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**SENIOR HIGH SCHOOL**

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| Course Code: | **PRACRES202** | Professor: |  |
| Course Title: | **Practical Research 2** | Email: |  |
| No of Units: | **3** | Consultation Hours: |  |
| Prerequisite/s: | **Statistics and Probability** | Class Schedule and Room: |  |
| Prerequisite to: |  | Section: |  |
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| 1. **COURSE DESCRIPTION**
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| The course aims to develop critical thinking and problem-solving skills of Grade 12 students through the conduct quantitative research relative to their interests and senior high school track and strand. |
| 1. **DESIRED LEARNING OUTCOMES**
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| On the completion of this course, the student is expected to:1. Conduct a quantitative research by undertaking a rigorous process that involves:
2. Deciding on a suitable quantitative research in different areas of interest and in the process, formulate clearly the statement of research problem;
3. Selecting, citing, and synthesizing related literature and use sources according to ethical standards;
4. Describing adequately quantitative research designs, sample, instrument used, intervention (if applicable), data collection, and data analysis procedures;
5. Gathering and analyzing data with intellectual honesty, using suitable techniques; and
6. Forming logical conclusions, make recommendations based on these conclusions, and write and present clear report
7. Develop appreciation towards the conduct of research in across a wide spectrum of professional fields.
8. Gain an in-depth understanding of the need for intellectual honesty, academic rigor, and collaboration through the exercise of research.
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| 1. **LASALLIAN HONORS CODE**
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| **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. |
| 1. **GRADING SYSTEM**
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|  |  |  |  | Descriptor: |  |
|  | Written Work | 25% |  | O | 90 - 100% |
|  | Performance Tasks | 45% |  | VS | 85 - 89% |
|  | Final Paper Presentation | 30% |  | S | 80 - 84% |
|  |  |  | FS | 75 - 79% |
|  | TOTAL | 100% |  | Did Not Meet Expectations: | 74% and below |
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|  | Passing Score: 75% |  |  |  |  |
| 1. **REFERENCES**
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| Baraceros, E. L. (2016). *Practical Research 2.* Manila: Rex Book Store, Inc.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.Leedy, P. D. & Ormrod J. E. (2013). *Practical Research: Planning and Design.* New York: Pearson Education, Inc.Moore, N. (1983). *How to Do Research: A Practical Guide to Designing and Managing Research Projects.* London: Facet Publishing. |
| 1. **FINAL OUTPUT**
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| All submitted research papers will be presented in a research conference for senior high school students by the end of the term. The conference guidelines shall include, but will not be limited to the following:1. The research congress is a competition open to all teams of DLSAU SHS students whose members are all officially enrolled in any of the two Practical Research courses for SHS during the first term of AY 2017-2018.
2. All papers submitted for participation in the research congress must have undergone and passed panel defense and approved after revisions by the research adviser.
3. There shall be two categories of presentation: oral and poster presentation.
4. The qualified research papers shall undergo screening by a Research Committee whose composition will be determined by the College of Arts, Science, and Technology – Senior High School to determine under which category the paper will be presented.
5. A separate panel of judges will judge the papers in both categories during the research congress to determine recipients of awards.
6. The research paper submitted for judging during the conference must strictly follow the format designed by the university and must include the following parts:
7. Abstract (not more than 300 words)
8. Introduction
9. Methodology
10. Results and Discussion
11. Conclusions
12. Acknowledgments
13. References
14. The analytic rubric that follows will be used to assess the final research paper submitted by the students.

