



The Master of Professional Education (MPed) in the field of Global & International Education is designed to develop students' understanding of key issues and current debates in global and international education from multiple perspectives and apply these to their professional practice. The field employs critical approaches from which students develop and assess their perspectives and everyday practices, empowering them to actively build and apply knowledge to address the practical demands of their work.

The capstone is an opportunity for students to demonstrate their mastery of the knowledge, theory and skills gained in the program. Students mobilize the knowledge and learning they have developed through their coursework and throughout the program in relation to a problem of practice they identify. Students are required to produce and present a concrete research-informed product (i.e., professional learning resource, curriculum document, research paper, or literature review) that best addresses the problem of professional practice. In the capstone, students will:

- Identify and describe a professional problem in an educational setting;
- Critically integrate professional knowledge with the key issues and theories in global and international education that were studied in the program;
- Synthesize academic and gray literature, including policy, through a critical discussion; and
- Articulate recommendations for global and international education in theory and practice to address the professional problem, including the implications for considerations of social justice and the limitations of the recommendations.

Students choose the type of project they would like to complete for their capstone. As a comprehensive evaluation of their understanding, the capstone project highlights a student's abilities to understand a professional problem and effectively communicate research informed recommendations for resolving challenges for practitioners in global and international education contexts.

Requirements for the Capstone:

- The capstone entails both a paper and a presentation assignment in the final course of the program. These assignments are evaluated by the course instructor.
- Each capstone paper should be 30 – 35 pages (double-spaced), excluding references, and conform to APA 7th edition citation guidelines. More detailed expectations for the paper and presentation will be determined by the course instructor and communicated to students.
- Both collaborative and independent work may be featured in the course and each student must submit their own unique paper for evaluation.
- Students are expected to engage with reading material from their courses and to conduct additional scholarly research with academic literatures.
- Students will build upon ideas from their previous course papers, but each capstone should be a new contribution from the student.



Capstone Format

Students choose from the following projects for their capstone.

1. **Literature Review:** a comprehensive analysis synthesizing current scholarly literature on a significant global and/or international education issue. Students critically evaluate theoretical frameworks and empirical findings across diverse cultural contexts, identifying knowledge gaps and methodological limitations. This capstone demonstrates advanced research competencies in navigating international education literature while establishing scholarly foundations for future inquiry in the field.
2. **Research Paper:** an original investigation examining a pressing global and/or international education challenge. Students design and implement appropriate methodological approaches, collect and analyze cross-cultural data, and situate findings within relevant theoretical frameworks. Any data collected in this paper should use data that is publicly accessible (eg. education policies that are accessible through public means such as an open website). This capstone showcases the ability to produce rigorous scholarship that contributes meaningful insights to global education practice and policy. Students produce a short research paper brief as well as a research paper.
3. **Curriculum Project:** a theoretically-grounded educational intervention addressing a specific international or global learning context. Students develop culturally responsive instructional digital materials, assessment strategies, and implementation guidelines informed by evidence-based practices. This capstone demonstrates the capacity to translate educational theory into practical applications that respect diverse cultural perspectives while critically engaging with global competencies.
4. **Professional Development Resource:** a practical, research-informed toolkit designed to enhance educators' capacities in global and international education contexts. Students create comprehensive materials including instructional guides, interactive learning modules, and assessment frameworks that address specific global and international education teaching challenges. This capstone demonstrates the ability to translate theoretical knowledge into accessible professional resources that support educators in developing culturally responsive pedagogies and critically engaging with global competencies in diverse educational settings.