

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Bachelor of Social Sciences (Honours) in Social Entrepreneurship and Development Studies
Programme QF Level	: 5
Course Title	: Capstone Project I: Research Methods and Proposal
Course Code	: SSC4333
Department	: Social Sciences and Policy Studies
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
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 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 aims to develop students as social innovators in Hong Kong, China; and prepare them for conducting a research-based or an inquiry-based project in Capstone Project II: Project Output.

Capstone Project I equips students with skills and knowledge in problem identification, design thinking, literature review, research methods, prototyping, ethical principles and the elements of community engagement in social innovation and entrepreneurship. Students will be required to work individually and prepare a project topic to be presented in the tutorials. They will then be required to write up a social innovation project proposal using the knowledge they learn and the comments gathered in the tutorials.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁: describe the basic principles of research methods in social entrepreneurship, both qualitative and quantitative;
- CILO₂: show analytical skills in research and the awareness of research ethics;
- CILO₃: write a literature review to examine the existing theories and knowledge in relation to the Capstone Project topic;
- CILO₄: select appropriate methods for the collection and analysis of data and/or creating a project output; and
- CILO₅: write a proposal and conduct a demonstration/ visualization of the project idea to form the basis of implementation in Capstone Project II.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Fundamental elements in research: the value of conducting and understanding research, the nature of research	CILO ₁	<ul style="list-style-type: none">Lectures: Presentation and discussion of the key concepts and synthesis of key referencesTutorials: students present form groups to present project topics and discuss on others' topicsWeb and library searchReading lecture notes and key referencesCase studies and workshops
Introduction to the research process, basic concepts on the procedures, designs and methods used in various types of social innovations.	CILO ₁₋₅	
Methods of data analyses and presentation; concepts of validity and reliability	CILO ₁₋₅	
Approaches to conduct research for social innovation: such as quantitative, qualitative, mixed approach	CILO ₁₋₅	
Ethical considerations in the social innovation project	CILO ₂	

4. Assessment

Assessment Tasks	Weighting (%)	CILOs
(a) Tutorial Attendance and Participation	20%	CILO ₁₋₅
(b) Group Presentation: Students work in groups to prepare a presentation on their ideas for social innovation.	30%	CILO ₁₋₅
(c) Individual Research Proposal (Word Limit: 3,000) Students further develop their social innovation plans by submitting an individual proposal that articulates the details (e.g., needs, ideas and resources available) of the project.	50%	CILO ₁₋₅

Please note: As CP I is a pre-requisite for CP II, students must obtain a Pass in CP I in order to progress to CP II.

5. Use of Generative AI in Course Assessments

☐ **Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

☒ **Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgement, reflective reports), during the first lesson and in relevant assessment briefs.

6. Required Text(s)

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

7. Recommended Readings

Babbie, E., & 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.
- 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.
- Crewell, J.W. (2009). *Research design: Qualitative, quantitative and mixed methods approaches* (3rd ed.). Thousand Oaks: Sage.
- Della Porta, D., & Keating, M. (2008). *Approaches and methodologies in the social sciences: a pluralist perspective*. Cambridge: Cambridge University Press.
- 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.
- 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., & 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*, No. 4, p.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.
- Williamson, E., Kent, J., Goodenough, T., & Ashcroft, R. (2002). Social Science Gets the Ethics Treatment: Research governance and ethical review. *Sociological Research Online*, 7(4). <http://www.socresonline.org.uk/7/4/williamson.html>

8. 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>

Web Center for Social Research Methods:

<http://www.socialresearchmethods.net/>

9. 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
Social Indicators Research

10. 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.

11. Others

Nil

Last updated: 30 December 2025