

國立東華大學
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/Semester	114/2
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	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	/謝穎音				
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				●
B	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				●
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	Memorial Day				

2	Orientation	
3	Creswell and Poth, Ch2: Philosophical Assumptions and Frameworks	
4	AAAL Conference (Make up: Online Individual Discussion)	
5	Creswell and Poth, Ch3: Designing a Qualitative Study	
6	Spring Break	
7	AERA Conference (Make up: Final Presentation)	
8	Creswell and Poth, Ch4: Five Approached to Inquiry	
9	Ch 5: Group Reports of 6 Approaches	
10	Labor Day	
11	Creswell and Poth, Ch6: Introducing and focusing the study	
12	Creswell and Poth, Ch7: Data Collection	
13	Creswell and Poth, Ch8: Data Analysis	
14	Creswell and Poth, Ch9: Writing a study+ Ch10: Validation	
15	Oral Presentation (All day, Make up class for AERA)	
16	Final Submission + Final Reflection + Celebration	
17	Dragon Boat Festival	
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(含出缺席) General Performance (Attendance Record)	20%		✓	✓					
期中考成績 Midterm Exam									
期末考成績 Final Exam									
作業成績 Homework and/or Assignments	60%		✓	✓	✓				
其他 Miscellaneous (Self-Evaluation and Reflective Report)	20%						✓		
評量方式補充說明 Grading & Assessments Supplemental instructions									
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: John W. Creswell. (2018). Qualitative Inquiry and Research Design: Choosing Among Five Approaches. Sage. Crotty, Michael (1998). The Foundations of Social Research. Thousand Oaks, CA: Sage. (Ph.D.) Suggested Reading: Stéphanie Gaudet, Dominique Robert A Journey Through Qualitative Research: From Design to Reporting Joseph A. Maxwell, Qualitative Research Design: An interactive Approach, 2013. Anselam Strausss. Juliet Corbin Basics of Qualitative Research (2nd ed.) 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)									