國立臺灣師範大學 106 學年度博士班招生考試試題

科目：中英文文獻評析　　　　　　　　適用系所：運動休閒與餐旅管理研究所

注意：1.本試題共 15 頁，請依序在答案卷上作答，並標明題號，不必抄題。2.答案必須寫在指定作答區內，否則依規定扣分
3.本試題共計兩大題，其中一篇為中文文獻 (P.1-P.7)、一篇為英文文獻(P.8-P.15)。

一、請閱讀下列摘要及文章節錄後回答下列問題 (本文節錄自 2016 年觀光休閒
學報四月號中的一篇文章)

(一) 請為本篇學術文章擬定一個適合的標題，以及自變項及應變項為何。 (10 分)

(二) 請針對研究所使用的研究方法進行評論，並提出此方法的優缺點。(20 分)

(三) 若您為研究者，後續建議的研究議題可為何？請簡述其內容及方法。(20 分)

摘要

　　本研究探索哪些環境因素能誘導或抑制遊客破壞行為，研究以露營場野餐桌為研究對象，並依犯罪預防領域之「防衛空間理論」設計調查表，記錄野餐桌週遭的 8 項環境因素，以及野餐桌遭遊客破壞的情形。研究發現，野餐桌已遭破壞的程度越大，遭到新破壞程度會越大。黃色野餐桌遭新破壞之情況高於暗紅色野餐桌。管理程度較強的露營地，野餐桌遭破壞的情況較輕微。研究發現能實質影響遊客心理之環境因素才與破壞行為之發生有關，遊憩管理單位宜儘速修復遭破壞的設施，藉以釋放此處不可破壞的意象予遊客，同時注意園區的設計與管理，以有效抑制破壞行為發生。研究結果有助於犯罪預防的理論建構，並協助管理單位制定防止遊客破壞的有效策略。

【關鍵字】：環境暗示、環境因子、環境設計、環境設計預防犯罪、破窗理論

參、研究方法

一、研究設計

　　過去研究在探討環境與遊客負面行為的關係時，常採用問卷調查之方式，但受訪者面對是否曾從事破壞行為等敏感問項時，卻常有填答不誠實之狀況。筆者將露營場野餐桌遭遊客破壞之情形加以記錄，分析野餐桌之外部環境因素與野餐桌遭破壞情況的關聯性；故本研究所探討的遊憩破壞行為，乃是取野餐桌之破壞情形求其可忠實呈現使用者所從事的破壞，排除人為因素的干擾。

　　本研究對露營場的木製野餐桌進行間隔一年的兩次田野調查。研究者於 2007 年 8 月至 10 月間先詳實記錄野餐桌週邊的環境因素，以及每一張野餐桌遭受遊客破壞的情況，其次於 2008 年 8 月至 10 月間再次前往露營場進行第二階段記錄，詳實記錄是否有新破壞產生，藉以了解哪些環境因素使野餐桌有新的破壞產生。依據中華民國露營協會

國立臺灣師範大學 106 學年度博士班招生考試試題

科目：中英文文獻評析　　　　　　　　　　適用系所：運動休閒與餐旅管理研究所

注意：1.本試題共 15 頁，請依序在答案卷上作答，並標明題號，不必抄題。2.答案必須寫在指定作答區內，否則依規定扣分
3.本試題共計兩大題，其中一篇為中文文獻（P.1-P.7）、一篇為英文文獻(P.8-P.15)。

的劃分，台北市及新北市分別有 6 座與 46 座露營場；本研究選擇位處台北市及新北市之龍門、菁山、碧山和貴子坑等四處露營場為研究範圍，此四處露營場的知名度較高，遊客量較多，並非休閒農場附設之露營區，且遊客多露營住宿，而非僅從事烤肉與炊事，屬性較為一致。四個研究地點共計有 359 張木製野餐桌，材質及設計均極為相似，但於第二階段記錄時發現，其中一張野餐桌因桌面完全脫落遺失，無法判定是否有新破壞產生而予以刪除，因此，總分析樣本數為 358 張野餐桌。非設置於露營場營位旁的野餐桌，如涼亭中的桌子，以及非木製的野餐桌，如石桌、鐵桌，因大小及設計與木製野餐桌不同，且因質地較硬，在判斷破壞行為時，不似木製野餐桌那麼明顯及易認定，因此均不列為研究對象。

