



教學計劃表 Syllabus

課程名稱(中文) Course Name in Chinese	質性研究	學年/學期 Academic Year/Semester	113/2
課程名稱(英文) Course Name in English	Introduction to Qualitative Research		
科目代碼 Course Code	MEPD70200	系級 Department & Year	博士 Course-Offering Department
修別 Type	選修 Elective	學分數/時間 Credit(s)/Hour(s)	3.0/3.0
授課教師 Instructor	/謝穎音		
先修課程 Prerequisite			
課程描述 Course Description			
<p>This course introduces the foundational principles of qualitative research, emphasizing five major approaches: narrative research, phenomenology, grounded theory, ethnography, and case studies. Using Creswell's "Qualitative Inquiry and Research Design: Choosing Among Five Approaches" as a central text, students will gain a systematic understanding of qualitative research methodologies. The course encourages students to explore these methodologies through hands-on projects, enabling them to design and conduct pilot studies relevant to their research interests.</p>			
課程目標 Course Objectives			
<p>質性研究不只是一種研究方法或技術，它以其特有的哲學思維、知識論觀點及分析模式，提供我們詮釋型的視角去探究現實世界。質性研究運用厚描，企圖瞭解生活經驗，特別重視對過程（process）、視角（perspective）和意義（meaning）的探查，以對研究的現象提出新的說法與省思。質性研究試圖不去簡化對社會現實認識的複雜性。</p>			
系專業能力 Basic Learning Outcomes			課程目標與系專業能力相關性 Correlation between Course Objectives and Dept.'s Education Objectives
A	具備多元文化學術研究的知識與對於族群、階級、性別等不平等處境之深度分析能力。Gaining academic knowledge in multicultural education to analyze the unequal power relations pertaining to social dimensions of ethnicity, gender and class	●	
B	具備專業領域推動多元文化教育創新之能力與精神。Acquiring professional competence and motivation to promote and innovate multicultural education	●	
C	具備多元文化溝通、運用跨領域之資訊、傳達多元文化教育觀點之素養。Acquiring ability to communicate cross-culturally, utilize cross-disciplinary information, and share perspectives of multicultural education	●	
D	具備多元文化社群行動能力，主動發掘教育與社會革新議題，參與教育與社會改革行動。Acquiring ability to ally with diverse cultural communities, investigate educational and social problems with a view to initiate actions to reform	●	
E	具備運用跨國多元文化教育觀點，發展在地理論與實踐視角的能力。Gaining perspectives of multicultural education within cross-country contexts while developing theoretical knowledge and praxis in the local context	●	
圖示說明 Illustration : ● 高度相關 Highly correlated ○ 中度相關 Moderately correlated			
授課進度表 Teaching Schedule & Content			
週次 Week	內容 Subject/Topics	備註 Remarks	
1	Orientation		

2	Creswell and Poth, Ch1: Intro	
3	Group Discussions: Potential Research Topic (Make Up TBA)	
4	Creswell and Poth, Ch2: Philosophical Assumptions and Frameworks	
5	Creswell and Poth, Ch3: Designing a Qualitative Study	
6	Creswell and Poth, Ch4: Five Approached to Inquiry	
7	Creswell and Poth, Ch6: Introducing and focusing the study	
8	Group Reading Discussion (田野的技藝)	
9	Round Table Sharing	
10	Creswell and Poth, Ch7: Data Collection	
11	Group Reading Discussion (不用數字的研究Ch10-18)	
12	Round Table Sharing	
13	Creswell and Poth, Ch8: Data Analysis	
14	Creswell and Poth, Ch9: Writing a study	
15	Creswell and Poth, Ch10: Validation and Evaluation	
16	Final Presentation	
17	Oral Submission + Final Reflection + Celebration	
18	期末考試週 Final Exam	

教學策略 Teaching Strategies

- 課堂講授 Lecture
 分組討論 Group Discussion
 參觀實習 Field Trip
 其他 Miscellaneous:

