**EDM 6402 Qualitative Methods in Educational Research**  
The Chinese University of Hong Kong  
(2nd term, 2006-2007)

**Instructors**  
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**Objectives**  
This course offers the students a broad overview of the use of qualitative method in educational research. It aims to familiarize the students with different qualitative research methods, to understand the process of collecting qualitative data, and to think reflexively while engaged in this process. This course is designed to meet the following goals: 1) to explore the historical and epistemological foundations of social research 2) to introduce a range of data generation strategies and to provide experience in generating qualitative data, 3) to provide the analytic skills to understand, appreciate and conduct qualitative research.

**Course Requirements**  
1. 20% for participation in class discussions. Students should form groups for discussion purposes. The group should normally not exceed 10 persons.
2. 80% for term paper. Each student should write a book review not more than 6,000 words in English or Chinese. The term paper should be submitted to the collection box of Dr. TSE at G/F Ho Tim Bldg. before 6pm, 14 May (Mon), 2007.

**Course structure**

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<th>Venue: LKC LT1 Time: 6:00-8:30 pm</th>
<th>YC Liang Hall (潤昌堂) 103 9:30 am -12:00 pm</th>
<th><strong>Titles</strong></th>
<th><strong>Instructors</strong></th>
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<td>1</td>
<td>8/3 (Thur)</td>
<td>10/3 (Sat)</td>
<td>Foundations and design of qualitative research</td>
<td>Lai &amp; Tse</td>
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<td>15/3</td>
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<td>Case study</td>
<td>Lai</td>
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<td>22/3</td>
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<td>Ethnography</td>
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<td>Critical discourse analysis</td>
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<td>7</td>
<td>3/5</td>
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<td>Reflections on qualitative research method</td>
<td>Lai &amp; Tse</td>
</tr>
</tbody>
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References:

1. Foundations and design of qualitative research

   1.4 陳向明 (2000)。《質的研究方法與社會科學研究》。北京: 教育科學出版社，第一、二章，頁 3-45、第五章，頁 76-102。(陳向明，2002，《社會科學質的研究》，台北：五南。)

2. Case study


3. Ethnography

   3.3 佘雲楚。 (1999a)。＜紀律危機還是教育危機？論師道尊嚴與學校「權威」之隕落＞。《香港社會科學學報》，第 13 期，頁 31-67。
   3.4 佘雲楚。 (1999b)。＜紀律危機還是教育危機？（二）邁向一個學生取向的分析＞。《香
4. Life history


4.5 王麗雲 (2000)。＜自傳/傳記/生命史在教育研究上的應用＞。中正大學教育研究所主編，《質的研究方法》。高雄：麗文，頁 265-305。

5. Narrative


5.5 莊明貞。(2005)。＜敘事探究及其在課程研究領域之發展＞。《教育研究月刊》。130 期。

6 Critical discourse analysis


6.4 王雅玄 (2005)。《批判論述分析在課程知識解構與社會重建的角色》。論文發表於「社會重建課程的理念與實踐：覺醒、增能與行動」，中華民國課程與教學學會、中華民國社會科課程學會、台北市師範學院合辦。2005年5月13至14日。

6.5 余惠冰 (2003)。＜從成立專業公會的政策議論系譜看香港教師專業化＞。黃顯華、孔繁盛 (編) 《課程發展與教師專業發展的夥伴關係》。香港：中文大學出版社。頁 263-283。

7. Conclusion


7.4 陳向明 (2000)。《質的研究方法與社會科學研究》。北京，教育科學出版社，第廿五章 「質的研究中的倫理道德問題—我如何知道研究是否符合道德規範？」，頁 425-446。

7.5 Paul Atkinson, Amada Coffey and Sara Delamont (2003) *Key Themes in Qualitative Research: Continuities and Changes*. Walnut Creek: Lanham, chap. 3, “Whose side are we on?”