Learning Activity Sheets in Practical Research I

SHARED OPTIONS

Senior High Alternative Responsive Education Delivery

Competence.Dedication.Optimism

Preface

It has been elaborated in research and literature that the highest performing education systems are those that combine quality with equity. Quality education in the Department of Education (DepEd) is ensured by the learning standards in content and performance laid in the curriculum guide. Equity in education means that personal or social circumstances such as gender, ethnic origin or family background, are not obstacles to achieving educational potential and that inclusively, all individuals reach at least a basic minimum level of skills.

In these education systems, the vast majority of learners have the opportunity to attain high-level skills, regardless of their own personal and socio-economic circumstances. This corresponds to the aim of DepEd Cagayan de Oro City that no learner is left in the progression of learning. Through DepEd's flexible learning options (FLO), learners who have sought to continue their learning can still pursue in the Open High School Program (OHSP) or in the Alternative Learning System (ALS).

One of the most efficient educational strategies carried out by DepEd Cagayan de Oro City at the present is the investment in FLO all the way up to senior high school. Hence, Senior High School Alternative Responsive Education Delivery (SHARED) Options is

operationalized as a brainchild of the Schools Division Superintendent, Jonathan S. Dela Peña, PhD.

Two secondary schools, Bulua National High School and Lapasan National High School, and two government facilities, Bureau of Jail Management and Penology-Cagayan de Oro City Jail and Department of Health-Treatment and Rehabilitation Center-Cagayan de Oro City, are implementing the SHARED Options.

To keep up with the student-centeredness of the K to 12 Basic Education Curriculum, SHARED Options facilitators are adopting the tenets of Dynamic Learning Program (DLP) that encourages responsible and accountable learning.

This compilation of DLP learning activity sheets is an instrument to achieve quality and equity in educating our learners in the second wind. This is a green light for SHARED Options and the DLP learning activity sheets will continually improve over the years.

Ray Butch D. Mahinay, PhD
Jean S. Macasero, PhD

Acknowledgment

The operation of the Senior High School Alternative Responsive Education Delivery (SHARED) Options took off with confidence that learners with limited opportunities to senior high school education can still pursue and complete it. With a pool of competent, dedicated, and optimistic Dynamic Learning Program (DLP) writers, validators, and consultants, the SHARED Options is in full swing. Gratitude is due to the following:

- ❖ Schools Division Superintendent, Jonathan S. Dela Peña, PhD, Assistant Schools Division Superintendent Alicia E. Anghay, PhD, for authoring and buoying up this initiative to the fullest;

- ❖ CID Chief Lorebina C. Carrasco, and SGOD Chief Rosalio R. Vitorillo, for the consistent support to all activities in the SHARED Options;

- ❖ School principals and senior high school teachers from Bulua NHS, Lapasan NHS, Puerto NHS and Lumbia NHS, for the legwork that SHARED Options is always in vigor;

- ❖ Stakeholders who partnered in the launching and operation of SHARED Options, specifically to the Bureau of Jail Management and Penology-Cagayan de Oro City Jail and the Department of Health-Treatment and Rehabilitation Center-Cagayan de Oro City;

- ❖ Writers and validators of the DLP learning activity sheets, to which this compilation is heavily attributable to, for their expertise and time spent in the workshops;
- ❖ Alternative Learning System implementers, for the technical assistance given to the sessions; and
- ❖ To all who in one way or another have contributed to the undertakings of SHARED Options.

Mabuhay ang mga mag-aaral! Ito ay para sa kanila, para sa bayan!

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DLP LEARNING ACTIVITY SHEET

Activity Number	Learning Activity Title	Date	Score	Item
	PRACTICAL RESEARCH 1			
1	The Importance of Research in Daily Life			10
2	The Characteristics, Processes, and Ethics of Research			5
3	Quantitative and Qualitative Research			10
4	The Kinds of Research Across Fields			15
5	Characteristics of Qualitative Research			15
6	Strengths and Weaknesses of Qualitative Research			20
7	Kinds of Qualitative Research			5
8	Writing a Research Title/ Justifications/Reasons for Conducting the Research			16
9	Stating the Research Questions			15
10	Scope and Delimitation of Research/ Benefits and Beneficiaries of Research			20
11	Statement of the Problem			10
12	Criteria in Selecting, Citing, and Synthesizing Related Literature			20
13	Ethical Standards in Writing Related Literature			30
14	Appropriate Qualitative Research Design			5
15	Sampling Procedure and Sample			10
16	Data Collection			10
17	Analysis Procedures			10
18	Collecting Data through Observation and Interviews			20
19	Inferring and Explain Patterns and Themes from Data			15
20	Guidelines in Making Conclusions and Recommendations			50
21	Techniques in Listing References(print materials)			20
22	Techniques in Listing References(electronic sources)			20

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GRADE 11 DLP LEARNING ACTIVITY SHEET

Name:		Date:	Score:
Subject : Practical Research 1			
Lesson Title : The Importance of Research in Daily Life			
Lesson Competency : The learner explains the importance of research in daily life CS_RS11-IIIa-2			
References : https://content.wisestep.com/research-important-students-humans-education/		LAS No.: 1	

CONCEPT NOTES

Research is defined as a careful consideration of study regarding a particular concern or a problem using scientific methods. According to the American sociologist Earl Robert Babbie, "Research is a systematic inquiry to describe, explain, predict and control the observed phenomenon.

