

Tamkang University Academic Year 111, 1st Semester Course Syllabus

Course Title	QUALITATIVE RESEARCH	Instructor	RUDAKOWSKA, ANNA
Course Class	TRJXB2A DEPARTMENT OF GLOBAL POLITICS AND ECONOMICS (ENGLISH-TAUGHT PROGRAM), 2A	Details	<ul style="list-style-type: none"> ◆ General Course ◆ Required ◆ One Semester
Relevance to SDGs	SDG4 Quality education		
Departmental Aim of Education			
To be equipped with a basic knowledge of economics and political science, to develop confidence in communicating professionally and academically in English in matters related to the global political economy; to acquire the capability to conduct further research individually and collectively with others; and ultimately to prepare oneself to become professionals and leaders with a global perspective for the international arena.			
Subject Departmental core competences			
<ul style="list-style-type: none"> A. Provide essential analytical abilities in the area of politics and economics(ratio:15.00) B. Provide knowledge and skills to understand the current global issues(ratio:20.00) C. Develop a high level of proficiency in verbal and written English required in the course of study and for communication purposes(ratio:30.00) D. Develop ability to pursue research independently as well as in teams(ratio:20.00) E. Provide basic knowledge on Taiwan's political and economic development(ratio:15.00) 			
Subject Schoolwide essential virtues			
<ul style="list-style-type: none"> 1. A global perspective. (ratio:10.00) 2. Information literacy. (ratio:5.00) 3. A vision for the future. (ratio:5.00) 4. Moral integrity. (ratio:20.00) 5. Independent thinking. (ratio:30.00) 6. A cheerful attitude and healthy lifestyle. (ratio:5.00) 7. A spirit of teamwork and dedication. (ratio:20.00) 8. A sense of aesthetic appreciation. (ratio:5.00) 			

Course Introduction	<p>This course combines didactic, interactive, and applied techniques to teach students qualitative research methods. It starts with introducing the epistemological and ontological basis of qualitative research. Next, it turns to research problems and questions. Then, it looks at research design, data collection, and organization. Finally, students will receive training in data analysis.</p>
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The correspondences between the course's instructional objectives and the cognitive, affective, and psychomotor objectives.

Differentiate the various objective methods among the cognitive, affective and psychomotor domains of the course's instructional objectives.

- I. Cognitive : Emphasis upon the study of various kinds of knowledge in the cognition of the course's veracity, conception, procedures, outcomes, etc.
- II. Affective : Emphasis upon the study of various kinds of knowledge in the course's appeal, morals, attitude, conviction, values, etc.
- III. Psychomotor: Emphasis upon the study of the course's physical activity and technical manipulation.

No.	Teaching Objectives	objective methods
1	Understand the quantitative research nature and application	Cognitive
2	Distinguish the theoretical basis for carrying out the qualitative methodologies in sociological research.	Cognitive
3	Formulate research problem and questions	Cognitive
4	Design the qualitative research project	Cognitive
5	Learn about research ethics, qualitative data collection, storage and analysis	Cognitive
6	Apply new skills in practice	Cognitive

The correspondences of teaching objectives : core competences, essential virtues, teaching methods, and assessment

No.	Core Competences	Essential Virtues	Teaching Methods	Assessment
1	AB	125	Lecture, Discussion	Testing, Discussion(including classroom and online)
2	CDE	678	Discussion, Practicum	Testing, Discussion(including classroom and online), Report(including oral and written)

3	BCDE	3456	Lecture, Experience, Work in teams	Study Assignments
4	BCDE	456	Lecture, Discussion	Study Assignments, Report(including oral and written), Activity Participation
5	BCD	23457	Lecture, Discussion, Practicum	Testing, Report(including oral and written)
6	D	25	Publication	Report(including oral and written)

