



中國人民大學
RENMIN UNIVERSITY OF CHINA

A capstone view of OAPS

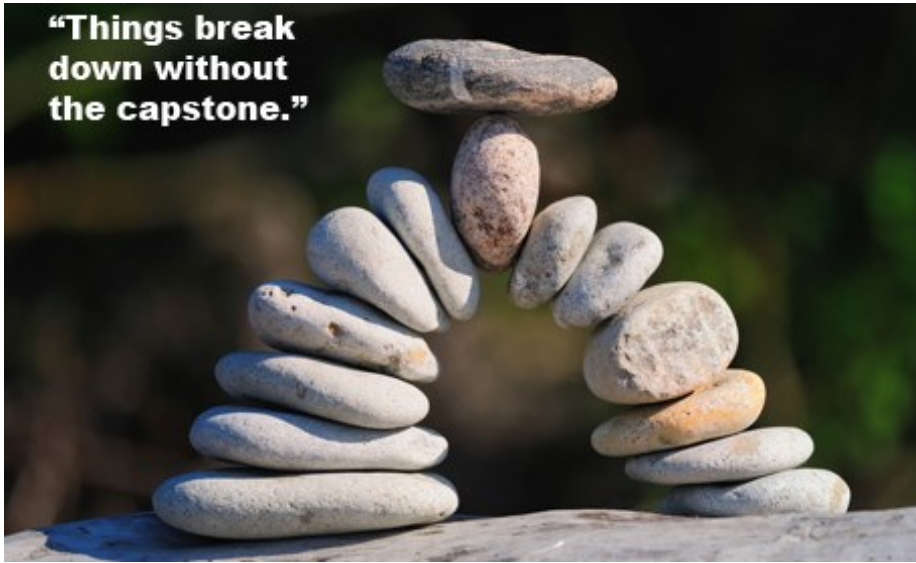
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Abstract

A capstone (拱顶石) is the top piece in an architectural structure (e.g., an arch) to hold the fragments together. For undergraduates, a capstone experience (顶点、总结性学习) provides them with a culminating view to reflect on and integrate their learning before joining the world of work. Its role in modern undergraduate education has been increasingly recognised since the Boyer Commission Report. Outstanding academic papers (OAPS) document the capstone experience, and their subsequent repository in a library that allows online public access and citation would increase the interflow of knowledge that is necessary for universities to internationalise their respective undergraduate education. Inter-library collaboration led by the OAPS Task Force can further promote internationalisation by facilitating academic exchange under the common purpose of sharing and giving international recognition to outputs from undergraduates' capstone experience. Such collaboration would also help university libraries forge a progressive identity of being an active instead of a passive partner in undergraduate education.



As education becomes fragmented and driven by small credit-bearing courses, a capstone experience is needed to hold the pieces together, impart meaning to the student's identity, and establish a pathway for lifelong learning.

<http://www.capstonebranding.com/about/capstone.php>

Reinventing Undergraduate Education

construct an inquiry-based freshman year, culminating with a **capstone** experience;
remove barriers to interdisciplinary education;
make research-based learning the standard;
change faculty reward systems; and
cultivate a sense of community.

The Boyer Commission Report (1998)

Katkin, W. (2003)

*“The Boyer Commission Report and its Impact on Undergraduate Research.”
New Directions for Teaching and Learning, 2003, 19–38*



Educational principles of capstone experience

Learning through **doing**: formulation of research question, discovering, research ethics, data analysis, communication

Learning through **writing** and **reflecting**: writing is slower than thinking, allows time for reflection and self-assessment