Importance of Research in Daily Life
1. It is a systematic analysis.
2. Leads to great observations.
3. Results in predictions, theories, and many principles.
4. Improving practices.
5. Develops new understanding related to the learning, teaching etc.
6. Helps in initiating the action.
7. Helps in decision making.
8. Brings consistency in the work.
9. Motivates others.

EXERCISES:

Write **TRUE** if the statement is correct, otherwise, **FALSE**.

_____1. Research is a process of doing series of steps and acts for discovering.

_____2. In research, objectives are not clearly defined.

_____3. Research helps in coming to one conclusion.

_____4. Research does not offer help in overall improvement of the individual.

_____5. Research develops less understanding related to educational administration.

_____6. The research you do should result in performing some action.

_____7. Research prepares the person for taking essential decisions.

_____8. It increases the flaws and mistakes in the final outcome of the process.

_____9. If your research is full of the right facts and figures, it will ultimately motivate others.

_____10. The research work is done by selected age groups.

Name:		Date:	Score:
Subject : Practical Research 1			
Lesson Title : The Characteristics, Processes, and Ethics of Research			
Lesson Competency : The learner describes characteristics, processes, and ethics of research CS_RS11-IIIa-3			
References : Calmorin and Calmorin, Research Methods and Thesis Writing			LAS No.: 2

CONCEPT NOTES

Research is defined as the scientific investigation of phenomena which includes collection, presentation, analysis and interpretation of facts that lines an individual's speculation with reality. Its characteristics are the following:

a.) Empirical b.) Logical c.) Cyclical d.) Analytical e.) Critical f.) Methodical g.) Replicability

Factors to Consider in Selecting a Research Problem

1. Researcher's area of interest
2. Availability of funds
3. Investigator's ability and training

Ethics in Research

Ethics generally is considered to deal with beliefs about what is right or wrong, proper or improper, good or bad. According to a dictionary definition (Webster's 1968), to be ethical is to conform to accepted professional practice.

Ethical considerations in conducting research

1. Objectivity and integrity
2. Respect of the research subjects' right to privacy.
3. Presentation of research findings
4. Misuse of research role
5. Acknowledgement of research collaboration and assistance
6. Distortions of findings by sponsor

EXERCISE:

Write **TRUE** if the statement is correct, otherwise, **FALSE**.

_____1. Emperical means research is based on valid procedures and principles.

_____2. Methodical means research is conducted without bias.

_____3. Cyclical means the research design and procedures are replicated.

_____4. Deceiving a respondent of the true purpose of study is a good practice.

_____5. Invading the privacy of a respondent is a good practice in research.

Name:		Date:	Score:
Subject : Practical Research 1			
Lesson Title : Quantitative and Qualitative Research			
Lesson Competency : The learner differentiates quantitative from qualitative research CS_RS11-IIIa-4			
References : Fraenkel and Wallen, How To Design And Evaluate Research In Education.		LAS No.: 3	

CONCEPT NOTES

Definition of Quantitative and Qualitative Research

Quantitative research is a type of educational research in which the researcher decides what to study; asks specific, narrow questions; collects quantifiable data from participants; analyzes these numbers using statistics; and conducts the inquiry in an unbiased, objective manner.

Qualitative research is a type of educational research in which the researcher relies on the views of participants; asks broad, general questions; collects data consisting largely words (text) from participants; describes and analyzes these words for themes; and conducts the inquiry in a subjective, biased manner.

Differences between Quantitative and Qualitative Research

Criteria	Quantitative	Qualitative
Purpose	To test hypotheses;look at cause and effect	To understand and interpret social interaction
Group studied	Smaller and not randomly selected	Larger and randomly selected
Type of data collected	Words, images and objects	Numbers and statistics
variables	Study of the whole, not variables	Specific variable studies

Exercise:

    Find and list five titles of researches and identify whether the research is qualitative or quantitative.

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DLP LEARNING ACTIVITY SHEET

Name:		Date:	Score:
Subject : Practical Research 1			
Lesson Title : The Kinds of Research Across Fields			
Lesson Competency : Provide examples of research in areas of interest (arts, humanities, sports, science, business, agriculture and fisheries, information and communication technology, and social inquiry) CS_RS11-IIIa-5			
References : Baraceros, Esther L., *RBS Practical Research 1 1st Edition*			LAS No.: 4

CONCEPT NOTES

Research studies happen in any field of knowledge. Anthropology, Business, Communication, Education, Engineering, Law, and Nursing, among others, turn in a big number of research studies that reflect varied interests of people. Don't you wonder how people in these areas conduct their research studies?

