

## National Chiayi University Course Syllabus, Spring Semester, Academic Year 106

Course code	10622600002	Course level	Master
Course title	Qualitative Research Method	Instructor	高淑清
Credits(Course Hours)	3.0 (3.0)	Class	Global Master Program of Teaching Profession Grade 1 Class A
Prerequisite Courses		Required/ Elective	Elective
Class location	教育館 B03-217	Class Language	English
Availability of certificate	NA	Office hour	Class 5 ~ 6 on Tue, Office:民雄校區 B409 Class 9 ~ A on Fri, Office:林森校區研究室
Syllabus url	<a href="https://web085004.adm.ncyu.edu.tw/Syllabus/Syllabus_Rpt.aspx?CrsCode=10622600002">https://web085004.adm.ncyu.edu.tw/Syllabus/Syllabus_Rpt.aspx?CrsCode=10622600002</a>		
Remark			
Is the topic,content or activity of this course is relevant to issues of sex equality? No	Are materials or books used in this course original? Yes		

### >> Goals at the Department or Institute level

本學程以招收外國大學教育相關領域之畢業生為對象，採全英語授課。本學程之教育目標旨在培養具備專業、創新、多元、關懷、領導五大基本素養之國際教學專業領導人才。

### >> Core abilities

1.深厚的教學理論基礎

### Relationship

Strongly related

2.運用教學科技的能力

Strongly related

3.教學議題的研究能力

Highly related

4.多元文化觀點與關懷學生的情操

Strongly related

5.教學專業領導與溝通能力	Highly related
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**>> Course objectives**

Students will:

1. Build up the foundation of qualitative research
2. Clarify qualitative research approaches and their philosophical, epistemological and ontological perspectives
3. Recognize the concepts of scientific paradigms and their relations in qualitative research for education
4. Know the traditions and methodical structure of qualitative research in education
5. Learn about the research design in conducting qualitative research
6. Understand the data collection and analysis methods
7. Develop multicultural awareness and the variation in educational action research around the world
8. Be aware of the ethics of conducting qualitative research

**>> Course schedule**

Week	Theme or topic	Content	Teaching method
01 02/27	Introduction	1.course introduction 2.creative introduction to each other	Assignment/Exercise, Operation/Practice, Lecture.
02 03/06	The idea of paradigms(I): An attempt to clarify the issue of quantitative versus qualitative research	1.The idea of paradigms 2.Knowledge development in paradigms 3.Can paradigms be mixed 4.Paradigms: windows into the reality	PBL, Lecture, Discussion.
03 03/13	The idea of paradigms(II): An attempt to clarify the issue of quantitative versus qualitative research	1.The idea of paradigms 2.Knowledge development in paradigms 3.Can paradigms be mixed 4.Paradigms: windows into the reality	PBL, Lecture, Discussion.
04 03/20	Encounter the nature and basic concepts of interpretive paradigm	1.Intersubjective openness 2.Exploring the meanings 3.Uniqueness and pre-understanding 4.Self-awareness, self-reflection and reflection	PBL, Lecture, Discussion.
05 03/27	Trustworthiness in qualitative research	1.Validity, reliability, generalization and objectivity 2.Credibility, transferability, dependability, and	PBL, Lecture, Discussion.

		confirmability	
06 04/03	Happy Holidays	Make up holiday for Children's Day & Tomb Sweeping Day	Off-campus visit/Practice.
07 04/10	Why do qualitative research in social science: Research design and the procedures	1. Research question 2. Sampling and qualitative research 3. Data gathering 4. Data analysis 5. Writing up and interpretation	PBL, Lecture, Discussion.
08 04/17	Methods of data collection (I): In-depth interview and focused group interview	1. The nature of In-depth interview 2. Key points of Focused group interview	PBL, Role play, Lecture, Discussion.
09 04/24	Midterm Exam week	Midterm Self-evaluation on web-site	Assignment/Exercise.
10 05/01	Methods of data collection (II): Participant observation and documents	1. Fieldwork and observational fieldnotes 2. The variety of documents	PBL, Lecture, Discussion.
11 05/08	Qualitative data analysis and interpretation: Validity of the data analysis	1. Steps in qualitative data analysis and interpretation 2. Coding and analyzing: A grounded theory approach 3. Computer-assisted software for qualitative data analysis	PBL, Lecture, Discussion.
12 05/15	Oral presentation and leading discussion Topic (I)	Journal article reading & discussion	Oral presentation, Discussion.
13 05/22	Oral presentation and leading discussion Topic (II)	Journal article reading & discussion	Oral presentation, Discussion.

