

Research Assignment (A004427)

Due to Covid 19, the education and assessment methods may vary from the information displayed in the schedules and course details. Any changes will be communicated on Ufora.

Course size *(nominal values; actual values may depend on programme)*

Credits 10.0 **Study time 300 h** **Contact hrs** 40.0h

Course offerings and teaching methods in academic year 2021-2022

A (Year)	Dutch	Gent		
			research project	2.5h
			seminar	7.5h
			seminar: practical PC room	5.0h
			classes	
			lecture	25.0h

Lecturers in academic year 2021-2022

de Pooter, Gabriëlle	LW21	staff member
Huygens, Eline	LW21	staff member
Looman, Nika	LW21	staff member
Van Hellemont, Corine	LW21	staff member
De Graeve, Katrien	LW21	lecturer-in-charge

Offered in the following programmes in 2021-2022

	crdts	offering
Linking Course Master of Arts in Gender and Diversity	10	A

Teaching languages

Dutch

Keywords

literature review, problem statement, methodology, methods, research ethics, gender studies, diversity

Position of the course

The research assignment is the piece of work in which students of the linking programme Gender and Diversity demonstrate that they can be considered as fully-fledged university bachelors who are capable to start the Master's in Gender and Diversity.

The students write a research proposal in the field of gender and diversity, in which they demonstrate that they are able to integrate and further develop the knowledge and skills they have acquired in the various courses of the linking programme. The proposal includes a thorough literature study, the formulation of a critical problem statement, research question and objectives in the field of gender and/or diversity, an appropriate methodology and a realistic time plan. The goal is the design of a research proposal that could be used for the Master's thesis. The writing of literature study and research proposal is done on an individual basis.

The students demonstrate that they are capable of:

- identifying a scientific problem (a gap in the research);
- describing in a scientific manner the relevant debates in the international academic literature;
- formulating a scientific question within the research field of gender and diversity studies;
- processing and applying theoretical concepts and notions to a concrete research question;
- choosing and theoretically substantiating a suitable data collection method and method of analysis;
- Developing a concrete research plan;
- Reflecting on the ethical consequences of the research;
- Drawing up a realistic time plan.

Contents

The course consists of three phases:

The first phase is an orientation phase in which the students look for a scientific problem they can investigate and a scientific question.

The second phase is a reading phase that results in a literature study.

The third phase is the further elaboration of the problem and question, and the design of the methodology of the proposed research.

The paper is individual and written in Dutch. See the electronic learning platform Ufora for additional information and guidelines.

Initial competences

Have acquired sufficient critical reflection skills in the previous years of study.

Have acquired sufficient knowledge of English to be able to read and understand English-language professional literature.

Final competences

- 1 To search and critically analyse the relevant academic literature on a particular gender and diversity issue.
- 2 To think in a multidisciplinary way about a particular gender and diversity issue.
- 3 Identify and formulate a gap in the research in gender and diversity studies.
- 4 To formulate a research question that examines the way in which social inequalities are (re) produced in a given context.
- 5 To critically argue why the research proposed is needed in the light of the ongoing academic debates on a particular gender and diversity issue.
- 6 To select a suitable research design for the proposed research question, substantiate it theoretically and concretise it in a research proposal.
- 7 To assess the ethical implications of the proposed research and describe how negative impact can be minimised.

Conditions for credit contract

Access to this course unit via a credit contract is unrestricted: the student takes into consideration the conditions mentioned in 'Starting Competences'

Conditions for exam contract

Access to this course unit via an exam contract is unrestricted

Teaching methods

Seminar, Lecture, Research project, Seminar: practical pc room classes

Extra information on the teaching methods

The following didactic methods are used:

- Lecture: Collective learning situation in which the lecturer transmits knowledge to a group of students. The students' activity consists mainly of listening and taking notes, although questions to students or short assignments may be included.
- Research project: Whole of individualised guidance sessions and independent learning situations in which students work on a research design. It is a learning process that is actively guided by the lecturer during (1) supervised discussions (individual and/or in group) and (2) written feedback, in which both the product and the learning process are discussed.
- Practicals: Collective interactive learning situation where students, under the guidance of academic staff, learn skills or techniques, practice, apply knowledge or discuss a problem or case. Discussion, exercises, brief assignments, etc. are used in such sessions.
- Practicals: PC exercises: Guided exercises in which students work on the PC.

Learning materials and price

Powerpoints of the lectures and tutorials. Readers and electronic manuals. See electronic learning platform UFORA.

This course makes use of texts in Dutch and English.

Estimated cost: 0 €.

References

See electronic learning platform Ufora

Course content-related study coaching

In addition to group session, feedback mainly consists of individualised feedback sessions and online feedback via the electronic learning platform Ufora.

Assessment moments

continuous assessment

Examination methods in case of periodic assessment during the first examination period

Examination methods in case of periodic assessment during the second examination period

Examination methods in case of permanent assessment

Report, Portfolio, Peer assessment, Assignment

Possibilities of retake in case of permanent assessment

examination during the second examination period is possible

Extra information on the examination methods

- Portfolio refers to feedback in the course of the academic year
- Peer-evaluation refers to assessing and giving feedback on parts of other students' research assignment (via standardised assessment forms).
- Paper refers to the final version of the assignment.
- Report refers to a short reflection report (on own learning process)

Calculation of the examination mark

For the final evaluation, the following counts:

1. Part 1 (40% of the grades)
2. Part 2 (50% of the grades)
3. Portfolio (mid term evaluations) + peer evaluations (10% of the grades)

Students must obtain at least 50% on both parts 1 and 2. See assessment criteria on the electronic learning platform Ufora.

Second chance: part 1 and part 2 can be resubmitted for the second chance exams if less than 50% of the grades were obtained for that part.

Facilities for Working Students

Students can be exempted from attendance, in consultation with the lecturer. However, classes are not being livestreamed or recorded. In case of exemption, the student is expected to process the study material independently by means of the powerpoints of the classes and other study material.

When students, due to their work, cannot be present at the moments reserved for individual or group feedback, one feedback moment can be organised at another moment (only during the working week and depending on the availability of the lecturer involved).