二、調查項目

　　理論可以指導研究的方向，研究者可以有系統且深度地從同一理論導出若干預測性的假設，然後一一加以驗證；從理論所導出的假設是系統性的，因此研究發現也會是系統性的(楊國樞，1989)。「防衛空間理論」是探討環境影響人類行為的重要理論，有系統的歸類四大類環境因素，因此本研究所操弄的環境變項，係依「防衛空間理論」的四項構面發展而來，在檢視哪些環境因素能誘發或抑制破壞時，較不容易忽略重要的構面。為使調查變數更具合理性，研究透過文獻回顧(Bellizzi & Hite, 1992; Cialdini et al., 1990; Lin, 2004; Samdahl & Christiensen, 1985; Weisburd et al., 2014; Willemse, 1996; Yavuz & Kuloğlu, 2010)，整理可能影響野餐桌遭遊客破壞之環境因子；再以電話先聯繫並約定時間後，與露營場管理室之管理人員進行訪談(四處露營場各一位，合計共四位)，藉以確定研究所必須納入的重要調查變項，以及管理人員對於各項環境因子影響力的解讀。每位管理員的訪談時間介於 40 至 60 分鐘之間；管理員之工作內容包括巡視露營場、設施損壞報修、管控燈光照明、督導工人清潔、除草、修剪花木等。文獻整理及訪談結果分析發現，野餐桌遭遊客破壞之環境影響因素應包括：管理權屬公營或民營、野餐桌與走道距離、夜間照明亮度、野餐桌顏色、野餐桌已遭破壞程度、野餐桌與管理中心的距離、管理強度、以及是否有監視器設立等 8 項；茲將 8 項變數之量測方式依「防衛空間理論」的四項構面說明如下。

(一)領域感

　　本研究判別領域感的強弱，係根據露營場管理權屬，區分為公營(碧山、貴子坑露營場)與民營(龍門、菁山露營場)露營場兩類。其中碧山露營場及貴子坑露營場均由台北市政府工務局直接管理，故研究將這兩個露營場視為公營露營場；龍門露營場為觀光局東北角暨宜蘭海岸國家風景區管理處委託凌群育樂有限公司管理；菁山露營場在研究期間，由陽明山國家公園管理處委託杰洋國際開發股份公司管理，兩

國立臺灣師範大學 106 學年度博士班招生考試試題

科目：中英文文獻評析　　　　　　　　　　適用系所：運動休閒與餐旅管理研究所

注意：1.本試題共 15 頁，請依序在答案卷上作答，並標明題號，不必抄題。2.答案必須寫在指定作答區內，否則依規定扣分
3.本試題共計兩大題，其中一篇為中文文獻（P.1-P.7）、一篇為英文文獻(P.8-P.15)。

者均為公辦民營之露營場，網站行銷等實務經營管理均為民營企業，因此，研究將這兩個露營場視為民營露營場。

(二)自然監控

自然監控程度係測量野餐桌與最近走道的距離(公尺)，以及以市售的照度計測量每張野餐桌正中央位置在夜間 19 至 20 點間的燈光照明程度(照度)。

(三)意象

意象的測量上，係測量野餐桌先前遭到破壞的程度(0-12)，以及野餐桌的顏色(褐、黃、暗紅色)。在破壞程度的測量方面，研究將桌面分為 12 區塊累積計分(長 4 等份，寬 3 等份，3×4 = 12 區塊)，由 0 至 12 共 13 等級，若 12 個區塊中有 9 個有破壞痕跡，即登記為 9。

(四)週遭環境

人為正式監控力量的測量方面，管理強度係依據各露營場的實際管理作法，四處露營場以碧山露營場的管理最為嚴格，除以告示牌詳列毀損區內設施的賠償明細外，管理者且在使用前即告知領隊，離開前需陪同管理員檢查營位，使遊客心理擔心需賠償而不敢破壞；且此露營地設有巡邏箱，定時有警車巡邏。相較之下，其餘三處露營場皆表示發現有破壞行為時會先予柔性勸阻，若遇屢勸不聽者才會硬性趕出園區，或依法報警處理；基本上，若非十分嚴重的破壞，多放任不予處理，且都沒有離場前須檢查營位之行為，管理強度明顯較低，且差異不大，故管理強度強弱依次為碧山＞菁山＝龍門＝貴子坑，計區分為 1 及 2 共 2 個級距。野餐桌與管理中心的距離以公尺為測量單位。監視器設置上，只有菁山與碧山露營場在露營場出入口、盥洗室外及主要通道旁有少數監視器的設立。茲將研究之調查項目與各變數的衡量方式整理如表 1。

三、研究假設

由於財產所有者會有自發性的保護、維護行為，若一物品能使意圖犯罪者知覺到此物品係屬他人控制及支配，感受到較強烈的領域感，則此物品遭到破壞的機率較低(Abdullah, Marzbali, Bahauddin, & Maghsoodi, 2012; Taylor, Gottfredson, & Brower, 1984)。例如住宅前若有屋主姓名的門牌，或有籬笆等障礙物，被偷竊的機會較低，因為屋主展現出較高的領域性；而若車庫內停放車輛，草皮的灑水器定時運轉，呈現更實質的佔領訊息，將使遭竊的機率更低(Brown & Altman, 1983)。領域感包含了查覺到私人空間的象徵性邊界或標記，以及逐步接近時之空間氛圍改變，可讓人感受到擁有者的控制與排他性(徐磊青，楊公俠，2005; Newman, 1972)。公營露營場由政府機關所管理，使