Belonging to a certain area of discipline, you have the option to choose one from these approaches: **positive or scientific, naturalistic, and triangulation or mixed method.** The scientific approach gives stress to measurable and observable facts instead of personal views, feeling or attitudes. The naturalistic approach is people-oriented. It is concerned with qualitative data. The triangulation or mixed method is a combination of quantitative or qualitative kind of research.

EXERCISES

A. Check (✓)the right column representing your decisions about each statement in the first column.

Statements	Agree	Disagree
1. Reasons happens in just one field of knowledge.		
2. All research types apply to all data collecting techniques.		
3. The mixed method of research happens only in a quantitative research.		
4. The scientific approach can be used in the hard sciences.		
5. The naturalistic approach focuses on discovering the real concept behind people's lifestyles and social relations.		

B. Give one example of a title of a certain research to any of the different areas of interest.

_____

_____

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DLP LEARNING ACTIVITY SHEET

Name:	Date:	Score:
Subject : Practical Research 1		
Lesson Title : Characteristics of a Qualitative Research		
Lesson Competency : describes characteristics of qualitative research CS_RS11-IIIb-1		
References : Fraenkel and Wallen, How To Design And Evaluate Research In Education.		LAS No.: 5

CONCEPT NOTES

Major Characteristics of Qualitative Research

Naturalistic inquiry **-s**tudying real-world situations as they unfold naturally; non-manipulative, unobtrusive, and non-controlling.

Inductive analysis **-** **i**mmersion in the details and specifics of the data to discover important categories, dimensions, and interrelationships.

Holistic perspective - the whole phenomenon under study is understood as a complex system that is more than the sum of its parts.

Qualitative data- detailed, thick description; inquiry in depth; direct quotations capturing people's personal perspectives and experiences.

Personal contact and insight - the researcher has direct contact with and gets close to the people, situation, and phenomenon under study.

Dynamic systems- attention to process; assumes change is constant and ongoing whether the focus is on an individual or an entire culture.

Unique case orientation- assumes each case is special and unique.

Context sensitivity - places findings in a social, historical, and temporal context; dubious of the possibility or meaningfulness of generalization across time and space.

Emphatic neutrality- complete objectivity is impossible.

Design flexibility - pursues new paths of discovery as they emerge.

EXERCISES:

Choose 3 characteristics of a qualitative research and discuss briefly its significance using your own words.

_____

_____

_____

Name:		Date:	Score:
Subject : Practical Research 1			
Lesson Title : Strengths and Weaknesses of Qualitative Research			
Lesson Competency : The Learner describes the strengths and weaknesses of qualitative research CS_RS11-IIIb-1			
References : Claire, "Presenting And Evaluating Qualitative Research"			LAS No.: 6

CONCEPT NOTES

Strengths of Qualitative Research

1. Issues can be examined in detail and in-depth.

2. Interviews are not restricted to specific questions.

3. The research framework and direction can be quickly revised as new information emerges.

4. The obtained data based on human experience is powerful.

5. The data is collected from a small group.

Limitations of Qualitative Research

1. Research quality is heavily dependent on the individual skills of the researcher.

2. Rigor is more difficult to maintain, assess, and demonstrate.

3. The volume of data makes analysis and interpretation time consuming.

4. The researcher's presence during data gathering can affect the subjects' responses.

6. Issues of anonymity and confidentiality can bring/result to problems when presenting findings.

7. Findings can be more difficult and time consuming to characterize in a visual way.

Exercises:

Complete the sentence by writing your answer on the blank space provided.

Strenghts : What I like most of qualitative research is …

_____

Weakness: What I learn of qualitative is …

_____

Name:		Date:	Score:
Subject : Practical Research 1			
Lesson Title : Kinds of Qualitative Research			
Lesson Competency : The learner describes the kinds of qualitative research CS_RS11-IIIb-1			
References : https://measuringu.com/qual-methods/			LAS No.: 7

CONCEPT NOTES

Types of Qualitative Research

1. **Ethnography-** in ethnography, you immerse yourself in the target participants' environment to understand the goals, cultures, challenges, motivations, and themes that emerge.

2. **Phenomenological-** In a phenomenological study, you use a combination of methods, such as conducting interviews, reading documents, watching videos, or visiting places and events, to understand the meaning participants place on whatever's being examined.

3. **Grounded Theory-** grounded theory looks to provide an explanation or theory behind the events. It can help inform design decisions by better understanding how a community of users currently use a product or perform tasks.

4. **Case Study- a** case study involves a deep understanding through multiple types of data sources. Case studies can be explanatory, exploratory, or describing an event.

EXERCISES:

Name the type of qualitative research best suited for the following topics.