14 05/29	Oral presentation and leading discussion Topic (III)	Journal article reading & discussion	Oral presentation, Discussion.
15 06/05	Oral presentation and leading discussion Topic (IV)	Journal article reading & discussion	Oral presentation, Discussion.
16 06/12	Applied qualitative research for education: Action research	1.Traditions of action research in education 2.The Dimensions of variation in educational action research around the world 3.Educational action research as professional development and knowledge production	PBL, Lecture, Discussion.
17 06/19	The ethical consideration of qualitative research	1.The ethics of social research 2.The ethical dilemma of informed consent 3.Final Self-evaluation on web-site	Assignment/Exercise, PBL, Lecture, Discussion.
18 06/26	Final Exam Week: Q & A	Final Exam week: Final paper due on 6/26 midnight(23:55)	Assignment/Exercise, Operation/Practice, Oral presentation.

### >> Course requirements

The students will read and prepare questions of the assigned papers ahead of the class.

The students are required to be presented in class and participate in discussion either in groups or personally.

The students will be able to critique and lead the discussion of journal articles.

The students will finish all the assignments in this class.

### >> Grading policy

Participation in discussion 15% : Formative evaluation: Be present in class and participate in discussion (15%)

Midterm exam 25% : Oral presentation of one's own choice of journal article: Leading discussion (25%)

Final exam 40% : Final Essay: Critics of MA thesis or PhD dissertation written in qualitative research (40%)

Midterm Self-evaluation (10%) 10%

Final self-evaluation(10%) 10%

Note:Ways of teaching approaches 1. Lectures and leading discussion 2. Group discussion and role-playing 3. Oral presentation and group feedbacks 4. Exploration and sharing of lifeworld experiences

## >> Text books and learning resources

Reference (✘ Reading Assignment)

1. Angeles, P. A. (1992). *The HarperCollins dictionary of philosophy*. New York: Harper Collins.
2. Attride-Stirling, J. (2001). Thematic networks: An analytic tool for qualitative research. *Qualitative Research*, 1(3), 385-405.
3. Babbie, E. (2007). *The practice of social research*. Belmont, CA: Thomson Wadsworth.
4. ✘Bogdan, R. C., & Biklen, S. K. (1998). *Foundation of qualitative research in education: A introduction*. In R. C. Bogdan & S. K. Biklen (1998), *Qualitative research for education: An introduction to theory and methods* (pp. 1-48). Needham Heights, MA: Allyn & Bacon.
5. ✘Bogdan, R. C., & Biklen, S. K. (1998). Research design. In R. C. Bogdan & S. K. Biklen (1998), *Qualitative research for education: An introduction to theory and methods* (pp. 49-72). Needham Heights, MA: Allyn & Bacon.
6. ✘Bogdan, R. C., & Biklen, S. K. (1998). Qualitative data. In R. C. Bogdan & S. K. Biklen (1998), *Qualitative research for education: An introduction to theory and methods* (pp. 106-156). Needham Heights, MA: Allyn & Bacon.
7. Boyatzis, R. E. (1998). *Transforming qualitative information: Thematic analysis and code development*. Thousand Oaks, CA: Sage.
8. Dahlberg, K., & Drew, N. (1997). A lifeworld paradigm for nursing research. *Journal of Holistic Nursing*, 15(3), 303-317.
9. ✘Dahlberg, K., Drew, N., & Nystrom, M. (2002). Paradigms and their influence. In K. Dahlberg, N. Drew & M. Nystrom (2002), *Reflective lifeworld research* (pp. 24-41). Lund, Sweden: Studentlitteratur.
10. ✘Dahlberg, K., Drew, N., & Nystrom, M. (2002). An open lifeworld approach. In K. Dahlberg, N. Drew & M. Nystrom (2002), *Reflective lifeworld research* (pp. 95-145). Lund, Sweden: Studentlitteratur.
11. ✘Dahlberg, K., Drew, N., & Nystrom, M. (2002). Generalization and validity in lifeworld research. In K. Dahlberg, N. Drew & M. Nystrom (2002), *Reflective lifeworld research* (pp. 227-239). Lund, Sweden: Studentlitteratur.
12. ✘Dahlberg, K., Dahlberg, H., & Nystrom, M. (2008). Methods for lifeworld research-data gathering. In K. Dahlberg, H. Dahlberg & M. Nystrom (2008), *Reflective lifeworld research(2nd Ed.)*(pp. 183-229). Lund, Sweden: Studentlitteratur.
13. ✘Dahlberg, K., Dahlberg, H., & Nystrom, M. (2008). Lifeworld research as science. In K. Dahlberg, H. Dahlberg & M. Nystrom (2008), *Reflective lifeworld research(2nd Ed.)*(pp. 335-348). Lund, Sweden: Studentlitteratur.
14. ✘Hesse-Biber, S. N., & Leavy, P. (2006). The research process. In S. N. Hesse-Biber & P. Leavy (2006), *The practice of qualitative research* (pp. 45-82). Thousand Oaks, CA: Sage.
15. ✘Hesse-Biber, S. N., & Leavy, P. (2006). The ethics of social research. In S. N. Hesse-Biber & P. Leavy (2006), *The practice of qualitative research* (pp. 83-110). Thousand Oaks, CA: Sage.
16. ✘Hesse-Biber, S. N., & Leavy, P. (2006). Analysis and interpretation of qualitative data. In S. N. Hesse-Biber & P. Leavy (2006), *The practice of qualitative research* (pp. 343-374). Thousand Oaks, CA: Sage.

