

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 2024-2025

A (Year) Dutch Gent

Lecturers in academic year 2024-2025

Eyckmans, June LW22 lecturer-in-charge

Offered in the following programmes in 2024-2025

	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 Therefore, the content of the master's thesis cannot be found in previously published or unpublished work prior to the start of the study.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, he 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

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

Oral assessment, Assignment

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

Examination methods in case of permanent assessment

Possibilities of retake in case of permanent assessment

not applicable

Extra information on the examination methods

Dissertation and oral defense

The MA dissertation is assessed by the supervisor and a second reader. They grade the dissertation based on how the student has carried out the research work, and how this is reflected in the dissertation.

The supervisor gives a score that determines 40% of the final score. The supervisor evaluates content, methodology, text structure and process on the basis of the written text, the oral defense and the interaction between supervisor and student. The focus of the assessment is on the student's authorship of the research project.

The second reader gives a score that determines 40% of the final score. The second reader evaluates content, methodology and text structure on the basis of the written text and the oral defense.

During the exam period, the students are invited to defend their dissertation in the presence of their supervisor and the second reader. A member of the teaching staff presides the interview

and acts as moderator. More people may attend the interview (teachers, assistants and others), but may not become involved in the interview. The students briefly introduce (5 minutes) the subject, methodology, results and conclusions of their research. Then, the supervisor and the second reader ask questions regarding the content, methodology and interpretation of results to which the student has to respond. The interview is approximately 45 minutes long. Afterwards, supervisor and second reader assess the student's ability to respond to expert question, to organize their thoughts and develop arguments. This score determines 20% of the final score. T

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.
- participation in tutorials

Second session: same

Calculation of the examination mark