

## THE EDUCATION UNIVERSITY OF HONG KONG

### Capstone Project II: Project Output

#### Part I

<b>Programme Title</b>	:	Bachelor of Arts (Honours) in Teaching Chinese as a Second Language Four-year Full-time (Senior Year Entry)
<b>Programme QF Level</b>	:	5
<b>Course Title</b>	:	Capstone Project II: Project Output (to be implemented in Year 4 Semester I & II)
<b>Course Code</b>	:	CHI4738
<b>Departments</b>	:	Project-related departments
<b>Credit Points</b>	:	3
<b>Contact Hours</b>	:	-
<b>Pre-requisite(s)</b>	:	Capstone Project I: Research Methods and Proposal
<b>Medium of Instruction</b>	:	English
<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 Undergraduate, Taught Postgraduate 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. BA(TCSL) programme trains students with academic knowledge and pedagogy in L2 Chinese teaching. With theories and professional practices, students are well equipped to teach different types of non-Chinese students in various language programmes and in different district. This capstone project provides them a platform to demonstrate what they have learnt during their undergraduate studies. It enables 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. The outcome product may be a chapter of one textbook, or a mobile app. in learning Chinese Language, or a Mooc lesson on website. Students 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. They need to present their products to supervisor and fellow students, and they will submit a project report with their project outcomes at the end of the course.

## 2. Course Intended Learning Outcomes (CILO<sub>s</sub>)

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

- CILO<sub>1</sub> demonstrate good understanding of the knowledge and main ideas of L2 Chinese Language teaching and learning;
- CILO<sub>2</sub> demonstrate their creative thinking, critical thinking and intercultural understanding in the processes of designing teaching and learning materials of L2 Chinese;
- CILO<sub>3</sub> synthesize and make connections of the content, knowledge and skills from L2 Chinese academic and pedagogical courses in designing the teaching and learning materials;
- CILO<sub>4</sub> apply and generate new understandings of an L2 Chinese teacher to design a series of teaching and learning materials in an international school context.

## 3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Revisiting and reviewing the written project proposal in <i>Capstone Project I: Research Methods and Proposal</i> <ul style="list-style-type: none"><li>• Revisiting the characteristics of the L2 Chinese teaching and learning</li><li>• Revisiting importance of the literature review process and ways to assess the final product of teaching and learning materials</li><li>• Updating knowledge of different types of teaching materials in L2 Chinese teaching</li></ul>	CILO <sub>1,2</sub>	Group or individual consultation with advisor

<b>Course Content</b>	<b>CILOs</b>	<b>Suggested Teaching &amp; Learning Activities</b>
<ul style="list-style-type: none"> <li>Revising the proposal for the capstone project: what will be the final outcome, a chapter of L2 Chinese language textbook, or a mobile learning apps., or a Mooc Chinese language lesson</li> <li>Submitting application for ethics review</li> </ul>	<i>CILO</i> <sub>1,2,3</sub>	Individual consultation with advisor
<ul style="list-style-type: none"> <li>Production of project output: One whole set of teaching and learning materials in L2 Chinese Language which should be well defined to cater of a specific L2 Chinese Language programme or one mobile Chinese language learning apps. with a paper explain the function to use, or a Mooc lesson (10 mins.) to demonstrate how to teach Chinese Language on website.</li> </ul>	<i>CILO</i> <sub>1,2,3,4</sub>	<ul style="list-style-type: none"> <li>Individual consultation with advisor</li> <li>Problem-based learning activities for testing project output</li> </ul>
<ul style="list-style-type: none"> <li>Presentation of project outputs in a format determined in the final proposal. (Students are required to present their products in front of their supervisors and fellow students. They will get back the response from supervisors as well as colleagues</li> </ul>	<i>CILO</i> <sub>1-4</sub>	Individual presentation in the presence of a wider group of audience
<ul style="list-style-type: none"> <li>Production of project report (Report should be well addressed how this product be developed from the beginning and the whole process.)</li> </ul>	<i>CILO</i> <sub>1-4</sub>	Individual consultation with advisor as needed

