

## Practice Oriented Educational Research Project in Languages (H002598)

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

**Credits 6.0** **Study time 180 h**

### Course offerings in academic year 2026-2027

J (Year)	Dutch	Gent
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### Lecturers in academic year 2026-2027

Roels, Linde	LW06	staff member
Montero Perez, Maribel	LW06	lecturer-in-charge

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

	crdts	offering
Master of Science in Teaching in Languages (abridged programme)(main subject African Languages and Cultures)	6	J
Master of Science in Teaching in Languages (abridged programme)(main subject Applied Language Studies)	6	J
Master of Science in Teaching in Languages (abridged programme)(main subject East European Languages and Cultures)	6	J
Master of Science in Teaching in Languages (abridged programme)(main subject Linguistics and Literature)	6	J
Master of Science in Teaching in Languages (abridged programme)(main subject Oriental Languages and Cultures)	6	J
Master of Science in Teaching in Languages (abridged programme)	6	J

### Teaching languages

Dutch

### Keywords

Scientific reporting, methodological elaboration based on a problem statement, ethical code, scientific research, practical research, inquiry-based attitude

### Position of the course

This course unit contributes to the realisation of the basic teacher competences and the programme-specific competences of the Educational Master's Programme at Ghent University, as outlined in the competence matrix. These competences are to be realised based on specialised and integrated learning outcomes in an unknown and uncertain situation, without clearly defined preconditions and with an explicit final responsibility.

### Contents

In the Master's Dissertation in Language Education, a full research cycle, including an educational problem statement, is carried out within the domain of the Educational Master in Languages and in alignment with the subject didactics followed.

The dissertation aims at integrating the domain competences and the competences related to teaching. Students are expected to explicitly demonstrate the close link between subject content and teaching practice through an inquiry-based approach. The manual (on Ufora) is an integral part of this study sheet and course unit.

### Initial competences

Students are expected to have acquired sufficient domain-specific knowledge before starting this course unit.

### Final competences

1 To interpret [and apply the ethical and deontological dimension of educational research.](#)

- 2 Apply educational research methods appropriately.
- 3 Conduct education-relevant research independently in a methodologically sound manner.
- 4 Search for and select theoretical and empirical knowledge (source material) in relation to an education-relevant research question or practical context.
- 5 Be able to systematically collect, search, interpret, integrate and present scientific information on an educational question.
- 6 Interpret implications for educational practice based on findings from the dissertation.
- 7 Use appropriate language skills when presenting the research.

#### **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, Group work, Seminar, Independent work

#### **Extra information on the teaching methods**

The student completes the cycle of practical research in groups or individually. The student receives interim feedback from the expert(s) and the teaching team.

Research intervisions are organised by the teaching team in which the student can participate. At defined times, students also receive feedback of an expert.

The student produces a scientific elaboration of the research carried out. This elaboration can take different forms (poster, presentation, website, script, vulgarising text, test set-up, ...) that are determined in consultation with the expert and the teaching team.

This course unit assumes responsible use of generative artificial intelligence (GenAI). The manual explains what is meant by this. It also includes a timeline for the research intervision sessions, interim feedback moments, and the final presentation. The timeline differs for students who are able to graduate in February and give their final presentation in January.

#### **Study material**

Type: Other

Name: learning materials on Ufora

Indicative price: Free or paid by faculty

Optional: no

Language : Dutch

#### **References**

van der Donk, C., & van Lanen, B. (2011). *Praktijkonderzoek in de school*.

Amsterdam: Coutinho.

McKinley, J. & Rose, H. (2019). *The Routledge Handbook of Research Methods in Applied Linguistics*. New York: Routledge.

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

The student is responsible for completing the full research cycle, including the associated intermediate assignments, the elaboration of a final product and its presentation. To support this research process, a learning path is offered on Ufora and the teaching team organises research intervisions. In addition, the student receives interim feedback from an expert at set intervals.

#### **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**

Oral assessment, Participation, Presentation, Peer and/or self assessment, Assignment

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

examination during the second examination period is possible in modified form

(Approved)

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

Students will present their final product at the end of the practical research. This is done through a final presentation in the form of a pitch, followed by a Q&A session in which each student will answer questions.

If an individual student (within a group) does not pass, an alternative assignment may be imposed on the recommendation of the responsible lecturer and provided that demonstrable efforts have been made. If the entire group does not pass, the non-periodic evaluation will be retained in its original form.

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

The final score consists of a process evaluation (50%) and a product evaluation (50%). The sub-scores and final score are determined on the basis of the assessment forms (see Ufora and manual).

The responsible lecturer retains final responsibility for determining the final grade where the final score is not an arithmetic average of the sub-scores, if the sum of the components does not sufficiently reflect the final competences. As a result, the final score is an individual score and may vary from one group member to another.

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

To be determined in consultation with the course coordinator.