

Subject Description Form

Subject Code	APSS4302
Subject Title	Capstone Project for Applied Ageing Studies and Service Management
Credit Value	3
Level	4
Pre-requisite / Co-requisite/ Exclusion	<p><u>Pre-requisite:</u></p> <p>APSS345 Social Research Methods SD3304 Participatory Design and Innovation in an Ageing Society</p>
Objectives	<p>This integrative project aims to develop students' competence in reflecting and applying their accumulative knowledge and skills acquired from course learning and internship practice to devise and present an innovative solution to a challenge facing older people, their family, or stakeholders of ageing services through conducting an evidence-based inquiry.</p>
Intended Learning Outcomes	<p>Upon successful completion of this subject, students will be able to:</p> <ol style="list-style-type: none"> identify a challenge directly or indirectly influencing the wellbeing of ageing population based on their learning experiences, personal experiences and future career plans; complete an evidence-based inquiry on the identified challenge and propose an original and innovative solution; develop technical skills necessary to create an e-Portfolio to present the inquiry process, findings, reflections and solutions with multiple types of resources; demonstrate the values of evidence-based research or inquiry and relevant ethics; and enhance the professional competence in team work, critical thinking, communication, problem-solving and project management commonly expected from graduates in applied ageing studies and service management.
Subject Synopsis/ Indicative Syllabus	<p>Under designated supervision, a student is expected to proceed to the following processes to meet the requirements of the subject:</p> <ol style="list-style-type: none"> identify and explore a social issue challenging a certain group of older population through experience reflection and literature review in a group; report contextual understanding on this social challenge based on group work; select a subtopic on this challenge to complete an evidence-based inquiry individually with appropriate methodology and a theme focus; document the process record/log and collect meaningful materials; write a report on inquiry findings and a solution proposal; learn technical skills to complete an e-Portfolio to showcase personal profile, learning process, inquiry findings and solution proposal with resources in multiple formats; throughout the entire process, students are expected to consult their designated supervisors and report project progress. They might be also required to present their enquiry findings/e-Portfolio in seminars and feedback for other peers' work.

Teaching/Learning Methodology	<p>Students enrolled in this subject are expected to work closely with their teammates and designated supervisors on their projects. The learning process will be facilitated with blend learning strategies, including group supervisions, workshops, seminar presentations and discussions delivered face-to-face or online.</p> <ul style="list-style-type: none"> a. Group supervision: 21 hours of group supervision organized into small tutorial groups or individual consultation, to be delivered face-to-face or online; b. Workshop / Discussion: 3 sessions of 3-hour workshops or discussion for all students, to be delivered face-to-face or online; c. Seminar presentation: 3 sessions of 3-hour seminar presentation for all students, to be delivered face-to-face; d. Discussion: students are expected to engage in interactive group discussions for continuous feedback and improvement on the project. 																																															
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" data-bbox="433 687 1441 1163"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="5">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> </tr> </thead> <tbody> <tr> <td>1. Group presentation</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Individual report</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Presentation on e- Portfolio</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>4. Participation</td> <td>10%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100%</td> <td colspan="5"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <ul style="list-style-type: none"> a. Group presentation: This collaborative task on exploring an ageing issue will demonstrate students' knowledge comprehension and exchange, communication skill, leadership and team cooperation; b. Individual report: To complete the subject, students are required to submit a report of 3,000 words excluding appendix, tables, or diagrams. The report will demonstrate students' understanding of inquiry topic, process, findings and applications on their selected theme as well as critical thinking and writing skills; c. Presentation on e-Portfolio: Presenting students' learning outcomes in this course with creative and diverse website component, like a mini-movie, collage, display, animation, demonstration, presentation or other creative formats, will comprehensively showcase students' project achievement and concisely assess their improvement in relevant knowledge, research skills, self-reflection and other relevant abilities. The e-Portfolio will be graded by a panel of experts. d. Participation: Students' participation in workshop discussions, group and e-Portfolio presentations and feedback show their commitment in this project and comprehension and application of acquired knowledge and abilities. 	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					a	b	c	d	e	1. Group presentation	30%	✓	✓	✓	✓	✓	2. Individual report	30%	✓	✓	✓	✓	✓	3. Presentation on e- Portfolio	30%	✓	✓	✓	✓	✓	4. Participation	10%	✓	✓	✓	✓	✓	Total	100%					
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Student Study Effort Expected	<p>Class contact:</p> <ul style="list-style-type: none"> ▪ Group and individual supervision <p>21 Hrs.</p>																																															

	<ul style="list-style-type: none"> ▪ Workshops 	9 Hrs.
	<ul style="list-style-type: none"> ▪ Presentations on group project and e-Portfolio and discussion 	9 Hrs.
	Other student study effort:	
	<ul style="list-style-type: none"> ▪ Group work on topic selection, literature review, information search, and presentation preparation 	18 Hrs.
	<ul style="list-style-type: none"> ▪ Individual inquiry design, implementation and information collection and analysis 	28 Hrs.
	<ul style="list-style-type: none"> ▪ Individual report writing 	18 Hrs.
	<ul style="list-style-type: none"> ▪ Developing e-Portfolio 	18 Hrs.
	Total student study effort	121 Hrs.
Reading List and References	<p><u>Essential</u></p> <p>Levin, B.A. (2010). <i>Writing readable research: A guide for students of social science</i>. London: Equinox.</p> <p>McMillan, J. H., & Schumacher, S. (2014). <i>Research in education: Evidence-based inquiry</i>. Pearson Higher Ed.</p> <p>Picardi, C. A., & Masick, K. D. (2014). <i>Research methods: Designing and conducting research with a real-world focus</i>. California: Sage Publication.</p> <p>Stanley, N., & Manthorpe, J. (2004). <i>The age of inquiry: Learning and blaming in health and social care</i>. Psychology Press.</p> <p><u>Supplementary</u></p> <p>Cambridge, D. (2010). <i>Eportfolios for lifelong learning and assessment</i>. John Wiley & Sons</p> <p>Garis, J. W., & Dalton, J. C. (2007). <i>E-portfolios: Emerging opportunities for student affairs</i>. Jossey-Bass.</p> <p>Robinson, J.A., Mair, J., & Hockerts, K. (2009). <i>International perspectives on social entrepreneurship</i>. New York: Palgrave.</p>	