



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 Doctor	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	●
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 refor	●
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 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 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
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 Strauss. 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)