

National Tsing Hua University Master's Program in Waldorf Education

國立清華大學華德福教育碩士在職學位學程

Course Title: Qualitative Research Methodology (tentative syllabus)

Course dates: February 1-6, 2020

Course description

This course is designed to provide students with an understanding of qualitative research approaches in education. The course will introduce students to basic theoretical background, or epistemological frames of a variety of 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, that students can acquire basic skills of conducting qualitative inquiries through class assignments and discussion, and that students will develop their own research problematics and tentative research proposals.

Suggested Readings

Two groups of readings are suggested for this course. One, books and articles specifically on and about qualitative research; two, good qualitative research products. I purposively select as much as possible readings published both in English and their Chinese translations, or vice versa, in order to ensure students' comprehension of the readings and the quality of class discussion and to maximize the benefits of students' learning.

I. Methodology

1. 瞿海源等主編 2015 社會及行為科學研究法—質性研究法。台北:東華書局。
2. Carr, W. and S. Kemmis 1986 *Becoming Critical: Education, Knowledge and Action Research*.
劉唯玉、王采薇主編(譯) 2019 邁向批判性典範: 教育、知識與行動研究。台北: 五南。
- *3. Yin, R.K. 2016 *Qualitative Research: From Start to Finish*. 2nd edition. NY: The Guilford Press.
李政賢譯 (2011 版翻譯 2014) 質性研究: 從開始到完成。台北: 五南。
- *4. Creswell, J.W. 2013 *Qualitative Inquiry & Research Design: Choosing Among Five*

Approaches. 3rd Edition: Sage.

李政賢譯 (2018) 質性研究的五種取徑。台北: 五南。

5. Denzin, N.K. and Y. S. Lincoln The Routledge Handbook of Qualitative Research.

6. 謝國雄等 2013 以身為度 如是我做: 田野工作的教與學。台北: 群學。

II. Qualitative Research Works

*7. Tobin, J. J. , D.Y.H. Wu and D.H. Davidson 1989 Preschool in Three Cultures: Japan, China, and the United States. New Haven: Yale U. Press.

王家通等譯 1996 幼兒教育與文化—三個國家的幼教時括比較研究。台北: 麗文。

Tobin, J.J. , Y. Hsueh and M. Karasawa 2009 Preschool in Three Cultures Revisited: China, Japan and the United States. Chicago: Chicago U. Press.

*8. Willis, P. 1977 Learning to Labor: How working class kids get working class jobs. NY: Columbia U. Press.

[Dolby, N.](#), G. [Dimitriadis](#) and P. [Willis](#) 2004 Learning to labor in new times. NY: Routledge – Falmer.

秘舒、凌敏華 譯 2018 學做工: 工人階級子弟為何繼承父業? 台北: 麥田

*9. Lan, Pei-Chia 2018 Raising Global Families: Parenting, Immigration, and Calss in Taiwan and the U.S. Stanford, CA: Stanford U. press.

藍佩嘉 2019 拚教養—全球化，親職焦慮與不平等童年。台北: 春山。

10. 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。

11. 有關華德福教育的碩博士論文

Course Outline

Course activities	Reading and assignments
2/1 (Sat.)Morning Welcome, Introduction and discussion the planning of the course; Why do research? About, For, Of What and Whom?	Creswell: Ch. 1 & 2 Yin: Ch.1 Pre-assignment: A biographical Sketch related to qualitative research

<p>2/1 Afternoon</p> <ol style="list-style-type: none"> 1. What schools do? Comparative perspectives Preschool in Three Cultures (comparative, research questions, design, method, content) 2. Discussion on bio sketch: your interest and equipment 	<p>Reading: <i>Preschool in Three Cultures</i> (video)</p>
<p>2/2 (Sun.)Morning</p> <ol style="list-style-type: none"> 1. Review 2. Preschool in Three Cultures (method, issues) 	<p>Reading <i>Preschool in Three Cultures Revisited</i></p>
<p>2/2 Afternoon:</p> <ol style="list-style-type: none"> 1. A walk on the Main Campus, 2. Share and Discussion on field notes 	<p>Assignment:</p> <ol style="list-style-type: none"> 1. field notes on campus visit 2. a sketch on your own campus
<p>2/3 (Mon.)Morning</p> <ol style="list-style-type: none"> 1. Review 2. What students do? Learning to Labor (case study, ethnography, class and gender analysis, research questions, design, method, findings, arguments) 	<p>Reading: Learning to Labor , 學做工 Part I: Ethnography</p>
<p>2/3 Afternoon:</p> <ol style="list-style-type: none"> 1. visit to Library: literature research 2. Research ethics 3. share & discussion How bio-sketch 、 field note experience and lit. search may help to develop your research project 	<p>Assignment:</p> <ol style="list-style-type: none"> 1. search and research literature potentially related to your interested research topics
<p>2/4 (Tue.)Morning</p> <ol style="list-style-type: none"> 1. review: Learning to Labor 2. What Parents do? Raising Global Families (multi-sites, multi sources, non-participant observation, interview...) 	<p>Reading: Raising Global Families , 拚教養</p>

2/4 afternoon 1. Raising Global Families 2. Interview	Assignment: data collecting 1. interview; questions for the brain center; 3. Interview with each other
2/5 (Wed.)Morning 1. Review 2. What teachers do? Action Research	Reading: to be decided
2/5 afternoon 1. Data organization and analysis	Task: Organize and analyze data Field notes, interview notes and record, Literature search, interview
2/6 (Thur.) Morning 1. Review 2. What teachers do? Narratives	Reading: Porkinghorne: Narrative configuration in qualitative analysis
2/6 Afternoon	Task: plan and design your own project

Assignment/tasks:

1. Pre-assignment: a. biographical sketch;
b. observe and describe an occasion/event/activity of your interest in your school
2. Field notes, campus sketch
3. Literature search and research: outcome
4. Interviews 1 & 2: records and memo