科目：中英文文獻評析　　　　　　　　　適用系所：運動休閒與餐旅管理研究所

注意：1.本試題共 15 頁，請依序在答案卷上作答，並標明題號，不必抄題。2.答案必須寫在指定作答區內，否則依規定扣分
3.本試題共計兩大題，其中一篇為中文文獻（P.1-P.7）、一篇為英文文獻(P.8-P.15)。

用時僅需登記，不需繳費，使用者可自選營位，且非露營的一般民眾亦可自由進入，管理上的控制與排他性較低，容易會給予民眾此地係開放供人自由使用，並不特別屬於哪一個人擁有的公共空間(public space)氛圍；相對的，民營露營場屬私人企業所管理，除登記外，尚需繳費，且營位由管理單位指定，一般民眾若無繳費會被阻擋在收費站外，使用者容易感受到露營場所建立的領域性行為，知曉此空間由他人所支配及管理，使用上有排他性，容易有較為強烈的半公共空間(semi-public space)領域感，據此設立研究假設一：

H1：露營場野餐桌給予遊客的領域感越高，遊客著手破壞的程度越小。

H1-1：相較於公營露營場，民營露營場給予遊客的領域感較高，遭新破壞的程度較小。

表 1　調查項目與變數之衡量方式

Table 1　Items and scales to measure environmental correlates in campgrounds

構面 Factors	調查項目 Items of measurement	衡量方式 Scales of measurement
領域感 Territoriality	公營或民營 Public or private managers	設為啞變數，民營=0，公營=1 Dummy variable, private = 0, public = 1
自然監控 Natural surveillance	野餐桌與走道距離 Distance between each picnic table and adjacent trail	距離(公尺) Distance (meter)
	夜間照明亮度 Illuminance of the top of each picnic table at night	照度 Lux
意象 Image	先前遭破壞程度 Acreage of carving on each picnic table in first stage	桌面區分為 12 個區塊，0 至 12，共 13 尺度 A table desktop is divided into 12 blocks, 0 to 12, total 13 scales
	野餐桌顏色 Color of each picnic table	設為啞變數，對比褐色及暗紅色，黃色為基期 Dummy variable, yellow =0, brown and dark red = 1 respectively
週遭環境 Milieu	管理強度 Management strength of each campground	強度低= 1，強度高=2 Low strength = 1, high strength = 2
	與管理中心距離 Distance between each picnic table and service center	距離(公尺) Distance (meter)
	是否設監視器 Have CCTV or not	設為啞變數，無監視器=0，有監視器=1 Dummy variable, no = 0, yes = 1

　　自然監控指具有良好的視野可觀察陌生人的一舉一動。Hakim, Rengert, and Shachmurove (2001)研究發現，死巷以及距離主要道路越遠的地區，因為行人較少，自然監控較差，遭偷竊的機率較高。距離走道越近的野餐桌，由於被人注意的機會較高，

國立臺灣師範大學 **106** 學年度**博士班**招生考試試題

科目：中英文文獻評析　　　　　　　　　適用系所：運動休閒與餐旅管理研究所

注意：1.本試題共 15 頁，請依序在答案卷上作答，並標明題號，不必抄題。2.答案必須寫在指定作答區內，否則依規定扣分
　　　3.本試題共計兩大題，其中一篇為中文文獻（P.1-P.7）、一篇為英文文獻(P.8-P.15)。

自然監控程度應較佳。而有良好夜間燈光照明，潛在犯罪人被別人看到及識別的可能性較高，自然監控應較佳，容易抑制犯罪發生(Scott et al., 2007; Welsh & Farrington, 2008)，據此設立研究假設二：

H2：野餐桌的自然監控程度越高，遊客著手破壞的程度越小。

H2-1 距走道越近的野餐桌，遭新破壞的程度越小。

H2-2 夜間照明亮度越好的野餐桌，遭新破壞的程度越小。

　　意象，意指正面、高品質的形象，使破壞行為因環境的不允許而降低發生的機率。文獻指出，髒亂的環境將導致更多的垃圾產生，乾淨的環境則有抑制的效果(Cialdini et al., 1990)。野餐桌遭破壞的程度越大，容易顯示這是一個不被關心的地方，且給予遊客的意象越差，其再次遭破壞的程度可能越高。Yavuz and Kuloğlu (2010)另發現，公園內長凳的顏色與破壞是否發生有關，褐色長凳遭刻畫、拆解等破壞的機率低於紅、綠、黃、藍及橘色的長凳，推論在不同色彩背景下，破壞的清晰程度會有不同；且不同的顏色會對人類的心理或生理產生不同影響(Dijkstra, Pieterse, & Pruyn, 2008)，例如紅色予人速度、血腥、危險、熱情洋溢、狂野等聯想，黃色則予人光明、活潑、溫暖、有朝氣的聯想(Christine, 2013)，因此，野餐桌的顏色不同，給予遊客的意象與刺激可能有所不同，因而遭破壞的情況亦可能有所不同，據此設立研究假設三：

