English as a Medium of Instruction (EMI)
Module 6: Task 2 – Complete 3 Readings
Reading 6.3: *Case Study of a Capstone Project*

It can be confusing to know how to create assessments in an EMI class that are tied to students' future careers. One way to create this type of assessment is to create a capstone project. Capstone projects are projects at the end of a course. The goal is to have students create something or do a project that is related to all the coursework they had and also is thinking forward to their futures. Many times, a capstone project relates to more than one class in a program.

The following case study outlines how a business professor uses a capstone project to tie together program content for business modeling. While you are reading this case study, you can think about if you might be able to create a capstone project for a course that you teach.

Case Study

- **Julio da Silva Dias**, Faculty of Business Management, teaches Information Systems, Statistics, and Operational Research. Dr. da Silva Dias has been teaching EMI classes for 4 years, mostly Management Information Systems to international undergraduate students.

- **Santa Catarina State University, Florianópolis, Brazil** – UDESC.

"EMI class" by Julio da Silva Dias is licensed under the CC0 license.

In the final capstone project for my Information Systems, Statistics, and Operational Research course, I ask students to develop cases based on visits to a local business. I could just use cases in textbooks, but I prefer using this approach because, with textbooks, students have problems understanding the problem and the context. When they develop a case visiting local businesses, however, students get closer to real-life situations. They understand better. Also, they have to do more than just paraphrase ideas from textbooks or papers. When they do this capstone project, students can get close to real problems and can suggest solutions and recommendations for the business being analyzed.

How do I arrange the capstone project?

First, I talk to the business owner about the course and what kind of subjects we are discussing. This way, the owner can choose the best approach to talk to my students. Then, the students visit the local business and the owner talks about the business. Then, they will analyze information and write up their case study.

What kind of businesses can you use?

Even a small business can be used in this approach. A local coffee shop has agreed to give access to my students for some time. This company buys green coffee beans, roasts them, and grinds the coffee. The costumers can drink the coffee at the shop, take coffee away to drink at home, or drink a coffee nearby. For this capstone project, students can explore different subjects such as the business process involved, the supply chain, or the business model. Usually the students talk to the owner for one to two hours. Following the talk, students drink different coffees and can talk to the owner and exchange experiences.

The most important aspect is to choose a business that students know something about. For example, for the coffee shop, students remember how they buy or drink coffee in their countries or homes. This allows them to actively take part in the discussion.

How can students write up the case study?

When students return to university, I ask them to use the tools and methods we study in class to map some aspects of the business. Some students prefer to model the logistics part of the business from the farm to the shop, and other students can model the internal process from the green bean to grinded coffee being delivered to customers.

The students are required to write a final report in the format of a case that must present some research about the subject and a discussion about the aspect students decide to write about. Students receive feedback when they present the final report based on the rubric provided when visiting the business. The final report is also presented to the business owner.

You can see the guidelines for the project here. Student groups need to include a summary page, introduction, body, conclusion, and a reference list.

ESAG – ESCOLA SUPERIOR DE ADMINISNTRAÇÃO E GERÊNCIA

COURSE: Management Information Systems

This project aims to integrate the various subjects studied this semester and to develop a deeper level of understanding of a subject. As a student you should   have a clear understanding of the activities of an organization where information systems are used. The scope of the project can range from a theoretical investigation of some aspect concerns Information Systems using a company as an example through the case study. The Article must have the following structure:

a) Introduction - exposing the objectives of the work and provide an adequate background, avoiding a detailed literature survey or a summary of the results;

b) Material and methods – Provide enough detail to allow the work to be reproduced. Methods already published should be indicated by a reference: only relevant modifications should be described;

c) Results – it should be clear and concise;

d) Discussion - it should explore the significance of the results of the work, not repeat them. A combined Results and Discussion section is often appropriate. Avoid extensive citations and discussion of published literature;

e) Conclusions - The main conclusions of the study must be presented in a short Conclusions section, which   may stand alone or form a subsection of a Discussion or Results and Discussion section.

 References should be listed at the end of the text and should be included in the section on references cited in the text, they must be in alphabetical order and should not be numbered. You must use Times New Roman font, size 10 (ten) for references, with a spacing equal to the body text. For example:

References

RICHARDS, D. J.; FROSCH, R.A. The green game industry: overview of perspectives. In: RICHARDS, D. J. (ed.). The green game industry: implications for environmental design and management. Washington: National Academy Press, 1997.

SANTOS, F.C. A. Integration of human resource management and competitive priorities of manufacturing   strategy. International Journal of Operations & Production Management, n.5, p.612-628, 2000.

SLACK, N.; CHAMBER, S.; Hardland, C.; HARRISON, A. and JOHNSTON, R. Production Administration. São Paulo: Atlas, 1999.

If you try creating a capstone project for your class, I think you will find that students are motivated and excited by these opportunities to work in the real world.