

Master's Dissertation II (A704071)

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

Credits 19.0 **Study time 570 h**

Course offerings in academic year 2026-2027

A (Year) Dutch Gent

Lecturers in academic year 2026-2027

Eyckmans, June LW22 lecturer-in-charge

Offered in the following programmes in 2026-2027

	crdts	offering
Master of Science in Teaching in Languages(main subject Applied Language Studies)	19	A

Teaching languages

Dutch

Keywords

Position of the course

The master's thesis is a piece of work in which the student, under the guidance of a supervisor (and possibly a co-supervisor or advisor), demonstrates analytical and synthetic abilities as well as independent problem-solving skills at an academic level. The work reflects the student's generally critical-reflective mindset and research-oriented attitude.

In the educational master's program, the following learning outcomes are established concerning the master's thesis:

- The Educational Master's graduate is able to independently access the available (inter)national scientific research in the field of teaching in general and their discipline in particular and apply insights in their own classroom and school context.
- The Educational Master's graduate is able to complete an entire research cycle on an education-relevant topic and report on it according to scientific criteria.

Contents

The master's thesis represents new, original, and independent work. Therefore, the content of the master's thesis cannot be found in previously published or unpublished work prior to the start of the study. If the student draws on their own previous work (e.g., an earlier master's thesis or assignments from previous courses), it must be cited as a reference.

The study reports on research conducted by the student themselves. The topic must demonstrate that the student has acquired the final competencies of the program. In the educational master's program in applied linguistics, the master's thesis focuses on integrating the domain competencies of multilingual communication, translation, or interpreting, with competencies related to teaching. This integration can be realized in two ways:

- a. Domain-specific scientific research in multilingual communication, translation, or interpreting with an educational translation.
- b. An education-relevant problem statement, where the teaching component forms the starting point of the (subject didactic) research in multilingual communication, translation, or interpreting.

Initial competences

Final competences

- 1 The language of the dissertation reflects a C2 level for comprehension (listening and reading) and writing skills [MC 1.1; assessed].
- 2 The student is able to autonomously write a scientific paper in one of the chosen foreign languages (or in Dutch if the research subject concerns the Dutch language) on an educational topic, with the help of a supervisor [MC 2.1., assessed].
- 3 The student demonstrates a critical understanding of international specialist literature about the chosen topic, with an eye for new trends and innovative methodologies. [MC 2.2., assessed]
- 4 The student shows problem-solving skills and a critical mind in applying theoretical models and methods of analysis with reference to the chosen research topic [MC 2.3., assessed]
- 5 The student is able to report on the research, both orally and in writing, in a coherent and clear manner [MC 2.4./MC3.2, assessed].
- 6 The student is able to underpin views in a scientifically justified manner and with the necessary dose of critical self-reflection [MC 3.2./MC 3.3., assessed].
- 7 The student is able to motivate the use of generative AI (if any) in the text and during the oral defense [MC3.4., assessed].

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

Study material

Type: Slides

Name: Tutorials Master's Dissertation
 Indicative price: Free or paid by faculty
 Optional: no
 Language : Dutch
 Available on Ufora : Yes

References

Course content-related study coaching

The students enrol in a mentoring programme consisting of a tutorial "Introduction to the Master's dissertation" and a series of tutorials that will be administered by the course titular and by members of the department's research groups. In consultation with the student, the supervisor will decide which of these tutorials are useful and therefore compulsory. The tutorial "Introduction to the Master's dissertation" is always compulsory. Apart from the tutorials, students are coached individually or in small groups by a supervisor.

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

Professional practice, Oral assessment, 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

Professional practice, written assignment and oral defense
 Professional practice: It is a shared responsibility of the student, the supervisor and/or the adviser to hold at least three meetings during the dissertation process. Participation in these meetings is required to submit the written dissertation.

Written assignment: in the written assignment, the student reports in approximately 15,000 words on the research conducted.

Oral assessment: the student is invited to an oral defense of the written assignment with the thesis supervisor and the second reader. A member of the faculty serves as chairperson. The student gives a brief (5-minute) introduction in Dutch about the written assignment (topic, method, results). Afterwards, the supervisor and second reader ask critical questions about the content and the development of the thesis. Special attention is given to the critical narrative regarding the use of AI in parts of the written assignment. The student is expected to respond to questions, justify the choices made, and either refute or accept any criticism. The oral assessment lasts approximately 45 minutes.

The written assignment, the professional practice and the oral assessment are assessed by the thesis supervisor and a second reader. Both provide a grade that each counts for 50% of the final grade. The focus of this evaluation is on the original, independent research work conducted by the student.

The supervisor and second reader provide a written report in which they motivate their scores. In their assessment report they touch on:

- clarity of the research question(s);
- delineation of the research field;
- pertinence and efficiency of the methodology;
- critical assessment of the sources;
- clear and logical structure;
- clear and concise wording;
- correct and idiomatic language use;
- student's critical assessment of own research and texts;
- motivation of use of generative AI tools (if any)
- student's effort;
- regularity with which the student worked;
- extent to which the students followed the advice given.
- professional practice
- oral defense of the written assignment
- participation in tutorials

Calculation of the examination mark

The final mark is determined once the three compulsory assessment components (process/professional practice, written assignment, oral assessment) are completed. It is not simply the sum of these components but reflects the extent to which the student has achieved the intended learning outcomes. In this regard, the oral assessment is essential for determining whether the student can justify the content and genesis of the Master's dissertation and whether the dissertation meets the criteria for academic integrity.

Students who fail to fulfil any one of these three requirements cannot pass the Master's dissertation. See the faculty Master's dissertation regulations for all modalities.