Western Education

Capstone Project
MPEd in Mathematics Education

During the period of intersession and summer session of year 2, MPEd candidates will complete their programs with a capstone project based in reflective field work.

Learning Opportunities

The purpose of the project is to provide candidates with the following opportunities:

1. To produce a well-designed applied project of value for informing educational practice that is based in an authentic problem of practice;
2. To clearly identify and pose such a problem that has usefulness and applicability;
3. To demonstrate knowledge of the literature related to the problem of practice and the ability to synthesize findings from that literature to underpin the project;
4. To evaluate, apply, and integrate theoretical, research, and practical knowledge to identify and address the problem of practice;
5. To reflect on their master's journey through articulation, integration, and synthesis of prior course content as it relates to the project;
6. To produce a product that clearly communicates the above, including through the use of appropriate scholarly/professional conventions, and identifies a means and an audience for further dissemination where appropriate;
7. To demonstrate a consideration of the mode(s) of communication for the project product(s) and an ability to leverage the affordances of said mode(s);
8. To share their learning with colleagues, other appropriate stakeholders, and at least one capstone committee member who works in an area of relevance to the candidate's program and receive timely, constructive feedback from this variety of sources;
9. To pursue a project that builds on their own funds of knowledge, interests, investments, and desired outcomes.

Suggested Project Formats

REVIEW AND RESEARCH FORMATS

- Conduct a substantial literature review on a pertinent topic and create an executive summary to share and reflect on its inclusions, omissions, uses, affordances, and constraints
- Design a research proposal that includes all pertinent research components (e.g., statement of problem, research question(s), literature review, methodology and methods, ethical considerations, significance, and practical details for carrying out the research) and include a plan for next steps (i.e., the circumstances under which you could implement it)
- Review an institutional, programmatic, and/or classroom curriculum (or curricula) and evaluate according to specific criteria

CREATION AND IMPLEMENTATION FORMATS

- Create a programmatic curriculum for a specific situation and reflect on its inclusions, omissions, uses, affordances, and constraints
- Create a multi-part workshop or presentation for a specific audience based on a pertinent topic and reflect on its inclusions, omissions, uses, affordances, and constraints
- Create a learning object (e.g., artifact that encapsulates your learning on a topic and/or that can be used to teach others about the topic) and reflect on its inclusions, omissions, uses, affordances, and constraints; objects might include a film, video game, art piece, etc.

PRACTICE AND REFLECTION FORMATS

- Compile a learning portfolio
- Engage in a field experience that provides you with new learning related to a problem of practice and use any apt format to express your learning from that experience

Note: Project length will vary according to format, but in general will be approximately 35-40 pages in length including appendices and references. Candidates may suggest alternate formats to their instructor(s), including working in pairs or groups as appropriate. The above is all subject to approval of the program coordinator.