

國立屏東大學 109學年度第2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：3.00(3.00小時)

授課老師：張慶勳(447000)

必選修：必

開課序號	1930
科目名稱	教育行政學專題研究(EDI5101)
科目英文名稱	Seminar in educational administration
授課語言	英語/全外語授課
主要教學型態	課堂教學
教學目標	<ol style="list-style-type: none"> 1. Every student can understand the theory, research and practice of Educational Administration and other related topics of special research topics, and then apply it in practice. 2. Every student can study the associated topics/subjects and write paper individually.
每週課程內容及教學方法	<p>Teaching Content</p> <ol style="list-style-type: none"> 1. Education philosophy and thought Ontology → epistemology → methodology → research paradigm → research approach (qualitative and quantitative research) → research methods “Cognition, reflection, action and acquisition” framework (Ching-Hsun, Chang) “Metaphysics, Profession and Practice” symbiosis (Ching-Hsun, Chang) 2. Educational Methodology Paradigm and development Phenomenology Hermeneutics Ethnography Symbolic interactionism Grounded theory Case study 3. Educational research approach / method Quantitative Method Causal research : Experimental Research quasi-experimental research single-subject experimental Descriptive research : Survey Research, Relationship Study Retrospective Study : Ex Post Facto Study Qualitative Method Narrative research

	<p>Interpretations ethnographic research action research Case Studies focused group interview (FGI)</p> <p>4. Main Content-in detail (Theory, research and practice - Symbiosis) Basic discipline Education philosophy and thought The contextual framework of education philosophy and thought Ontology → epistemology → methodology → research paradigm → research approach (qualitative and quantitative research) → research methods “Cognition, reflection, action and acquisition” framework (Ching-Hsun, Chang) “Metaphysics, Profession and Practice” symbiosis (Ching-Hsun, Chang)</p> <p>Main Content Current Issues in Educational / School Administration Concepts and theories of leadership Education governance and school governance Decision Making in Education, School Administration Educational / School Administration Professionalization Educational Administration, Organization Theories and Development Educational Effectiveness and Educational Innovation Educational Finance Educational Organization Culture and leadership Educational Planning and Evaluation Educational Policy and Planning Leadership in Education/ School Administration Operative Mechanism in Educational Institute Power and Politics Teaching and Learning in School Any other related/special Issues and associated research Methodology/ Method, Trend in educational administration Context, highlight and development of educational administration in Taiwan, and around the world. (Teaching schedule) Paper Style American Psychological Association. (2010). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author. American Psychological Association. (2010). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author. (APA style_6th ed.) *American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). Washington, DC: Author. (APA style_7th ed.) (Note: We will use the APA style_7th ed. in dissertation and thesis of graduating since 2021/7)</p>
核心能力	
預期學習成果	

與預期學習成果 搭配的多元評量	<p>Evaluation Method</p> <p>Based on students' discussion, participation, and presentation in class and their term papers/publication for teaching evaluation.</p> <p>discussion, participation: 20%</p> <p>presentation: 30%</p> <p>term papers/publication: 50%</p>
主要讀本	<p>Basic Reading</p> <p>Hoy, W. K., & Miskel, C. G. (2013). Educational administration: Theory, research, and practice (9th ed.). Boston: McGraw-Hill. (Content social system model for schools)</p> <p>Note:</p> <ol style="list-style-type: none"> 1. The first edition of this book was published in 1978. The 2nd-9th editions were published in 1982(Chinese), 1987, 1991, 1996, 2001 (Chinese), 2005, 2008, 2013. 2. The second and sixth edition were translated into Chinese in Taiwan. The reference is as follows. 2-1 王家通、曾燦燈校訂 (1983)。方德隆、陳瓊森、顏素霞、蔡清華、簡明忠、張來平、楊寶琴、吳裕益、歐用生 (譯)。教育行政學—理論、研究與實務 (原作者: Wayne. K. Hoy & Cecil. G. Miskel)。高雄市: 復文。原著出版年: 1982)。 2-2 林明地、王如哲、王瑞璫、江芳盛、何宣甫、李安明、林純雯、張明輝、湯堯、黃宗顯、簡玉敏、謝文豪、魏惠娟 (譯)。(2003)。教育行政學—理論、研究與實際 (原作者: Wayne. K. Hoy & Cecil. G. Miskel)。高雄市: 麗文。原著出版年: 2001)。 3. Authors emphasize that theory, research and practice are the symbiosis. the perspective of this book focuses on the "school as a social system (social system model for schools)." Meanwhile, teaching and learning is the "core technology" in school. In addition, the school effectiveness is through "input-transformation process-output" process for overall quality. The transformation process includes structural, political, individual, cultural dimensions and external environment.
參考書目	<p>Special topic/ issue and bibliographies</p> <p>Educational philosophy & methodology</p> <p>*Assalahi, H. (2015). The Philosophical Foundations of Educational Research: a Beginner's Guide. American Journal of Educational Research, 3(3), 312-317. https://doi.org/10.12691/education-3-3-10</p> <p>What's the educational administration</p> <p>The trend of Educational Administration and policy</p> <p>Micropolitics / power / educational leadership</p> <p>Blase, J. & Anderson, G. (1995). The micropolitics of educational leadership: From control to empowerment. London: Cassell.</p> <p>Bolman, L. G., & Deal, T. E. (2006). The Wizard and the Warrior: Leading with Passion and Power. San Francisco: Jossey-Bass.</p> <p>Principalships</p> <p>Bellamy, G. T., Fulmer, C. L., Murphy, M. J., & Muth, R. (2007). Principal accomplishments: How school leaders succeed. New York, NY: Teachers College Press.</p> <p>Busher, H. (2006). Understanding Educational Leadership: People, power</p>