1. The Mangyans' Burial Practices _____
2. Relatives of Typhoon Victims _____
3. The Effectiveness of the K-12 Curriculum _____
4. Filipino Caregivers in Japan _____
5. Experiences of Senior Citizens at the LRT/MRT Stations_____

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Name:		Date:	Score:
Subject : Practical Research 1			
Lesson Title : Writing a Research Title/ Justifications/Reasons for Conducting the Research			
Lesson Competency : Writes a research title CS_RS11-IIIc-e-2; describes the justifications/reasons for conducting the research CS_RS11-IIIc-e-3			
References : Hairston, M., & Keene, M. 2003. Successful writing. 5th ed. New York: Norton.		LAS No.: 8	

CONCEPT NOTES

WANT TO INCREASE THE IMPACT OF YOUR MANUSCRIPT TITLE?
FOLLOW THESE TIPS NOW!

1 Ensure that the title is clear, interesting, and attracts the reader's attention. Prefer using declarative titles.

2 The title should be around 10–15 words. Highlight key aspects of the study using keywords. Shorter titles increase citations.

3 Avoid unnecessary words and technical jargons. Make sure the title conforms to journal guidelines and is formatted properly.

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EXERCISES

A. Check the title that appears to be the best in terms of narrowing down a broad topic.

1. _____ Symptoms of AIDS

   _____ Physical Symptoms of AIDS

   _____ Acquired Immune Deficiency Syndrome or AIDS

2. _____ History of Traditional Grammar

   _____ History of American Traditional Grammar

   _____ Traditional Grammar

3. _____ Hotel and Restaurant Management

   _____ Food Servicing Techniques

   _____ Russian-Plate Service

B. Write a paragraph with five to seven sentences about an interesting topic to you and give an interesting title to your work then justify your reasons for conducting the research.

Answer to Exercises:

Name:		Date:	Score:
Subject : Practical Research 1			
Lesson Title : Stating the Research Questions			
Lesson Competency : States research questions CS_RS11-IIIc-e-4			
References : https://writingcenter.gmu.edu/guides/how-to-write-a-resear a-research-question			LAS No.: 9

CONCEPT NOTES

How to Write a Research Question

What is a research question?

A research question is the question around which you center your research. It should be:

> **Clear**: it provides enough specifics that one's audience can easily understand its purpose without needing additional explanation.

> **Focused**: it is narrow enough that it can be answered thoroughly in the space the writing task allows.

> **Concise**: it is expressed in the fewest possible words.

> **Complex**: it is not answerable with a simple "yes" or "no," but rather requires synthesis and analysis of ideas and sources prior to composition of an answer.

> **Arguable**: its potential answers are open to debate rather than accepted facts.

EXERCISES

A. Have a draft of your questions on the lines provided base on the research title you created in the previous activity sheet. Here is a sample: *What is the reason of tobacco smoking of teens in Barangay Malakas?*

_____

_____

_____

_____

B. Have a copy of a qualitative research conducted using survey questionnaires or interviews. Take note of the research title and research questions used in the research. Were the questions in the research answered? How do the research questions differ in the questions you prepared?

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Name:		Date:	Score:
Subject : Practical Research 1			
Lesson Title : Scope and Delimitation of Research/ Benefits and Beneficiaries of Research			
Lesson Competency : Indicates scope and delimitation of research CS_RS11-IIIc-e-5 / Cites benefits and beneficiaries of research CS_RS11-IIIc-e-6			
References:http://www.answers.com/Q/What_are_the_guidelines _in_writing_scope_and_delimitation		LAS No.: 10	

CONCEPT NOTES

Guidelines in Writing Scope and Delimitation

It is important to narrow down your research topic and limit the *scope* of your study. The researcher should inform the reader about limits or coverage of the study. The scope identifies the boundaries of the study in term of subjects, objectives, facilities, area, time frame, and the issues to which the research is focused.

Sample phrases that help express the scope of the study:

The coverage of this study……….The study consists of ……..The study covers the …

The *delimitation* of the study is delimiting a study by geographic location, age, sex, population traits, population size, or other similar considerations. Delimitation is used to make study better and more feasible and not just for the interest of the researcher. It also identifies the constraints or weaknesses of your study which are not within the control of the researcher.

Sample phrases that expressed the delimitations of the study

The study does not cover the…..   This study is limited to………

EXERCISE

Indicate the scope and delimitation and cite the benefits and beneficiaries of your research.

Name:		Date:	Score:
Subject : Practical Research 1			
Lesson Title : Statement of the Problem			
Lesson Competency : Presents written statement of the problem CS_RS11-IIIc-e-7			
References : https://www.projectguru.in/publications/write-problem-statement-research-paper/			LAS No.: 11

CONCEPT NOTES

The research problem states what is to be investigated, identifies the variables, and discusses their relationships. After identifying your research problem, you now have to state it and establish its place in your study. This is the function of the problem statement. The problem statement formally points out the issue that your study wishes to address. A good problem statement does not only identify the problem in the study but also answers the question" Why is the problem worthy of being investigated?"