H3：野餐桌傳遞給遊客的意象越差，遊客著手破壞的程度越大。

H3-1：野餐桌遭遊客破壞的程度越大，再遭新破壞的程度會越大。

H3-2：野餐桌的顏色不同，遭遊客破壞的程度會有不同。

　　保護動機理論假設人們都會保護自己免受物理、心理或社會傷害；當個體知覺到遵守規範有利於自己不被警察罰款，而非有利於規範的訂定者，個體較可能遵守規範(Gramann, Bonifield, & Kim, 1995)。若一物品位於人為正式監控的區域上，將使欲犯罪者擔心遭逮捕的風險，降低遭到破壞的可能性(Weisburd et al., 2014)。據此設立研究假設四：

H4：野餐桌週遭環境的正式監控程度越高，遊客著手破壞的程度越小。

H4-1：距管理中心越近的野餐桌，遭新破壞的程度越小。

H4-2：管理強度越高的露營地，野餐桌遭新破壞的程度越小。

H4-3：有監視器設立之露營場，野餐桌遭新破壞的程度越小。

國立臺灣師範大學 106 學年度博士班招生考試試題

科目：中英文文獻評析　　　　　　　　　　適用系所：運動休閒與餐旅管理研究所
注意：1.本試題共 15 頁，請依序在答案卷上作答，並標明題號，不必抄題。2.答案必須寫在指定作答區內，否則依規定扣分
　　　3.本試題共計兩大題，其中一篇為中文文獻 (P.1-P.7)、一篇為英文文獻(P.8-P.15)。

四、調查紀錄

　　　本研究所設計的野餐桌遭破壞情況與週遭環境因素紀錄如圖 1。記錄時，刻痕(指無法判別意義的刮痕)係仿照桌面上的刻畫線條劃上；燒傷的部份，劃上其輪廓，中間空白處以斜線方式填滿；餐桌破損的部份，以線條劃出破損的範圍，並在旁寫上破損二字；刻字(指可了解意義之文字，包含中文、英文、數字與韓文)、塗鴉(打勾，打叉、劃圖形等有別於刻痕但可顯露意涵的畫記)的部份，模仿其字體或圖案劃在紀錄上。研究共記錄五種破壞類型，並非未有噴漆、口香糖、貼紙黏貼桌面等其他破壞情形，或因氣候或動物等非人為因素之破壞，而係實地觀察發現，其他破壞類型數量非常少，故不納入研究中探討。

　　　研究前後兩次調查雖間隔一年期間，但四處露營場野餐桌都沒有任何修復活動。筆者進行第一與第二階段調查時都會攜帶每一張野餐桌的調查紀錄；第二階段調查時，若發現桌面有新破壞產生，會以不同顏色簽字筆，加註新的破壞情況在調查紀錄上。除發現一張野餐桌因桌面完全脫落遺失，無法判定是否有新破壞而自分析樣本中剔除外，並沒有發現野餐桌有重新上漆、更換桌面木板、或第一階段調查記錄消失的情況。

伍、結論與建議

　　　本研究所調查的野餐桌週遭 8 項環境因素，僅有「野餐桌先前遭到破壞程度」、「野餐桌顏色」以及「露營場管理強度」等三項能顯著影響遊客的破壞行為，推測第一項因素傳遞了破壞在此地可被允許，這張桌子根本沒人管，並不會有人追究責任的意象予遊客；且遊客心理認為此野餐桌既然已遭嚴重破壞，再進行破壞的社會邊際成本很低，內心的羞恥感、罪惡感及尷尬感亦較低；尤其野餐桌桌面的刻痕、刻字、燒傷及塗鴉越多，對於遊客的誘導性亦越強，更容易引發從事破壞的動機。在「野餐桌顏色」方面，刻痕、刻字、燒傷、塗鴉等破

國立臺灣師範大學 106 學年度博士班招生考試試題

科目：中英文文獻評析　　　　　　　　　　　適用系所：運動休閒與餐旅管理研究所
注意：1.本試題共 15 頁，請依序在答案卷上作答，並標明題號，不必抄題。2.答案必須寫在指定作答區內，否則依規定扣分
　　　3.本試題共計兩大題，其中一篇為中文文獻（P.1-P.7）、一篇為英文文獻(P.8-P.15)。

壞行為，在不同顏色桌面上的清晰程度有明顯差別，且桌面的不同顏色影響了遊客的心理及生理感受，而使其有不同的行為表現。而在「露營場管理強度」方面，管理強度越強，遊客心理擔心破壞行為被發現後必須負擔賠償責任，因此忌於從事破壞行為。其餘 5 項環境因素因為無法對於遊客心理產生實質影響，因此未能顯著影響破壞行為的發生。

