

J.N. BURNETT CAPSTONE STYLES



WHAT CAN MY CAPSTONE LOOK LIKE?

Your Capstone Project can be presented in many different ways or styles. What form is your Capstone Project going to take? What will your final project look like? This is your chance to be creative!

CAPSTONE STYLES

We have provided 7 different Capstone Styles to give you an idea of what form your Capstone Project can take.

The 7 Capstone Styles are:



It is important to remember that these Capstone Styles are suggestions. If you have a different idea, other than a Capstone Style outlined in this paper, please speak to our Capstone Coordinator, Mr. Bevan, in advance.

The following pages outline each of the 7 Capstone Styles in greater detail. Please read through each of them carefully and think of which Capstone Style you'd like to explore.

For the Capstone Project, you may collaborate with other students. However, each person is responsible for providing their own individual documentation and reflection throughout the process to capture your *own* experience.

Be prepared to invest at least 25 hours towards completing your Capstone Project. This does not include your 30 Hours of Work/Volunteer Experience, or the 90 Hours completed in the Work Experience (WEX) course.

INVESTIGATE & REPORT CAPSTONE

This *inquiry* process is an opportunity to build research and communications knowledge and competencies through an active exploration of a meaningful question, problem, or issue.

Process

Formulate an inquiry question to investigate

- Develop an essential question that addresses student's curiosity about a topic or issue of personal, local, or global interest.

Plan and investigate

- Plan, select, and use appropriate investigation strategies, (i.e. academic research, field work study, observation methods, interviewing an expert, etc.) to collect reliable information and data.
- Assess risks and address ethical, cultural, and/or environmental issues associated with proposed strategies.
- Apply the concepts of validity and accuracy.

Analyze and interpret collected information and data

- Seek, analyze, and describe patterns, trends, connections, and/or cause-and-effect relationships.
- Construct visual support(s) to efficiently communicate (i.e. tables, graphs, models, diagrams.)
- Use background knowledge and new understandings to draw conclusions that are consistent with evidence.

Evaluate and conclude

- Describe what worked well and specific ways to improve future investigations (i.e. evaluate validity, limitations, and claims; draw conclusions about possible reasons for results; identify new questions to investigate.)
- Communicate social, ethical, and/or environmental implications and contributions of the findings from their own investigation and other research.
- Reflect on inquiry process and results (i.e. surface assumptions, identify bias in work and/or in primary and secondary sources, share personal learning and growth.)

Report and communicate

- Report out findings, ideas, information, and implications of their investigation (i.e. formal report, science fair, oral presentation, website, video, etc.)

Share key personal learnings related to the investigation processes and to personal development as an inquirer.

Develop

- Develop your presentation – HOW are you going to show this learning?

Present

- Present your final Capstone to an audience.

CONNECT & COLLABORATE CAPSTONE

The Connect and Collaborate Capstone is an opportunity for students to work closely with a learning partner who has professional and/or personal expertise in a field related to the project.

This option is characterized by guided experiential learning, including observation, dialogue, and practice, and opportunities for application. Where possible, the student and learning partner should meet primarily in person in order to encourage relationship building and to gain deeper understanding.

Process

Identify growth area and develop relationship

- Self-identifying an area of interest with potential for personal growth.
- Connect with a community member with experience and/or expertise in growth area (family member, Elder, community member, industry/business professional, etc.) to shadow and share their knowledge and practice.
- Co-develop plan of action in growth area.

Observe and question

- Watch practices with intent to develop a deeper understanding of applied knowledge.
- Reflect on practices and personal applications.
- Generate questions and dialogue about observations and thoughts behind processes.

Experience and apply

- Try practices under the guidance of the community member.
- Seek and apply descriptive feedback about growth area.
- Document applications of learning.
- Reflect on personal growth (i.e. journal, photo album and captions.)

Communicate

- Share growth in new practices and how to apply them to preferred future plans.

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CREATE & BUILD CAPSTONE

Applied design is a helpful process to follow for students who choose to create and build a product. This process includes developing an understanding of the people for whom we are designing products and can be useful in grappling with challenges and/or functionality that require creative ideas and hands-on approaches.

Process

Understand and define the context

- Beginning with a challenge and/or functionality and the intended user(s) in mind will better inform how the applied design process and your creativity will unfold.
- Engage in empathetic observation, including communication with potential users to explore their needs and wants. Listen actively and consider their perspectives, so that you can use this information to design a user-friendly product that address the identified challenge or functionality.
- Contemplate the intended purpose of the product. Identify the success criteria for the product and its design process, as well as any constraints that you need to account for, such as budget, available materials, and environmental care.

Ideate, prototype, and test

- Experiment and explore possibilities, taking creative risks in generating ideas and adding to others' ideas in ways that enhance them. Screen your ideas against the success criteria and constraints, and maintain an open mind about potentially viable ideas throughout the design process.
- Research sources of inspiration and information to develop a design plan that includes key stages and resources. Prototype, making changes to tools, materials, and procedures as needed. Document iterations of prototyping.
- Seek feedback from identified sources (for example, from a field expert) and communicate with potential users about your design ideas and prototype(s). Apply the feedback and new information in order to enhance your design.

Make and share

- Use appropriate tools, technologies, and materials to make your product. Share your progress while creating to enable ongoing feedback and to adapt the design as needed. Try to be mindful of unintended negative environmental impacts and use materials in ways that minimize waste.

Decide how and with whom to share and/or promote your product. Evaluate the success of your product design. Reflect on your work and thinking throughout the creating and making process, elaborating what worked well, what you might try differently next time, and what new skills you have learning that can be applied in other contexts.