EXERCISE
Formulate your own Statement of the Problem base in your selected research topic.

Short-answered questions:
1) What is the current state of the field you are interested to investigate?

_____

2) What is the current and conventional practices in the field?

_____

3) What is the present contribution of your study in addressing the problem?

_____

Name:		Date:	Score:
Subject : Practical Research 1			
Lesson Title : Criteria in Selecting, Citing, and Synthesizing Related Literature			
Lesson Competency : Selects, Cites, and Synthesizes Related Literature CS_RS11-IIIf-j-1-3			
References:https://libraryguides.griffith.edu.au/c.php?g=451351&p=3333115			LAS No.:12

CONCEPT NOTES

What is a literature review?

In essence, a literature review identifies, evaluates and synthesizes the relevant literature within a particular field of research. It illuminates how knowledge has evolved within the field, highlighting what has already been done, what is generally accepted, what is emerging and what is the current state of thinking on the topic.

Each of the stages mentioned above involves three main steps:

1. Locate relevant literature,
2. Review the literature, and
3. Write about the literature.

Styles of RRL

EXERCISE

A. Select and cite two examples of just a part of a review of related literature then identify the style used.
B. Write the research questions that you have identified then identify the type/s of literature you need in your research.

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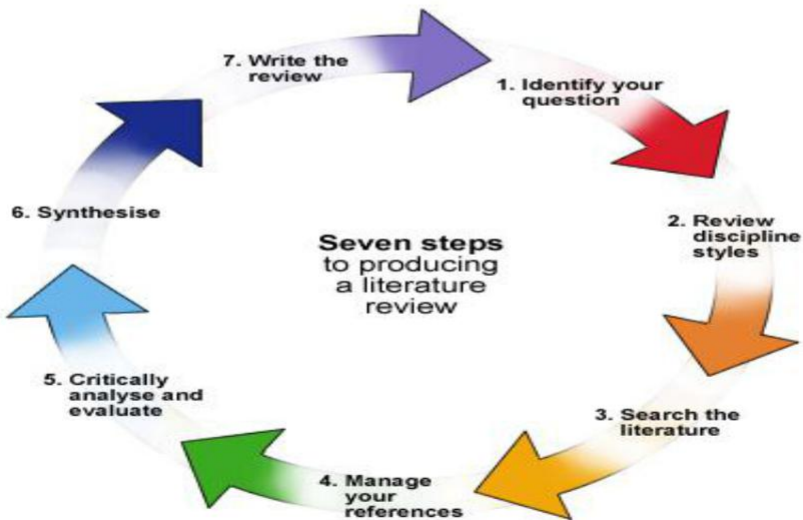| Name:	Date:	Score:
Subject : Practical Research 1		
Lesson Title: Ethical Standards in Writing Related Literature		
Lesson Competency : Writes, follows and presents ethical standards in writing related literature CS_RS11-IIIf-j-4-6		
References : Cronin, Coughlan and Ryan, "Undertaking A Literature Review: A Step-By-Step Approach"	LAS No.: 13	

CONCEPT NOTES

Ten Simple Rules for Writing a Literature Review:

1. Define a Topic and Audience
2. Search and Re-search the Literature
3. Take Notes While Reading
4. Choose the Type of Review You Wish to Write
5. Keep the Review Focused, but Make It of Broad Interest
6. Be Critical and Consistent
7. Find a Logical Structure
8. Make Use of Feedback
9. Include Your Own Relevant Research, but Be Objective
10. Be Up-to-Date, but Do Not Forget Older Studies

EXERCISES

**A. Create your own semantic diagram on the steps to produce a literature review similar to what is shown below. If you wish, you can add steps.
BE CREATIVE.**

Seven steps to producing a literature review

1. Identify your question
2. Review discipline styles
3. Search the literature
4. Manage your references
5. Critically analyse and evaluate
6. Synthesise
7. Write the review

B. Recall every significant concept you have learned in this lesson. Write a review of related literature using your own research topic.

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Name:		Date:	Score:
Subject : Practical Research 1			
Lesson Title : Appropriate Qualitative Research Design			
Lesson Competency : Chooses appropriate qualitative research design CS_RS11-IVa-c-1			
References:https://us.sagepub.com/sites/default/files/creswell_qualitative_inquiry_and_research_design_4e_-_comparing_the_five_approaches.pdf		LAS No.: 14	

CONCET NOTES

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TABLE 4.1 ● Contrasting Foundational Considerations of Five Qualitative Approaches