欲藉由環境的改變，來防治遊客的破壞行為，須從遊客的觀點來思考，注意哪些環境因素能實質影響遊客心理，而這些因素正是管理單位應該加以運用的。本研究發現野餐桌已遭破壞的程度越大，遭新破壞的程度會越大，這代表遊憩管理單位應及時消除負面環境暗示性的訊息，例如桌面上殘存的蠟燭油與地上的花生殼須儘速清理，遭踐踏毀損的草皮宜儘速補植、發現野餐桌遭破壞宜儘快修復或油漆，以免破壞更為嚴重。破窗理論指出，牆壁塗鴉、行為不檢、擾亂公共秩序等低層次犯罪，有如一片未被修理之破窗；那是無人關心的表象，將導致更多及更嚴重的蠻橫行為與犯罪(Wilson & Kelling, 1982)。研究發現，黃色野餐桌遭遊客破壞的情況較暗紅色野餐桌嚴重，顯示遊憩區在基地規劃階段以及園區定期整修時，倘若能將色彩這項視覺設計的構成要素考慮在內，應能影響遊憩區的氣氛與遊客心理，達到抑制破壞的預防效果。而研究發現露營場的管理強度能顯著遏止遊客破壞，這代表若能使意圖破壞者感受到被懲罰的高風險，就能達到抑制破壞的效果。例如遊客離開露營場前的營地清潔狀況檢查、增加穿著制服管理人員的巡護，應能對意圖破壞遊客的心理產生影響，增加其被逮捕的風險成本，而忌於進行破壞。

遊客亂丟垃圾、刻字塗鴉、攀折花木、毀損設施等破壞行為，是公園或遊憩管理單位最關切的議題之一，常被討論的管理方法包括加強取締的直接管理手段，以及藉由環境教育及解說勸導等間接道德約束，本研究之結果則另指出，妥善的環境設計有助於減少遊客的破壞行為，尤其色彩是環境設計的眾多要素中，最容易控制的，例如研究發現黃色野餐桌所受到的破壞較嚴重，顯示戶外遊憩區宜避免設置黃色餐桌，降低遭破壞的機率。破壞行為的發生並非偶然，不能以倒楣或無能為力的心態面對，它可能是一個潛藏大問題的前兆。管理單位若漠視破壞的發生，將給予欲犯罪者此處欠缺管理的意象，因而導致更嚴重犯罪行為的發生。

（下一頁尚有第二大題）

科目：中英文文獻評析　　　　　　　　　適用系所：運動休閒與餐旅管理研究所

二、以下是一篇學術期刊文獻，請根據文獻內容回答以下問題。

（一）請根據文章內容訂定一個主題 (5分)

（二）請以中文500字以內寫出本文之摘要，超過500字則不計分 (15分)

（三）非正式的對話訪談在質性研究中應如何使用才恰當 (10分)

（四）請列點說明，設計訪談問題應該注意哪些原則，同時請詳細說明其中邏輯。

　　　(20分)

以下文獻來源擷取自

The Qualitative Report Volume 15 Number 3 May 2010 754-760
http://www.nova.edu/ssss/QR/QR15-3/qid.pdf

Qualitative research design can be complicated depending upon the level of experience a researcher may have with a particular type of methodology. As researchers, many aspire to grow and expand their knowledge and experiences with qualitative design in order to better utilize a variety of research paradigms. One of the more popular areas of interest in qualitative research design is that of the interview protocol. Interviews provide in-depth information pertaining to participants' experiences and viewpoints of a particular topic. Often times, interviews are coupled with other forms of data collection in order to provide the researcher with a well-rounded collection of information for analyses. This paper explores the effective ways to conduct in-depth, qualitative interviews for novice investigators by expanding upon the practical components of each interview design.

Categories of Qualitative Interview Design

As common with quantitative analyses, there are various forms of interview design that can be developed to obtain thick, rich data utilizing a qualitative investigational perspective (Creswell, 2007). For the purpose of this examination, there are three formats for interview design that will be explored which are summarized by Gall, Gall, and Borg (2003): (a) informal conversational interview, (b) general interview guide

國立臺灣師範大學 106 學年度博士班招生考試試題

科目：中英文文獻評析　　　　　　　　　　　適用系所：運動休閒與餐旅管理研究所
注意：1.本試題共 15 頁，請依序在答案卷上作答，並標明題號，不必抄題。2.答案必須寫在指定作答區內，否則依規定扣分
　　　3.本試題共計兩大題，其中一篇為中文文獻（P.1-P.7）、一篇為英文文獻(P.8-P.15)。

approach, and (c) standardized open-ended interview. In addition, I will expand on some suggestions for conducting qualitative interviews which includes the construction of research questions as well as the analysis of interview data. These suggestions come from both my personal experiences with interviewing as well as the recommendations from the literature to assist novice interviewers.

