

國立清華大學課程大綱

科號 Course Number	11220KWEN510100	學分 Credit	2	人數限制 Class Size	
中文名稱 Course Title	質的研究法				
英文名稱 Course English Title	Qualitative Research Methodology				
任課教師 Instructor	謝小苓、成虹飛、洪瑞璇				
上課時間 Time	Weekends of February, March and April.	上課教室 Room	Nanda 1319		

課程簡述(必填)(最多 500 個中文字) 本欄位資料會上傳教育部課程網
Brief Course Description (required) (50-200 words, if possible, up to 1000 letters)

This course is designed to provide students with an understanding of qualitative research approaches in education. The course will introduce students to essential theoretical background or epistemological frames of various qualitative inquiries, ways and procedures of conducting these inquiries, and good research outcomes/ products, i.e., books or articles. It is hoped that students will gain a broad understanding of these methods and how/when they should be employed, acquire essential qualitative inquiry skills through class assignments and discussion, and develop their research problematics and tentative research proposals.

請輸入課程內容「中文暨英文關鍵字」至少 5 個，每個關鍵字至多 20 個中文，以半形逗點分隔 (必填)

Please fill in at least 5-course keywords (up to 40 letters for each keyword) and use commas to separate them. (required)

社會科學研究典範、質性研究取徑、敘說研究、行動研究、訪談法、田野觀察
Social science research paradigms, qualitative research approach, narrative research, action research, interview method, field observation

課程大綱 Detailed Course Syllabus

● 課程說明(Course Description)

This course aims to cultivate students' understanding of qualitative research methods. It will introduce the essential theoretical background, epistemological perspective, and qualitative inquiry process, expect students to read qualitative research texts, and practice critical skills in qualitative research.

● 指定用書(Text Books)

1. 成虹飛 (2014) 。行動／敘說探究與相遇的知識。課程與教學，17(4)，1-

24。

2.潘淑滿 (2022)。質性研究:理論與應用。心理。

● 參考書籍(References)

◆ Qualitative Research Works

1. 藍佩嘉 (2019)。拚教養—全球化，親職焦慮與不平等童年。台北: 春山。
2. 林佑柔 (2021) (A. Lareau,原著)。不平等的童年(Unequal Childhoods)。野人。
3. 劉若凡 (2015)。成為他自己: 全人，給未來世代的教育烏托邦。台北: 衛城。
4. 李怡慧譯 (2016)(A. Lareau,原著)。家庭優勢 (Home Advantage)。台北:群學。

◆ Other Materials

1. Creswell, J. W. (2017)。融合方法研究精簡讀本 (李政賢譯)。五南。(原著出版年:2014)
2. Creswell, J. W., & Poth, C. N. (2018)。質性研究的五種取徑 (李政賢譯)。五南。
3. Yin, R. K. (2021)。質性研究:從開始到完成 (李政賢譯)。五南。(原著出版年:2016)
4. Zajonc, A. (2009). Meditation as contemplative inquiry: When knowing becomes love. Great Barrington, MA: Lindisfarne Books.
5. 李政賢譯 (2011 版翻譯 2014) (R.K. Yin 原著, 最新2016) 質性研究: 從開始到完成。台北: 五南。
6. 周平、蔡政宏主編(2008)日常生活的質性研究。嘉義: 南華教社所。
7. 奇芳等譯 (2020) (I. F. Goodson & S. R. Gill 原著, 2011) 敘事教育學: 生命史取向。台北: 五南。
8. 張可婷譯 (2016) (M. Angrosino 原著, 2007) 民族誌與觀察研究法。台北: 韋伯文化。
9. 陳向明 (2002)。社會科學質的研究。五南。
10. 潘慧玲主編 (2004)。教育研究方法論。心理。
11. 蔡清田 (2020)。教育行動研究新論。五南。
12. 謝國雄主編(2007)以身為度，如是我做: 田野工作的教與學。台北: 群學。
13. 瞿海源、畢恆達、劉長萱、楊國樞主編(2019)社會及行為科學研究法: 質性研究法。台北: 東華書局。

● 教學方式(Teaching Method)

Lecturing, collaborative learning, field research, and presentation

● 教學進度(Syllabus)

