

Master's Dissertation I (H002203)

Due to Covid 19, the education and evaluation methods may vary from the information displayed in the schedules and course details. Any changes will be communicated on Ufora.

Course size (nominal values; actual values may depend on programme)
Credits 4.0 Study time 120 h Contact hrs 30.0 h

Course offerings and teaching methods in academic year 2020-2021

A (year)	Dutch	Gent	master's dissertation	30.0 h

Lecturers in academic year 2020-2021

Offered in the following programmes in 2020-2021	crdts	offering
Master of Science in Teaching in Behavioural Sciences (main subject Educational Sciences)	4	A
Master of Science in Educational Sciences (main subject Clinical Special Needs Education and Disability Studies)	4	A
Master of Science in Educational Sciences (main subject Pedagogy and Educational Sciences)	4	A

Teaching languages

Dutch

Keywords

Systematic and methodical preparation of a scientific manuscript, elaboration based on a formulation of a pedagogic/education problem, ethical code, scientific research, reflective practitioner, scientific reporting, APA-guidelines.

Position of the course

This course contributes to the following competence areas:

- to act ethically in an educational setting, based on specialized and integrated learning outcomes, in an unknown and uncertain situation without clearly described conditions and with an explicit final responsibility;
- to work in a team on educational theory construction, practice and policy;
- to design, to carry out and to report on scientific research related to an educational problem definition.

The given competence areas are to be realised based on specialised and integrated learning outcomes in unknown situations without concrete conditions and with explicit final responsibility. The competence areas are situated in the context as described in 'content'.

Contents

a systematic preparation of the Master thesis II; to make and follow up an individual action plan consulting the promotor; goal: master thesis II aims at a written and systematic reflection on the planning of his research. It concerns a first phase in which the student sketches his problem definition and demonstrates his methodology and research design. The student starts up the first phases of a cycle of research and motivates his working hypothesis and research approach (e.g., a narrative study, a review of the literature, an experimental design, a design based study, a case study, an action research study, ...); instructions: the report is to be written in a technical-scientific language, in Dutch or English, but exceptions are possible after a positive advice of the education commission and the faculty. It should be in line with specific guidelines for the research discipline (e.g., APA) or a professional journal in the field of the educational sciences. Reference journals are: Learning and Instruction, Paedagogica Historica, Exceptional Children, ... ; the report consists of following elements:

- context and problem setting;
- research questions;
- theoretical and/or conceptual basis of the study;

- research design (justification of choice, procedure, in case: used instruments).

As a matter of facts this report concerns the introduction and methodology of the study. Later results and discussion and conclusion will follow. Within this context it may be directly useful for the later elaboration of Master thesis II. Master thesis II is in line with the basic assumption of the educational sciences program: developing a pedagogue as a 'reflective practitioner'.

Initial competences

Qualitative research methods and interpretation
Research methods II

Final competences

- 1 To interpret the ethical dimension of educational processes.
- 2 To apply adequately empirico-analytic, interpretational, and action-oriented research methods.
- 3 To conduct a study of a specific problem independently in a methodologically justified manner.
- 4 To apply oral and written communication techniques.
- 5 To look up and select theoretical and empirical knowledge (source material) in function of an educational presentation of a problem or action situation.
- 6 To look up, compile, interpret, integrate, and present scientific information systematically.
- 7 To evaluate scientific research methods in function of an adequate research act in the educational context in which the problem is situated.

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, self-reliant study activities

Learning materials and price

[Regulation](http://www.fsappw.ugent.be/index.php?position=9x3x0) concerning master thesis I is available on-line:
<http://www.fsappw.ugent.be/index.php?position=9x3x0>.

References

Course content-related study coaching

By appointment.
The student takes the initiative to regularly asking his promotor for an appointment
The promotor provides individual coaching.

Evaluation methods

end-of-term evaluation

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

Participation, assignment

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

Participation, assignment

Examination methods in case of permanent evaluation

Possibilities of retake in case of permanent evaluation

not applicable

Calculation of the examination mark

Students who eschew one or more parts of the evaluation can no longer pass the course. Final scores will be reduced to the highest non-deliberative quotation (7/20) in case the final score is higher.