

Teacher(s)	Bouhon Mathieu ;De Croix Severine ;
Language :	French
Place of the course	Louvain-la-Neuve
Learning outcomes	
Evaluation methods	The evaluation covers both the introductory course in educational research (LEISS 2902) and the thesis seminar. Since the objective of the seminar is to support students in developing their research projects, assessment is ongoing and focuses on student participation and regular work submitted in accordance with the seminar's schedule. Rules Governing the Use of Generative Artificial Intelligence Tools In all tasks and activities related to this course, students must comply with the <i>Lignes directrices pour une utilisation responsable des outils d'intelligence artificielle générative</i> defined by the École de langue et lettres. More specifically, any use of artificial intelligence tools in the context of evaluated written work must be limited to Level 2 (moderate use) of the <i>Grille des usages de l'intelligence artificielle générative</i>, which supplements the guidelines, and must be accompanied by a <i>Déclaration</i> using the template provided therein. In the event of non-compliance with these rules, the examination board will apply the measures set out in Section 6 of the <i>Lignes directrices</i>. More generally, students must adhere to UCLouvain's <i>Règlement général des évaluations des études et des examens (RGEE)</i>, particularly with regard to irregularities and plagiarism (Article 107 of the RGEE). Specific Assessment of Language Quality The language quality of the submitted work is subject to a specific assessment by one of the examination board members. The modalities of this assessment are defined in the document « <i>Modalités d'évaluation spécifique de la qualité de la langue des productions écrites dans les programmes de l'École de langues et lettres de l'UCLouvain</i> ». This language quality assessment may lead the examination board to lower the grade awarded or even to declare a failure.
Teaching methods	The seminar supports students throughout the various stages of their thesis completion: defining a research problem, establishing a theoretical framework, literature review methodology, data collection and analysis, etc. It combines lectures by co-instructors, group work on thesis projects, and whole-group feedback sessions. It is based on a regular and iterative writing process, both during and between sessions (with tasks to be completed between sessions and support through peer and instructor reviews).
Content	The seminar aims to support students throughout the entire research process, from defining their thesis project to its defence. More specifically, it seeks to: • enable students to understand the expectations of a master's thesis in education and the requirements of a scientific approach; • provide students with guidelines and resources on the ethical, epistemological, methodological, and practical dimensions of their research project; • offer individual support to students throughout the research process, helping them clarify and make coherent and relevant choices in line with their project; • organise thesis cohorts and examination boards. The seminar's objective is to help students advance in the design and writing of several key sections of their thesis. By the end of the seminar, students will have specifically: • formulated a research problem (including a relevant, substantial, and appropriate literature review on the research question and the selection of a reference theoretical framework); • chosen a research design and a detailed methodology (selection of a field, identification of data to be collected, types of data collection and analysis tools, ethical reflection on the approach, etc.); • initiated a data collection process.
Other infos	The seminar relies on the corresponding Moodle platform.
Faculty or entity in charge	FIAL

