

## Research Assignment (A004427)

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

**Credits** 10.0

**Study time** 300 h

### Course offerings and teaching methods in academic year 2025-2026

A (Year)

Dutch

Gent

lecture

seminar

### Lecturers in academic year 2025-2026

Bosteels, Sigrid

LW58

staff member

Dhondt, Carmen

LW21

staff member

Vitackova, Martina

LW21

staff member

Plancke, Carine

LW21

lecturer-in-charge

Van Raemdonck, An

LW21

co-lecturer

### Offered in the following programmes in 2025-2026

[Linking Course Master of Arts in Gender and Diversity](#)

**crdts**

10

**offering**

A

### Teaching languages

Dutch

### Keywords

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

### Position of the course

In Research Assignment students of the linking programme Gender and Diversity demonstrate that they can qualify as a full academic bachelor capable to start the Master's in Gender and Diversity.

The course aims to develop research skills in the field of gender and diversity in which students can integrate and develop the knowledge and skills acquired in the various course units of the linking programme.

### Contents

The course deals with epistemologies, methodologies, research methods and research ethics in gender and diversity research. Students will be guided to:

- critically reflect on the debates in the relevant international specialised literature regarding a particular gender and diversity issue, and define a problem statement (a research gap);
- formulate a research question within the field of gender and diversity research;
- select suitable methods of data collection and analysis and justify them theoretically;
- reflect on the ethical implications of research;
- use generative AI in a responsible way in the different phases of the research design

The thesis is individual and is written in Dutch or in English (the latter in consultation with the lecturers and assuming advanced academic writing skills in English). You can find more information and guidelines on the electronic learning platform Ufora.

### Initial competences

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 Identify and formulate a gap in the research: To critically argue why the research proposed is needed in the light of the ongoing academic debates on a particular gender and diversity issue.
- 3 To formulate a research question that examines the way in which social inequalities are (re)produced in a given context.
- 4 To select a suitable research design for a research question, substantiate it theoretically and concretise it in a research proposal.
- 5 To assess the ethical implications of research and describe how negative impact can be minimised.
- 6 Responsible use of generative AI tools in all steps necessary to develop the research design.

## 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, Independent work, Peer teaching

## Extra information on the teaching methods

The following teaching methods are used:

- Seminar: Collective interactive learning situation in which students learn skills or techniques, practise, apply knowledge or discuss and develop a problem under the guidance of the lecturers. Such sessions use learning and teaching conversations, discussions, exercises, short assignments, etc.
- Lecture: Collective learning situation in which the lecturer imparts knowledge. Student activity consists mainly of listening and note-taking, asking or answering questions or making short assignments.
- Independent work:
  - Flipped classroom concept where students individually undertake a series of activities to acquire or process knowledge and/or skills. This independent work is deepened in seminars and feedback sessions.
  - Written assignments on which feedback is given in writing or orally (individually or in groups), with attention paid to the product and the learning process
- Peer teaching: sessions in which students support each other in the learning process and teach each other specific learning content.

## Study material

Type: Handbook

Name: Gender en diversiteit. Een gids voor onderzoekers

Indicative price: € 26

Optional: no

Language : Dutch

Author : Katrien De Graeve

ISBN : 978-9-40149-577-6

Number of Pages : 154

Online Available : No

Available in the Library : Yes

Usability and Lifetime within the Study Programme : intensive

Usability and Lifetime after the Study Programme : occasionally

## References

See electronic learning platform Ufora

## Course content-related study coaching

Oral and written (via Ufora) feedback moments individually and in groups, at set times.

## 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**

Assignment

**Possibilities of retake in case of permanent assessment**

examination during the second examination period is possible

**Extra information on the examination methods**

Assessment is based on the written assignment.

**Calculation of the examination mark**

100% assignment

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

**Facilities for Working Students**

Class attendance is recommended to successfully complete the course

Lectures will not be recorded but a text book and sufficient online learning material will be provided

Possibility to receive feedback at another time: by appointment and as far as possible