

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

11020KWEN510100 質的研究法

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Course Title: Qualitative Research Methodology

Dates: January 24-26, and three more days to be arranged, 2022

Course description 課程說明

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.

本課程目標為培養學生對質性研究法的理解，將介紹基本理論背景，認識論視野，質性探究歷程，閱讀質性研究文本，並將透過作業讓學生練習質性研究的基礎技巧。

Suggested Readings 閱讀文獻

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.

閱讀文獻包括兩大類: 1. 研究方法論相關文獻，及 2. 質性研究作品。

I. Methodology 研究方法

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. 丁奇芳等譯 (2020) (I. F. Goodson & S. R. Gill 原著，2011) 敘事教育學：生命史取向。台北：五南。
3. Zajonc, A. (2009). Meditation as contemplative inquiry: When knowing becomes love. Great Barrington, MA: Lindisfarne Books.
4. 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。
5. 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。

延伸閱讀:

- a. 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。
- b. 周平、蔡政宏主編(2008)日常生活的質性研究。嘉義：南華教社所。
- c. 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。

II. Qualitative Research Works 質性研究文本

- *4.1 王家通等譯 (1996) (Tobin, J. J., D.Y.H. Wu and D.H. Davidson 原著，1989) 幼兒教育與文化—三個國家的幼教實況比較研究。台北：麗文。
- *4.2 Tobin, J. J., Hsueh, Y. & Karasawa Mayumi (2009) Preschool in Three Cultures Revisited: Japan, China, and the United States. Chicago: U. of Chicago Press.
- *4.3 DVDB LB1140.25.T63 P74
- *5. 李怡慧譯 (2016) (A. Lareau, 原著) 家庭優勢 (Home Advantage)。台北：群學。
- *6. 藍佩嘉 (2019) 拚教養—全球化，親職焦慮與不平等童年。台北：春山。
- *7. 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。

Course Outline

Course activities	Reading and assignments
1/24 Morning, Welcome, 研究基礎想法引導 Why do research? About, For, Of What and Whom? (林)	課前作業：一頁，包括： 1. 過去的研究經驗 2. 簡要說明研究興趣，列出三個關鍵 3. 打算用甚麼方法進行探究
1/24 Afternoon 行動敘事研究 1 (Cherng)	閱讀文本： 成虹飛(2014); 丁奇芳等譯(2020);

1. 知識的四個象限 2. 行動敘事的研究步驟 3. 愛的知識論與探究方法	Zajonc (2016)
1/25 Morning 行動敘事研究 2 (Cherng) 1. 知識的四個象限 2. 行動敘事的研究步驟 3. 愛的知識論與探究方法	閱讀文本: 成虹飛(2014); 丁奇芳等譯(2020); Zajonc (2016)
1/25 Afternoon: Introduction : Ethnography (Hsieh)	Assignment: reading: 1. 張可婷譯, 第一章緒論 pp.1-26 2. 王家通等譯(1996)第一章緒論
1/26 Morning 1. Review 2. Library tour (the Main Library) 3. Literature search	Practice: Library search 用課前作業所列的三個關鍵字, 練習 研究文獻的資料搜尋(5 筆, 下次上課 前上傳)
1/26 Afternoon: A field walk of the Main Campus (Hsieh) 觀看影片與討論: Preschool in three cultures	Assignment 後續作業: writing a field note on campus walk (寫 一篇 2 頁清大校園田野筆記, 下次上 課前上傳)
The 4 th day (Hsieh) 1. Review 2. 家庭優勢 (導讀與討論) 3. 研究倫理	Reading, discussion and practice 1. 家庭優勢 Family advantage 2. 作業: 清大研究倫理辦公室網站, 閱讀與測驗
The 5 th day (Hsieh) 1. Review 2. 拚教養 (導讀與討論) 3. 訪談練習(知情同意書)	Reading, discussion and practice 1. 拚教養 2. Interview practice (訪談練習)
The 6 th day (Hsieh) 1. Review 2. 成為他自己 (導讀與討論) 3. 訪談資料分析	Reading, discussion and practice 1. 成為他自己 2. Group Interview data analysis
The 7 th day (Hsieh) half day Presentation	Individual interview report

Evaluation:

1. *Pre-assignment: a biographical sketch, 5%
2. 敘說與行動研究: 2-3 頁心得報告, 15%
3. Literature search and research: outcome, 10%

4. Field notes, campus sketch, 15%
5. (group) Interview data analysis practice (group), 15%
6. (Individual) Interview and data interpretation, 40%