

Course Title: Qualitative Inquiry

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Office hours: 1:00 to 2:00 p.m. (Lin, Y.) Tuesdays and by appointment

Office hours: (Cherng, H. by appointment)

Purpose:

Qualitative Inquiry (QI) is a course designed to provide an overview of the nature, characteristics, philosophical assumptions, goals, content, procedures, and approaches of qualitative research. This course will review the steps in conducting qualitative research, including identification of the phenomenon to be studied, identification of the participants and fields in the study, generation of hypotheses, data collection, data analysis, descriptions/interpretations and conclusions. Six major approaches (case study, grounded theory, phenomenology research, ethnography research, action research, narrative research) of qualitative inquiry will be introduced.

Objectives:

This is an introductory course and so will cover a broad range of material. With this in mind, the objectives are to provide students with:

1. Understanding the nature and definition of QI.
2. Understanding the general characteristics in various types of QI.
3. Understanding the philosophical assumptions underlying QI.
3. Understanding the goal, content, traits, styles, and procedures of six QI approaches.
4. Understanding the strengths and limitations of six QI approaches.
5. Completing a proposal by using one approach of QI.

Textbooks:

Required: 質性研究方法與論文寫作(三版)(2022)。作者: 鈕文英。雙葉書廊。

Recommended: (1) 質性研究方法套書(2019)。作者: Clive Seale, David Silverman。譯者: 韋伯文化編輯部。出版社: 韋伯。(2) 社會及行為科學研究法 (2015)。主編: 瞿海源等。東華出版。

Requirements:

1. Actively participate in class discussion and activities.
2. Read the selected assignments in their entirety as outlined on the schedule.
3. Complete a proposal (no more than 15 pages), and make an oral presentation (no longer than 20 minutes).

Grading: (total 100 points)

1. Class participation: 10% (Dr. Lin)
2. Proposal : 25% (Dr. Lin)
3. Oral presentation: 15% (Dr. Lin)
4. Class participation: 30% (Dr. Cherng)
5. Text and Presentation of narrative/action research exercise: 20% (Dr. Cherng)

Schedule: (Dr. Lin)

Date	Topics	Reading
1 st 7/18	Orientation and introduction, Introduction and Design of QI	Ch 1, 2
2 nd 7/19	ethics	Ch 4

3 rd	7/20	data collection	Ch 5, 6
4 th	7/21	data analysis	Ch 7
5 th	7/24	case study	Ch 15
6 th	7/25	phenomenology research	Ch 12
7 th	7/26	ethnography	Ch 18, 16
8 th	7/27	grounded theory	Ch 14

The sessions listed below will be held in person during 9:00-12:30 and 13:30-18:00 on August 11, 12, and 13.

(Dr. Cherng)

- 9th the knowledge coordinate (reference: Martin Buber, Craig Holdrege, etc.)
- 10th action research I: the reflective practitioner (reference: Donald Schön)
- 11th action research II: the critical and collaborative orientation (reference: Paulo Freire; 麥麗蓉)
- 12th narrative inquiry I: the knowledge of encounter (reference: 成虹飛; Ivor F. Goodson & Scherto R. Gill)
- 13th narrative inquiry II: the hermeneutical cycle and fusion of horizons (reference: Hans-Georg Gadamer)
- 14th narrative inquiry III: life-centered, process-oriented, holistic knowing (reference: Goethe)
- 15th exercises of narrative/action research
- 16th exercises of narrative/action research

References:

Buber, M. (1971). *I and Thou*. Free Press.

Freire, P. (2018). *Pedagogy of the Oppressed*. Bloomsbury Academic.

Gadamer, H. (2013) *Truth and Method*. Bloomsbury Academic.

Goodson, I. F., & Scherto, R. G. (2011). *Narrative Pedagogy: Life History and Learning*. New York: Peter lang Publishing.

Holdrege, C. (2013). *Thinking Like a Plant: A Living Science for Life*. Lindisfarne Books

Seamon, D., & A. Zajonc (eds.). (1998). *Goethe's Way of Science*. SUNY Press.

成虹飛 (2014)。行動/敘說探究與相遇的知識。《課程與教學》，17 卷 4 期，1 – 24 頁。

麥麗蓉 (2012)。脊髓損傷者主體性知識的探究：一個以「排便問題」進行協同探究的實例。《應用心理研究》，53 期，95-129 頁