

 Detailed Lesson Plan No.: 25	Learning Area: Practical Research 1	Grade Level: 11	Quarter: 4	Date: 02-25-2025	Duration: 1 hr				
	Learning Competency/-ies:	Utilize materials (questionnaires) and methods to produce creative work			Code: CS_RS11-IVa-c-5				
	Content/ Topic	Understanding Data and Ways To Collect Data Systematically							
	Key Concepts/ Understandings to be Developed	Data collection and analysis procedures such as surveys, interviews, and observation							
1. Objectives	Knowledge	Identify the information indicators in writing the research proposal							
	Skills	List down the information indicators in writing the research proposal							
	Attitude	Honestly compare the different indicators in writing the research proposal							
	Values	Reflect on how the materials are used in writing the research proposal							
2. Learning Resources	Laptop, TV set, Formative Sheet, mobile phone connected to the internet https://sites.google.com/deped.gov.ph/research1 https://www.ref-n-write.com/blog/materials-and-methods-examples-and-writing-tips/								
3. Procedures <i>4 minutes</i>	A. Questions: B. Prayer: C. Checking of Attendance: D. Cleaning the Area: E. Others:								
3.1 Introductory Activity <i>6 minutes</i>	<p>Using students' cell phones or the teacher's laptop, search the internet for the meanings of the following research or methods: Participants, and Survey type.</p> <p>Answers:</p> <p>Participant is a human subject or a person who voluntarily participates in human subject research after giving informed consent to be the subject of the research.</p> <p>Survey type refers to the brief interviews and discussions with individuals about a specific topic.</p> <p>[Uni-structural]</p> <p>The teacher will apply the knowledge content within and across curriculum teaching areas. {1}</p>								
3.2 Activity <i>15 minutes</i>	<p>The teacher will use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills. {2}</p> <p>When do researchers use the term participants? Likewise, when do researchers utilize the term respondents? How do you compute the sample size?</p> <p>Now, let's read the webpage at @</p> <p>https://www.ref-n-write.com/blog/materials-and-methods-examples-and-writing-tips/</p>								

2.3. Materials & methods example #3 (Survey questionnaire paper)

If you are [writing a survey questionnaire paper](#), you would typically include the following information in your materials and methods section.

- Participants
- Survey type
- Questionnaire design
- Questionnaire administration
- Questionnaire testing
- Statistical analysis



Link of the video @ <https://gradcoach.com/what-is-research-methodology/>

List down the information indicators in writing the research proposal

Answers:

1. Participants
2. Survey type
3. Questionnaire design
4. Questionnaire administration
5. Questionnaire testing
6. Statistical analysis

[Multi-structural]

3.3 Analysis

5 minutes

The teacher ensures the positive use of ICT to facilitate the teaching and learning process. [3]
The teacher will have to utilize the **visualization strategy** using Google Slides or a webpage or video of the topic: **Present written research methodology**.

The students shall be grouped into three (3) by just taking into consideration their respective rows. The groups of students shall orally read their assigned tasks.

The teacher will remind the students to respect the composition of the group and always value **Gender and Development (GAD)**.

Question and Answer Rubrics Question and Answer Scoring Rubric

	Subject Knowledge	Conventions	Eye Contact	Evidence/ Research	Overall Quality
2	Student demonstrates full knowledge by answering questions with explanations and elaboration	Excellent grasp of public speaking. Clear enunciation, steady pace, and confidence.	Student maintains eye contact with audience	Student is able to use specific evidence or research from their project and experiences to answer questions.	Meets and/or exceeds expectations on all questions and answers. Creative thinking, time management pattern, pride, and attention to detail are highly apparent.
1	Student shows adequate knowledge by answering questions with few details or elaboration	Adequate comfort – good enunciation and pace, but not as clearly polished or presented.	Student occasionally makes eye contact with the audience	Student is occasionally able to use evidence or research from their project and experiences to answer questions.	All elements of the above are present during the question and answer, but to a lesser degree of excellence.
0	Student shows little knowledge by answering questions with little to no detail or elaboration	Inaudible and/or uninterested. Significantly short responses	Student responds with little or no eye contact with the audience	Student is not able to use evidence or research from their project and experiences to support their answers.	Question and answer portion did not provide any additional insight or thought to the overall product. Little or no evidence of a clear understanding of the questions and presentation topic.

Total Score: _____ **points (10 possible)**

The students will have to compare the different information indicators in writing the research proposal.
Group 1: After reading and analyzing the content, Group 1 will have to compare the Questionnaire design to the Questionnaire administration.

Please refer to the reading guide for your answer.

Group 2 will have to compare Questionnaire testing to Statistical analysis.

Please refer to the reading guide for your answer.

Group 3 will have to compare Questionnaire administration to Statistical analysis.

