


5.00 credits	30.0 h	Q1
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Teacher(s)	März Virginie ;
Language :	French
Place of the course	Louvain-la-Neuve
Learning outcomes	
Evaluation methods	<ul style="list-style-type: none"> • Summative assessment consists of two components: 1) The development of a portfolio that highlights the knowledge and skills acquired, in alignment with the defined learning objectives; 2) An individual written examination. The final grade reflects the integration of both components. Successful completion of each part is essential to demonstrate the competencies and knowledge outlined in the learning outcomes of the course unit. The course cannot be passed unless both components of the assessment are successfully completed. • Details regarding the summative assessment are provided via Moodle and introduced during the first session by the teaching team. • Learner progress is assessed formatively through in-class exercises, assignment preparation, and methodological reflections. • Assessment modalities remain consistent across both the first and second examination sessions. • Use of Artificial Intelligence (AI): The use of generative AI tools is discouraged. For the completion of this assignment, such tools may be used solely to revise or enhance the form of the text, and not to contribute to its content. Learners are reminded that all sources of information, including AI-generated material, must be properly cited in accordance with bibliographic referencing standards. Each learner remains fully responsible for the content of their work, regardless of the sources employed. To ensure compliance with these guidelines, learners must retain records of any interactions with generative content tools until final results are announced. Timestamped transcripts must be archived in a manner that allows the teaching team to conduct necessary verifications. It is important to note that any use of generative AI tools beyond what is permitted may result in the initiation of an irregularity procedure, as outlined in Articles 107 and subsequent of the General Regulations on Studies and Assessments, and may lead to academic sanctions. The assignment may, if deemed necessary, be subject to an oral defense.
Teaching methods	<p>The course is structured like a seminar:</p> <ul style="list-style-type: none"> • a participatory pedagogical approach; • a reflective and iterative approach: developing methodological skills is an iterative and reflective process that unfolds throughout the course and beyond; • students are recognized as active agents in their own learning processes. They contribute meaningfully by initiating discussions, sharing supplementary readings, proposing alternative learning structures or modalities, and offering constructive feedback that enhances both individual progress and the collective development of the group. Throughout the course, students engage in a diverse array of thoughtfully designed learning activities intended to deepen their conceptual understanding and sharpen their command of the subject matter. While in-person sessions serve as the cornerstone of their educational experience, their commitment extends well beyond these encounters, encompassing continuous and active participation across all dimensions of the learning journey; • as part of this course, students will be required to collect and analyze data in order to demonstrate that they have acquired the necessary learning outcomes for the subject. <p>Course sessions alternate between lectures (with readings and article discussions) and periods of activities/ exercises/discussions organized in a way that enables students to engage with and take ownership of the concepts and tools presented in the course.</p> <p>Classes take place over either a half day or a full day. Student attendance is mandatory due to the targeted activities and exercises offered during these sessions. Any student who is absent will be required to complete additional work for each missed session.</p>
Content	<p>This teaching unit aims to deepen students' knowledge of qualitative research.</p> <p>More specifically, it focuses on one of the qualitative approaches: the case study approach.</p> <ul style="list-style-type: none"> • Specificities of the case study as a qualitative research approach • Data collection methods: triangulation • Data analysis: principles of saturation and reduction • Single case and multiple case study design

<p>Inline resources</p>	<p>On Moodle, students will find certain bibliographic references and other course materials (such as slides, texts, exercises), as well as up-to-date practical information regarding the course. Students can also use Moodle to ask questions or provide comments of collective interest.</p> <p>Regularly monitoring the Moodle site is essential. It will contain all the necessary instructions regarding participation in sessions, pedagogical methods, and assessment procedures.</p>
<p>Bibliography</p>	<ul style="list-style-type: none"> • Une liste de lectures obligatoires sera disponible sur Moodle.
<p>Other infos</p>	<p>This course is given in an “English-friendly” format. For details, please see below.</p> <p>The course is given in French, but a set of English slides is available for international students:</p> <ul style="list-style-type: none"> • no <p>The core reading for the course is in French, but equivalent core reading is available for international students in English</p> <ul style="list-style-type: none"> • yes <p>The course requires coursework in French. However, international students taking this course:</p> <ul style="list-style-type: none"> • Can provide the coursework in English: <ul style="list-style-type: none"> yes • Can be exempt from providing the coursework: <ul style="list-style-type: none"> no
<p>Faculty or entity in charge</p>	<p>EDUC</p>

Programmes containing this learning unit (UE)				
Program title	Acronym	Credits	Prerequisite	Learning outcomes
Advanced Master in University and Higher Education Pedagogy (shift schedule)	EDUC2MC	5		
Master [120] in Education (shift schedule)	FOPA2M	5		