

4.00 credits

20.0 h + 10.0 h

Q1

Teacher(s)	Bocquier Philippe ;Legrand Vincent ;
Language :	French
Place of the course	Louvain-la-Neuve
Learning outcomes	
Evaluation methods	<p>The student must submit 5 individual works (3 points each, ie 15 points in total):</p> <ul style="list-style-type: none"> <li>• Answers to a question by different media: 3 pts</li> <li>• identification errors of reasoning: 3 pts</li> <li>• hypothetico-deductive or inductive method: 3 pts</li> <li>• theoretical causal diagram: 3 pts</li> <li>• justification research question: 3 pts</li> </ul> <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 works during the course and at the 3 practical sessions 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). A feedback session on this interim dissertation outline will be organized, with mandatory attendance (4 points).</p> <p>The final dissertation outline (1 page, 50 points) is due in January.</p> <p>The second session is only for the submission of the final dissertation outline and is worth 50% of the final grade, the continuous assessment being worth the remaining 50%. Students will therefore not have the opportunity to represent the continuous work.</p> <p>The final mark is the weighted average of the marks for the continuous assessments and the mark for the final dissertation outline. In the final grade, the continuous part is worth 50% and the final dissertation outline is worth 50%.</p>
Teaching methods	The active pedagogy method is based on just-in-time teaching, work in the classroom and interactions via an online tool (Wooclap).
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"> <li>- to identify the different intellectual perspectives</li> <li>- to identify frequent errors of reasoning</li> <li>- to assimilate bibliographic research techniques</li> <li>- to understand the specificities of the scientific reasoning</li> <li>- to assimilate methods of scientific reasoning</li> <li>- identify a relevant topic of research for the Master's dissertation</li> </ul>
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., &amp; 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>
Other infos	<p>COVID-19 :</p> <p>In yellow code, the auditorium is large enough to accommodate all the students in person. However, if the number of students is larger than expected or if the orange code is applied, then the teaching will switch to distance learning. Regardless of the teaching mode, the evaluation mode remains the same. Classroom exercises are adapted to sanitation rules.</p>

Faculty or entity in charge	PSAD
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<b>Programmes containing this learning unit (UE)</b>				
Program title	Acronym	Credits	Prerequisite	Learning outcomes
Master [120] in Population and Development Studies	SPED2M	4		