



# DE LA SALLE ARANETA UNIVERSITY

## SENIOR HIGH SCHOOL

Course Code:		Professor:	<b>Von Christopher G. Chua</b>
Course Title:	<b>Inquiries, Investigation, and Immersion</b>	Email:	<a href="mailto:von_christoppher_chua@dlsu.edu.ph">von_christoppher_chua@dlsu.edu.ph</a> <a href="mailto:vaughnchua@gmail.com">vaughnchua@gmail.com</a>
No of Units:	<b>3</b>	Consultation Hours:	<b>Fridays, 9:00-10:00 AM</b>
Prerequisite/s:	<b>Practical Research 1 and 2</b>	Class Schedule and Room:	
Prerequisite to:		Section:	

### I. COURSE DESCRIPTION

The course aims to develop critical thinking and problem-solving skills of Grade 12 students through the conduct qualitative and quantitative researches relative to their interests and senior high school academic track and strand.

### II. DESIRED LEARNING OUTCOMES

On the completion of this course, the student is expected to:

1. Conduct and defend a group research (qualitative, quantitative, or mixed methods) by undertaking a rigorous process that involves:
  - a. Deciding on a suitable research topic in different areas of interest and in the process, formulate clearly the statement of research problem;
  - b. Selecting, citing, and synthesizing related literature and use sources according to ethical standards;
  - c. Describing adequately various research designs with emphasis on mixed methods design, sampling techniques, process of validating a research instrument, intervention (if applicable), data collection, and data analysis procedures;
  - d. Gathering and analyzing data with intellectual honesty, using suitable techniques; and
  - e. Forming logical conclusions, making recommendations based on these conclusions, and writing and present clear report
2. Develop appreciation towards the conduct of research in across a wide spectrum of professional fields.
3. Gain an in-depth understanding of the need for intellectual honesty, academic rigor, and collaboration through the exercise of research.

### III. LASALLIAN HONORS CODE

#### GODLINESS

A Lasallian is created in the image and likeness of God;  
As such, strives to “be perfect as the heavenly Father is perfect.”

#### GOODNESS

A Lasallian is a good person, characterized by integrity, faith, and service.

#### GREATNESS

A Lasallian is self-governed, resourceful, excellent, accountable, and talented.

### IV. GRADING SYSTEM

Written Work	25%	Descriptor:	
Performance Tasks	45%	O	90 - 100%
Proposal/Final Defense	30%	VS	85 - 89%
		S	80 - 84%
		FS	75 - 79%
		Did Not Meet Expectations:	74% and below
TOTAL 100%			

Passing Score: 75%

### V. REFERENCES

- Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Boston: Pearson Education, Inc.
- Fraenkel, J. R. (2009). *How to Design and Evaluate Research in Education*. New York: McGraw-Hill.

## VI. FINAL OUTPUT

Students enrolled in this course are expected to work in collaboration with other students in class in conducting a research in a chosen area of interest. The research paper, as final output, is to be submitted following two formats: (a) a four-chapter full paper aligned to the prescribed format of the university; and (b) a research report (IMRAD).

The specific parts of these formats are outlined as follows:

FULL PAPER	RESEARCH REPORT
<b>Chapter I: The Problem and a Review of Literature</b> <ul style="list-style-type: none"> <li>• Background of the Study</li> <li>• Review of Literature</li> <li>• Research Framework</li> <li>• Statement of the Problem</li> <li>• Significance of the Study</li> <li>• Scope and Limitations of the Study</li> </ul>	<ul style="list-style-type: none"> <li>• Abstract</li> <li>• Introduction</li> <li>• Methodology</li> <li>• Results and Discussion</li> <li>• Conclusions</li> <li>• Acknowledgments</li> <li>• References</li> </ul>
<b>Chapter II: Methodology</b> <ul style="list-style-type: none"> <li>• Research Design</li> <li>• Participants</li> <li>• Research Instruments</li> <li>• Data Gathering Procedure</li> <li>• Treatment of Data</li> </ul>	
<b>Chapter III: Results and Discussion</b>	
<b>Chapter IV: Summary of Findings, Conclusions, and Recommendations</b>	
<b>References</b>	

Parts may vary depending on research design.

Each chapter shall be graded based on the following rubric.

MAJOR COMPONENT	INDICATORS	WEIGHT
<b>Chapter I: The Problem and a Review of Literature</b>	1. The Background of the Study...	
	a. presents a strong narrative hook.	3
	b. explains the research gap the research seeks to address.	3
	c. states clearly the general purpose of the research.	3
	d. reflects coherence of thought	3
	2. The Review of Literature...	
	a. cites a minimum of seven references from reputable journals.	5
	b. has been logically arranged to form a cohesive whole.	3
	c. follows correct in-text citation.	3
	3. The Research Framework...	
	a. presents a strong, relevant theory that supports the concept of the research.	3
	b. includes a sensible research paradigm that represents the conceptual framework of the study.	3
	4. The Statement of the Problem...	
	a. provides specific, clear research questions that explicitly indicates the variables of interest.	3
b. includes sufficient research questions, congruent to the rest of the paper.	3	
5. The Significance of the Study...		
a. mentions all beneficiaries of the research.	2	
b. explains succinctly how each beneficiary will benefit from the conduct of the research	3	
	5	
6. The paper is submitted on or before the deadline.	5	
7. The paper follows the prescribed format (no more than five errors in formatting has been noted).	5	
8. The paper is free from grammatical and typographical errors (no more than five errors of this type have been noted).	5	
	<b>Sub-total</b>	<b>55</b>

