

## 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 2023-2024

A (Year)	Dutch	Gent	seminar lecture
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### 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

<a href="#">Linking Course Master of Arts in Gender and Diversity</a>	<b>crdts</b> 10	<b>offering</b> A
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### 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**

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.
  - Developing a research proposal. This learning process is actively guided. To this end, students submit intermediate drafts during the academic year, which are discussed in feedback sessions, in particular (1) in consultation meetings with lecturers (individual and/or group) and (2) in intermediate written feedback sessions in which both the product and the learning process are discussed.
- Peer teaching: sessions in which students support each other in the learning process and teach each other specific learning content.

### **Learning materials and price**

Text book: De Graeve, Katrien (2023) *Gender en Diversiteit. Een gids voor onderzoekers*. Gent: Academia Press.

Powerpoints, knowledge clips and other course materials see electronic learning platform UFORA.

This course makes use of texts in Dutch and English.

Estimated cost: 25 €.

### **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**

Assignment

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

examination during the second examination period is possible

**Extra information on the examination methods**

Assignment consists of intermediary assignments and final paper

**Calculation of the examination mark**

100% assignment

**Second chance:** paper 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