Course Outline

Course activities	Reading and assignments
<p>2/3 (Sat.) Morning (Hsieh and Hung)9:30-12:00</p> <ol style="list-style-type: none"> Welcome, Introduction, and discussion of the planning of the course. Why do research? About, For, Of What and Whom? Qualitative research instruction Group discussion 	<ul style="list-style-type: none"> ◆ Pre-assignment: preparing the textbook and writing a biographical sketch about... <ol style="list-style-type: none"> 1. Research experiences: in college, at work.... 2. Interested research topic(s)-- 3 key words, and why. (Anything you want to inquire or solve?) <ul style="list-style-type: none"> ◆ 分組(讀書報告) ◆ 上台灣博碩士論文知識加值系統參考一份質性研究的論文目錄 ◆ 3/9 前完成訪談
<p>2/3(Sat.) Afternoon (Cheng)13:30-16:00</p> <ol style="list-style-type: none"> 行動敘事研究:探索相遇的知識 	<ul style="list-style-type: none"> ◆ Pre-reading 成虹飛 (2014)
<p>2/4 (Sun.) Morning (Hsieh) 9:30-12:00</p> <p>Introduction to Ethnography ch12 participative observation</p>	
<p>2/4 (Sun.) Afternoon: (Hung) 13:30-16:00</p> <ol style="list-style-type: none"> Ch6 Qualitative research design Ch7 Interview method Workshop 	<ul style="list-style-type: none"> ◆ Practice: Interview
<p>2/5(Mon.) Morning (Hsieh) 9:30-12:00</p> <p>Library tour (the Main Library)</p>	<ul style="list-style-type: none"> ◆ Practice: Library search
<p>2/5 (Mon.) Afternoon (Hsieh) 13:30-16:00</p> <p>A field walk of the Main Campus</p>	<ul style="list-style-type: none"> ◆ Assignment: writing a field note on campus walk
<p>3/9(Sat.) Morning (Hung) 9:30-12:00</p> <ol style="list-style-type: none"> Ch10 Action research Ch16 Qualitative research analysis Ch17 Qualitative research writing Workshop 	<ul style="list-style-type: none"> ◆ assignment: <ol style="list-style-type: none"> 1. Doing an interview and writing down the script...
<p>3/9(Sat.) Afternoon (Hung) 13:30-16:00</p> <ol style="list-style-type: none"> Reading report Workshop(後設分析此本書籍的撰寫方式) 	<ul style="list-style-type: none"> ◆ assignment: <ol style="list-style-type: none"> 1. Reading report on 劉若凡 (2015)

4/13(Sat.) Morning (Hung) 9:30-12:30 1. Reading report 2. Workshop(後設分析此本書籍的撰寫方式)	◆ assignment: 1. Reading report on 藍佩嘉 (2019)
4/13(Sat.) Afternoon (Hung) 13:30-16:30 1. Workshop(進行期末報告最後統整)	
4/14(Sun.) Morning (Hsieh & Hung) 9:30-12:30 1. Oral presentation	
4/14(Sun.) Afternoon (Hsieh & Hung) 13:30-16:30 1. Oral presentation	
5/31 Final report submit deadline	

● **成績考核(Evaluation)**

1. Attendance, 10% (缺席半小時扣一分，缺席超過兩小時則此(上/下午)時段為曠課，若達四個曠課時段(上/下午為一段)，則此門課不給分。惟，公假與病假例外)
2. Participation, 10%
3. Pre-assignment and a biographical sketch (submit deadline:2/2), 10%
4. Library search (submit deadline:3/8), 10%
5. Field notes, campus sketch (submit deadline:3/8), 15%
6. Group Reading oral report (3/9; 4/13), 10%
7. Interview and data interpretation (submit deadline:4/14), 15% (個人報告)
8. Final report (submit deadline:5/31, 至少5000字), 20%(個人報告)

請假及缺曠課處理－依據本校學則第三十二條

➤ 學生因故不能上課者，事前須向任課教師請假。惟情形特殊者，得於事後檢具證明補請。請病假逾三日者，須經校醫或公立醫院證明。

➤ 凡未經准假或假期已滿未辦理續假而缺課者以曠課論。任課教師得斟酌學生曠課之情形扣分。因懷孕、分娩或為撫育三歲以下幼兒而核准之事(病)假、產假，其缺席不扣分；致缺課時數逾全學期授課時數三分之一時，得以補考或其他補救措施彈性處理，補考成績並按實際成績計算。

➤ 學生每學期各科事前獲任課教師核准之公假與事(病)假，累積未逾該科全學期授課時數四分之一者，其該科出缺席成績得不扣分。

● **敘明學生使用 AI 的規則(Indicate which of the following options you use to manage student use of the AI)**

生成式人工智慧倫理聲明「有條件開放，請註明如何使用生成式 AI 於課程產出」

基於透明與負責任的原則，本課程鼓勵學生利用 AI 進行協作或互學，以提升本門課產出品質。根據本校公布之「大學教育場域 AI 協作、共學與素養培養指引」，本門課程採取有條件開放，以下說明如何使用生成式 AI 於課程產出

- 學生須於課堂作業或報告中的「標題頁註腳」或「引用文獻後」簡要說明如何使用生成式 AI 進行議題發想、文句潤飾或結構參考等使用方式。若經查核使用卻無在作業或報告中標明，教師、學校或相關單位有權重新針對作業或報告重新評分或不予計分。
- 本門課授課教材或學習資料若有引用自生成式 AI，教師也將在投影片或口頭標注。
- 修讀本課程之學生於選課時視為同意以上倫理聲明。

Class Presentation Guideline

Name:	Date:
Title of literature :	
Author/ publication year/ book or journal or website	
I see, content of the literature -- What is the problematics/ main concerns of the literature? Why did the author(s) tackle this issue; why is it important? background / context of the study -- What methods are adopted for the inquiry? -- What evidences / data are collected and used to achieve the finding and conclusion? -- Is it convincing to you?	
I wonder --I am not sure, I feel puzzled, I disagree with...	
I think and Share --what have I learned from this literature? --How can I relate to the topic of the literature? In what way can it be connected to my experience or learning, etc.? -- More related information, extension...	
References: a must to be included in the last slide of your report. - Books, articles, etc. - Websites - Prompts for Generative AI such as ChatGPT) - NOTE: You may use ChatGPT to facilitate your study. The interactive mode and the “ natural language” format make ChatGPT a convenient facilitative tool. For instance, you can ask openai to provide information regarding the background for the issue or topic under concern. You can then based on the information provided ask follow-up questions. You can also request openai to provide specific data and references. Be Aware! The information generated by openai may not be correct. You always need to verify it before you adopt those info.	