

# Students Perception of Capstone Projects

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## ABSTRACT

This paper describes an ongoing action research study based on application of the principles of the cognitive apprenticeship model applied to a final year capstone unit of study involving Information Systems analysis (ISA) projects. The aim of the capstone unit is to develop students' expertise in information systems analysis by exposing students to projects set in realistic environments, working with supervisors experienced in systems analysis. Students are formed into teams and work in the role of information systems analysts with industry clients on real world organizational problems typically related to process improvement in information technology.

The research for this paper is performed through the use of structured reflective journals where the students are required to answer a wide ranging set of questions. These questions are designed to encourage students to reflect on their understanding of both the project and the process of systems analysis. This paper reports on the journal submissions by students prior to starting the project in which students describe their understanding and expectations of the capstone project. The observations and views of two supervisors describe how initial interpretations of the role of supervisors by students can inhibit the interaction between students and supervisors.

## Keywords

Capstone Projects, Cognitive Apprenticeship, Information System

## 1. INTRODUCTION

Requirements analysis and design (RAD) for information systems development projects involves defining the problem, analysing and determining the requirements and proposing high level solutions. RAD in real world projects is described as a "wicked problem" because it is likely to be complex and often "characterized by incomplete, contradictory and changing requirements, and solutions that are often difficult to recognize as such because of complex interdependencies" [1].

It is unlikely that their previous academic experiences have prepared students very well for real world projects.

The methodologies taught in information systems courses are suitable to teach beginners but, in practice, experienced developers adapt and modify these methodologies or develop new ones as required by the project based on their expertise and experience. Several authors involved in education have noted that students "have difficulty handling ambiguity and vagueness, which can arise during knowledge elicitation". They also "have difficulty analysing problems where there is no single, simple, well-known, or correct solution" [2, 3].

Analysis and design subjects challenge students to think at a metacognitive level (e.g. thinking about thinking) but many students struggle to understand such abstract concepts [4-6]. Connolly and Begg also point out that students "often have considerable difficulty comprehending implementation-independent issues". Furthermore, when working on real world problems, their inexperience means they may not have developed mental models of relevant aspects of business and information systems which are appropriate or sophisticated enough to assist effectively in real world RAD projects [7-9].

Schon in [10] makes several points about design which is relevant to teaching. Firstly, he suggests that it cannot be taught by describing the process but instead must be learned through practice. Secondly, it is a holistic skill and the parts cannot be learned in isolation. Thirdly, it depends on having an understanding of which properties are desirable and undesirable in the context of the problem space and this can only be learned by doing. Design is a creative process and as such requires seeing and doing things in new ways [1].

Given the arguments above, a suitably supportive learning environment is required which recognises the particular challenges and difficulties faced by students learning RAD. One such approach is that of Cognitive Apprenticeship (CA) which uses the idea of synthesizing the more traditional apprenticeship model of instruction with the teaching of more conceptual subjects in the educational environment; hence the descriptor "cognitive" [11-13]. They provide a general framework to guide the development of teaching using the cognitive apprenticeship approach. The framework addresses four areas: content, methods, sequencing and sociology. The area of content is broken down to domain knowledge, heuristic strategies, control strategies (also called metacognitive strategies) and learning strategies. Methods relate the possible teaching strategies which can be employed for teaching and these include, for example, modeling, coaching, scaffolding, articulation, reflection and explanation. Key features of the cognitive apprenticeship approach are the provision of learning in realistic settings, the supervision of students by someone with practical experience and recognised competency and an interactive environment of mutual dialogue in which students and supervisors try to make explicit their understanding



WEE2011, September 27-30, 2011, Lisbon, Portugal.  
Editors: Jorge Bernardino and José Carlos Quadrado.

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**Nancy H. Hensel**



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**Handbook of Research on Assessment Technologies, Methods, and Applications in Higher Education**

Schreiner, Christopher S.,2009-05-31 This research publication accommodates in depth studies that elucidate both the prospects and problems of learning assessment in higher education Provided by publisher *The Capstone Handbook* St.

