

跨國研究的倫理議題

(英國移地研究為例)

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執行跨國研究目的

從比較教育的觀點

Different “levels” of comparison including the comparison of policy, organization, cultures, values and classrooms. (Bray, 2007)

- **Policy makers:** they “examine education systems from elsewhere in order to identify ways to achieve social, political and other objectives in their own settings.”

- **Practitioners:** (e.g., school principals and teachers), they “make comparisons in order to improve the operation of their institutions.”
- **Academics:** they “undertake comparisons in order to improve understanding both of the forces which shape education systems and processes in different settings, and the impact of education systems and processes on social and other development.” (p. 15-16)

United Kingdom



跨文化的比較研究

台灣學生學習英語 (EFL)

- 8 Secondary schools
- Urban-Rural Divide

- Classroom observations
- Interviews
- Questionnaires

英國學生學習中文(CFL)

- 5 Secondary schools
- State-Independent Divide

- Classroom observations
- Interviews
- Questionnaires

台灣與英國倫理審查流程比較

英國

- 以大學(學院)為單位
- School of Education Ethics Committee (e.g., Durham)

台灣

- 以區域為單位
- 成功大學 (南區)

申請流程 (參考案例- Durham University)

- Application for Ethics Approval
- Confirmation Letter from Ethics Committee
- Informed Consent

申請流程 (參考案例- Bath University)

- Application for Ethics Approval
- **Confirmation Letter from Ethics Committee**
- **Informed Consent**

申請“訪問學者”身份

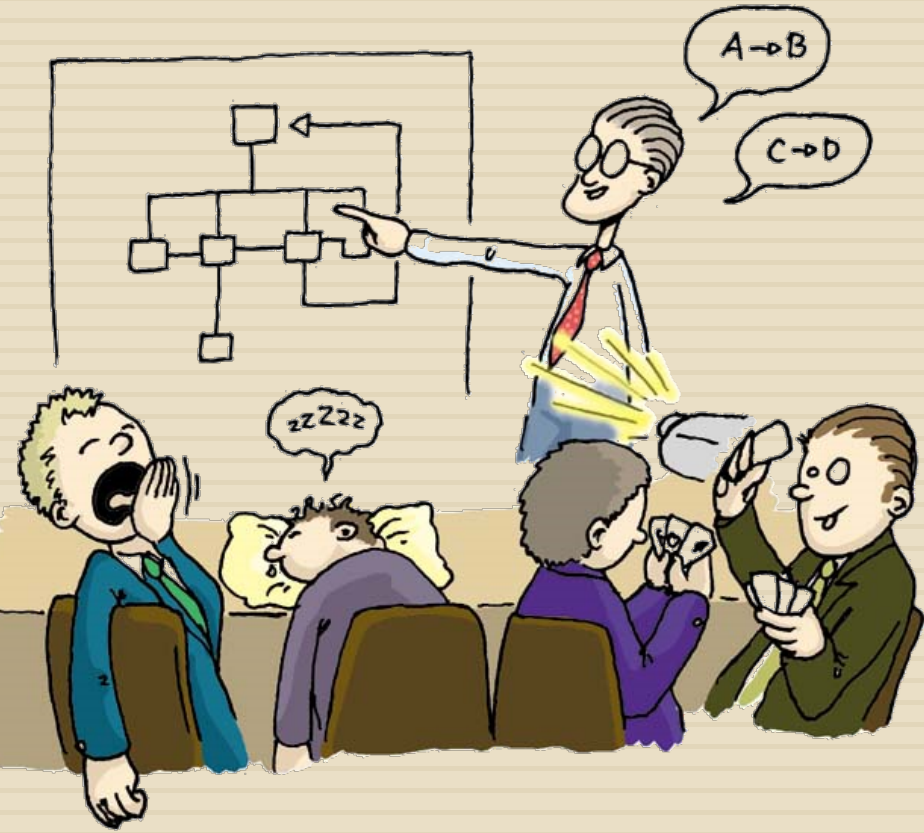
- 為何取得“訪問學者”身份?
- 訪問之大學提供一位Mentor
- 透過Mentor在該大學進行研究倫理審查
- 透過Mentor與參與研究學校(大學或中學)聯繫
- Mentor的關鍵角色(以英國私立中學為例)

申請“訪問學者”身份(案例- Durham University)

- Visiting Scholar Application (Durham Uni)
- Letter of Support (Mentor)
- Letter of Invitation (Chair of the School)

進入研究場域(參考案例-英國中學)

- 英國中學 (state vs. independent)
- 私立中學(公學/貴族學校)
- 教室觀察
- 訪談
- 問卷



問題與討論

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