

## Research Assignment (A004427)

<b>Course size</b>	<i>(nominal values; actual values may depend on programme)</i>		
<b>Credits</b> 10.0	<b>Study time</b> 300 h	<b>Contact hrs</b>	40.0 h

### Course offerings and teaching methods in academic year 2023-2024

A (year)	Dutch	Gent	seminar lecture
----------	-------	------	--------------------

### Lecturers in academic year 2023-2024

Van Hellemont, Corine	LW21	staff member
De Graeve, Katrien	LW21	lecturer-in-charge
Plancke, Carine	LW21	co-lecturer
Van Raemdonck, An	LW21	co-lecturer

### Offered in the following programmes in 2023-2024

	<b>crdts</b>	<b>offering</b>
<a href="#">Linking Course Master of Arts in Gender and Diversity</a>	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, and an appropriate methodology. 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;

### 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 problem statement.

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; or in English (the latter in consultation with the lecturers and only if the student has advanced academic writing skills in English). 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**

Lecture, seminar, seminar: practical PC room classes, research project

### **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.

## **Evaluation methods**

continuous assessment

## **Examination methods in case of periodic evaluation during the first examination period**

## **Examination methods in case of periodic evaluation during the second examination period**

## **Examination methods in case of permanent evaluation**

Portfolio, assignment, peer assessment

## **Possibilities of retake in case of permanent evaluation**

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.

## **Calculation of the examination mark**

For the final evaluation, the following counts:

1. Paper (65% of the grades)
2. Portfolio (mid term evaluations) + peer evaluations (35% of the grades)

**Second chance:** paper can be resubmitted for the second chance exams

## **Facilities for Working Students**

Students can be exempted from attendance, in consultation with the lecturer. Some but not all lessons can be livestreamed or recorded (and recording is not guaranteed). 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).