

## 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>	: Honours Project II: Research Report
<b>Course Code</b>	: SSC4334
<b>Department</b>	: Social Sciences and Policy Studies
<b>Credit Points</b>	: 3
<b>Contact Hours</b>	: 39
<b>Pre-requisite(s)</b>	: SSC4332 Honours Project I: Research Methods and Proposal
<b>Medium of Instruction</b>	: EMI
<b>Course Level</b>	: 4

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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 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

Students will be guided to study a self-chosen topic. The topic may be related to broad, relevant issues, or how these main themes relate to a particular societal/regional context. The skills of quantitative and qualitative research, formulation of proposals, data collection, analysis and presentation of finding, design thinking, and prototyping will be further developed in this process. It leads to a reflective inquiry project that serves as a capstone for the honours degree programme. Students' learning experiences accumulated through their undergraduate studies will be consolidated in this project. It helps students integrate and synthesize prior knowledge and learning across areas. It enables them to further develop their subject knowledge and may extend their scope of exposure in work-related settings. A report (4,000 to 6,000 words) is prepared under the supervision of an academic tutor, who advises the students on the work, and provides feedback at different stages of its development.

## 2. Course Intended Learning Outcomes (CILOs)

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

CILO<sub>1</sub>: identify and pursue a topic/issue of interest arising from the programme;

CILO<sub>2</sub>: select and utilize the research method appropriate to their own investigation;

CILO<sub>3</sub>: conduct an in-depth study and analysis of the chosen topic; and

CILO<sub>4</sub>: report on the processes and results of the investigation.

## 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 <sub>1,2</sub>	<ul style="list-style-type: none"> <li>Group or individual consultation with advisor throughout the process</li> <li>Web and library search</li> <li>Reading key references</li> </ul>
Revisit research methodology and ways of selecting methods of investigation	CILO <sub>1-3</sub>	
Importance of the literature review process, ways to access research reports and papers	CILO <sub>1-3</sub>	
Ethical considerations in conducting an investigation	CILO <sub>1-3</sub>	
Systematically conducting the proposed study	CILO <sub>1-3</sub>	
Writing report and presenting findings	CILO <sub>3-4</sub>	

## 4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Research Proposal (Word Limit: 2,000): A group paper that consists of literature review, research questions, hypotheses, and methodology.	10%	CILO <sub>1-4</sub>

(b) Presentation: Students present their findings in groups and receive comments from their supervisors.	20%	<i>CILO<sub>1-4</sub></i>
(c) Individual Final Report (Word Limit: 7,000): Based on the comments received from their supervisors, students produce individual reports that address a specific aspect of their group research projects.	70%	<i>CILO<sub>1-4</sub></i>

## 5. Required Text(s)

Babbie, E.R. (2010). *The Practice of Social Research* (12th ed.). Belmont, Calif.: Wadsworth Cengage.

## 6. Recommended Readings

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

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

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

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.

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

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

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

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.

Gray, Lisa M., Wong, W. G., Rempel, G. R., & Cook, K. (2020). Expanding Qualitative Research Interviewing Strategies: Zoom Video Communications. *The Qualitative Report* 25(5), 1292-1301.

- Harvey, F.P., & Brecher, M. (2002). *Evaluating methodology in international studies*. Ann Arbor: University of Michigan Press.
- Imai, K. (2018). *Quantitative Social Science: An Introduction*. Princeton: Princeton University Press.
- Liamputtong, P. (2011). *Focus Group Methodology. Principles and Practice* (pp. 31-86). London: Sage.
- Lune, H., Pumar, E., & Koppel, R. (2010). *Perspectives in Social Research Methods and Analysis: A Reader for Sociology*. Thousand Oaks, Calif.: Sage Publications.
- Murray, R., Caulier-Grice, J., & 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.
- Punch, K. (2005). *Introduction to Social Research: Quantitative and Qualitative Approaches* (2nd ed.). London: Sage.
- Rao, H., & Sutton, R. (2008). Ergonomics of innovation. *The McKinsey Quarterly*, 4, 131-141.
- Ruspini, E. (2002). Longitudinal research in the social sciences. *Social Research Update* 28. <http://sru.soc.surrey.ac.uk/SRU28.html>
- 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.
- Simon, J. L. (2009). *The art of empirical investigation*. New Brunswick, NJ: Transaction Publishers.
- 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

ASA Code of Ethics (on-line – American Sociological Association):

<https://www.asanet.org/about/governance-and-leadership/ethics#:~:text=ASA%20members%20are%20bound%20by,promoting%20ethical%20conduct%20by%20sociologists>.

Harvard University Institute for Quantitative Social Science: <https://www.iq.harvard.edu/>

MarinStatsLectures-R Programming & Statistics

<https://www.youtube.com/channel/UCaNixVagLhqupvUiDK01Mgg>

## 8. Related Journals

*American Political Science Review*

*British Journal of Political Science*

*Comparative Political Studies*

*European Journal of Political Research*

*Journal of Development Studies*

*Journal of Peace Research (Oslo)*

*Journal of Political Ideologies*

*Journal of Strategic Studies*

*Nonprofit and Voluntary Sector Quarterly*

*Political Analysis*

*Political Science Quarterly*

*Political Science Research Methods*

*Political Studies*

*Politics*

*Research & Politics*

## 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: 22 December 2023