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②图玄束華大學

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/Se	113/2	
課程名稱(英文) Course Name in English	Introduction	Introduction to Qualitative Research					
科目代碼 Course Code	MEMA50500	系級 Department 碩士 & Year		開課單位 Course-Offering Department	多元文化教育碩士班		
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							
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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

一、課程目標: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。

	条專業能力 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	具備理解台灣多元族群文化、性別與社會階級差異之觀點。Gaining perspectives to understand the diversity of ethnicity, gender and class in Taiwan	•
В	具備理解不同類型的社會不平等現象、透視霸權運作模式的能力。Acquiring ability to comprehend social inequalities and fathom the operation of hegemon	•
С	具備統整台灣社會現象與世界重要文化事件的素養。Acquiring ability to integrate social phenomena in Taiwan with critical cultural events worldwide	•
D	具備從多元廣泛探索中尋找貫串與連結的素養。Acquiring ability to connect while exploring a wide variety of seemingly unrelated social issues	•
Е	具備與跨領域專業社群共同合作、參與社會與教育改革之行動能力。Acquiring ability to collaborate with cross-disciplinary professional communities, and engage in social and educational reform	0

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	18 期末考試週 Final Exam					
教學策略 Teaching Strategies						
✓ 課堂講	授 Lecture					
 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) 解決導向學習(SBL)						
翻轉教	翻轉教室 Flipped Classroom 磨課師 Moocs					
社會責任(Social Responsibility)						
在地實踐Community Practice						
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	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。(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	