and culture. Maidenhead Berkshire: Open University Press.

Cohen, M. D., & March, J. G. (1986). Leadership and ambiguity: The American college president. Boston: Harvard Business School Press.

Fullan, M. (2014). The principal: Three keys to maximizing impact. San Francisco: Jossey-Bass. (Content)

<https://www.amazon.com/Principal-Three-Keys-Maximizing-Impact/dp/1118575237> ; library

Gamage, D. T., & Pang, N. S. K. (2003). Leadership and management in education: Developing essential skills and competencies. New York: Harper & Row.

Mathews, L. J., & Crow, G. M. (2010). The principalship: New roles in a professional learning community. Boston: Allyn & Bacon. (Content)

Noel, M. T., & Mary, A. D. (1986). The transformational leader. New York: Wiley.

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Pam, R., & Harvey, A. (2004). The new principal's fieldbook: strategies for success. Alexandria, VA.: Association for Supervision and Curriculum Development.

Place, A. W. (2011). Principals who dare to care. New York: Eye on Education.

Robbins, P., & Alvy, H. B. (1995). The principal's companion: Strategies and hints to make the job easier. Thousand Oaks, California: Corwin Press. (Content)

Roger, C. S., & Lin. K. P. (2010). Principal leadership in Taiwan schools. Lanham, Md : Rowman & Littlefield.

Sergiovanni, T. J. (1990). Value-added leadership: How to get extraordinary performance in schools. San Diego: Harcourt Brace Jovanovich.

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Sergiovanni, T. J. (2009). The principalship: A reflective practice perspective (6th ed.). M.A.: Pearson Education. (Content Cover content2)

Yukl, G. A. (2006). Leadership in organizations. NJ : Pearson/Prentice Hall.

Instructional Leadership

DiPaola, M. F., & Hoy, W. K. (2008). Principals improving instruction: Supervision, evaluation and professional development. Boston: Pearson Education.

Hoy, A. W., & Hoy, W. K. (2013). Instructional leadership: A research-based guide to learning to school (3rd ed.). New Jersey: Pearson Education. (content)

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school organization and culture

Richard H. H. (1999). Organizations : structures, processes, and outcomes. Upper Saddle River, N.J. : Prentice Hall.

Schein, E. H., & Schein, P., (2017). Organization culture and leadership (5th ed.). Hoboken, New Jersey: John Wiley & Sons, Inc.

(Ching-Hsun, Chang _ _Teaching website reviewer-Preface Introduce Cover-Chinese-3rd ed-1 Cover-Chinese-3rd ed-2 Chinese-3rd ed-3 Cover-English-5th ed AMAZON)

Senge, P. M. (2006). *The fifth discipline: the art and practice of the learning organization* (2nd ed.). New York; Doubleday/Currency.

Waterman, R. H., & Peters, T. J. (1982). *In search of excellence: lessons from Americas best run companies*. Boston, MA : Allyn & Bacon.

