Sage.

Simon, J. L. (2009). *The art of empirical investigation*. New Brunswick, NJ: Transaction Publishers.

Tensen, B. L. and Hampson, K. (2010). *Mastering digital research: A guide for students*. Toronto, ON: Nelson Education.

Gilbert, N. Social Research Update. Retrieved from 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.]

Walliman, Nicholas S. R. (2001). *Your research project: A step-by-step guide for the first-time researcher*. London: Sage Publications.

Whyte, W. F. (1955). *Street Corner Society*. Chicago: University of Chicago Press.

Williamson, E., Kent, J., Goodenough, T. and Ashcroft, R. (2002). Social Science Gets the Ethics Treatment: Research governance and ethical review. *Sociological Research Online*, 7(4). Retrieved from http://www.socresonline.org.uk/7/4/williamson.html

香港中文大學社會學系〔2002〕：《社會研究一本通》，香港，中文大學出版社。

紀治興、鄭敏華 (2008)：營商能耐可以改變社會，香港，思網絡。

7. **Related Web Resources**
   Web Center for Social Research Methods: http://www.socialresearchmethods.net

8. **Related Journals**
   Social Indicators Research. Springer.
   Sociological Methods and Research. Sage.

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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