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| **Criteria** | **Indicators** | **Outstanding** | **Satisfactory** | **Fair** |
| **Clarity, Coherence, and Creativity (30 points)** | * The research is relevant to the SHS track/strand that the research team belongs to.
* The research topic is appropriate to the level of the researchers.
* The research topic or idea is innovative, or presents an innovative process to understanding a rather common area of research.
* The chosen research topic as reflected by the stated research question (or objective) is focused.
* The paper, in its entirety, has been written to form a cohesive whole.
* The scope and delimitation of the study is clear and appropriate to the level of the students.
* The introduction (or background of the study) clearly presents the gap in research addressed by the study.
 | Six to seven indicators were met (28 or 30 points) | Four to five of the indicators were met (24 or 26 points) | Less than four indicators were met (20 points or less) |
| **Reasoning and Organization (30 points)** | * The research title clearly encapsulates the idea proposed by the study.
* The paper contains enough information to support its idea.
* All literature cited in the paper provide support for the conduct of the study.
* All sources are reliable.
* The abstract presents a strong and organized summary of the research conducted.
* Conclusions and recommendations are supported by the data presented and is clearly based on how the data was analyzed.
* Discussion of results have been organized to convince the study has significance.
 | Six to seven indicators were met (28 or 30 points) | Four to five of the indicators were met (24 or 26 points) | Less than four indicators were met (20 points or less) |
| **Writing Mechanics (15 points)** | * The submitted paper adheres with the required format in terms of font style, table and figure formats, margination, etc.
* All in-text citations and references agree and are correctly formatted to follow APA style, 6th Edition.
* Not more five spelling and grammatical errors have been spotted in the paper.
* The number of pages are within the allowed quantity as determined.
 | All four indicators were met (15 points) | Two or three of the indicators were met (11 or 13 points) | Only one of the indicators was met (9 points) |
| **Research Design and Methodology (25 points)** | * The selected research design is appropriate for the study based on the stated research question(s).
* Instruments used have underwent validation.
* Statistical tools used to analyze data are appropriate based on the research questions and the kind of data.
* The Methodology part of the paper highlights the important data gathered through the study.
* All discussions agree with the presented data and appear to be unbiased.
 | All five indicators were met (25 points) | Three or four of the indicators were met (21 or 23 points) | Less than three of the indicators was met (19 points or less) |

1. All papers which manage to get a total score of at least 80 points shall qualify for oral presentation. All other papers will be presented through poster presentation.
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| 1. **LEARNING PLAN**
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| **Week** | **Learning Outcome** | **Course Topics (Content Unit)** | **Teaching-Learning Activities** |
| **1** | * describes characteristics, strengths, weaknesses, and kinds of quantitative research
* illustrates the importance of quantitative research across fields
* differentiates kinds of variables and their uses
 | **The Nature of Inquiry and Research** | * Collaborative In-class Activities
* Summative Assessment (Quiz)
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| **2 – 3** | * designs a research useful in daily life
* writes a research title
* describes background of research
* states research questions
* indicates scope and delimitation of study
* cites benefits and beneficiaries of study
* presents written statement of the problem
 | **Identifying the Inquiry and Stating the Problem** | * Collaborative In-class Activities
* Research Problem Presentation
* Oral Presentation of Chapter 1: Introduction (Background of the Study, Research Question(s), Scope and Delimitation)
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| **4 – 5** | * selects relevant literature
* cites related literature using standard style (APA, MLA or Chicago Manual of Style)
* synthesizes information from relevant literature
* writes coherent review of literature
* follows ethical standards in writing related literature
* illustrates and explain conceptual framework
* defines terms used in study
* lists research hypotheses (if appropriate)
* presents written review of related literature and conceptual framework
 | **Learning from Others and Reviewing the Literature** | * Practice Tasks
* Collaborative In-class Activities
* Summative Test (Quiz)
* Library Work
* Oral Presentation of Chapter 2: Review of the Literature and Conceptual Framework (also includes Research Hypotheses (if applicable))
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| **6** | * chooses appropriate quantitative research design
* describes sampling procedure and the sample
* constructs an instrument and establishes its validity and reliability
* describes intervention (if applicable)
 | **Understanding Data and Ways to Systematically Collect****Data** | * Practice Tasks
* Collaborative In-class Activities
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| **7** | **MIDTERM EXAMINATION** |
| **8** | * plans data collection procedure
* plans data analysis using statistics and hypothesis testing (if appropriate)

presents written research methodology | **Understanding Data and Ways to Systematically Collect****Data** | * Practice Tasks
* Collaborative In-class Activities
* Oral Presentation of Chapter 3: Methodology (Research Design, Sample, Instruments, Intervention (for experimental research), Data Collection Procedure, Data Analysis Plan)
* Instrument Validation
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| **9 – 11** | * collects data using appropriate instruments
* presents and interprets data in tabular and graphical forms
* uses statistical techniques to analyze data - study of differences and relationships limited for bivariate analysis
 | **Reporting and Sharing Findings** | * Collaborative In-class Activities
* Instrument Administration/ Experimentation, whichever applicable
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| **12** | **ORAL/POSTER PRESENTATION** |
| **13** | * draws conclusions from research findings
* formulates recommendations
* lists references
* presents written research report
* presents research workbook
 |  | * Collaborative In-class Activities
* Final Defense
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| **14** | **FINAL EXAMINATION** |
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| 1. **CLASSROOM POLICIES**
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| **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.Prepared by: **Von Christopher G. Chua** SHS Mathematics FacultyChecked by: **Dr. Irene U. Dalog** Senior High School ChairEndorsed by: **Dr. Rosario Chu** Dean, College of Arts, Science and TechnologyApproved by: **Dr. Bernardo N. Sepeda** Vice Chancellor, Academics and Research |