Foundational Considerations	Narrative Research	Phenomenology	Grounded Theory	Ethnography	Case Study
Research focus of approach	Exploring the life of an individual	Understanding the essence of the experience	Developing a theory grounded in data from the field	Describing and interpreting a culture-sharing group	Developing an in-depth description and analysis of a case or multiple cases
Unit of analysis	Studying one or more individuals	Studying several individuals who have shared the experience	Studying a process, an action, or an interaction involving many individuals	Studying a group that shares the same culture	Studying an event, a program, an activity, or more than one individual
Type of research problem best suited for approach	Needing to tell stories of individual experiences	Needing to describe the essence of a lived phenomenon	Grounding a theory in the views of participants	Describing and interpreting the shared patterns of culture of a group	Providing an in-depth understanding of a case or cases
Nature of disciplinary origins	Drawing from the humanities including anthropology, literature, history, psychology, and sociology	Drawing from philosophy, psychology, and education	Drawing from sociology	Drawing from anthropology and sociology	Drawing from psychology, law, political science, and medicine

EXERCISES
Draw a line linking two expressions in A and B.

A. Research Topics   B. Qualitative Research Designs
1. Depressed Bar Exams Failures   Grounded Theory
2. Filipinos Wedding Rites   Case Study
3. Acquiring Intercultural   Narrative Research
   Competence via SFG Grammar
4. The Coming of Age of Filipino   Phenomenological
   Novel in English
5. Ebola-stricken Babies in Bataan   Ethnography

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Name:		Date:	Score:
Subject : Practical Research 1			
Lesson Title : Sampling Procedure and Sample			
Lesson Competency :Describes sampling procedure and sample CS_RS11-IVa-c-2			
References : Strauss, A., & Corbin, J. M. (1990). Basics of qualitative research: Grounded theory procedures and techniques. Sage Publications, Inc.			LAS No.: 15

CONCEPT NOTES

Sampling – This resource provides a brief overview of sampling and sample size with links to descriptions of purposeful sampling strategies.

Types of Non-Probability Sampling

- **Purposeful Sampling** is the most common sampling strategy. In this type of sampling, participants are selected or sought after based on pre-selected criteria based on the research question. For example, the study may be attempting to collect data from lymphoma patients in a particular city or county. The sample size may be predetermined or based on theoretical saturation, which is the point at which the newly collected no longer provides additional insights. Click on the following link for a desciption of types of purposeful sampling: **Types of Purposeful Sampling.**

- **Quota Sampling** is a sampling technique whereby participant quotas are preset prior to sampling. Typically, the researcher is attempting to gather data from a certain number of participants that meet certain characteristics that may include things such as age, sex, class, marital status, HIV status, etc. Click here for more information on this type of sampling: **Quota Sampling.**

- **Snowball Sampling** is also known as chain referral sampling. In this method, the participants refer the researcher to others who may be able to potentially contribute or participate in the study. This method often helps researchers find and recruit participants that may otherwise be hard to reach. For more information, click here: **Snowball Sampling.**

EXERCISES

A. Write **NP** if the sentence talks about types of Non-Probability Sampling; otherwise, write **P**.

____1. Choosing subjects capable of helping you meet the aim of your study.

____2. Checking every 10th student in the list.

____3. Interviewing some persons you meet on the campus.

____4. Letting all members in the population join the selection process.

____5. Choosing samples by chance.

B. Choose your own non-probability type of sampling that matches to your research. Justify your choice.

Name:		Date:	Score:
Subject : Practical Research 1			
Lesson Title : Data Collection			
Lesson Competency : Plans data collection CS_RS11-IVa-c-3			
References : "Introduction To Research"			LAS No.: 16

CONCEPT NOTES

Data Collection

The main methods for collecting qualitative data are:
1. Individual interviews - Structured interviews are, essentially, verbally administered questionnaires.
2. Focus groups - is frequently used as a qualitative approach to gain an in-depth understanding of social issues. The method aims to obtain data from a purposely selected group of individuals rather than from a statistically representative sample of a broader population.
3. Observations – techniques for collecting data through observation include: written descriptions, video recording, photographs and artifacts and documentation and survey.
4. Action Research.

EXERCISES

   A. Express your *agreement* or *disagreement* on each sentence.
     1. Interview can be a replacement for observation.
     2. There is only one observation method.
     3. Hurting people is possible through observation.
     4. You may observe a group openly or secretly.
     5. Observation can be enhanced by interviews.

   B. Decide the data collection method that you are going to use in your research. Justify.

*C*ompetence.**D**edication.**O**ptimism

Name:		Date:	Score:
Subject : Practical Research 1			
Lesson Title : Analysis Procedures			
Lesson Competency : Plans analysis procedures and presents written research methodology CS_RS11-IVa-c-3-4			
References : Creswell, Qualitative, Quantitative, And Mixed Methods Approaches.			LAS No.: 17

CONCEPT NOTES

Data Analysis According to Yin (1994:102) —data analysis consists of examining, categorizing, tabulating, or otherwise recombining the evidence to address the initial solution of a study. There are a variety of approaches to this process of analysis and interpretation. Some of the most commonly used approaches include:

Content Analysis - used to analyze and interpret verbal data, or behavioral data.

