

國立清華大學課程大綱

【 尊重智慧財產權，請使用合法教科書，不得非法影印！ 】

課程名稱	中文：研究方法-質性研究		必/選修	必修
	英文：Qualitative Research Methods		課程類別	院核心
開課單位	竹師教育學院	特殊教育學系	開課年級	碩一
學分數	3		上課時數	3
先修課程	無			
授課教師	李怡慧			
聯絡資訊	ihlee@mx.nthu.edu.tw			
<p>課程概述： This course introduces students to qualitative research methodologies, focusing particularly on their applications in education research. Through engagement with course materials and discussions, students will explore a broad range of essential topics within qualitative research, including epistemological foundations, paradigmatic distinctions, and ethical considerations.</p> <p>In this course, students will also enhance their understanding of qualitative research in education through conducting projects. These projects include analyzing high-quality qualitative studies, collecting and analyzing interview and observational data, and synthesizing empirical qualitative studies on a specific educational topic of student's choice.</p>				
課程內容：				
週次	授課內容			備註
1	Introduction to the course			
2	A brief history of qualitative research and paradigms			
3	Qualitative research genres I			
4	Qualitative research genres II			
5	Library resources for literature review			
6	Individual project presentation			
7	Data collection methods I: Interview			
8	Data collection methods II: observation			
9	Qualitative data analysis			
10	Data interpretation			
11	Group project presentation			
12	Trustworthiness, rigor, and researcher's positionality			
13	The crucial role of theory in qualitative research			
14	Research ethics and academic integrity			
15	Final presentation I			
16	Final presentational II			

教學方式：

Lecture, discussions, and projects

評量方式：

1. Attendance and class participation (20%)
2. Presentation*2 (20%): Brief two articles from the class reading list.
3. Individual Project (15%): Analyz three high-quality journal articles using the same qualitative research methodology of your own interest and present how the methodology was used to answer their research questions.
4. Group project (20%): Practice conducting an semi-structured interview and a participant observation, and reflect on the experience.
5. Final project and presentation (25%): Synthesize 6 articles related to a research topic of your interest.

AI 使用：

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，說明如下

- 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。

教科書及參考書目：

- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Cornell, R. (2015). A mother caught in two worlds: An autoethnography account of a mother's mindset and perception when teaching her son with Asperger's Syndrome to drive. In T. Corcoran, J. White, & E. Whitburn (Eds.), *Disability studies: Educating for inclusion* (pp. 157–166).
- Guba, E. G., & Lincoln, Y. S. (1997). Competing paradigms in qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (pp. 105–117).
- Erickson, F. (2018). A history of qualitative inquiry in social and educational research. In Denzin, N. K., & Lincoln, Y. S. (Eds.). *The SAGE handbook of qualitative research* (Fifth edition). SAGE.
- Harvey, L. (2015). Beyond member-checking: A dialogic approach to the research interview. *International Journal of Research and Method in Education*, 38(1), 23–38. <https://doi.org/10.1080/1743727X.2014.914487>
- Jackson, A. Y., & Mazzei, L. A. (2022). Thinking with theory in qualitative research: Viewing data across multiple perspectives. Routledge.

- Lazar, M. M. (2007). Feminist Critical Discourse Analysis: Articulating a feminist discourse praxis. *Critical Discourse Studies*, 4(2), 141–164. <https://doi.org/10.1080/17405900701464816>
- Linneberg, M.S., & Korsgaard, S. (2019). Coding qualitative data: A synthesis guiding the novice. *Qualitative Research Journal*, 19(3), 259–270. <https://doi.org/10.1108/QRJ-12-2018-0012>
- Liebenberg, L., Jamal, A., & Ikeda, J. (2020). Extending youth voices in a participatory thematic analysis approach. *International Journal of Qualitative Methods*, 19. <https://doi.org/10.1177/1609406920934614>
- Pierre, E. A. S. (2000). Poststructural feminism in education: An overview. *International Journal of Qualitative Studies in Education*, 13(5), 477–515. <https://doi.org/10.1080/09518390050156422>
- Ravitch, S. M., & Carl, N. M. (2021). *Qualitative research: Bridging the conceptual, theoretical, and methodological* (Second edition). Sage.
- Schmider, C. (n.d.) *What qualitative data analysis software can and can't do for you: An Intro Video*. MERIT Library at the School of Education: School of Education, University of Wisconsin-Madison. <https://www.youtube.com/watch?v=tLKfaCiHVic>.
- Seidman I. (2006). *Interviewing as qualitative research: A guide for researchers in education and the social sciences*. (註：清大電子書)
- 中文：
- 曾凡慈 (2021) 。照護隱性障礙子女的道德工作：醫療模式、污名與預期。 *台灣社會學*，41，95-142。 <https://www.ios.sinica.edu.tw/journal/ts-41/41-03.pdf>
- 楊巧玲 (2021) 重思學習障礙之定義與鑑定：一個特殊教育社會學的觀點。 *教育研究季刊*，67 (3) ，1–42。
- 齊偉先 (2019) 。建制民族誌「為何」書寫？探索建制民族誌的系譜、方法特質與挑戰。 *台灣社會研究季刊*，112，147–170。
- Websites:
1. Prudue OWL APA Style (7th Edition) https://owl.purdue.edu/owl/research_and_citation/apa_style/index.html
 2. 國立清華大學研究倫理辦公室
 3. 臺灣學術倫理教育資源中心