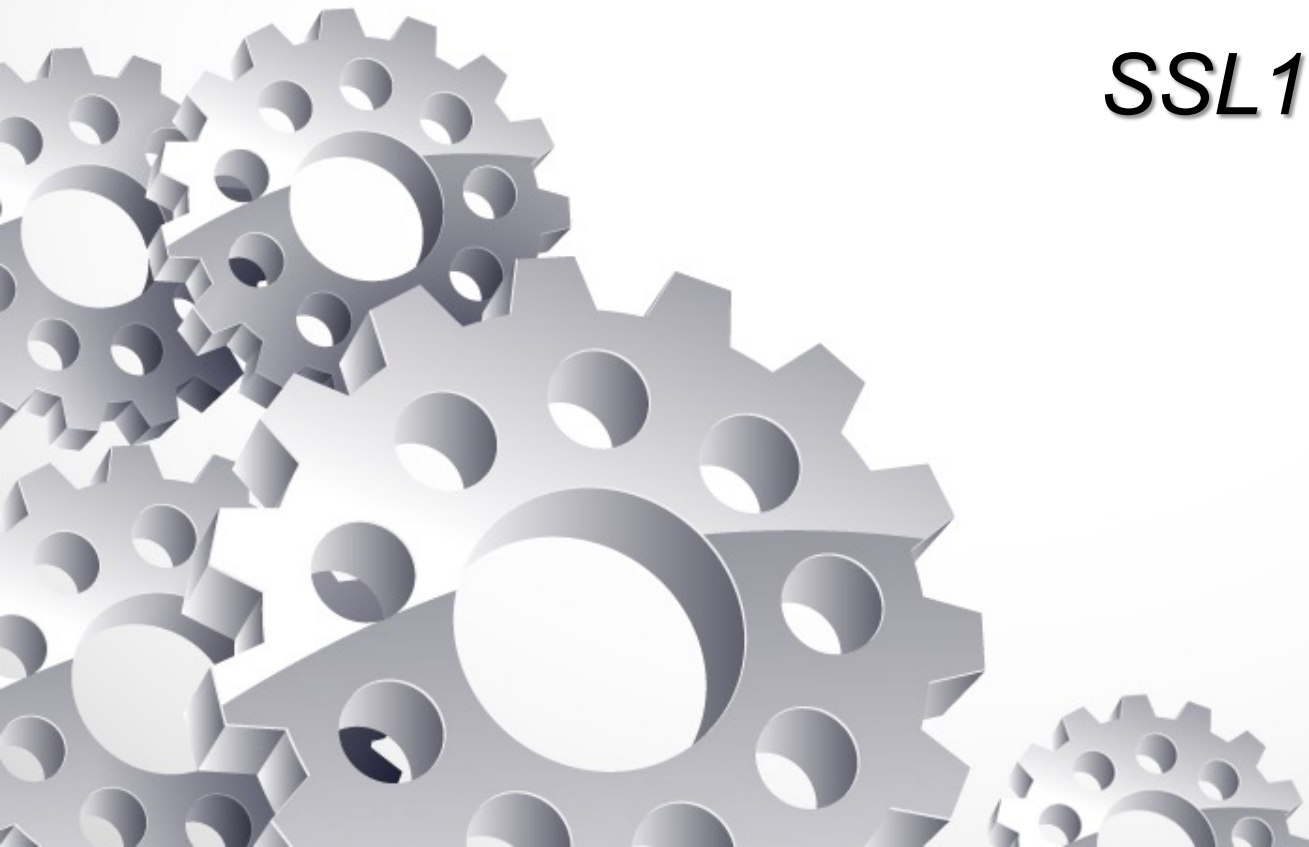


CAPSTONE PROJECT

SSL101 - Mooc 5



Introduction to the course



- You must abide by the values of Academic Integrity
- You will be able to re-use your own research and writing from your project proposal in your video
- The writing you do for the proposal and the video must have been done by you for this particular course
- Use the APA 6th referencing style

Identify a real world problem



- Recognise that real world problem exist in all communities
- Understand the principles of identifying a real world problem to use for the capstone project.

Example community and issues:

New teachers



- Economic issues: low pay, lack of long term or permanent employment
- Professional issues:
 - Class management
 - Teacher burnout
- Social issues: loss of social relationships, perceived lack of respect
- Health issues: stress

Understanding Causes & Effects



Brainstorming causes & effects

- Make sure you understand the problem
- Note down all the people or groups that are related to the community
- Ask questions such as:
 - Why does this problem exist?
 - Who does it matter to?
 - What does it stop people from doing?
 - Who is responsible?
 - Why is it a problem?

Causes & Effects



Describe one cause or effect you identified in your research that you had not considered before.

Does it surprise you?

How does it change the way you think about the issue you identified?