Edward'S University,St. Edward's University,2007-12-03 *Designing and Teaching Undergraduate Capstone Courses*

Robert C. Hauhart,Jon E. Grahe,2015-01-12 Enrich your students and the institution with a high impact practice Designing and Teaching Undergraduate Capstone Courses is a practical research backed guide to creating a course that is valuable for both the student and the school The book covers the design administration and teaching of capstone courses throughout the undergraduate curriculum guiding departments seeking to add a capstone course and allowing those who have one to compare it to others in the discipline The ideas presented in the book are supported by regional and national surveys that help the reader understand what s common what s exceptional what works and what doesn t within capstone courses The authors also provide additional information specific to different departments across the curriculum including STEM social sciences humanities fine arts education and professional programs Identified as a high impact practice by the National Survey of Student Engagement NSSE and the Association of American Colleges and Universities LEAP initiative capstone

courses culminate a student's final college years in a project that integrates and applies what they've learned. The project takes the form of a research paper, a performance, a portfolio, or an exhibit and is intended to showcase the student's very best work as a graduating senior. This book is a guide to creating for your school or department a capstone course that ties together undergraduate learning in a way that enriches the student and adds value to the college experience. Understand what makes capstone courses valuable for graduating students. Discover the factors that make a capstone course effective and compare existing programs both within academic disciplines and across institutions. Learn administrative and pedagogical techniques that increase the course's success. Examine discipline-specific considerations for design, administration, and instruction. Capstones are generally offered in departmental programs but are becoming increasingly common in general education as well. Faculty and administrators looking to add a capstone course or revive an existing one need to understand what constitutes an effective program. **Designing and Teaching Undergraduate Capstone Courses** provides an easily digested summary of existing research and offers expert guidance on making your capstone course successful.

**Clinical Psychology Internship for Underrepresented Students** Anatasia Kim, Abigail Johal, 2021-08-16 This text introduces Taking Flight, a year-long clinical psychology internship program to be implemented for students of color and first-generation college-bound students. The program offers hands-on opportunities for participants to develop skills that will propel them to seek advanced degrees in mental health. The book offers a comprehensive internship curriculum based on a culturally affirming mentorship framework that aims to increase interns' exposure to clinical psychology, build confidence in their ability, and foster a sense of belonging as a means to inspire educational and career pursuits in the field. Chapters cover topics such as common mental health concerns, self-reflections, and insights, research, and clinical approaches, capstone projects and presentations, and integration of knowledge, skills, and self-concept. An appendix includes worksheets to utilize throughout the course of the program. The program is designed to be operated within psychology departments in partnership with local high schools. The text will guide mental health providers and school professionals to executing this program in the hopes of ensuring a more diverse and inclusive clinical psychology workforce.

**The 22nd International Conference on Information Technology-New Generations (ITNG 2025)** Shahram Latifi, 2025-05-08 This book covers technical contributions that have been submitted, reviewed, and presented at the 22nd annual event of the International Conference on Information Technology New Generations (ITNG). The applications of advanced information technology to such domains as astronomy, biology, education, geosciences, security, and health care are among topics of relevance to ITNG. Visionary ideas, theoretical and experimental results, as well as prototypes, designs, and tools that help the information readily flow to the user are of special interest. Machine Learning, Robotics, High Performance Computing, and Innovative Methods of Computing are examples of related topics.

**The Cambridge Handbook of Undergraduate Research** Harald A. Mieg, Elizabeth Ambos, Angela Brew, Dominique Galli, Judith Lehmann, 2022-07-07 Undergraduate Research (UR) can be defined as an

investigation into a specific topic within a discipline by an undergraduate student that makes an original contribution to the field. It has become a major consideration among research universities around the world in order to advance both academic teaching and research productivity. Edited by an international team of world authorities in UR, this Handbook is the first truly comprehensive and systematic account of undergraduate research which brings together different international approaches with attention to both theory and practice. It is split into sections covering different countries, disciplines, and methodologies. It also provides an overview of current research and theoretical perspectives on undergraduate research as well as future developmental prospects of UR. Written in an engaging style yet wide-ranging in its scope, it is essential reading for anyone wishing to broaden their understanding of how undergraduate research is implemented worldwide.