Narrative Analysis - used to analyze text that may come from variety of sources including transcripts from interviews, diaries, field notes, surveys, etc.

Discourse Analysis - a method of analyzing naturally occurring spoken interactions and written text and is concerned with the social context in which the communication occurred.

Grounded Theory - also called analytic induction. This is a method that attempts to develop causal explanations of a phenomenon from one or more cases being studied

Conversation Analysis- examines the use of language by people as a type of action or skilled accomplishment.

Coding and Categorizing - coding will serve as a system to help you to organize your data. Once you have gone through all documents and coded them, they can now be gathered into families of codes or categories.

EXERCISE:

Look at your research titles and decide on the possible data analysis you are going to employ.

Name:		Date:	Score:
Subject : Practical Research 1			
Lesson Title : Collecting Data through Observation and Interviews			
Lesson Competency: Collects data through observation and interviews CS_RS11-IVd-f-1			
References : Creswell, John W. Qualitative Inquiry And Research Design: Choosing Among Five Approaches. 2nd ed. Thousand Oaks, CA: Sage Publications, 2007.			LAS No.: 18

CONCEPT NOTES

Sample Interview Protocol

Background Information on Interviewee

Date:
Location:
Name:

Introduction

Good morning, Mr. Juan De La Cruz. My name is Mr. Gregg Adiz and I am presently conducting a research about Grade 11 students' experiences in their Basic Calculus Class. The objective of this study is to gather empirical data and understand their experiences.

Opening Question

Tell me something about yourself, Mr. Juan De La Cruz.

- *Provide spaces for taking notes in case audio will have problem-*

How long have you been studying here?

- *Provide spaces for taking notes in case audio will have problem-*

Content Questions

Tell me about your Basic Calculus class.

Why do you say so? (Follow-up)

What do you mean by difficult? (probe question)

Can you provide concrete examples?

Closing Instructions

Thank you very much (Acknowledge the class for their time). I would like you to know that I am the only one who will have access to this audio material and after the research, the content will be erased. If you wish to have a copy of the abstract of this research, I would be very willing to send you one. Do you have any question?

Sample Observation Protocol *(Creswell, 2007)*

Duration of Activity: 60 minutes	
Descriptive Notes	**Reflective Notes**
General: *What are the experiences of Grade 11 students as they study Basic Calculus?*	
Start of observation: 7:00 AM The class started on time, but some students arrived late. There are more than 50 students in the classroom. Some students seated at the back start to become sleepy.	I wonder if these students always come late? Can the teacher manage this big class? I wonder if it's the class that makes them sleepy or their activity at night?

Source: Creswell, *Qualitative Inquiry And Research Design: Choosing Among Five Approaches*

EXERCISES:

Look at your research title, create your own observation/interview protocol.

Name:		Date:	Score:
Subject : Practical Research 1			
Lesson Title : Inferring and Explain Patterns and Themes from Data			
Lesson Competency : Infers and explain patterns and themes from data CS_RS11-IVd-f-2			
References : Farber, Nancy K. "Conducting Qualitative Research: A Practical Guide For School Counselor". ASCA 9, no. 5 (2006): 367-375.			LAS No.: 19

CONCEPT NOTES

How to Analyze Data and Use Codes or Categories (Taylor-Powell and Renner 2003)

1. Get to know your data.
2. Focus the analysis.
3. Review the purpose and go back to the research question.
4. Identify themes or patterns.
5. Ask teammates to analyze.
6. Organize themes into categories: preset or emergent.
7. Identify patterns within and among categories.

Example of Tabular representation of Codes and Themes

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EXERCISES

Complete the table below. Think of possible preset codes/categories/themes for the given questions.

Areas of Focus	Codes/Categories/Themes
1. How do you deal with bullies?	
2. What's the culture in your school?	
3. What do you think is your secret why customers keep coming back to you?	

Name:		Date:	Score:
Subject : Practical Research 1			
Lesson Title : Guidelines in Making Conclusions and Recommendations			
Lesson Competency : Formulates recommendations based on conclusions CS_RS11-IVg-j-2			
References : Citing Sources - - APA". CSU, Chico - Meriam Library Research Station, 2015. http://libguides.csuchico.edu/citingsources-APA.			LAS No.: 20

CONCEPT NOTES

Parts of the Last Chapter of Your Study: What to Write

A. Purpose of the Chapter

You may use this example to indicate the purpose of your study:

The purpose of this chapter is to present the conclusions, summary, and recommendations of this study.

B. Introduction to the Chapter

Your introduction could be written this way:

This chapter reflects on the study's purpose and research design. A summary of the research findings will be presented and organized around the research questions. This is followed by the research conclusions and recommendations for further research and study.

C. Purpose of the Study

This part should reflect the following:

- Your Statement of the Problem
- A summary of the Review of Related Literature
- Restatement of the Purpose

D. Research Design

This part could be written this way:

This study was primarily an exploration of the students perceptions about a quality school. The research design was focused on the following questions:

1. How...
2. Why...

Continue with data gathering methods...

