

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.

4 credits

20.0 h + 10.0 h

Q1

Teacher(s)	Bocquier Philippe ;Legrand Vincent ;
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>Due to the COVID-19 crisis, the information in this section is particularly likely to change. The student must submit 5 individual works (3 points each, ie 15 points in total):</p> <ul style="list-style-type: none"> • Answers to a question by different media: 3 pts • identification errors of reasoning: 3 pts • hypothetico-deductive or inductive method: 3 pts • theoretical causal diagram: 3 pts • justification research question: 3 pts <p>The 2 individual technical activities will each be scored on 5 points (bibliographic research, establish a bibliography) or 10 points in total.</p> <p>Attendance at the 5 collective works during the course and the 3 technical activities is mandatory (2 points per participation, ie 16 points in total).</p> <p>The interim dissertation outline (1 page) must imperatively be delivered (5 points). On 12 and 19 December, two feedback sessions on this interim dissertation outline are organized, with mandatory attendance (4 points).</p> <p>The final dissertation outline (1 page, 50 points) is due in January.</p>
Teaching methods	<p>Due to the COVID-19 crisis, the information in this section is particularly likely to change. The active pedagogy method is based on just-in-time teaching, work on small groups, and interactions via an online tool (Wooclap).</p>
Content	<p>Around the themes of population and development discussed in the Master SPED, the seminar allows the student:</p> <ul style="list-style-type: none"> - to identify the different intellectual perspectives - to identify frequent errors of reasoning - to assimilate bibliographic research techniques - to understand the specificities of the scientific reasoning - to assimilate methods of scientific reasoning - identify a relevant topic of research for the Master's dissertation
Inline resources	A portfolio of readings is offered to students. Most of the additional references are available on MoodleUCL, or open access on the internet.
Bibliography	<p>Van Campenhoudt, L., & Quivy, R. (2011). Manuel de recherche en sciences sociales-4e edition. Dunod.</p> <p>John W. Creswell 2009. Research Design - Qualitative, Quantitative, and Mixed Methods Approaches. Los Angeles: Sage.</p> <p>Federica Russo 2009. Causality and Causal Modelling in the Social Sciences - Measuring Variations. Dordrecht: Springer.</p> <p>Nassim N. Taleb 2010. The Black Swan - The Impact of the Highly Improbable. London: Penguin.</p> <p>Nassim N. Taleb 2008. Le cygne noir – La Puissance de l'imprévisible. Paris: Les Belles Lettres.</p> <p>Daniel Kahneman 2011. Thinking, fast and slow. London: Penguin.</p> <p>Daniel Kahneman 2012. Système 1/ système 2. Les deux vitesses de la pensée. Paris: Flammarion.)</p>
Faculty or entity in charge	PSAD

Programmes containing this learning unit (UE)				
Program title	Acronym	Credits	Prerequisite	Aims
Master [120] in Population and Development Studies	SPED2M	4		