

## 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 2026-2027**

A (Year)	Dutch	Gent	seminar lecture
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**Lecturers in academic year 2026-2027**

Bosteels, Sigrid	LW58	staff member
Dhondt, Carmen	LW21	staff member
Goddeeris, Anne	LW21	staff member
Vitackova, Martina	LW21	staff member
Van Raemdonck, An	LW21	lecturer-in-charge

**Offered in the following programmes in 2026-2027**

Linking Course Master of Arts in Gender and Diversity	crdts	offering
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10 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 Select and analyse relevant academic literature concerning a chosen gender and diversity issue.
- 2 Identify gaps in the literature concerning a chosen gender and diversity issue.
- 3 Formulate a relevant research question that probes how social inequalities are (re)produced in a given context.
- 4 Argue the relevance of a research question in the light of ongoing academic debates in the study of gender and diversity.
- 5 To theorise and concretise an appropriate methodology for a question that probes how social inequalities are (re)produced in a given context.
- 6 Formulate ethical precautions that minimise the potentially negative impact of the proposed research.
- 7 Present the research design in a concise and clear manner to a group of fellow students and lecturers.
- 8 When applicable, use generative AI tools responsibly at all stages of developing a 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, creative writing, collage, 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
  - Learning paths on Ufora
- 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**

end-of-term and continuous assessment

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

Presentation

#### **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**

Written assignment: 75% of final mark

Presentation: 25% of final mark

#### **Calculation of the examination mark**

Combination of non-period-based evaluation (written assignment i.e. 75% of the final mark) and period-based evaluation (presentation, i.e. 25% of the final mark).

The presentations take place in the first examination period.

The paper can be (re)submitted in the second exam period.

The score of the presentation is transferred to the second exam period, regardless of whether the score is a pass or fail.

#### **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.