Informal Conversational Interview

The informal conversational interview is outlined by Gall, Gall, and Borg (2003) for the purpose of relying "…entirely on the spontaneous generation of questions in a natural interaction, typically one that occurs as part of ongoing participant observation fieldwork" (p. 239). I am curious when it comes to other cultures or religions and I enjoy immersing myself in these environments as an active participant. I ask questions in order to learn more about these social settings without having a predetermined set of structured questions. Primarily the questions come from "in the moment experiences" as a means for further understanding or clarification of what I am witnessing or experiencing at a particular moment. With the informal conversational approach, the researcher does not ask any specific types of questions, but rather relies on the interaction with the participants to guide the interview process (McNamara, 2008). Think of this type of interview as an "off the top of your head" style of interview where you really construct questions as you move forward. Many consider this type of interview beneficial because of the lack of structure, which allows for flexibility in the nature of the interview. However, many researchers view this type of interview as unstable or unreliable because of the inconsistency in the interview questions, thus making it difficult to code data (Creswell, 2007). If you choose to conduct an informal conversational interview, it is critical to understand the need for flexibility and originality in the questioning as a key for success.

General Interview Guide Approach

The general interview guide approach is more structured than the informal conversational interview although there is still quite a bit of flexibility in its composition (Gall, Gall, & Borg, 2003). The ways that questions are potentially worded depend upon the researcher who is conducting the interview. Therefore, one of the obvious issues with this type of interview is the lack of consistency in the way research questions are posed because researchers can interchange the way he or she poses them. With that in mind, the respondents may not consistently answer the same question(s) based on how they were posed by the interviewer (McNamara, 2008).

國立臺灣師範大學 106 學年度博士班招生考試試題

科目：中英文文獻評析　　　　　　　　　　　適用系所：運動休閒與餐旅管理研究所
注意：1.本試題共 15 頁，請依序在答案卷上作答，並標明題號，不必抄題。2.答案必須寫在指定作答區內，否則依規定扣分
　　　3.本試題共計兩大題，其中一篇為中文文獻（P.1-P.7）、一篇為英文文獻(P.8-P.15)。

During research for my doctoral dissertation, I was able to interact with alumni participants in a relaxed and informal manner where I had the opportunity to learn more about the in-depth experiences of the participants through structured interviews. This informal environment allowed me the opportunity to develop rapport with the participants so that I was able to ask follow-up or probing questions based on their responses to pre-constructed questions. I found this quite useful in my interviews because I could ask questions or change questions based on participant responses to previous questions. The questions were structured, but adapting them allowed me to explore a more personal approach to each alumni interview.

According to McNamara (2009), the strength of the general interview guide approach is the ability of the researcher "…to ensure that the same general areas of information are collected from each interviewee; this provides more focus than the conversational approach, but still allows a degree of freedom and adaptability in getting information from the interviewee" (Types of Interviews section, para. 1). The researcher remains in the driver's seat with this type of interview approach, but flexibility takes precedence based on perceived prompts from the participants. You might ask, "What does this mean anyway?" The easiest way to answer that question is to think about your own personal experiences at a job interview. When you were invited to a job interview in the past, you might have prepared for all sorts of curve ball-style questions to come your way. You desired an answer for every potential question. If the interviewer were asking you questions using a general interview guide approach, he or she would ask questions using their own unique style, which might differ from the way the questions were originally created. You as the interviewee would then respond to those questions in the manner in which the interviewer asked which would dictate how the interview continued.

Based on how the interviewer asked the question(s), you might have been able to answer more information or less information than that of other job candidates. Therefore, it is easy to see how this could positively or negatively influence a job candidate if the interviewer were using a general interview guide approach.

Standardized Open-Ended Interviews

The standardized open-ended interview is extremely structured in terms of the wording of the questions. Participants are always asked identical questions, but the questions are worded so that responses are open-ended (Gall, Gall, & Borg, 2003). This open-

國立臺灣師範大學 106 學年度博士班招生考試試題

科目：中英文文獻評析　　　　　　　　　　適用系所：運動休閒與餐旅管理研究所

注意：1.本試題共 15 頁，請依序在答案卷上作答，並標明題號，不必抄題。2.答案必須寫在指定作答區內，否則依規定扣分
3.本試題共計兩大題，其中一篇為中文文獻（P.1-P.7）、一篇為英文文獻(P.8-P.15)。

endedness allows the participants to contribute as much detailed information as they desire and it also allows the researcher to ask probing questions as a means of follow-up.

