

 <b>Detailed Lesson</b> <b>Plan No.: 30</b>	Learning Area: Practical Research 1	Grade Level: 11	Quarter: 4	Date: 03-18-2025	Duration: 1 hr				
	Learning Competency/-ies:	Formulate recommendations based on conclusions			Code: CS_RS11-IVd-f-2				
	Content/ Topic	Reporting and Sharing the Findings							
	Key Concepts/ Understandings to be Developed	Formulation of recommendations based on conclusions							
<b>1. Objectives</b>	Knowledge	Identify the patterns and themes in qualitative research							
	Skills	List down the techniques to identify themes in qualitative research							
	Attitude	Honestly, compare the techniques to identify the themes							
	Values	Reflect on how patterns and themes are used in research							
<b>2. Learning Resources</b>	Laptop, TV set, Formative Sheet, mobile phone connected to the internet <a href="https://sites.google.com/deped.gov.ph/research1">https://sites.google.com/deped.gov.ph/research1</a> <a href="https://www.youtube.com/watch?v=YW0iMfJHnPY">https://www.youtube.com/watch?v=YW0iMfJHnPY</a>								
<b>3. Procedures</b> <i>4 minutes</i>	A. Questions: B. Prayer: C. Checking of Attendance: D. Cleaning the Area: E. Others:								
<b>3.1 Introductory Activity</b> <i>6 minutes</i>	Using students' cell phones or the teacher's laptop, search the internet for the meanings of the following words: patterns and themes. <b>Review:</b> Drawing Conclusions from Patterns and Themes								
									
	<b>Directions:</b> Choose "C" if the statement shows characteristics of Conclusion, and choose "X" if the statement does not. 1. Conclusions should be formulated concisely, yet convey all the necessary information from the result of the study. <b>Answer: C</b> 2. Conclusions must contain numerals to make them look organized. <b>Answer: X</b> 3. It is okay to show hints of doubts when writing a conclusion. <b>Answer: X</b> 4. <a href="https://www.youtube.com/watch?v=YW0iMfJHnPY">https://www.youtube.com/watch?v=YW0iMfJHnPY</a>								
	What is your idea about the research pattern? What is your idea about the themes in research? <b>Answers:</b>								

**Patterns** are the utmost concern of qualitative research to look for patterns, themes, or constructs. **Theme** is used as an attribute, descriptor, element, and concept.

**[Uni-structural]**

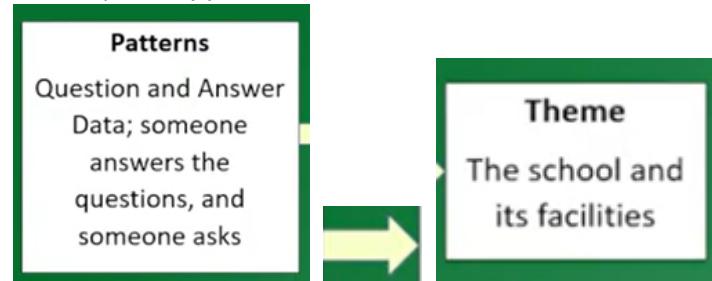
The teacher will apply the knowledge content within and across curriculum teaching areas. {1}

**Integration:** The Subject + Linking Verb + Meaning of the word.

### 3.2 Activity

15 minutes

The teacher will use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills. {2}



**Patterns** are the utmost concern of qualitative research to look for patterns, themes, or constructs. The researcher can generate concepts or constructs by comparing and contrasting the data collected and sorting them out until the researcher can find patterns and divide them into themes.

**Theme** is used as an attribute, descriptor, element, and concept. As an implicit topic that organizes a group of repeating ideas, it enables researchers to answer the study question.

**Question:** If the researcher has identified the research subject, what does he/she do? Why?

**Answer:** The researcher will have to ask questions to the participants, and they will have to answer said questions.

**Literacy Integration:** If asking the question is an example of oral communication, who is the one who receives the message or question?

**Answer:** Receiver

**Numeracy Integration:** In quantitative research, what is the formula for getting the percentage?

**Answer:** To convert fractions to percentages, divide the numerator (number on the top) by the denominator (number on the bottom) and multiply by 100, this will give you the fraction as a percentage.

