

Tamkang University Academic Year 114, 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	◆ General Course ◆ Required ◆ One Semester ◆ 3 Credits
Relevance to SDGs	SDG4 Quality education		
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			
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			
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			
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	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.
---------------------	---

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	23	Lecture, Discussion	Testing, Discussion(including classroom and online), Report(including oral and written)

2	ABC	12345	Discussion, Practicum	Testing, Discussion(including classroom and online), Report(including oral and written)
3	CD	456	Lecture, Experience	Testing, Study Assignments, Discussion(including classroom and online), Report(including oral and written)
4	ABCDE	12345678	Lecture, Discussion	Study Assignments, Discussion(including classroom and online), Report(including oral and written), Activity Participation
5	ABCD	12345	Lecture, Discussion, Practicum	Discussion(including classroom and online), Report(including oral and written)
6	ABCDE	5678	Publication	Study Assignments, Discussion(including classroom and online), Report(including oral and written)

Course Schedule

Week	Date	Course Contents	Note
1	114/09/15 ~ 114/09/21	Introduction to the course: course purposes, objectives, and requirements.	
2	114/09/22 ~ 114/09/28	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	114/09/29 ~ 114/10/05	Examples of qualitative research	
4	114/10/06 ~ 114/10/12	Why use qualitative methods? The purposes of qualitative research and symbolic interaction.	
5	114/10/13 ~ 114/10/19	Qualitative research design: types of research design	
6	114/10/20 ~ 114/10/26	Presentations: data collection, organization, and sampling Data collection (oral history, focus groups, participatory action research, interviews, etc.)	
7	114/10/27 ~ 114/11/02	Research problem and questions.Research design: ideas, research problem, and research questions. Practice: developing qualitative research questions.	

8	114/11/03 ~ 114/11/09	Midterm Presentations	
9	114/11/10 ~ 114/11/16	Midterm Exam/Midterm Assessment Week (teachers can adjust the week as needed) Movie	
10	114/11/17 ~ 114/11/23	Ethics and plagiarism	
11	114/11/24 ~ 114/11/30	Research design: concept map	
12	114/12/01 ~ 114/12/07	Literature review	
13	114/12/08 ~ 114/12/14	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	
14	114/12/15 ~ 114/12/21	In depth analysis of the selected data collection methods and their analysis 2: participatory action research.	
15	114/12/22 ~ 114/12/28	Data analysis	
16	114/12/29 ~ 115/01/04	Final Week of Diverse Assessments (Presentations)	
17	115/01/05 ~ 115/01/11	Final Week of Diverse Assessments/Flexible Teaching Week for Teachers	
18	115/01/12 ~ 115/01/18	Flexible Teaching Week for Teachers	
Key capabilities			
Interdisciplinary			
Distinctive teaching			
Course Content		Logical Thinking	

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>
Textbooks and Teaching Materials	<p>Self-made teaching materials: Presentations, Handouts, Worksheets</p> <p>Using teaching materials from other writers: Textbooks, Handouts, Videos, Worksheets</p> <p>Name of teaching materials:</p> <p>M. Ravitch & N. Mittenfelner Carl (2021) Qualitative Research: Bridging the Conceptual, Theoretical and Methodological (2nd Ed.), Sage: Los Angeles (book on reserve)</p>
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</p> <p>Hautly, L., Wellbeing. Midlife and Beyond (blog), "Epistemological Perspectives in Qualitative Research", available at: https://lisahautly.com/blog/epistemological-perspectives-in-qualitative-research</p>
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 https://web2.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>※"Adhere to the concept of intellectual property rights" and "Do not illegally photocopy, download, or distribute." Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</p>