

## Master's Dissertation (A005440)

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

**Credits** 29.0

**Study time** 870 h

### Course offerings in academic year 2026-2027

A (Year)

Dutch

Gent

### Lecturers in academic year 2026-2027

Clerbaut, Tim	LW02	staff member
De Mulder, Jelle	LW02	staff member
Dralans, Sophie	LW02	staff member
Lauwers, Bart	LW02	staff member
Sergant, Joris	LW02	staff member
Vanhoutte, Sofie	LW02	staff member
Wylin, Glauke	LW02	staff member
Vandendriessche, Hans	LW02	lecturer-in-charge
Boschloos, Vanessa	LW02	co-lecturer
Bretschneider, Joachim	LW02	co-lecturer
De Clercq, Wim	LW02	co-lecturer
Deforce, Koen	LW02	co-lecturer
De Grootte, Isabelle	LW02	co-lecturer
Dekoninck, Michiel	LW02	co-lecturer
De Mulder, Guy	LW02	co-lecturer
De Smedt, Philippe	LW02	co-lecturer
Devolder, Maud	LW02	co-lecturer
Docter, Roald	LW02	co-lecturer
Maréchal, Sadi	LW02	co-lecturer
Taelman, Devi	LW02	co-lecturer
Vandenabeele, Peter	LW02	co-lecturer

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

[Master of Science in Teaching in Arts and Humanities \(main subject Archaeology\)](#)

**crdts**

29

**offering**

A

### Teaching languages

Dutch

### Keywords

Scientific research in archaeology; (scientific) communication

### Position of the course

This advanced course is the concluding general course unit of the educational master's programme in archaeology. It builds on the competences acquired in the Bachelor's course in archaeology. The course unit contributes to the realisation of the basic competencies for teachers and the educational competencies of the educational master's programme at UGent, as included in the competency matrix, to be consulted on [www.ugent.be/educatievemaster](http://www.ugent.be/educatievemaster). The formulated educational competences should be realised on the basis of specialised and integrated learning results in an unknown and uncertain situation without clearly defined preconditions and with an explicit final responsibility.

### Contents

In this course unit, students work on an extensive research paper, on the basis of which they demonstrate their ability to carry out independent scientific research: formulating a problem definition based on recent literature, collecting and interpreting archaeological source material and communicating the research results. The theme of this research paper can be situated within the archaeology of one of the studied areas or periods, or with methodological aspects of archaeology, geoarchaeology and natural sciences in archaeology, and is determined by the student after consultation with the staff members who are responsible for the field of expertise concerned. In the course of the semester, the student reports on a regular basis about the developments of the research work to the supervisor(s), who supervise the proper progress and make adjustments where necessary. This paper is a further elaboration of the acquired competences in the bachelor's paper and can be linked to them in terms of content. The official language of this course is Dutch, but some activities may be conducted in English, French or another language (depending on the subject). The thesis and oral defence may be conducted in English, French or another language, following a justified request and approval from the examination committee.

### **Initial competences**

Have acquired all the final competences of the subject 'Academic Skills III' (Bachelor's thesis).

At least passive knowledge of English, French and German in order to be able to consult professional literature.

### **Final competences**

- 1 Deepening the complexity of a specific area in one's own archaeological research and practice.
- 2 Using advanced understanding of the archaeological conceptual framework to analyse and evaluate new and complex ideas.
- 3 Critically analyse new and complex archaeological ideas from historical frameworks, social visions and geographical realities.
- 4 Independently apply methods and techniques and collect, document, analyse and process scientific archaeological remains.
- 5 Have the attitude to use the best research methods in professional archaeological activities or study.
- 6 Original and well-founded critical use of international archaeological scientific literature.
- 7 Writing a coherent and relevant strategy for archaeological research and implementing it independently.
- 8 Independently select and carry out appropriate analysis techniques and critically interpret the results in archaeological research.
- 9 Independently identify dynamics, processes or recurrences in complex historical and archaeological situations.
- 10 Have an attitude of integrity that demonstrates scientific (archaeological) curiosity, critical reflection and a spirit of lifelong learning.
- 11 Writing down your own archaeological research in a high-quality report.
- 12 Present and justify own archaeological research to experts, peers and non-experts.
- 13 Communicating, cooperating and acting in an appropriate, inspiring, advisory or authoritative manner.

### **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**

Guided self-study: personal preparation for the integration seminars  
Integration seminars: 3 sessions, spread over the year, in which students critically discuss their progress among themselves and under the guidance of one or more lecturers.  
Master's thesis: individual supervision by supervisor(s); preparation of the defence.

**This course unit assumes responsible use of generative artificial intelligence (GAI). Unpublished data should never be entered into GAI tools. The applicable guidelines from Academic Skills are respected throughout the course.**

#### **Study material**

None

#### **References**

Depending on the chosen subject.

#### **Course content-related study coaching**

Interactive support through UFORA (forums), e-mail, TEAMS or ZOOM, in person: by electronic appointment, seminars research methodology. Students are expected to contact their supervisor(s) regularly to discuss the progress of their project.

#### **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**

Participation, Assignment

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

examination during the second examination period is possible in modified form

#### **Extra information on the examination methods**

Assessment criteria and procedures are stipulated in the infobrochure Master's Thesis which is made available through UFORA. The student is assessed on the basis of the submitted thesis and his/her oral presentation and defence. The latter takes place after the submission of the thesis. Evaluation by supervisor and at least one reading commissioner. Oral (defence): 15 minutes presentation and 20 minutes questioning. The supervisor is available to the students for feedback on the final score.

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

Assessment of the thesis: 60%, whereby the assessment of the supervisor(s) on the one hand and the reading committee(s) on the other hand carry equal weight. Oral presentation and defence: 30%, whereby the presentation and defence have equal weight. During the oral presentation, the students make use of digital visual material (e.g. PowerPoint), which will also be assessed.

Permanent evaluation: 10 % During at least three feedback moments with the supervisor and/or co-supervisor, not only the progress of the dissertation will be discussed, but also critical questions will be asked concerning the information already gathered and the processing of the data as well as the results already achieved and those yet to be achieved.

Students who are legitimately absent during the research methodology seminars have to make up for it via an alternative assignment. Unjustified absence from the research methodology seminars results in a final grade of 0/20 and exclusion from the oral presentation and defence of the master's thesis.

#### **Facilities for Working Students**

Possibility of exemption from attendance with replacement assignment in consultation with the lecturer.

No possibility to take the exam at another time.

Possibility of feedback after appointment.