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 analysis 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.



WEE2011, September 27-30, 2011, Linbon, Portugal, Editors: Jorge Bernardino and José Carles Quadrado. 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 haven 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

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Social Work Capstone Projects John Poulin, Stephen Kauffman, Travis Sky Ingersoll, 2021-05-29 The only practical guide for helping social work students create high quality applied capstone research projects from start to finish This mentor in a book provides social work students with invaluable information on designing implementing and presenting first rate applied research projects focused on improving social work programs and services Taking students step by step through the entire process the book helps students plan their projects by providing descriptions of the various research methodologies that can be used to improve social work programs and services It offers extensive instruction on how to write effectively by providing detailed information on all written components of capstone research projects as well as the dos and don ts of writing research reports Covering data collection methods program evaluation organization and community needs assessments practice effectiveness studies and quantitative and qualitative data analysis this brand new book also addresses best practices for presenting findings upon completion of the applied research project Additional features include abundant case examples demonstrating the application of theory to practice and an examination of both qualitative and quantitative research approaches while also helping students demonstrate social work practice competencies within their capstone projects Practice activities in each chapter help students apply knowledge to their research projects and technology exercises help students master important digital research techniques A capstone project checklist and competency log help students monitor progress and QR codes provide supplementary support and resources Additional faculty resources include competency rubrics detailed group exercises for each chapter and a sample syllabus for faculty Purchase of the book includes digital access for use on most mobile devices or computers Key Features Delivers step by step information on creating high quality social work capstone projects from conception through presentation Includes a detailed summary of the major applied research approaches to improving social work programs and services Explains how to research literature and write a problem statement on a social service issue Contains extensive information on how to write effective capstone research papers along with abundant examples Helps students to demonstrate social work practice competencies Offers case examples throughout to demonstrate the application of theory to practice Presents practice activities and technology exercises in each chapter Provides a capstone project checklist and competency log Includes QR codes providing additional resources for each chapter Clinical Research for the Doctor of Nursing Practice Allison J. Terry, 2017-06-19 Clinical Research for the Doctor of Nursing Practice Third Edition is a must have text focused on teaching students how to conduct research needed for their capstone project **Assessment Clear and Simple** Barbara E. Walvoord, 2010-04-12 The first edition of Assessment Clear and Simple quickly became the essential go to guide for anyone who participates in the assessment process in higher education With the increased pressure to perform assessment to demonstrate accountability Assessment Clear and Simple is needed more than ever This second edition of the classic resource offers a concise step by

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courses culminate a student's final college years in a project that integrates and applies what they we 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 of 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 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

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