教學創新自評 Teaching Self-Evaluation

創新教學 (Innovative Teaching)

- 問題導向學習 (PBL)
 團體合作學習 (TBL)
 解決導向學習 (SBL)
 翻轉教室 Flipped Classroom
 磨課師 Moocs

社會責任 (Social Responsibility)

- 在地實踐 Community Practice
 產學合作 Industry-Academia Cooperation

跨域合作 (Transdisciplinary Projects)

- 跨界教學 Transdisciplinary Teaching
 跨院系教學 Inter-collegiate Teaching

- 業師合授 Courses Co-taught with Industry Practitioners

其它 other:

學期成績計算及多元評量方式 Grading & Assessments

配分項目 Items	配分比例 Percentage	多元評量方式 Assessments							
		測驗 會考	實作 觀察	口頭 發表	專題 研究	創作 展演	卷宗 評量	證照 檢定	其他
平時成績 General Performance	60%		✓	✓					
期中考成績 Midterm Exam									
期末考成績 Final Exam	20%			✓	✓				
作業成績 Homework and/or Assignments	20%		✓						
其他 Miscellaneous (_____)									

評量方式補充說明

Grading & Assessments Supplemental instructions

Tasks For the Course:

1. Weekly Reading Discussion (20%): Prepare an interactive presentation summarizing the assigned reading. Be ready to respond to questions and lead class discussions.
2. Research Topic and Outline (10%): Develop a conceptual map and detailed outline for a potential qualitative study.
3. Round Table Discussions (20%): Collaborate with peers to discuss key research topics and submit a summary of the discussions.
4. Final Project (20%): Present a pilot study orally, clearly explaining its ontology, epistemology, and methodology.
5. Self-Evaluation and Reflective Report (20%): Submit a reflective report detailing your learning journey and evaluating your progress.
6. Other Random Assignment (10%): TBA

教科書與參考書目(書名、作者、書局、代理商、說明)

Textbook & Other References (Title, Author, Publisher, Agents, Remarks, etc.)

Readings:

Required Readings:

李政賢譯。2024。質性研究的五種取徑：敘事研究、現象學、扎根理論、俗民誌、個案研究(2版)。(John W. Creswell. (2018). *Qualitative Inquiry And Research Design: Choosing Among Five Approaches*. Sage.)
 蕭瑞麟。2020。不用數字的研究：質性研究的思辯脈絡(5版)。五南。
 郭佩宜、王宏仁(編)。2019。田野的技藝—自我、研究與知識建構。新北市：左岸文化。

Suggested Reading:

林雍智。2021。教育學門論文寫作格式指引：APA格式第七版之應用。新北市：心理出版社。
 張曉佩譯。2024。質性研究的旅程：從設計到發表。(Stéphanie Gaudet, Dominique Robert A Journey Through Qualitative Research: From Design to Reporting)
 陳劍涵譯。2018。質性研究設計：互動取向的方法。新北市：心理出版社。(Joseph A. Maxwell, *Qualitative Research Design: An interactive Approach*, 2013.)
 吳芝儀，廖梅花譯。2001。質性研究入門：紮根理論研究方法。(Anselm Strauss, Juliet Corbin *Basics of Qualitative Research* (2nd ed.)
 謝文雄(編)2007。以身為度，如是我做：田野工作的教與學。新北市：群學出版。
 Crotty, Michael (1998). *The Foundations of Social Research*. Thousand Oaks, CA: Sage. (Ph.D.)
 Glesne, Corrine. (1998). *Becoming Qualitative Researcher: An Introduction*. (2nd Ed.). MA: Longman. (Ph. D.)
 Koro-Ljungberg, Mirka. (2016). *Reconceptualizing Qualitative Research.: Methodologies without Methodology*. Thousand Oaks: Sage. (Ph. D.)

課程教材網址(含線上教學資訊,教師個人網址請列位於本校內之網址)

Teaching Aids & Teacher's Website(Including online teaching information.

Personal website can be listed here.)

其他補充說明 (Supplemental instructions)

N/A