Standardized open-ended interviews are likely the most popular form of interviewing utilized in research studies because of the nature of the open-ended questions, allowing the participants to fully express their viewpoints and experiences. If one were to identify weaknesses with open-ended interviewing, they would likely identify the difficulty with coding the data (Creswell, 2007). Since open-ended interviews in composition call for participants to fully express their responses in as much detail as desired, it can be quite difficult for researchers to extract similar themes or codes from the interview transcripts as they would with less open-ended responses. Although the data provided by participants are rich and thick with qualitative data, it can be a more cumbersome process for the researcher to sift through the narrative responses in order to fully and accurately reflect an overall perspective of all interview responses through the coding process. However, according to Gall, Gall, and Borg (2003), this reduces researcher biases within the study, particularly when the interviewing process involves many participants.

Suggestions for Conducting Qualitative Interviews

Now that we know a few of the more popular interview designs that are available to qualitative researchers, we can more closely examine various suggestions for conducting qualitative interviews based on the available research. These suggestions are designed to provide the researcher with the tools needed to conduct a well constructed, professional interview with their participants. Some of the most common information found within the literature relating to interviews, according to Creswell (2003; 2007) includes (a) the preparation for the interview, (b) the constructing effective research questions, and (c) the actual implementation of the interview(s).

Preparation for the Interview

Probably the most helpful tip with the interview process is that of interview preparation. This process can help make or break the process and can either alleviate or exacerbate the problematic circumstances that could potentially occur once the research is implemented. McNamara (2009) suggests the importance of the preparation stage in order to maintain an unambiguous focus as to how the interviews will be erected in order to provide maximum benefit to the proposed research study. Along these lines

國立臺灣師範大學 106 學年度博士班招生考試試題

科目：中英文文獻評析　　　　　　　　　　適用系所：運動休閒與餐旅管理研究所
注意：1.本試題共 15 頁，請依序在答案卷上作答，並標明題號，不必抄題。2.答案必須寫在指定作答區內，否則依規定扣分
　　　3.本試題共計兩大題，其中一篇為中文文獻（P.1-P.7）、一篇為英文文獻(P.8-P.15)。

Chenail (2009) provides a number of pre-interview exercises researchers can use to improve their instrumentality and address potential biases. McNamara (2009) applies eight principles to the preparation stage of interviewing which includes the following ingredients: (1) choose a setting with little distraction; (2) explain the purpose of the interview; (3) address terms of confidentiality; (4) explain the format of the interview; (5) indicate how long the interview usually takes; (6) tell them how to get in touch with you later if they want to; (7) ask them if they have any questions before you both get started with the interview; and (8) don't count on your memory to recall their answers (Preparation for Interview section, para. 1).

Selecting participants.

Creswell (2007) discusses the importance of selecting the appropriate candidates for interviews. He asserts that the researcher should utilize one of the various types of sampling strategies such as criterion based sampling or critical case sampling (among many others) in order to obtain qualified candidates that will provide the most credible information to the study. Creswell also suggests the importance of acquiring participants who will be willing to openly and honestly share information or "their story" (p. 133). It might be easier to conduct the interviews with participants in a comfortable environment where the participants do not feel restricted or uncomfortable to share information.

Pilot testing.

Another important element to the interview preparation is the implementation of a pilot test. The pilot test will assist the research in determining if there are flaws, limitations, or other weaknesses within the interview design and will allow him or her to make necessary revisions prior to the implementation of the study (Kvale, 2007). A pilot test should be conducted with participants that have similar interests as those that will participate in the implemented study. The pilot test will also assist the researchers with the refinement of research questions, which will be discussed in the next section.

Constructing Effective Research Questions

Creating effective research questions for the interview process is one of the most crucial components to interview design. Researchers desiring to conduct such an investigation should be careful that each of the questions will allow the examiner to dig dip into the experiences and/or knowledge of the participants in order to gain maximum data from the interviews. McNamara (2009) suggests several

國立臺灣師範大學 106 學年度博士班招生考試試題

科目：中英文文獻評析　　　　　　　　　適用系所：運動休閒與餐旅管理研究所
注意：1.本試題共 15 頁，請依序在答案卷上作答，並標明題號，不必抄題。2.答案必須寫在指定作答區內，否則依規定扣分
　　　3.本試題共計兩大題，其中一篇為中文文獻（P.1-P.7）、一篇為英文文獻(P.8-P.15)。

recommendations for creating effective research questions for interviews which includes the following elements: (a) wording should be open-ended (respondents should be able to choose their own terms when answering questions); (b) questions should be as neutral as possible (avoid wording that might influence answers, e.g., evocative, judgmental wording); (c) questions should be asked one at a time; (d) questions should be worded clearly (this includes knowing any terms particular to the program or the respondents' culture); and (e) be careful asking "why" questions (Wording of Questions section, para.1).

Examples of useful and not so useful research questions.