Reframing organization

Bolman, L. G., & Deal, T. E. (1991). Leadership and management effectiveness: A multi-frame, multi-sector analysis. *Human Resource Management*, 30(4), 509-534.

Bolman, L. G., & Deal, T. E. (2017). *Reframing Organization: Artistry, Choice and Leadership* (6th ed.). San Francisco: Jossey-Bass.

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Quinn, R. E. & Rohrbaugh, J. (1983). A special model of effectiveness criteria: Towards a competing value approach to organizational analysis. *Management Science*, 29, 363-377.

School administration and leadership

Burns, J. M. (1978). *Leadership*. New York: Harper & Row. (transforming leadership and transaction leadership, classic book)

Ray, J. R., Hack, W. G., & Candoli, I. C. (1998). *School business administration: A planning approach*. MA:Prentice Hall.

Walker, A., & Dimmock, C. (Eds.) (2002). *School leadership and administration: Adopting cultural perspective*. New York: RoutledgeFalmer.

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Cheng, Y. C. (1996). *The pursuit of school effectiveness*. Hong Kong: Hong Kong Institute of Educational Research, The Chinese University of Hong Kong.

Cheng, Y. C. (1999). The pursuit of school effectiveness and educational quality in Hong Kong. *School Effectiveness and School Improvement*, 10(1), 10-30.

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Baltacı, A. (2019). Praetorianistic behavior forms: An investigation of school principals. *Bartın Üniversitesi Eğitim Fakültesi Dergisi*, 8(1), 103-137.

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Gurr, D., & Drysdale, L. (2013). Middle-level secondary school

	<p>leaders: Potential, constraints and implications for leadership preparation and development. <i>Journal of Educational Administration</i>, 51(1), 55-71.</p> <p>doi:http://dx.doi.org.ezproxy.nptu.edu.tw/10.1108/09578231311291431</p> <p>Koh, H. H., Gurr, D., Drysdale, L., & Ang, L. L. (2011). How school leaders perceive the leadership role of middle leaders in singapore primary schools? <i>Asia Pacific Education Review</i>, 12(4), 609-620.</p> <p>doi:http://dx.doi.org.ezproxy.nptu.edu.tw/10.1007/s12564-011-9161-1</p> <p>Li, Y., & Fang, Y. (2017). Professionalisation of student affairs educators in china: History, challenges, and solutions. <i>Journal of Student Affairs in Africa</i>, 5(1)</p> <p>doi:http://dx.doi.org.ezproxy.nptu.edu.tw/10.24085/jsaa.v5i1.2481</p> <p>Mason, C. (2019). SUPERINTENDENT JAMES GREENWOOD AND TEACHER TRAINING PROGRAMS IN THE KANSAS CITY, MISSOURI SCHOOL DISTRICT. <i>American Educational History Journal</i>, 46(1), 43-54. Retrieved from https://search-proquest-com.ezproxy.nptu.edu.tw/docview/2279771116?accountid=170225</p> <p>Matthews, L. J., & Crow, G. M. (2010). <i>The principalship: New roles in a professional learning community</i>. Boston, MA : Allyn & Bacon.</p> <p>Shinners, J. (2019). Nursing professional development and continuing education in 2019: Organization, assessment, and evaluation. <i>The Journal of Continuing Education in Nursing</i>, 50(1), 6-8.</p> <p>doi:http://dx.doi.org.ezproxy.nptu.edu.tw/10.3928/00220124-20190102-02</p> <p>Shun-wing Ng, & Tsan-ming, K. (2014). Continuing professional development for middle leaders in primary schools in Hong Kong. <i>Journal of Educational Administration</i>, 52(6), 869-886.</p> <p>doi:http://dx.doi.org.ezproxy.nptu.edu.tw/10.1108/JEA-07-2013-0077</p> <p>school improvement</p> <p>Fullan, M. (1992). <i>Successful school improvement: The implementation perspective and beyond</i>. Philadelphia: Open University Press.</p> <p>Other special topic/issue references retrieved from Library</p>
其他事項	<p>Learning from operation and practice.</p> <p>Collecting literature from library.</p> <p>Focusing on thinking and reflection, Knowledge management.</p> <p>Strengthening paper presentation, group discussion and attending academic workshop.</p> <p>Plagiarism is prohibited.</p>