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INNOVATION & ENTREPRENEURSHIP CAPSTONE

The main focus of the Entrepreneurial Capstone is to create and experience the start of a new business initiative and/or explore a desired career path. You will conceptualize a product and/or service which is original to you and may incorporate active job shadowing/internship.

This Capstone is ideal for students who are enthusiastic about following a personal passion, self-motivated and want to experience working independently. It is also for students who want to meet new people and network with other entrepreneurs and professionals as well as **help people** use products and services to improve people's lives. Or create and build their own personal brand by **becoming an expert** and learning the ropes of an industry through first-hand experience.

Process

Conceptualize

- Identify areas of interest, personal passions and enjoyment, and brainstorm types of business ideas that connect to personal interest
- Take creative risks in generating ideas and add to others' ideas in ways that enhance them, maintaining an open mind about potentially viable ideas
- Recognize community needs by seeing yourself as the potential customer; consider the what, why, who and how
- Determine whether business will include a service or product

Analyze

- Gather and evaluate information through market research (i.e. conducting user surveys, test marketing, risk management/liability, etc.) to determine the needs of the potential customer
- Identify the potential costs (materials, resources, venues, equipment, labour, insurance, etc.)

Design

- Create a plan that includes business elements such as timelines, costs and pricing, promotion, and distribution
- Share progress throughout this process to enable ongoing feedback

Apply

- Elaborate how to implement the business plan and apply if feasible
- Critically reflect on the entrepreneurial processes, and identify challenges and define new goals for future business ventures

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SERVICE LEARNING CAPSTONE

The Service Capstone is for students who want to contribute to the community, learn leadership skills and, motivate others to make a difference in their school and/or their community.

Through experiential learning students will contribute to the community, demonstrate a desire to make the community a better place, recognize the different roles of a team to work towards a common goal, demonstrate a willingness and an enthusiasm to actively participate in service.

Process

Understand and interpret context

- Identify community and work with them to generate ideas and identify an issue/need.
- Observe closely and describe ethical, social, cultural, and/or environmental context (what do you see?)
- Wonder and ask questions, determine gaps, and clarify priorities to inform the plan.

Plan and apply

- Identify intended impact, and possible unintentional negative consequences, and consider different viewpoints and perspectives.
- Build on prior knowledge, consider social and cultural implications and limiting factors, generate possibilities and alternatives.
- Formulate plans a solution/change; determine a process (approach with strategies), resources required, and how to organize the information; identify intended valued outcomes (impact.)
- Consult with community and refine the plan.
- Reflect on and monitor the plan and processes.

Implement

- Action the plan using strategies, intended processes, and resources to affect change.
- Monitor, and maintain an open mind and flexibility to be responsive and adjust the plan as needed.

Analyze and evaluate

- Communicate with and seek feedback from participating community members.
- Critically evaluate the impact of the service (Did we meet the intended outcome? How were the community members affected?)
- Explain how the process contributed to the individual, family, community, and/or environment.
- Recognize community needs for sustainability to recommend further support required/follow-up procedures.

Develop

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Present

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CREATE & EXPRESS CAPSTONE

This Capstone option provides students with a creative mode to convey their learning, interests, passions and talents. Messages, feelings, and emotions can be expressed through original actions, words, images, music, and talents, etc. Creation and expression can take many forms and includes students sharing their creative work to an appropriate audience.

Process

Inspiration and ideation

- Reflect on personal experiences and skills to brainstorm potential ideas.
- Take creative risks in generating ideas and add to others' ideas in ways that enhance them.
- Identify driving question and develop vision to connect to a theme.

Design

- Identify and research relevant elements, contexts, and/or criteria for the project.
- Draft preliminary plans (i.e. storyboard, outline, sketch, etc.), considering intended audience and various modes or platforms for presentation/presenting product.
- Identify appropriate tools, technologies, materials, and processes and establish time-frame for production.
- Maintain an open mind about potentially viable ideas and flexibility to respond to changes as needed.

Create

- Create and refine product/work/performance.
- Receive and apply constructive feedback to further refine and revise.
- Use self-reflection and awareness to refine according to intended theme.

Coordinate and present

- Arrange showcase/performance (i.e. space, materials, equipment, promotional materials.)
- Present to/perform for an audience and seek feedback related to the theme

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PERSONAL STORY CAPSTONE

This Personal Story Capstone is an opportunity to reflect on and share a meaningful life-changing event/experience (i.e. mental health, recovery, immigration, etc.). This autobiographical process is narrated from the student author's perspective and includes four stages: identify purpose and intent, plan and design, create and review, and present their personal story.

Process

Identify purpose and intent

- Contemplate a memorable event and/or significant learning experience that challenged you and shaped who you are today. Consider:
 - Why and how did it change who you are and/or your outlook?
 - With whom would you like to share your story and why?
 - What is the motivation/inspiration for sharing your story and what overall message do you want to communicate to your audience?

Plan and Design

- Determine how your story can be organized in a way that is most meaningful to you and the message you are hoping to convey.
- Create a storyboard that maps out alternate versions of your vision, combining the ideas and resources you have gathered.
- Organize story events and photos and/or images according to the major stages/sections/progression/transformation you want to illustrate. Consider ways to connect the progression/transformation/stages/sections. For example:
 - How might you use visual/oral/written expression and/or voiceover and/or text to tell your story?
 - What will the design/layout look like?
 - Will you include other effects, such as music?
 - How might you use digital tools to tell your story?
- Ensure the story is engaging for your intended audience, and focused, organized, and concise.

Creating and Reviewing

- Consider which individuals you will approach to review your personal story. The individuals should be from multiple areas in your life.
- Keeping an open mind, incorporate feedback and suggestions as needed and relevant.

Develop

- Develop your presentation – HOW are you going to show this learning?

Presenting

- Present your final Capstone to an audience.