	<p>[Relational] During the activity, the teacher will use effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement, and achievement.[4]</p>																								
3.4 Abstraction 10 minutes	<p>The teacher maintains supportive learning environments that nurture and inspire learners to participate, cooperate, and collaborate in continued learning.[5] Guide questions: The students shall individually answer the following questions in accordance with DepEd's Vision, Mission, and Goals. Oral Recitation with Question and Answer Rubrics</p> <p style="text-align: center;">Question and Answer Scoring Rubric</p> <table border="1"> <thead> <tr> <th></th><th>Subject Knowledge</th><th>Conventions</th><th>Eye Contact</th><th>Evidence/Research</th><th>Overall Quality</th></tr> </thead> <tbody> <tr> <td>2</td><td>Student demonstrates full knowledge by answering questions with explanations and elaboration</td><td>Excellent grasp of public speaking. Clear enunciation, steady pace, and confidence.</td><td>Student maintains eye contact with audience</td><td>Student is able to use specific evidence or research from their project and experiences to answer questions.</td><td>Meets and/or exceeds expectations on all questions and answers. Creative thinking, time management pattern, pride, and attention to detail are highly apparent.</td></tr> <tr> <td>1</td><td>Student shows adequate knowledge by answering questions with few details or elaboration</td><td>Adequate comfort – good enunciation and pace, but not as clearly polished or presented.</td><td>Student occasionally makes eye contact with the audience</td><td>Student is occasionally able to use evidence or research from their project and experiences to answer questions.</td><td>All elements of the above are present during the question and answer, but to a lesser degree of excellence.</td></tr> <tr> <td>0</td><td>Student shows little knowledge by answering questions with little to no detail or elaboration</td><td>Inaudible and/or uninterested. Significantly short responses</td><td>Student responds with little or no eye contact with the audience</td><td>Student is not able to use evidence or research from their project and experiences to support their answers.</td><td>Question and answer portion did not provide any additional insight or thought to the overall product. Little or no evidence of a clear understanding of the questions and presentation topic.</td></tr> </tbody> </table> <p style="text-align: center;">Total Score: _____ points (10 possible)</p> <p>What do you think is our topic for the day?</p> <p>Answer: Utilize materials and techniques to produce creative works Write a summary of the topic.</p> <p>Answer varies Generalize and reflect on how students present their written qualitative research.</p> <p>Answers vary... [Extended Abstract] The teacher will have to design, adapt, and implement teaching strategies that are responsive to learners with disabilities, giftedness, and talents. [7] If you are the researcher, how can you present your written research methodology?</p>		Subject Knowledge	Conventions	Eye Contact	Evidence/Research	Overall Quality	2	Student demonstrates full knowledge by answering questions with explanations and elaboration	Excellent grasp of public speaking. Clear enunciation, steady pace, and confidence.	Student maintains eye contact with audience	Student is able to use specific evidence or research from their project and experiences to answer questions.	Meets and/or exceeds expectations on all questions and answers. Creative thinking, time management pattern, pride, and attention to detail are highly apparent.	1	Student shows adequate knowledge by answering questions with few details or elaboration	Adequate comfort – good enunciation and pace, but not as clearly polished or presented.	Student occasionally makes eye contact with the audience	Student is occasionally able to use evidence or research from their project and experiences to answer questions.	All elements of the above are present during the question and answer, but to a lesser degree of excellence.	0	Student shows little knowledge by answering questions with little to no detail or elaboration	Inaudible and/or uninterested. Significantly short responses	Student responds with little or no eye contact with the audience	Student is not able to use evidence or research from their project and experiences to support their answers.	Question and answer portion did not provide any additional insight or thought to the overall product. Little or no evidence of a clear understanding of the questions and presentation topic.
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3.5 Application 10 minutes	<p>The teacher applies a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning.[6]</p> <ol style="list-style-type: none"> 1. Based on the topic, how will you utilize materials and techniques to produce creative works? Utilize the one-half crosswise intermediate paper. 2. Based on your qualitative research design, write a reflective journal emphasizing the materials and techniques used to produce creative works. Utilize the Formative Form. <p>[Extended Abstract]</p>																								
3.6 Assessment 8 minutes	<p>Utilizing the laptop and the television set, the teacher will administer the paper-pen test. Directions. Answer the guide question in the one-half crosswise intermediate paper.</p> <p>Explain the following: Questionnaire design, Questionnaire administration, and Questionnaire testing.</p> <p>Answers: Please refer to 3.2 Activity</p>																								
3.7 Assignment 2 minutes	<p>The students will have to search for a qualitative research study related to their field of research, and they shall have to download their chosen research papers, which will be presented before the class at the next meeting. (Note: Assignment is optional). Please browse this link @ https://www.academia.edu/ and type the title of the research. Please save the links for you to retrieve the author's name and the year of publication.</p>																								

Concluding Activity	The idea of having an internet-connected router for the students in Practical Research 1 can help them to engage in research and easily follow ethical standards in writing-related literature.
Reflection	This lesson is a vital tool in writing the research proposal.

Prepared by:

GEORGE P. LUMAYAG <i>Signature over Printed Name</i>	School: Casay National High School
Position/Designation: Teacher III	Division: Cebu Province
Contact Number: 09213964825	Email address: george.lumayag@deped.gov.ph

Reviewed by:

JANETH D. BELAMALA
SHS Coordinator

Approved by:

ROY R. PINTOR
Secondary School Principal I