

Tamkang University Academic Year 112, 2nd Semester Course Syllabus

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| Course Title | QUALITATIVE RESEARCH | Instructor | CHANG I-HSIUNG |
| Course Class | TFLXM1A MASTER'S PROGRAM, DEPARTMENT OF ENGLISH, 1A | Details | ◆ General Course ◆ Selective ◆ One Semester |
| Relevance to SDGs | SDG4 Quality education SDG9 Industry, Innovation, and Infrastructure | | |
| D e p a r t m e n t a l A i m o f E d u c a t i o n | | | |
| <div>I . Cultivate diverse research specialists with abilities in language, literature, culture, and English teaching.</div> <div>II . Carry on and further the excellent tradition of domestic language instruction and literary research to be a department contributing equally to research and language teaching.</div> <div>III . Foster a holistic learning process by putting equal emphasis on language and literature, theory and practice.</div> <div>IV . Strategies</div> <div>1. Train students' abilities in five skills: English listening, speaking, reading, writing and translation.</div> <div>2. Promote technologicalization and internationalization.</div> <div>3. Upgrade the quality and quantity of those students who participate in the Junior Year Abroad program.</div> <div>4. Launch a common English Proficiency Test and enhance students' competitiveness in the job market.</div> <div>5. Enrich international video conferencing.</div> <div>6. Promulgate such areas of research as English and American literature, cultural studies, ecocriticism, and English Teaching.</div> | | | |
| Subject Departmental core competences | | | |
| <div>A. Establish a foundation for academic specilization in literature, translation, language teaching and linguistics.(ratio:45.00)</div> <div>B. Act on the global digital trend and train teaching competency that combines computer technology and internet research.(ratio:10.00)</div> <div>C. Cultivate professional ethics.(ratio:45.00)</div> | | | |
| Subject Schoolwide essential virtues | | | |
| 1. A global perspective. (ratio:5.00) | | | |

2. Information literacy. (ratio:10.00)
3. A vision for the future. (ratio:30.00)
4. Moral integrity. (ratio:10.00)
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

This course is structured to equip students with a clear understanding of what qualitative research is. The course will introduce participants to the characteristics and various approaches to designing and conducting qualitative research projects in business and management research. Students will gain hands-on experience in qualitative methods and analysis techniques while carrying out a research project related to their area of interest.

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 teaching objectives of qualitative research aim to enable students to develop the capability to propose a master's thesis proposal using qualitative research methodology by the end of the semester and to gain initial experience in conducting qualitative research. The course structure is divided into five parts: basic overview, problem formulation, data collection, data analysis, and research rigor, and research ethics | Cognitive |

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

| No. | Core Competences | Essential Virtues | Teaching Methods | Assessment |
|-----|------------------|-------------------|------------------|------------|
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| 1 | ABC | 12345678 | Lecture, Discussion, Publication | Testing, Discussion(including classroom and online), Report(including oral and written) |
| Course Schedule | | | | |
| Week | Date | Course Contents | | Note |
| 1 | 113/02/19 ~ 113/02/25 | Course orientation: course briefing; grouping; requirements; group project. | | |
| 2 | 113/02/26 ~ 113/03/03 | Objectivity vs. Subjectivity | | |
| 3 | 113/03/04 ~ 113/03/10 | Framing & Framework | | |
| 4 | 113/03/11 ~ 113/03/17 | Qualitative data | | |
| 5 | 113/03/18 ~ 113/03/24 | Context and story I | | |
| 6 | 113/03/25 ~ 113/03/31 | Case study methodology | | |
| 7 | 113/04/01 ~ 113/04/07 | Context and story II | | |
| 8 | 113/04/08 ~ 113/04/14 | Guest Speech (TBD) | | |
| 9 | 113/04/15 ~ 113/04/21 | Decomposing a qualitative study I | | |
| 10 | 113/04/22 ~ 113/04/28 | Decomposing a qualitative study II | | |
| 11 | 113/04/29 ~ 113/05/05 | Some lesson-learned | | |
| 12 | 113/05/06 ~ 113/05/12 | Evaluating a qualitative study I | | |
| 13 | 113/05/13 ~ 113/05/19 | Evaluating a qualitative study II | | |
| 14 | 113/05/20 ~ 113/05/26 | Qualitative research in practice | | |
| 15 | 113/05/27 ~ 113/06/02 | Group project presentation I | | |
| 16 | 113/06/03 ~ 113/06/09 | Group project presentation II | | |
| 17 | 113/06/10 ~ 113/06/16 | A review of qualitative research methods | | |
| 18 | 113/06/17 ~ 113/06/23 | Final examination | | |
| Key capabilities | | self-directed learning Information Technology Problem solving | | |
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| Interdisciplinary | Competency-based education 'competency exploration' sustained competency or global issues STEEP (Society, Technology, Economy, Environment, and Politics) |
| Distinctive teaching | Project implementation course |
| Course Content | Computer programming or Computer language (students have hands-on experience in related projects) Logical Thinking |
| Requirement | |
| Textbooks and Teaching Materials | Using teaching materials from other writers:Textbooks |
| References | |
| Grading Policy | <p>◆ Attendance : 10.0 % ◆ Mark of Usual : 20.0 % ◆ Midterm Exam : 30.0 %</p> <p>◆ Final Exam : 40.0 %</p> <p>◆ Other < > : %</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> |