#### 4. Assessment

<b>Assessment Tasks</b>	<b>Weighting (%)</b>	<b>CILO</b>
(a) Refinement of project proposal (At least to meet supervisor 3 times)	10%	<i>CILO</i> <sub>1,2,3</sub>
(b) Project output (One of three types: a chapter of textbook, or a mobile Chinese language apps., or a Mooc L2 Chinese lesson)	50%	<i>CILO</i> <sub>1,2,3,4</sub>
(c) Presentation on the project output (A group of students will do the presentation together. Views can be shared among students and lecturers)	10%	<i>CILO</i> <sub>1-4</sub>
(d) Project report (1500-2500 words)	30%	<i>CILO</i> <sub>1-4</sub>

#### 5. Required Text(s)

Tryggvason, G. (2011). The Capstone Project: An Integrated Experience. *In Shaping Our World* (pp. 123-149). Hoboken, NJ, USA: John Wiley & Sons.

Bringula, Rex P. (2015). *Development of Capstone Project Attitude Scales*. Education and Information Technologies, 20(3), 485-504.

## 6. Recommended Readings

- 崔希亮、崔永華編 (2010)：《對外漢語綜合課課堂教學研究》，北京:北京語言大學出版社。
- 孔子學院總部、國家漢辦編著 (2014)：《國際漢語教學通用課程大綱(修訂版)》，北京:北京語言大學出版社。
- 李泉主編 (2006)：《對外漢語教材研究》，北京:商務印書館。
- 李楊、王鍾華、陳灼編 (1997)：《對外漢語教學課程研究》，北京:北京語言大學出版社。
- 徐子亮、吳仁甫 (2005)：《實用對外漢語教學法》，北京:北京大學出版社。
- 趙金銘 (2005)：《漢語與對外漢語研究文錄》，北京:外語教學與研究出版社。
- Brown, J.D. (1995). *The elements of language curriculum: A systematic approach to program development*. Boston, M.A.: Heinle and Heinle Publishers.
- Hill, I., & Shum, Mark S.K. (2015). *Infusing IB philosophy and pedagogy into Chinese language teaching*. Suffolk: John Catt Educational Limited.
- Hughes, A. (1989). *Testing for language teachers*. Cambridge: Cambridge University Press.
- International Baccalaureate Organization. (2009). *Making the PYP happen: A curriculum framework for international primary education*. International Baccalaureate Organization.
- International Baccalaureate Organization. (2008). *MYP: From principles into practice*. International Baccalaureate Organization.
- Renandya, Willy. (2003). *Methodology and materials design in language teaching*. Singapore: SEAMEO Regional Language Centre.
- Richards, J.C. (2002). *Planning aims and objectives in language programs*. Singapore: SEAMEO Regional Language Centre.

## 7. Related Web Resources

- 中國華文教育網，Overseas Chinese language and culture education online：  
<http://www.hwjyw.com/>
- 全球華文網，E-learning Hanyu of Taiwan：<http://www.huayuworld.org/>
- 中國語文教育，香港特別行政區教育局：  
<https://www.edb.gov.hk/tc/curriculum-development/kla/chi-edu/index.html>
- 國際文憑組織(IB)網頁：<http://www.ibo.org/en/programmes/>
- Holdsworth, A., Watty, K., & Davies, M. (2009). *Developing capstone experiences*. Retrieved from the Centre for the Study of Higher Education, University of Melbourne, website: <http://melbourne-cshe.unimelb.edu.au/resources/teaching-and-learning/curriculum-design/developing-capstone-experiences>

## 8. Related Journals

- 《中文教師學會學報》，Journal of the Chinese Language Teachers Association.
- 《華語文教學研究》，Journal of Chinese language teaching / 世界華語文教育學會。

《世界漢語教學》，北京：北京語言大學出版社。  
Action in Teacher Education.  
Education researcher.

## **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 familiarise themselves with the Policy.

## **10. Others**

Nil

9 March 2022