<b>VII. LEARNING PLAN</b>			
<b>Week</b>	<b>Learning Outcome</b>	<b>Course Topics (Content Unit)</b>	<b>Teaching-Learning Activities</b>
<b>1 – 3</b>	<ul style="list-style-type: none"> <li>compares various research designs discussed in the previous practical research courses, together with mixed methods to explain similarities, differences, strengths, and weaknesses</li> <li>facilitates discussion of a critical analysis of a research paper</li> <li>formulates a class research agenda.</li> </ul>	<b>Brainstorming for Research Topics</b>	<ul style="list-style-type: none"> <li>Collaborative In-class Activities</li> <li>Lectures and Discussions</li> <li>Critical Analysis Reporting</li> <li>Small-Group Discussions</li> <li>Summative Test (Quiz No. 1)</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>formulates clearly the statement of the research problem</li> <li>presents written statement of the problem</li> </ul>	<b>Identifying the Problem and Asking the Question</b>	<ul style="list-style-type: none"> <li>Lectures and Discussions</li> <li>Collaborative In-class Activities</li> <li>Research Problem Presentation</li> <li>Research Consultation</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>selects, cites, and synthesizes properly the related literature</li> <li>uses sources according ethical standards</li> <li>presents written review of literature</li> </ul>	<b>Reading on Related Studies</b>	<ul style="list-style-type: none"> <li>Collaborative In-class Activities</li> <li>Lectures and Discussions</li> <li>Library Work</li> <li>Research Consultation</li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>describes adequately the research design (quantitative, qualitative, or mixed methods), sample, the research instrument, data collection and analysis procedures.</li> <li>presents written research methodology</li> </ul>	<b>Understanding Ways to Collect Data</b>	<ul style="list-style-type: none"> <li>Lectures and Discussions</li> <li>Collaborative In-class Activities</li> <li>Practice Tasks</li> <li>Research Consultation</li> <li>Mock Defense</li> </ul>
<b>7</b>	<b>PROPOSAL DEFENSE</b>		
<b>8 – 11</b>	<ul style="list-style-type: none"> <li>gathers and analyzes data with intellectual honesty using suitable techniques</li> <li>analyzes data using coding (qualitative data) and SPSS (quantitative data)</li> </ul>	<b>Finding Answers to Research Questions</b>	<ul style="list-style-type: none"> <li>Practice Tasks</li> <li>Collaborative In-class Activities</li> <li>Research Consultation</li> </ul>
<b>12</b>	<ul style="list-style-type: none"> <li>forms logical conclusions</li> <li>makes recommendations based on conclusions</li> <li>writes and presents clear report</li> </ul>	<b>Reporting, Findings, Drawing Conclusions, and Making Recommendations</b>	<ul style="list-style-type: none"> <li>Collaborative In-class Activities</li> <li>Instrument Administration/ Experimentation, whichever applicable</li> <li>Research Consultation</li> </ul>
<b>13</b>	<b>FINAL ORAL DEFENSE</b>		
<b>14</b>	<ul style="list-style-type: none"> <li>revises written research report based on suggestions and recommendations of the panelists</li> <li>submits final written research report</li> </ul>	<b>Sharing your Research</b>	<ul style="list-style-type: none"> <li>Research Consultation</li> </ul>

## VIII. CLASSROOM POLICIES

### EXPECTATIONS FROM STUDENTS

The student's responsibility is to come to each class prepared for individual and group outputs. They are also expected to take all assessments and examinations, and submit course requirements on the date scheduled. They should read the assigned problems prior to class. They are expected to attend each class and participate actively in the discussions.

### ACADEMIC DISHONESTY

All students are expected to be academically honest. Cheating (most specially in the form of plagiarism), lying, and other forms of immoral and unethical behavior will not be tolerated. Any student found guilty of cheating in assessments or examinations will automatically receive a zero in the course requirement or a failing grade.

Plagiarism refers to the unauthorized use of references including books, journals and other articles, and online sources or using any of available resource without acknowledgment of the original author. Cheating refers to copying tests, assignments, written reports, and research paper; representing the work of another person as one's own; collaborating without authority; signing another student's name on the attendance sheet; or practicing intellectual dishonesty.

### POLICY ON ABSENCES

The allowed number of absences for senior high school students enrolled in class is written on the recent student handbook (Basic Education Department). Request for excused absences or waiver of absences must be presented prior to or upon reporting back to class. Special examinations will be allowed only in special cases such as prolonged illness. It is the responsibility of the student to monitor his/her own tardy incidents and absences that might accumulate leading to a failing grade. It is also his/her responsibility to consult with the teacher, chair, or dean should his/her case be of special nature.

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