Problem statement: example phrases



The issue	The community it affects:	The impact of the issue
There is a lack of...	amongst [young people]	(which) results in/ resulting in
The absence of...	for [the Nigerian community]	(which) causes/ causing

Problem statement examples: teacher burnout



- 'There is a significant amount of stress amongs young teachers resulting in teacher burnout'
- 'The significant amount of stress for early career teachers causes teacher burnout'
- 'Teacher burnout amongst early career educators is caused by the significant amounts of stress arising from lesson planning and classroom management'

Searching for, Evaluating & Using Information



- Reliable & credible sources
- Academic journals & books > journal databases & Google Scholar
- Currency > no more than four or five years old
- Local, state or federal government
- Non-government organisations (NGOs)
- Newspapers & other media (limited)

Writing the background paragraph



- Possible structures:

Linked causes and effects	Unlinked causes and effects
<ol style="list-style-type: none">1. Description of the issue2. Cause 1 and effect 13. Cause 2 and effect 2 <p>....</p> <ol style="list-style-type: none">4. Importance of the issue: implications and/or significance	<ol style="list-style-type: none">1. Description of the issue2. Cause 13. Cause 2 <p>....</p> <ol style="list-style-type: none">4. Effect 15. Effect 2 <p>...</p> <ol style="list-style-type: none">6. Importance of the issue: implications and/or significance

- Use language of cause and effect

Desired State



- Be specific
- Imagine local & particular desired states
- Look at each aspect of the problem
- Use critical thinking, problem solving & creativity skills to come up with the desired states

Desired State



- Describe your desired state, then use your own critical thinking skills to critically analyse it. Is it a novel solution? Is it specific to your community? Is it realistic: do you have the ability to actually do it?
- Read through some of your classmate's responses and comment on at least one other person's analysis with your own thoughts.

Evaluating actions



- **Add research where necessary**
- **Write in dot points**
- **Risk:** factors associated with doing the action that may impede the goal
- **Benefits:** positive outcomes/effects associated with completing the action
- **Beneficiaries:** people who would receive these benefits
- **Feasibility:** whether or not the action would aid the achievement of the desired state
- **Potential Barriers:** challenges that stand in the way of completing this action

SMART Goals

- Specific: what you are trying to achieve (who/what/where)
- Measurable: the quantity or amount that we need in order to say the goal was met
- Agreed: the goal is agreed upon by all relevant participants
- Realistic: achievable given the time & resources
- Time-bound: have set deadlines or a schedule



Are SMART goals really smart?



Have you ever heard of or used SMART goals before? What do you see as a benefit of SMART goals? When and where could they be most useful?

Action Plan



1. Match actions from gap analysis to objectives
 - May need to be reorganised or rewritten
2. List any missing actions
 - Don't worry if actions are too small - best to list them
3. Provide a rationale for actions and objectives
 - Just provide rationale for actions and objectives that need it.

Participants & Roles



1. List participants
 - E.g. individuals, institutions, organisations & yourself
 - Find participants in your objectives & actions
2. Write rationale for participants
 - Why are they involved in your project?
3. List roles
 - List responsibilities for each participant, referring to objectives and actions

Resources



1. Physical resources
 - e.g. location for your project, technological devices
2. ICT resources
 - e.g. internet access, storage
3. Personnel resources
 - time/skills you will be asking from participants
4. Budget
 - list other resources, and the money value of each

Resources

Have you found a website, book or app that you've found really useful for this task?

Maybe somewhere you can download free images, or gives a really good tutorial on camera angles?



Proposal titles

- Short, clear summary of your project
- Uses key words
- Must not be too technical
- Avoid puns, play on words & slang
- Possible structure:
 - -ing phrase to describe aim + through + phrase to describe the project
 - -ing phrase to describe project + to + phrase to describe the aim
 - Development of + phrase to describe project + to + phrase to describe aim



The Video Proposal



- Create a dynamic, engaging video presentation
 - 2 to 4 minutes
 - Communicate & advertise your message
- Read the marking rubric
- Share resources you find on the discussion boards
- Use a story - telling approach to communicate your message

Example videos



Find another example of a 'call-to-action' video (see our examples for ideas) and share it with your peers. What is the video asking the viewer to do: donate money? Come to an event? Support a charity? Donate food and clothing? Donate skills and time?

Comment on how the video engages (or doesn't engage) the audience, making sure you critique how well it does this. Watch your peers' videos and read their analysis.

Storyboards



- Use the resource template (or find your own!)
- Beginning, middle & end >3 to 6 scenes
- Turning points > 1 to 2 scenes
- Use media that is:
 - Public domain
 - Free
 - Available with creative commons licensing
- Remember to take down all information & reference appropriately

Writing your script

- Introduce your idea
- Use appropriate language
- Remember your purpose & audience
- Follow principles for visually presenting data
- Read it out loud to check language and length
- Match it to your storyboard



Preparing and Recording the Script



- You will need to speak clearly and slowly
- Pause between parts of information
- Chunking:
 - Add pauses
 - Indicate where stress falls