Now, let's watch the video at @ <https://www.youtube.com/watch?v=V1b3IJAZbkg>

#### Techniques to identify Themes in Qualitative Data:

1. Word Repetitions begin with word-based techniques. Word repetitions, key-indigenous terms, and key-words-in-context (KWIC) all draw on a simple observation-if you want to understand what people are talking about, look at the words they use.
2. The Indigenous Category is the way of finding themes is to look for local terms that may sound unfamiliar or are used in unfamiliar ways.
3. Key-words-in-Context (KWIC)-in this technique, the researchers identify keywords and then systematically search the corpus of text to find all instances of the word or phrase.
4. Compare and Contrast - this is based on the idea that themes represent the ways in which texts are either similar or different from each other.
5. Social Science Queries- besides identifying indigenous themes, themes that characterize the experience of informants-researchers are interested in understanding how textual data illuminate questions of importance to social science.

List down the techniques in identifying the theme

Question: In the presented video, what are the techniques in identifying the theme?

Answers:

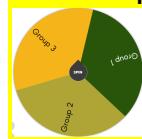
1. Word Repetitions
2. The Indigenous Category
3. Key-words-in-Context
4. Compare and Contrast
5. Social Science Queries

**[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: **Formulate recommendations based on the conclusion.** 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 Scoring Rubric

	Subject Knowledge	Conventions	Eye Contact	Evidence/Research	Overall Quality
<b>2</b>	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.
<b>1</b>	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.
<b>0</b>	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)

#### Techniques to identify Themes in Qualitative Data

**1. Word Repetitions** – we begin with word-based techniques. Word repetitions, key- indigenous terms, and key-words-in-contexts (KWIC) all draw on a simple observation – if you want to understand what people are talking about, look at the words they use.

**2. Indigenous Categories** – another way of finding themes is to look for local terms that may sound unfamiliar or are used in unfamiliar ways.

**3. Key – words – in – Context (KWIC)** - in this technique, the researchers identify key words and then systematically search the corpus of text to find all instances of the word or phrase.

**4. Compare and Contrast** – this is based on the idea that themes represent the ways in which texts are either similar or different from each other.

**5. Social Science Queries** – besides identifying indigenous themes – themes that characterize the experience of informants – researchers are interested in understanding how textual data illuminate questions of importance to social science.

The students will have to orally compare the forms of interviews

**Group 1:** After reading and analyzing the content, Group 1 will have to compare the Word Repetitions to the Indigenous Category.

Please refer to the reading guide for your answer.

**Group 2** will have to compare the Key-words-in-Context to the Technique Compare and Contrast

Please refer to the reading guide for your answer.

**Group 3** will have to outline the Technique Social Science Queries.

**[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]

### 3.4 Abstraction

10 minutes

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

#### 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)

What do you think is our topic for the day?

**Answer:**

**Formulate recommendations based on conclusions**

**Instruction:** Class, you have to summarize the topic.

**Answer varies**

Generalize and reflect on how patterns and themes are used in research.

Question: How can you reflect in utilizing patterns and themes?

**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 infer and explain the patterns and themes?

### 3.5 Application

10 minutes

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]

1. Based on the topic, how will you formulate recommendations based on conclusions?

**Answers vary...**

2. Based on your qualitative research design, how will you formulate the research paper?

**[Extended Abstract]**

### 3.6 Assessment

8 minutes

The teacher plans and delivers teaching strategies that are responsive to the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse, and child labor practices.{8}

**Reminders:** "Class, you have to conduct your research in a child-friendly manner. You have to avoid in any form of child abuse"

Criteria	4 (Excellent)	3 (Good)	2 (Fair)	1 (Poor)
Grammar	No errors	Few minor errors	Several errors	Many errors
Organization	Clear and logical	Mostly clear	Somewhat clear	Not clear
Content	Thorough and insightful	Good, but not thorough	Basic, lacks insight	Incomplete or off-topic

Utilizing the laptop and the television set, the teacher will administer the paper-pen test. Directions. Answer the guide questions in the one-half crosswise intermediate paper.

Define the terms: "research pattern and themes"

List down the techniques in identifying the themes.

Compare the techniques in identifying the themes..

How do researchers apply the research techniques to identify the themes?

<b>3.7 Assignment</b> <b>2 minutes</b>	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 @ <a href="https://www.academia.edu/">https://www.academia.edu/</a> and type the title of the research. Please save the links for you to retrieve the author's name and the year of publication.
<b>Concluding Activity</b>	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.
<b>Reflection</b>	This lesson is a vital tool in writing the data and findings of the study.

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