

Tamkang University Academic Year 112, 1st Semester Course Syllabus

Course Title	RESEARCH METHOD (I)	Instructor	CHEN HSIN CHIH
Course Class	TRDXB3A DEPARTMENT OF DIPLOMACY AND INTERNATIONAL RELATIONS (ENGLISH-TAUGHT PROGRAM), 3A	Details	<ul style="list-style-type: none"> ◆ General Course ◆ Required ◆ One Semester
Relevance to SDGs	SDG3 Good health and well-being for people SDG4 Quality education SDG10 Reducing inequalities		
Departmental Aim of Education			
To provide students with an understanding of the major theories in diplomacy & international relations and to equip students with practical skills and help them become outstanding members of the diplomatic and international relations community.			
Subject Departmental core competences			
A. Every student will process essential understanding of theories of international relations. (ratio:20.00) B. Every student will have primary perception of current international issues.(ratio:20.00) C. Every student will become capable of Independent thinking and information processing to further improve international relations.(ratio:40.00) D. Every student will process essential knowledge of participation in governmental & non-governmental affairs.(ratio:10.00) E. Every student will display high-level competence in English.(ratio:10.00)			
Subject Schoolwide essential virtues			
1. A global perspective. (ratio:10.00) 2. Information literacy. (ratio:20.00) 3. A vision for the future. (ratio:10.00) 4. Moral integrity. (ratio:15.00) 5. Independent thinking. (ratio:30.00) 6. A cheerful attitude and healthy lifestyle. (ratio:5.00) 7. A spirit of teamwork and dedication. (ratio:5.00) 8. A sense of aesthetic appreciation. (ratio:5.00)			

Course Introduction	<p>This is a whole-year course. The first-semester course aims to help students understand the steps to complete a research project. The course content of first semester is composed of two parts. The first part prepares students with some theoretical framework to understand how to conduct research, introducing the major approaches and methods in social science in general. The second part is to guide students to complete "the well-being project" to better understand the quantitative method.</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	The first part prepares students with some theoretical framework to understand how to conduct a research, introducing the major approaches and methods in social science in general.	Cognitive
2	The second part is to guide students to complete "the well-being project" in order to get a better understanding on the quantitative method.	Cognitive

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

No.	Core Competences	Essential Virtues	Teaching Methods	Assessment
1	ABCDE	12345678	Lecture, Discussion, Practicum	Discussion(including classroom and online), Report(including oral and written)
2	ABCDE	12345678	Lecture, Discussion, Practicum	Discussion(including classroom and online), Report(including oral and written)

Course Schedule

Week	Date	Course Contents	Note

1	112/09/11 ~ 112/09/17	Introduction, Steps to complete a project	Build up your team, and turn in the name list
2	112/09/18 ~ 112/09/24	Research question(s), time management, ethical issues,	Assign one article to one team
3	112/09/25 ~ 112/10/01	Read the article and address the following points: research question (or hypothesis), research methods, research findings, and other essential points.	Groups 1-6, each team 10-12 mins. oral presentation
4	112/10/02 ~ 112/10/08	...continue.....	Groups 7-12
5	112/10/09 ~ 112/10/15	holiday	
6	112/10/16 ~ 112/10/22	"literature review," Theory// Paradigms: Positivism & Interpretivism	
7	112/10/23 ~ 112/10/29	Methods: Qualitative & Quantitative	
8	112/10/30 ~ 112/11/05	Conceptualization, Operationalization, and measurement	Pick up your research targets to do the interview exercise
9	112/11/06 ~ 112/11/12	How to conduct an interview?	
10	112/11/13 ~ 112/11/19	...Continue	
11	112/11/20 ~ 112/11/26	Group oral presentation	Assignment #2 Interview practice. Each team 6 -8 mins. presentation
12	112/11/27 ~ 112/12/03	What is well-being? Independent & Dependent variables// How to design a questionnaire? //Sampling	Start the well-being group project. Build up your team again (with at least two international students) for the project.
13	112/12/04 ~ 112/12/10	Finalizing the questionnaire //Statistics needed for the project	Choosing the target departments
14	112/12/11 ~ 112/12/17	...Continue	Send out the questionnaires
15	112/12/18 ~ 112/12/24	Introducing statistics package SPSS	
16	112/12/25 ~ 112/12/31	Data entry & Data analysis	Go to the computer room
17	113/01/01 ~ 113/01/07	Group oral presentation--- Well-being project	Each group 6 mins. presentation
18	113/01/08 ~ 113/01/14	Validity and Reliability	

Key capabilities	self-directed learning Problem solving Interdisciplinary
Interdisciplinary	In addition to teaching content of the teacher's professional field, integrate other subjects or invite experts and scholars in other fields to share knowledge or teaching
Distinctive teaching	How to conduct resea
Course Content	Logical Thinking
Requirement	This course is mainly offered to third-year students of the department. Senior students in the department who need this graduation credit can also take this course. Students who do not meet the above criteria should not take this course.
Textbooks and Teaching Materials	Self-made teaching materials:Handouts Using teaching materials from other writers:Handouts
References	Thomas, G. (2017). How to Do Your Research Project: a Guide for Students. London : Sage Publications. O'Leary, Z. (2017). The Essential Guide to Doing Your Research Project. London : Sage Publications.
Grading Policy	◆ Attendance : 15.0 % ◆ Mark of Usual : % ◆ Midterm Exam : % ◆ Final Exam : % ◆ Other (assignments, project) : 85.0 %
Note	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 . ※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.