*Stein's Research in Occupational Therapy, 7th Edition* Martin S. Rice, George Tomlin, Franklin Stein, 2024-12-09. The seventh edition of this best-selling text continues to provide occupational therapy students and researchers with expert guidance on conducting research from the formulation of a research hypothesis to collecting, analyzing, and interpreting data. Now updated in line with the latest ACOTE Standards, the new edition has been thoroughly revised. Of note is a new chapter on the capstone project and the integration of the hierarchical Research Pyramid to enhance the book's usability for researchers, instructors, and students. It also features a new chapter focused on using research literature to inform clinical reasoning, highlighting the benefits of scoping reviews, systemic reviews, meta-analyses, and meta-synthesis, as well as updated tests and evaluations which can be used as outcome instruments. There are also further contemporary examples of both quantitative and qualitative research additions to the glossary of terms and statistics and updated references throughout. Offering insightful guidance on conducting research from start to finish, this invaluable resource will be essential reading for any occupational therapy student or researcher.

**Designing Better Engineering Education Through Assessment** Joni Spurlin, Sarah A. Rajala, Jerome P. Lavelle, 2023-07-03. This book is written for engineering faculty and department chairs as a practical guide to improving the assessment processes for undergraduate and graduate engineering education in the service of improved student learning. It is written by engineering faculty and assessment professionals who have many years of experience in assessment of engineering education and of working with engineering faculty. The book reflects the emphasis placed on student outcomes assessment by ABET Inc, the organization that accredits most U.S. engineering, computer science, and technology programs, as well as providing substantial equivalency evaluations to international engineering programs. The book begins with a brief overview of assessment theory and introduces readers to key assessment resources. It illustrates through practical examples that reflect a wide range of engineering disciplines and practices at both large and small institutions and along the continuum of students' experience from first year to capstone engineering courses through to the dissertation, how to go about applying formative and summative assessment practices to improve student learning at the course and program levels. For most institutions, assessment of graduate education is new; therefore, there are readers who

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**Handbook of Research on Advancing Critical Thinking in Higher Education** Wisdom, Sherrie, Leavitt, Lynda, 2015-07-17 The importance of critical thinking has surged as academics in higher education realize that many students upon entering college lack the critical thinking skills necessary to succeed While much has been written regarding the lack of critical thinking less has been written on the success of methods implemented to develop this fundamental skill The Handbook of Research on Advancing Critical Thinking in Higher Education explores the effective methods and tools being used to integrate the development of critical thinking skills in both undergraduate and graduate studies Due to the difficulties associated with teaching critical thinking skills to learners of any age this publication is a crucial addition to the scholarly reference works available to pre service and early career teachers seasoned educational professionals professors across disciplines curriculum specialists and educational administrators

Undergraduate Research at Community Colleges Nancy H. Hensel, 2023-07-03 Co published with the Council on Undergraduate Research This book highlights the exciting work of two year colleges to prepare students for their future careers through engagement in undergraduate research It emerged from work in five community college systems thanks to two National Science Foundation grants the Council for Undergraduate Research received to support community colleges efforts to establish undergraduate research programs Chapters one two and three provide background information about community colleges undergraduate research and the systems the author worked with California City University of New York Maricopa Community College District Arizona Oklahoma and Tennessee Chapter four examines success strategies The next five chapters look at five approaches to undergraduate research basic applied course based community based interdisciplinary and partnership research Chapters ten eleven and twelve discuss ways to assess and evaluate undergraduate research experiences inclusive pedagogy and ways to advance undergraduate research Today there are 942 public community colleges in the United States providing affordable access to 6 8 million students who enrolled for credit in one of the public two year institutions in the United States Students are more prepared for the next step in their education or careers after participating in quality UR experiences

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