

# MATL Capstone Research Project



## Faculty of Education

The MATL Capstone Research Project is an important self-directed component of the professional journey to becoming an adaptive expert teacher and life-long learner. The Capstone Research Project is supported in courses sequentially through the MATL program.

Faculty of Education  
McGill University  
3700 McTavish Street  
Montreal, Quebec  
H3A 1Y2

## Guidelines for Completing the MATL Capstone Research Project

The MATL Capstone Research Project (CRP) is an important self-directed component of the professional journey to becoming an adaptive expert teacher and life-long learner. As such, this project is undertaken in the spirit of augmenting professional growth and scholarship. The central requirement of the CRP is that you tie your investigation to a professional interest and link this work to your future identity as a practicing teacher. Please note: The process outlined below describes a timeline based on a five-term MATL trajectory. Students not following the five-term trajectory may have a different timeline.

### Rationale

We each come to the teaching profession enriched by many years of experience - of schools,1ueW\*11 570reW\*ñBT/F2 11.04 Tf1

possible capstone research questions that will guide and sustain your interest in a particular facet of education with consideration of that topic may impact your professional practice as well as the profession itself. This process is supported most specifically by EDTL 601 where you will continue to document your capstone research project thinking.

Term 3 (Winter): At the beginning on EDPS 610, you will submit your CRP Outline. Included in the CRP Outline is: (1) A guiding question that serves as the capstone research question; (2) A brief description of topic or theme and the context or setting in which your CRP is situated. (max. 250 words); (3) a brief explanation of the value of your CRP for your professional practice and how it might serve the profession (max. 250 words); and (4) a detailed action plan that outlines how you will complete your CRP Final Product. In EDPS 610, you will also complete a Critical Literature Review related to your CRP.

Term 4 (Summer): Over the course of the summer term, you are expected to complete your investigation and prepare the final draft of your CRP Final Product. This process is supported most specifically by EDTL 640. This course is offered in a blended learning format consisting of up to six face-to-face workshops and online support and expectations. The goal of this course is for you to complete the final draft of your CRP Final Product, which will be assessed in this course.

Term 5 (Fall): Over the course of this term, supported in EDPS 620, you will make any final changes to your CRP Final Product and prepare your CRP Presentation for the student-led Capstone Research Symposium. In advance of the Symposium you will create and submit an infographic, and an abstract for your CRP Final Product. The Symposium is normally scheduled in early/mid-December over two evenings (att(eni)3

# 1. THE CAPSTONE RESEARCH PROJECT OUTLINE

Due Term 3 (Y1 -



## 2. THE CRITICAL

Information

Information/content is not  
logically organized or  
presented  
Topics/paragraphs are  
frequently disjointed and  
fail to make sense  
together;  
Reader cannot identify a  
line of reasoning and loses  
interest









4.

## Capstone Research Project Presentation Rubric for Assessment

CRITERIA	MEETS EXPECTATIONS	EXCEED EXPECTATIONS
Audience engagement	<p>Presented facts with some interesting "twists"; held attention most of the time by interacting with them.</p> <p>Good variety of materials/media.</p>	<p>Involved audience in presentation; held their attention throughout by getting them actively involved in the speech and using original, clever, creative approach.</p>
Presence	<p>Incorporates various textual information and describes own opinion and preferences with regard to the topic;</p> <p>Some consideration of the various learning styles of audience members</p>	<p>Shows creativity in presenting the content in a fashion that moves the argument forward in line with the topic/theme</p> <p>Incorporates various textual information (e.g., personal, public and published stories) and describes own opinion and preferences</p> <p>Obvious consideration of the various learning styles of audience members</p>
Content	<p>Organization of content and depth of presentation are noticeable, but may not sustained throughout the presentation;</p> <p>Most expected aspects of the topic are addressed</p> <p>Addresses topics persuasively, although statements are not elaborately linked throughout the whole presentation;</p> <p>Familiarity with the content focus of the topic/theme and ability to relate the personal stories in the texts to the student's own experiences.</p>	
Organization	<p>Central message is identifiable; sections of presentation vary in explicit organizational pattern, which influences audience engagement level or comprehension of central message.</p> <p>Utilizes various medium to deliver key information</p>	<p>Contains a clear central message and clearly identifiable sections featuring purposeful organizational pattern (e.g., chronological, problem-solution, analysis of parts, etc.)</p> <p>Effectively utilizes various medium to deliver key information</p>