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②图玄束至大學

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	Introduction to Qualitative Research					
科目代碼 Course Code	MEPD70200	系級 Department 博士 & Year		開課單位 Course-Offering Department	多元文化教育博士班		
修別 Type	選修 Elective	學分數/時間 Credit(s)/Hour(s)		3.0/3.0			
授課教師 Instructor	/謝顥音						
先修課程 Prerequisite							

課程描述 Course Description

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.

課程目標 Course Objectives

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。

	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	•
В	具備專業領域推動多元文化教育創新的能力與精神。Acquiring professional competence and motivation to promote and innovate multicultural education	•
С	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 refor	•
Е	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	16 Final Presentation					
17	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	eld Trip				
其他Mis	scellaneous:					
	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					
社會責任((Social Responsibility)					
□ 在地實踐Community Practice □ 產學合作 Industy-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 othe	er:					

學期成績計算及多元評量方式 Grading & Assessments									
配分項目 Items	配分比例	多元評量方式 Assessments							
	Percentage	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。(Anselam Strausss. 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	