17. ※Lincoln, Y. S., & Guba, E. G. (1999). Establishing trustworthiness. In A. Bryman & R. Burgess (Eds.), *Qualitative Research Volume III* (pp. 397-444). Thousand Oaks, CA: Sage.
18. Kao, S. C. (1997). *Different voices, different lives: The experience of international employed mothers*. Unpublished master's thesis, University of Minnesota, MN: Twin Cities.
19. Kao, S. C. (1999). *Caring and sharing: Change and challenge of Taiwanese three-job couples*. Unpublished doctoral dissertation, University of Minnesota, MN: Twin Cities.
20. Kao, S. C. (2001a). *Blurring the line of gender roles: Changes and challenges of Taiwanese role-sharing couples*. Paper presented at the 20th Annual International Human Science Research Conference, August 19-22, 2001. Tokyo, Japan: Taisho University.
21. Kao, S. C. (2001b). *Stresses, Struggles, and strategies living in a foreign land*. Paper presented at the 63rd National Council on Family Relations Annual Conference, November 6-11, 2001. Rochester, New York.
22. Martin, R. M. (2002). *The philosopher's dictionary*. Orchard Park, NY: Broadview Press.
23. Morgan, D. L. (1997)(2nd ed.). *Focus groups as qualitative research*. Thousand Oaks, CA: Sage.
24. Polkighorne, D. E. (2006). An agenda for the second generation of qualitative studies. *International Journal of Qualitative Studies on Health and Well-being*, 1, 68-77.
25. ※Reamer, F. G. (1998). Epistemology. In F. G. Reamer (1998), *The philosophical foundation of social work* (pp. 119-153). New York: Columbia University Press.
26. Roth, W. M. (2005). *Doing qualitative research: Praxis of method*. Rotterdam, The Netherlands: Sense Publishers.
27. Seidman, I. E. (1998). *Interviewing as qualitative research: A guide for researchers in education and social sciences*. New York: Teachers College Press.
28. ※Silverman, D. (2001). Credible qualitative research. In D. Silverman (2001), *Interpreting qualitative data: Methods for analyzing talk, text and interaction* (pp. 219-254). Thousand Oaks, CA: Sage.
29. ※Smith, J. K. (1983). Quantitative versus qualitative research: An attempt to clarify the issue. *Educational Researcher*, 12 (3), 6-13.
30. ※Van Manen, M. (1997). Human science. In M. Van Manen(1997). *Researching lived experience: Human science for an action sensitive pedagogy* (pp. 1-34). Ontario: State University of New York.
31. ※Zeichner, K. (2001). Educational action research. In P. Reason & H. Bradbury (Eds.), *Qhandbook of action research: Participative inquiry and practice* (pp. 273-285). Thousand Oaks, CA: Sage.

## >> Teaching materials

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1. Please respect the intellectual property right and using authorized textbooks. Book piracy is not allowed.

2. Recognize the importance and significance of gender equity in education. Consult university regulations for its policy. Promote gender equity by illustrating the concept in classes and provide proper consultation to students.