E. Limitations

Two areas that are included in this section are the following:

- Start with the brief purpose of the study.
- List the limitations

F. Research Question/s Addressed

This section could be written this way:

This section presents a summary of the findings of the two research questions.

Write Your Research Question Number One

- The literature identified a range of perceptions regarding a quality school. The first question sought to understand the students' perceptions of a quality school. The question asked: STATE YOURQUESTION (The one you asked to the participants)

G. Conclusion

In writing the conclusion, you go back and discuss the findings in relation to your research problem and research questions and elaborate these findings by citing key results.

It could be structured this way:

The following conclusions represent an attempt to better understand the views regarding a quality school.

The findings identified the thoughts that teachers and students alike have about the characteristics of and what it takes to be a quality school. ... *Continue highlighting these findings by enumerating them. End with a recapitulation of your conclusion.*

H. Summary

Here's a sample and a guide in writing your summary:

The study identified the presence of two dominant contrasting views regarding quality school.

- Identify those.
- Why are they important?

The recommendations identity possible courses of action to bring clarity and closer agreement to perceptions of quality school.

I. Recommendation

When writing the recommendations, it is better to have an introductory paragraph which recalls the conclusions of the study. The number of recommendations and the number of conclusions are usually aligned. Hence, this section may be written like this:

The conclusions of the research identify a number of issues emanating from diversity of perceptions regarding quality school. The recommendations are the outcomes of extensive interaction with participants and reflections of the researcher.

The recommendation is:

- That the administration should strengthen the information drive about quality school.

Exercises

Write the conclusion and recommendations for your own research work.

Name:		Date:	Score:
Subject : Practical Research 1			
Lesson Title : Techniques in Listing References(print materials)			
Lesson Competency : Lists references CS_RS11-IVg-j-3(print materials)			
References : https://sun.iwu.edu/~writcent/mla&apa.html			LAS No.:21

CONCEPT NOTES

End-of-text bibliography:

Both MLA and APA include the same basic information:

Author's name

Title of book/article

Journal title*

Year of publication

Publisher

Place of publication

Volume number*

Pages*

* = applies to journal articles

MLA: Author's name. Title. Place of publication: publisher, year. Notice that the year is the last item, and that it is not used for parenthetical in-text citation. University presses are abbreviated UP, as in Oxford UP. Hanging indent. Journal article titles are placed inside double quotation marks. Example 1:

Smith, John. Deconstructing Colonialism: the discourse of the Empire, 1837-1898. Bloomington, IL: Illinois Wesleyan   UP, 1998.

APA: Author's name. Year of publication in parentheses. Title. Place of publication: publisher. University presses are not abbreviated. Hanging indent. Remember that works by the same author published in the same year are designated 1998a, 1998b, and are ordered alphabetically. Journal article titles are not put in quotation marks. Author's first name is abbreviated. Example 1:

Smith, J. (1998). Deconstructing Colonialism: the discourse of the Empire, 1837-1898. Bloomington, IL: Illinois Wesleyan University Press.

EXERCISE

Follow the guidelines in citing print materials and apply them in writing the resource page of your research work.

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DEPARTMENT OF EDUCATION
K TO 12 PROGRAM

Name:		Date:	Score:
Subject : Practical Research 1			
Lesson Title : Techniques in Listing References(electronic sources)			
Lesson Competency : Lists references CS_RS11-IVg-j-3(electronic sources)			
References : https://sun.iwu.edu/~writcent/mla&apa.html			LAS No.:22

CONCEPT NOTES

Electronic sources:

MLA

See the MLA's website for correct electronic source citation style. But in general, here's what should be included:

Publication date. This would be either the date the page was created or last modified, AND the date of access. (So each citation should have two dates.) If the website is a digitized version of a print source, the date of the print source can be included as well.

URLs. These should always be included, and should be demarcated with angle brackets, as in <www.mla.org>. Break long URLs after a forward slash.

Pages. Cite page or paragraph numbers if available.

organization. The organization sponsoring the site, or to which the individual belongs, should be listed.

Versions. Which version or edition of an electronic source is very important and should be included.

Examples:

Gray, Paul. "Paradise Found." Time 19 Jan. 1998. 5 Feb. 1998.
<http://www.pathfinder.com/time/magazine/1998/dom/980119/cover1.html>.

APA

See the APA's website for electronic source citation style (http://www.apa.org/journals/webref.html). APA style follows the style for print sources closely. Open with author, date, and title. Then follow with a denotation of the type of electronic source, and follow up with the URL or the source location information.

Examples:

Keegan, J. (1999). Normandy: The invasion conceived, 1941-43. In Encyclopedia Britannica [Online]. URL http://normandy.eb.com/normandy/week1/buildup.html

EXERCISE

Follow the guidelines in citing electronic sources and apply them in writing the resource page of your research work.