Course Schedule

Week	Date	Course Contents	Note
1	111/09/05 ~ 111/09/11	Introduction to the course: course purposes, objectives, and requirements.	
2	111/09/12 ~ 111/09/18	An introduction to qualitative research. What does it mean to think qualitatively? How is it different from quantitative research? Are quantitative methods more scientific than qualitative? What is the relationship between the epistemological position and methodology and methods?	
3	111/09/19 ~ 111/09/25	The Twenty Statements Test: Analysis of the outcomes	
4	111/09/26 ~ 111/10/02	Why use qualitative methods? The purposes of qualitative research and symbolic interaction.	
5	111/10/03 ~ 111/10/09	Qualitative research design: types of research design	
6	111/10/10 ~ 111/10/16	Research design: ideas, research problem, and research questions. Practice: developing qualitative research questions.	
7	111/10/17 ~ 111/10/23	Research problem and questions.	
8	111/10/24 ~ 111/10/30	Introduction to data collection, organization, and sampling Data collection (oral history, focus groups, participatory action research, interviews, etc.)	
9	111/10/31 ~ 111/11/06	Review	
10	111/11/07 ~ 111/11/13	Midterm Exam Week	
11	111/11/14 ~ 111/11/20	Ethics and plagiarism	
12	111/11/21 ~ 111/11/27	Research design: concept map	
13	111/11/28 ~ 111/12/04	Literature review	

14	111/12/05 ~ 111/12/11	In depth analysis of the selected data collection methods and their analysis 1: Interviews - types, questions' design, how to conduct interviews, including the online interviews	
15	111/12/12 ~ 111/12/18	In depth analysis of the selected data collection methods and their analysis 2: participatory action research.	
16	111/12/19 ~ 111/12/25	Data analysis	
17	111/12/26 ~ 112/01/01	Review, Final Exams	
18	112/01/02 ~ 112/01/08	Final Exam Week	
Requirement	<p>1. Attendance is crucial to your learning and grade. ACTIVE PARTICIPATION (Mark of usual 15%) in the discussion and thoughtful reading of the assigned texts is a fundamental requirement of the course. ATTENDANCE IS NOT THE SAME AS PARTICIPATION. Your participation grade will depend on the quality and content of your contribution to the class.</p> <p>2. Others (45%): Quizzes and Assignments</p> <p>3. Mark of usual = Participation</p> <p>4. Beverages are allowed but no food in the class.</p> <p>5. Turn off your mobile phone or turn it to vibration before the class.</p> <p>6. If a student' s class absence reaches one-third of the total class hours (in a semester) for this course, the student will not be allowed to take part in the remaining course examinations and will receive a semester grade of zero.</p>		
Teaching Facility	Computer, Projector		
Textbooks and Teaching Materials	The textbook will be announced on a later date		
References	<p>Carter, S.M. & M. Little (2007) 'Justifying Knowledge, Justifying Method, Taking Action: Epistemologies, Methodologies, and Methods in Qualitative Research' , Qualitative Health Research, 17(10), p. 1416-1328, available at Research Gate. Costa, A.P. et al. (2017) Computer Supported Qualitative Research, Cham: Springer International Publishing: Imprint: Springer Hautly, L., Wellbeing. Midlife and Beyond (blog), "Epistemological Perspectives in Qualitative Research" , available at: https://lisahautly.com/blog/epistemological-perspectives-in-qualitative-research</p>		
Number of Assignment(s)	5 (Filled in by assignment instructor only)		
Grading Policy	<p>◆ Attendance : 10.0 % ◆ Mark of Usual : 15.0 % ◆ Midterm Exam : 15.0 %</p> <p>◆ Final Exam : 15.0 %</p> <p>◆ Other <Quizzes&Assign> : 45.0 %</p>		
Note	<p>This syllabus may be uploaded at the website of Course Syllabus Management System at http://info.ais.tku.edu.tw/csp or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at http://www.acad.tku.edu.tw/CS/main.php .</p> <p>※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</p>		