GHENT UNIVERSITY

Course Specifications

Valid as from the academic year 2026-2027

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

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 an educational 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 project, a complete research or design cycle is carried out within the student's own subject domain and in accordance with the relevant subject didactics, based on an educational problem statement.
The dissertation project aims at integrating domain-specific competencies and competencies related to the teaching profession. Students are expected to be able to explicitly articulate the close relationship between subject content and teaching practice from an inquiry-based attitude.
The manual (available on Ufora) forms an integral part of this course description and of the course unit.

Initial competences

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

Final competences

1 To be able to design a scientifically grounded solution to an educational problem.
2 Apply educational research methods appropriately.
3 To interpret and apply the ethical and deontological dimension of educational research.
4 Conduct education-relevant research independently in a methodologically sound manner.
5 Search for, critically evaluate, and select theoretical and empirical knowledge (source material) in relation to an education-relevant research question or practical context.
6 Be able to systematically collect, search, interpret, integrate and present scientific information on an educational question.
7 To identify and report on the relevance and implications of the master's practicum project for educational practice based on the findings.
8 To apply appropriate linguistic and communication skills throughout the process and when presenting the final product.
9 To collaborate professionally and purposefully with fellow students and/or relevant stakeholders in the educational field in the development and realization of the master's practical project.

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 full cycle of practice-based research in a group, or designs a scientifically substantiated solution to an educational problem in a group.
Research intervision sessions are organized by the supervising team. The student is required to participate in research intervision 1 and 2.
In addition, mandatory supervision meetings with the students and the expert take place in group format at predetermined times, at least three times during the academic year. Together with the supervising team and the expert, the student is jointly responsible for ensuring that at least three supervision meetings are held, spread across the master's thesis process.
Individual work may only be permitted on the basis of a substantiated exception. The responsible lecturer evaluates and decides on such exceptions.
Working in group format, the student produces a scientific elaboration of the research carried out or designs a solution to an educational problem. This elaboration may take various forms (poster, presentation, website, script, popularizing text, test setup, etc.). This is determined in consultation with the expert and/or the supervising team.
This course unit is based on the responsible use of generative artificial intelligence (GenAI). The guidelines clarify what is meant by this. The guidelines also include the timeline for the research intervision sessions with the supervising team, interim supervision meetings with the expert, and the final presentation.
The timeline differs for students who can graduate in February and who give their final presentation in January.
Due to group allocation and process-based assessment, it is no longer possible to enroll in this course unit as of November 1.

Study material

Type: Software

Name: SPSS Statistics
Indicative price: Free or paid by faculty
Optional: yes

Type: Software

Name: Transkriptor
Indicative price: Free or paid by faculty
Optional: yes

Type: Software

Name: R
Indicative price: Free or paid by faculty
Optional: yes

Type: Software

Name: MaxQDA
Indicative price: Free or paid by faculty
Optional: yes

Type: Software

Name: Qualtrics
Indicative price: Free or paid by faculty
Optional: yes

Type: Other

Name: learning materials on Ufora
Indicative price: Free or paid by faculty
Optional: no
Language : Dutch

Type: Other

Name: poster
Indicative price: € 25
Optional: yes
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 supervising team organises research intervisions. In addition, the student receives interim feedback from an expert on at least three occasions during the predetermined feedback sessions.

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, 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

Extra information on the examination methods

The student, together with their group members, the supervisory team, and the expert, commits to participating in at least three supervision meetings spread throughout the master's thesis/practical project process. Participation in these meetings is a prerequisite for being allowed to submit the written assignment (the final product).
Throughout the year, students are monitored by a supervisory team and an expert. At the end of the research or design cycle, they present their final product. This takes the form of a final presentation in the format of a pitch, followed by a Q&A session in which each student answers individual questions.
This course unit assumes the responsible use of generative artificial intelligence (GenAI). If an individual student within a group does not pass, an alternative

assignment may be imposed on the advice of the course coordinator, provided that sufficient effort can be demonstrated. If the entire group does not pass, the non-period-based assessment remains unchanged in its original form.
This course unit can no longer be added to the curriculum after November 1.

Calculation of the examination mark

The final grade is determined by the responsibele lecturer after completion of the three mandatory assessment components (process, written work, and oral defense). This final grade is not a mathematical sum but is based on the extent to which the student has achieved the final competencies. The oral defense is essential in establishing that the student can justify both the content and the development of the master's thesis and that the work meets the requirements of scientific integrity. As a result, the final grade is an individual grade and may differ between group members. A student who withdraws from any of the components can no longer pass the master's dissertation project. See the faculty's master's thesis regulations for all modalities.
The final grade is determined based on the assessment forms (see Ufora and the guidelines).
Research intervision sessions 1 and 2 and the supervision meetings with the expert are mandatory components of the master's thesis trajectory. Attendance is required. In case of absence, the student must submit a valid justification.

- In the case of unjustified absence from one of the mandatory research intervision sessions or supervision meetings with the expert, the student cannot pass the master's dissertation project.
- If the student is legitimately absent from the mandatory research intervision sessions or supervision meetings with the expert, this will be taken into account in determining the final grade.

The responsible lecturer retains final responsibility for determining the final grade, which is not necessarily a numerical average of the component scores if their sum does not adequately reflect the attainment of the final competencies.

Facilities for Working Students

To be determined in consultation with the course coordinator.