

## Master's Dissertation (A005412)

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

**Credits** 24.0

**Study time** 720 h

**Course offerings in academic year 2024-2025**

A (Year)

Dutch

Gent

**Lecturers in academic year 2024-2025**

Driesen, Pauline

LW17

staff member

Rombaut, Eef

LW17

staff member

Késenne, Sarah

LW17

lecturer-in-charge

**Offered in the following programmes in 2024-2025**

[Master of Science in Teaching in Arts and Humanities \(main subject Art History, Musicology and Theatre Studies\)](#)

**crdts**

24

**offering**

A

**Teaching languages**

Dutch

**Keywords**

scientific research; paper

**Position of the course**

The master's thesis is intended to further develop the competences related to independent and critical scientific research. The course unit also contributes to the realisation of the basic competences for teachers and the training competences of the UGent Educational Master's programme, as included in the competence matrix (see [www.ugent.be/educatievemaster](http://www.ugent.be/educatievemaster)).

**Contents**

In this course unit, students work on a comprehensive research thesis, on the basis of which they demonstrate their ability to conduct independent and high-quality scientific research, including an educational problem statement in the field of art sciences. The theme of the research thesis is determined by the students in consultation with staff members with relevant research expertise. The thesis is a further deepening of the domain-oriented competences acquired in the bachelor's thesis, and can also tie in with this in terms of content.

The educational problem definition may originate in the domain component, the educational field and/or in a specific subject didactics. On the one hand, integration can be realised through the embedding of domain-specific scientific research in the teacher education component, with the student making an educational translation of the accumulated knowledge and/or research results in the domain component. On the other hand, the student may also choose to acquire domain expertise starting from an education-relevant problem definition, with the teacher education component forming the starting point of the (subject-specific didactic) research.

**Initial competences**

Successfully passed the Bachelor in Art History and the Bachelor's thesis.

**Final competences**

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8

**Conditions for credit contract**

This course unit cannot be taken via a credit contract

**Conditions for exam contract**

This course unit cannot be taken via an exam contract

**Teaching methods**

Master's dissertation

**Extra information on the teaching methods**

At the beginning of the academic year, students make a presentation of their research proposal and status of their research, and receive feedback from their supervisor(s) and possibly from fellow students. Throughout the year, feedback sessions are organised on a regular basis, individually or in groups. Collective feedback sessions usually take the form of seminars or peer-teachings, in which students discuss each other's presentations and work under supervision. In individual supervision, students report developments in their research work on a regular basis to the supervisor(s), who supervise(s) its smooth progress and make adjustments if necessary. The final form of the master's thesis is a written piece of work (the master thesis), with which the students demonstrate their independent and high-quality competencies in the field of research and the translation to the educational context in which the educational problem is situated.

*This course assumes the responsible use of generative artificial intelligence (GAI). During the lessons, what this means will be explained.*

**Study material**

Type: Other

Name: literature

Indicative price: Free or paid by faculty

Optional: no

**References****Course content-related study coaching**

Supervision, individual or group, by the supervisor, possibly in collaboration with a co-supervisor, assistant or researcher.

**Assessment moments**

end-of-term and continuous assessment

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

Oral assessment

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

Oral assessment

**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**

The students are evaluated based on the submitted dissertation and their oral defence thereof.

The defense takes place after submitting the dissertation.

If the student has not passed the written part, the student will be given the opportunity to waive the oral defense (after advice from the supervisor).

**Calculation of the examination mark**

Thesis: 80%

Oral presentation and defence: 20%

When the student obtains less than 10/20 for the written component, they can no longer pass the course unit as a whole.

If the total score does turn out to be a mark of ten or more out of twenty, this is reduced to the highest fail mark (9/20).

If the student obtained less than 10/20 for the written component, the student will be informed of this before the oral defense and he/she/they may choose not to participate in the oral defense.

**Facilities for Working Students**

Possible exemption from attendance with an alternative assignment after consultation with the lecturer-in-charge