Forms of capstone experience

Research project

Essay

Personal and career portfolio



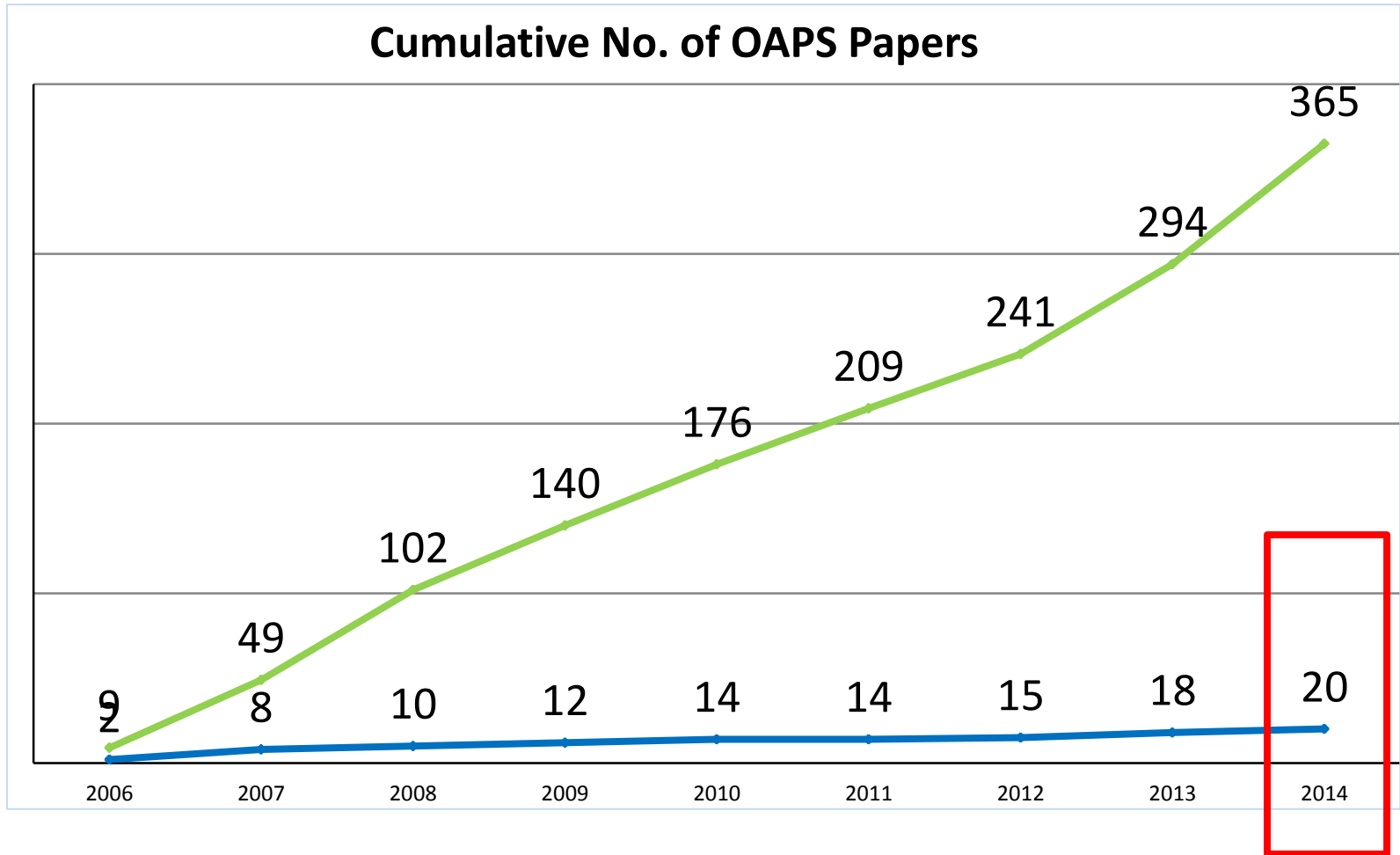
OAPS Consortium Collection

Region	Institution	Year Joining OAPS	Cumulative No. of OAPS Papers					
			at end-March			at end-March 2014 by Discipline		
			2012	2013	2014	Business	Humanities & Social Sciences	Science & Engineering
PRC	Tsinghua University	2005	953	1130	1306	123	214	969
	Shanghai Jiao Tong University	2008	90	139	184	13	24	147
	Xiamen University	2008	61	61	61	15	6	40
Taiwan	Feng Chia University	2005	885	905	963	312	62	589
	National United University	2010	88	88	112	-	-	112
Hong Kong	City University of Hong Kong	2005	241	294	365	90	165	110
Singapore	Nanyang Technological University	2009	46	73	85	-	68	17
US	University of Southern California	2009	17	26	34	-	32	2
Japan	Waseda University	2010	2	2	2	2	-	-
	Kansai University	2014	-	-	1	-	1	-
Total			2,383	2,718	3,113	555	572	1,986
Annual Increase				335	395			

