

PIA4602: UNDERGRADUATE CAPSTONE PROJECT

Effective Term

Semester B 2022/23

Part I Course Overview

Course Title

Undergraduate Capstone Project

Subject Code

PIA - Public and International Affairs

Course Number

4602

Academic Unit

Public and International Affairs (PIA)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

Two Semesters

Credit Units

0-6

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

POL4602 Undergraduate Capstone Project

Exclusive Courses

Nil

Part II Course Details

Abstract

This course mainly aims at helping students to apply the knowledge learned in the programme critically and creatively. Through studying in this course, students should be able to culminate the theories, skills and other knowledge learned from the entire programme in the process of preparing for the project and in the assessment tasks.

Course Intended Learning Outcomes (CILOs)

CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	apply the knowledge learned in undergraduate study to conduct a group research project	x	x	x
2	develop innovative solutions for challenging problems in relation to public affairs and concerns	x	x	x
3	refine research skills like identifying research topic and questions, selecting methodology, data collection and analysis	x	x	x
4	enhance practical skills including multiple means of effective communication, team work and leadership, engagement capability with multiple stakeholders, planning and time management	x	x	x

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Teaching and Learning Activities (TLAs)

TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Student Reading and Consultation	Private reading of individual students and consultation with project group/ individual students	1, 2, 3, 4
2	Student Consultation	Regular consultation between the project group/individual students (for individual projects) and the supervisor	1, 2, 3, 4
3	Report	Presenting the learning outcomes and project results in a written report	1, 2, 3, 4

4	Presentation	Oral presentation of the learning outcomes and project results	1, 2, 4	
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Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Project proposal	1, 3, 4	10	
2	Project report (10,000 to 15,000 words)	1, 2, 3, 4	70	
3	Presentation	1, 2, 4	20	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

Project proposal

Criterion

Ability to identify a meaningful topic and demonstrate efforts in detailed planning and groundwork

Excellent (A+, A, A-)

Knowledge and skills required to undertake an original discovery research project is excellently demonstrated and applied. Very high ability to integrate theory and practice.

Good (B+, B, B-)

Knowledge and skills required to undertake an original discovery research project is well demonstrated and applied. Good indication of ability to integrate theory and practice.

Fair (C+, C, C-)

Knowledge and skills required to undertake an original discovery research project is rudimentarily demonstrated and applied. Fair and limited ability to integrate theory and practice.

Marginal (D)

Knowledge and skills required to undertake an original discovery research project is limited. Minimal ability to integrate theory and practice.

Failure (F)

Unable to demonstrate and apply knowledge and skills required to undertake an original discovery research project. No demonstration of the ability to integrate theory and practice.

Assessment Task

Project report

Criterion

Ability to demonstrate critical thinking, reasonable analysis, effective communication and creative findings

Excellent (A+, A, A-)

Skills required to demonstrate critical thinking, reasonable analysis, effective communication and creating findings are excellently demonstrated and applied. Very high standard of knowledge of topic of issue being addressed.

Good (B+, B, B-)

Knowledge and skills required to undertake an original discovery research project is fairly well demonstrated and applied. Good standard of knowledge of topic of issue being addressed.

Fair (C+, C, C-)

Knowledge and skills required to undertake an original discovery research project is adequately demonstrated and applied. Average standard of knowledge of topic of issue being addressed.

Marginal (D)

Only limited knowledge and skills demonstrated to undertake an original discovery research project. Low standard of knowledge of topic of issue being addressed.

Failure (F)

Knowledge and skills required to undertake an original discovery research project have not been demonstrated and applied. Poor standard of knowledge of topic of issue being addressed.

Assessment Task

Presentation

Criterion

Ability to present coherent and convincing standpoints and sensible conclusions

Excellent (A+, A, A-)

Outstanding ability to pinpoint major issues. Demonstration of strong analytical thinking by establishing causality from factual data. Consistent and coherent standpoints and conclusions defended with cogency. Excellent research, writing and communication skills.

Good (B+, B, B-)

Fairly good ability to pinpoint major issues. Reasonable analytical think and argumentation. Clear and firm standpoints and conclusions. Good research, writing and communication skills.

Fair (C+, C, C-)

Only able to partially pinpoint the major issues. Rudimentary analytical thinking. Insufficient development arguments and weak conclusions. Basic research, writing and communication skills.

Marginal (D)

Inadequate ability to pinpoint the major issues. Weak logical thinking. Unclear standpoints and incoherent conclusions. Weak research, writing and communication skills.

Failure (F)

Unable to pinpoint the major issues. Confused logical thinking. Arguments and conclusions are not tenable or self-contradictory. Inadequate research, writing and communication skills.

Part III Other Information

Keyword Syllabus

Research planning (problem identification, research statement, research objectives etc…), literature review, conceptual framework, research methodologies, data analysis, research presentation, research conclusion, policy implications, appraising research.

Reading List

Compulsory Readings

	Title
1	Booth, W.C., G.G. Colomb and J. M. Williams (2008). <i>The Craft of Research</i> , 3rd edition, University of Chicago Press.
2	Creswell J.W. (1994). <i>Research Design Qualitative & Quantitative Approaches</i> , Thousand Oaks: Sage.
3	King, Gary, Keohane O. Robert, & Verba Sidney (1994). <i>Designing Social Inquiry: Scientific Inference in Qualitative Research</i> , Princeton: Princeton University Press.
4	MacRae, Duncan (1979). “Concepts and Methods of Policy Analysis,” <i>Policy Analysis Explosion</i> , 16, 17–23.
5	Singleton, R. A. and B. C. Straits (2010). <i>Approaches to Social Research</i> , 5th edition, Oxford University Press.

Additional Readings

	Title
1	Abdulkareem, Abdulrazaq Kayode, Zulfah Jumoke Abdulkareem, Abdulrasaq Ajadi Ishola & Iyiola Tomilayo Akindele (2022). “Does e-government impact e-participation? The influence of trust in e-government,” <i>International Review of Public Administration</i> , 27:2, 91-110.
2	Mellouli, Majdi, Fatma Bouaziz & Omar Bentahar (2020) “E-government success assessment from a public value perspective,” <i>International Review of Public Administration</i> , 25:3, 153-174.
3	Yung, Betty & Fung-ping Lee (2014). “‘Equal right to housing’ in Hong Kong housing policy: perspectives from disadvantaged groups,” <i>Journal of Housing and the Built Environment</i> , 29:4, 563-582.
4	Yung, Betty & Fung-Ping Lee (2012) “‘Right to Housing’ in Hong Kong: Perspectives from the Hong Kong Community,” <i>Housing, Theory and Society</i> , 29:4, 401-419.