To assist the novice interviewer with the preparation of research questions, I will propose a useful research question and a not so useful research question. Based on McNamara's (2009) suggestion, it is important to ask an open-ended question. So for the useful question, I will propose the following: "How have your experiences as a kindergarten teacher influenced or not influenced you in the decisions that you have made in raising your children"? As you can see, the question allows the respondent to discuss how his or her experiences as a kindergarten teacher have or have not affected their decision-making with their own children without making the assumption that the experience has influenced their decision-making. On the other hand, if you were to ask a similar question, but from a less than useful perspective, you might construct the same question in this manner: "How has your experiences as a kindergarten teacher affected you as a parent"? As you can see, the question is still open-ended, but it makes the assumption that the experiences have indeed affected them as a parent. We as the researcher cannot make this assumption in the wording of our questions.

Follow-up questions.

Creswell (2007) also makes the suggestion of being flexible with research questions being constructed. He makes the assertion that respondents in an interview will not necessarily answer the question being asked by the researcher and, in fact, may answer a question that is asked in another question later in the interview. Creswell believes that the researcher must construct questions in such a manner to keep participants on focus with their responses to the questions. In addition, the researcher must be prepared with follow-up questions or prompts in order to ensure that they obtain optimal responses from participants. When I was an Assistant Director for a large division at my University a couple of years ago, I was tasked with the responsibility of hiring student affairs coordinators at our off-campus educational centers. Throughout

國立臺灣師範大學 106 學年度博士班招生考試試題

科目：中英文文獻評析　　　　　　　　　　適用系所：運動休閒與餐旅管理研究所

注意：1.本試題共15頁，請依序在答案卷上作答，並標明題號，不必抄題。2.答案必須寫在指定作答區內，否則依規定扣分
　　　3.本試題共計兩大題，其中一篇為中文文獻（P.1-P.7）、一篇為英文文獻(P.8-P.15)。

the interviewing process, I found that interviewees did indeed get off topic with certain questions because they either misunderstood the question(s) being asked or did not wish to answer the question(s) directly. I was able to utilize Creswell's (2007) suggestion by reconstructing questions so that they were clearly assembled in a manner to reduce misunderstanding and was able to erect effective follow-up prompts to further understanding. This alleviated many of the problems I had and assisted me in extracting the information I needed from the interview through my follow-up questioning.

Implementation of Interviews

As with other sections of interview design, McNamara (2009) makes some excellent recommendations for the implementation stage of the interview process. He includes the following tips for interview implementation: (a) occasionally verify the tape recorder (if used) is working; (b) ask one question at a time; (c) attempt to remain as neutral as possible (that is, don't show strong emotional reactions to their responses; (d) encourage responses with occasional nods of the head, "uh huh"s, etc.; (e) be careful about the appearance when note taking (that is, if you jump to take a note, it may appear as if you're surprised or very pleased about an answer, which may influence answers to future questions); (f) provide transition between major topics, e.g., "we've been talking about (some topic) and now I'd like to move on to (another topic);" (g) don't lose control of the interview (this can occur when respondents stray to another topic, take so long to answer a question that times begins to run out, or even begin asking questions to the interviewer) (Conducting Interview section, para 1).

Interpreting Data

The final constituent in the interview design process is that of interpreting the data that was gathered during the interview process. During this phase, the researcher must make "sense" out of what was just uncovered and compile the data into sections or groups of information, also known as themes or codes (Creswell, 2003, 2007). These themes or codes are consistent phrases, expressions, or ideas that were common among research participants (Kvale, 2007). How the researcher formulates themes or codes vary. Many researchers suggest the need to employ a third party consultant who can review codes or themes in order to determine the quality and effectiveness based on their evaluation of the interview transcripts (Creswell, 2007). This helps alleviate researcher biases or potentially eliminate where over-analyzing of data has occurred. Many researchers may choose to employ an iterative review process where a committee of

國立臺灣師範大學 106 學年度博士班招生考試試題

科目：中英文文獻評析　　　　　　　　適用系所：運動休閒與餐旅管理研究所
注意：1.本試題共 15 頁，請依序在答案卷上作答，並標明題號，不必抄題。2.答案必須寫在指定作答區內，否則依規定扣分
　　　3.本試題共計兩大題，其中一篇為中文文獻（P.1-P.7）、一篇為英文文獻(P.8-P.15)。

nonparticipating researchers can provide constructive feedback and suggestions to the researcher(s) primarily involved with the study.

Conclusion

From choosing the appropriate type of interview design process through the interpretation of interview data, this guide for conducting qualitative research interviews proposes a practical way to perform an investigation based on the recommendations and experiences of qualified researchers in the field and through my own personal experiences. Although qualitative investigation provides a myriad of opportunities for conducting investigational research, interview design has remained one of the more popular forms of analyses. As the variety of qualitative research methods become more widely utilized across research institutions, we will continue to see more practical guides for protocol implementation outlined in peer reviewed journals across the world.

References (不影響答題　所以省略)