

國立屏東大學 110學年度第1學期 教學課程綱要

※為保護智慧財產權，請勿非法影印教科書。

課程學分數：2.00(2.00小時)

授課老師：王慧蘭(854000)

必選修：選

開課序號	1892
科目名稱	質的資料蒐集與分析方法(EDI4102)
科目英文名稱	Qualitative Data Collection and Analysis
授課語言	英語/全外語授課
主要教學型態	課堂教學&遠距輔助教學
教學目標	<p>Qualitative research is an essential tool for deeper probing of diverse educational phenomena and for designing effective educational systems and schools. In the educational research areas, ethnography, case studies, action research, discourse analysis, narrative inquiry, and Actor Net Theory... all have contributed insight and depth to our understanding of the structural, managerial, and environmental factors embedded in the educational sector. Given this, every independent researcher, need to understand the philosophy of qualitative, non-statistical social science research, focusing on how to design methods of qualitative research and how to collect data and conduct the analysis.</p> <p>Based on the foundation of qualitative research, the main objective of this course is to empower the researcher to understand and employ method of collecting and analyzing qualitative data, and then to develop their own research work in the future.</p>
每週課程內容及教學方法	<p>Week Course Content</p> <p>Week 1 Orientation: introduction of the course and the requirement</p> <p>Week 2 Introduction of the method of qualitative data collection and analysis</p> <p>Week 3 Case study:document collection & interview</p> <p>Week 4 Case study:Data analysis of document & Interview</p> <p>Week 5 Action Research: School or classroom study</p> <p>Week 6 Action Research: Data collection and analysis of school or classroom study</p> <p>Week 7 Action Research: Data collection and analysis of school or classroom study</p> <p>Week 8 Narrative Inquiry: School leadership and organization reform</p> <p>Week 9 Narrative Inquiry: Teacher life story and narrative inquiry</p> <p>Week 10 Narrative Inquiry: teacher life story and narrative inquiry</p> <p>Week 11 Field study (to visit a primary school in Pingtung)</p> <p>Week 12 Discussion for field notes :the steps for analyzing qualitative data from the field</p> <p>Week 13 Discussion for field notes :the steps for analyzing qualitative data from the field</p>

	<p>Week 14 Developing a qualitative research proposal The employment of method in collecting and analyzing qualitative data</p> <p>Week 15 Developing a qualitative research proposal The employment of method in collecting and analyzing qualitative data</p> <p>Week 16 Final presentation, discussion and feedback</p> <p>Week 17 flexible course arrangement</p> <p>Week 18 flexible course arrangement</p>
核心能力	
預期學習成果	<p>After this course the student is expected to be able to:</p> <ol style="list-style-type: none"> 1. Understand the central principles and steps of qualitative research with respect to the data collection and analysis methods covered during the course. 2. Clarify the design and ethical implications of qualitative research. 3. Present and discuss, in oral and/or written form, application of the methods covered during the course. 4. Develop research designs involving qualitative methods.
與預期學習成果搭配的多元評量	<p>Grades will be based on a combination of class attendance/participation, reading assignments and learning portfolio as follows:</p> <ul style="list-style-type: none"> • 20% Class attendance/participation • 30% Learning portfolio (weekly reading and summary, self-evaluation of learning situation) • 50% Final report (research proposal)
主要讀本	<p>Delamont, S. (eds.) (2012) Handbook of Qualitative Research in Education. UK : Edward Elgar.</p>
參考書目	<p>Cunningham, D. (2011) Improving Teaching with Collaborative Action Research. Virginia: ASCD.</p> <p>Dana, N. F. & Yendol-Hoppey, D. (2014)(3th Ed.) The Reflective Educator' s Guide to Classroom Research. USA : Corwin.</p> <p>Denzin, N. K., & Y.S. Lincoln (Eds.), (2011). The SAGE Handbook of Qualitative Research. London: SAGE Publication. SAGE Publications.</p> <p>Goodson, I. F., Loveless, A.M., & Stephens, D. (Eds.), (2012). Explorations in Narrative Research. Sense Publishers.</p> <p>Law, J. (2004). After Method: Mess in Social Science Research. London and New York: Routledge.</p> <p>Law, J. & Hassard J. (eds.) (1999). Actor Network Theory and After. Oxford : Blackwell.</p> <p>Nespor, J. (2002). Networks and Contexts of Reform, Journal of Educational change (3), pp.365-382.</p> <p>Nespor, J. (2003). Undergraduate Curricula as Networks and Trajectories, Space, Curriculum and Learning, edited by Edwards R. & Usher R., USA: Information Age Publishing, pp. 93-108.</p>

	<p>Riessman, C. K. (2008). Narrative Methods for the Human Sciences. UK: Sage.</p> <p>Roth, W.M. (2005) Doing Qualitative Research: Praxis of Method. Rotterdam : Sense Publishers.</p> <p>Sørensen, E. (2010). The Materiality of Learning: Technology and Knowledge in Educational Practice. New York: Cambridge University Press.</p> <p>Thomson, P. & Hall, C. (2017). Place-based Methods for Researching Schools. London: Bloomsbury Academic.</p>
其他事項	<ol style="list-style-type: none"> 1.Course policy- Avoidance of Scholastic Dishonesty: Students must commit to academic integrity and ensure to abide by the related policy. 2.Office Hours: Monday 10:00~12:00, Tuesday 10:00~12:00, Thursday 13:30~15:30, or by appointment 3.Email: hlwang@mail.nptu.edu.tw 4. Line group Qualitative Data Collection and Analysis 5. Google Meet https://meet.google.com/uio-jejr-mhk