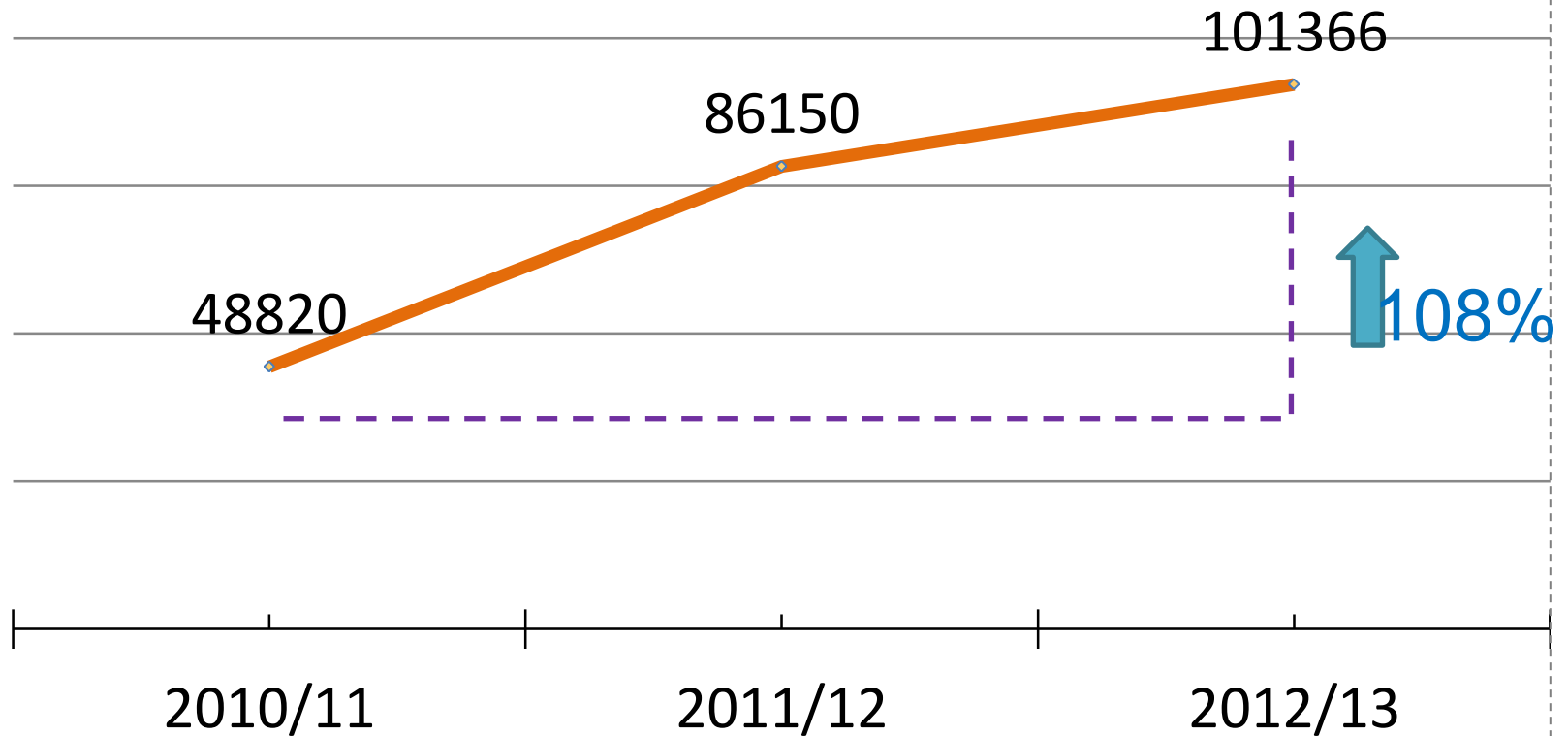
Library

Growth of OAPS Papers at CityU

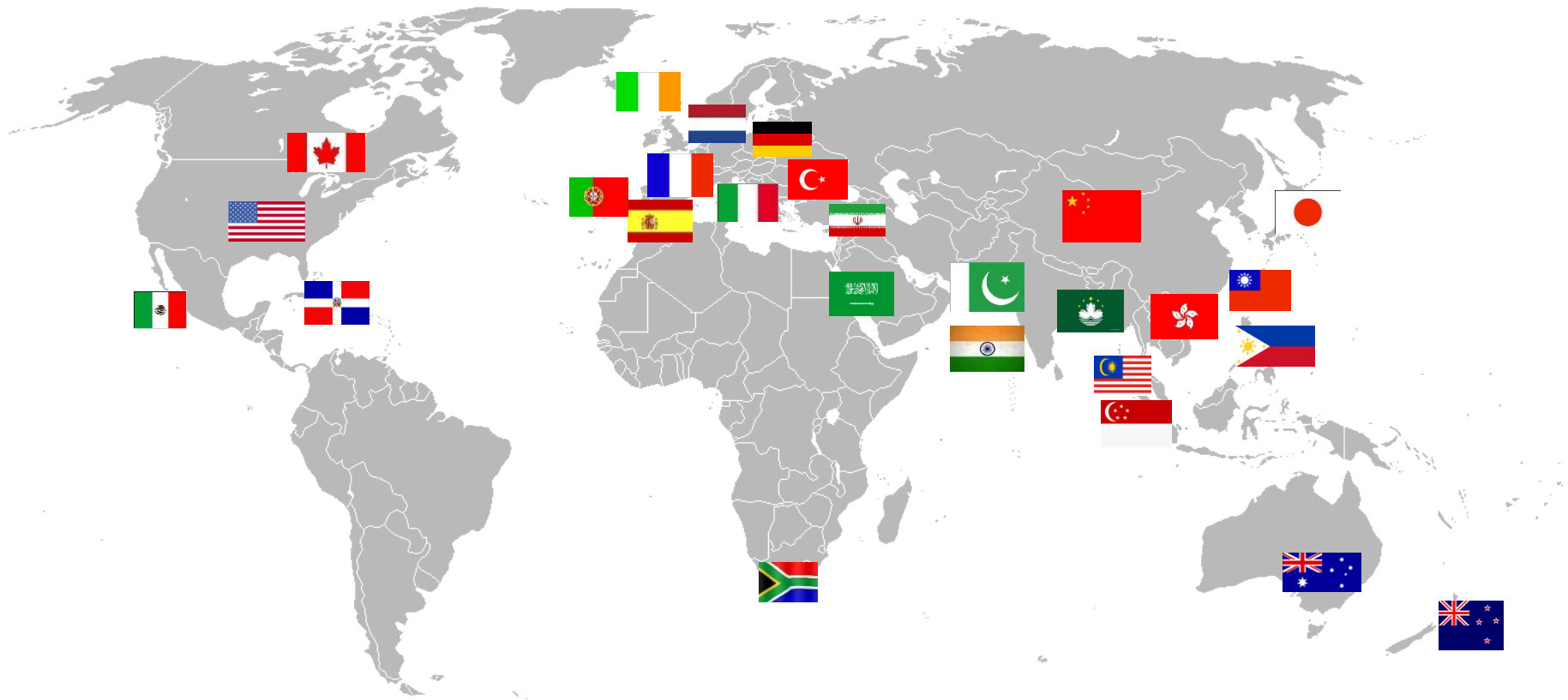
2006 – 2014



Usage of OAPS Papers at CityU (Fulltext Downloads) 2010/11 to 2012/13



Country/Region of Author Affiliation of the Citing Papers



Personal and career portfolio: A new development for OAPS?

Engages students in continuous reflection and self-assessment by writing and refining a personal statement of life goals with illustrative examples of learning and accomplishments

Teaches students to build a succinct resume that they can bring to job or graduate school admission interviews

Encourages them to innovate and distinguish their portfolios from formulaic templates, emphasising their uniqueness and hence personal ownership of the portfolio

Select portfolios for award, sharing, and dissemination



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Thank you