

In view of the health context linked to the spread of the coronavirus, the methods of organisation and evaluation of the learning units could be adapted in different situations; these possible new methods have been - or will be - communicated by the teachers to the students.


2 credits

30.0 h

Q1 and Q2

Teacher(s)	de Moerloose Chantal ;
Language :	French
Place of the course	Louvain-la-Neuve
Aims	<i>The contribution of this Teaching Unit to the development and command of the skills and learning outcomes of the programme(s) can be accessed at the end of this sheet, in the section entitled "Programmes/courses offering this Teaching Unit".</i>
Evaluation methods	<p><b>Due to the COVID-19 crisis, the information in this section is particularly likely to change.</b></p> <p>Although the seminar is scheduled in the Master 2 program, <b>it actually opens earlier, during Master 1</b>, and remains accessible until the end of the second year. It contains "mandatory lessons and tests" and "optional lessons and tests".</p> <p>For French-speaking students: the evaluation is based solely on the compulsory tests following each compulsory lesson (video, readings ...). These compulsory tests are gradually opened from February to June of Master 1 (every two weeks) and are closed after six weeks: the students must therefore actively follow the rhythm of the chapters. Compulsory courses, elective courses and optional tests remain open for two years to provide access to useful information throughout the writing of the dissertation.</p> <p>For English-speaking students: the assessment is based on the paper written during the first year (deadline: around April)</p> <p><b>There is no second chance during the summer</b>, but the following year (February-June of Master 2 with the next cohort), which is always "on time" because the seminar is officially scheduled in second year.</p> <p>The grades <math>\geq 10/20</math> are definitively acquired and will be encoded in the transcripts when the students register for this seminar in the exam session.</p> <p><b>The marks <math>&lt;10/20</math> must be represented the following year</b> (second chance in February-June of master 2), otherwise the student will be considered absent. In the exceptional case where the student completes his program in January (eg he completes his thesis in Master 2 bis), without having had an additional opportunity (ie usually a third chance) to represent the failed seminar (which opens in February), the previous grade will be kept for the January session (only).</p>
Teaching methods	<p><b>Due to the COVID-19 crisis, the information in this section is particularly likely to change.</b></p> <p>For French speaking students</p> <p>(a) E-learning via the Moodle platform (videos and readings followed by tests)</p> <p>(b) Some face-to-face seminar sessions can be added</p> <p>For English speaking students, the seminar on Moodle is replaced by an individual work of</p> <p>(a) reading a methodology textbook</p> <p>(b) writing a report on main personal learnings</p>
Content	<ul style="list-style-type: none"> <li>• Defining the project (defining a problem, a research question, a hypothesis, an info to collect; detecting the type of research (exploratory / descriptive / explanatory); ...)</li> <li>• Collecting Information (using secondary data; conducting a literature review; referencing ...)</li> <li>• Planning the research (identifying its epistemological position; choosing adequate information collection methodology (observation / experimentation / ...); mastering data analysis methods (quali / quanti / ...)</li> <li>• Writing (writing in a scholarly way, ...)</li> <li>• Presenting (creating a visual support; presenting ...)</li> </ul>
Inline resources	Moodle <a href="https://moodleucl.uclouvain.be/code/LLSMG2094">https://moodleucl.uclouvain.be/code/LLSMG2094</a>

Bibliography	<ul style="list-style-type: none"> <li>• CRESWELL, John W. (2012). Educational Research. Planning, Conducting, Quantitative and Qualitative Research. 4th Edition, Pearson.</li> <li>• GAVARD-PERRET, Marie-Laure, GOTTELAND, David, HAON, Christophe, &amp; JOLIBERT, Alain (2012). Méthodologie de la Recherche - Réussir son mémoire ou sa thèse en sciences gestion. 2° édition. Pearson.</li> <li>• SAUNDERS, Mark N.K., LEWIS, Philip, &amp; THORNHILL, Adrian (2016). Research Methods for Business Students, 7th Edition, Pearson.</li> <li>• THIÉTARD, Raymond-Alain (2014). Méthode de recherche en management. 4° Ed. Dunod.</li> </ul>
Other infos	<ol style="list-style-type: none"> <li>1. A mandatory information session on this seminar is given during the briefing of the annual master's thesis 1 of the master (integration week)</li> <li>2. The Moodle platform will contain all the necessary information for self-learning</li> <li>3. The seminar is given in French, but students who speak only English are allowed to replace it, by reading independently a textbook methodology of the thesis</li> <li>4. This course is similar to MLSMM 2201- Seminar d'accompagnement du mémoire</li> </ol>
Faculty or entity in charge	CLSM

<b>Programmes containing this learning unit (UE)</b>				
Program title	Acronym	Credits	Prerequisite	Aims
Master [120] in Management	<a href="#">GEST2M</a>	2		
Master [120] : Business Engineering	<a href="#">INGE2M</a>	2		