



Detailed Lesson  
Plan No.: 23

 Detailed Lesson Plan No.: 23	<b>Learning Area:</b> Practical Research 1	<b>Grade Level:</b> 11	<b>Quarter:</b> 4	<b>Date:</b> 02-18-2025	<b>Duration:</b> 1 hr
	<b>Learning Competency/-ies:</b>	Plan data collection and analysis procedures			<b>Code:</b> CS_RS11-IVa-c-3
	<b>Content/ Topic</b>	Understanding Data and Ways To Collect Data Systematically			
	<b>Key Concepts/ Understandings to be Developed</b>	Data collection and analysis procedures such as surveys, interviews, and observation			
<b>1. Objectives</b>	<b>Knowledge</b>	Identify the appropriate methods of qualitative research.			
	<b>Skills</b>	List down the methods of qualitative research data collection.			
	<b>Attitude</b>	Honestly compare the methods of qualitative research data collection.			
	<b>Values</b>	Reflect on any of the most common methods of qualitative research.h			
<b>2. Learning Resources</b>	<a href="https://sites.google.com/depd.gov.ph/research1">https://sites.google.com/depd.gov.ph/research1</a> <a href="https://www.youtube.com/watch?v=J5tN9JDspQg">https://www.youtube.com/watch?v=J5tN9JDspQg</a>				
<b>3. Procedures</b>  <b>4 minutes</b>	A. Questions: B. Prayer: C. Checking of Attendance: D. Cleaning the Area: E. Others: The teacher will have to manage the classroom and implement developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contents. {7}				
<b>3.1 Introductory Activity</b>  <b>6 minutes</b>	Using students' cell phones or the teacher's laptop, search the internet for the meanings of the methods of qualitative research data collection. What is an interview? What is an observation? What is a Document Analysis? 1) The interview can, at one extreme, be structured, with questions prepared and presented to each interviewee in an identical way using a strict predetermined order. 2. Observation is a technique of gathering data where you watch, interact, or communicate with the subjects. 3) Document Analysis: Researchers can collect qualitative information from a variety of written materials. The teacher will apply the knowledge content within and across curriculum teaching areas. {1} <b>[Uni-structural]</b>				
<b>3.2 Activity</b>  <b>15 minutes</b>	The teacher will use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills. {2}				



View the video @ <https://www.youtube.com/watch?v=J5tN9JDspQg>  
 List down the methods of qualitative research data collection.

Answers:

- 1) Interview can, at one extreme, be structured, with questions prepared and presented to each interviewee in an identical way using a strict predetermined order.
2. Observation is a technique of gathering data where you personally watch, interact, or communicate with the subjects. It is a systematic data collection approach where researchers use their senses to observe people in their natural settings.
- 3) Document Analysis: Researchers can collect qualitative information from a variety of written materials

**[Multi-structural]**

Methods of qualitative research data collection

- 1) Interview can, at one extreme, be structured, with questions prepared and presented to each interviewee in an identical way using a strict predetermined order. At the other extreme, interviews can be completely unstructured, like a free-flowing conversation (Hancock et.al., 2007)

Three formats of interviews

- 1) Structured interview
- 2) Unstructured interview
- 3) Semi-structured interview

Types of Interview Questions

- 1) Background or Demographic Questions
- 2) Knowledge Questions
- 3) Experiences or Behavior Questions
- 4) Opinion or Values Questions
- 5) Feeling Questions

2. Observation is a technique of gathering data where you personally watch, interact, or communicate with the subjects. It is a systematic data collection approach where researchers use their senses to observe people in their natural settings.

Types of Observation

- 1) Direct Observation is relatively straightforward
- 2) Indirect Observation studies of mechanical recording or the recording by some of the other means like photographic or electronic

Participant and Non-Participant Observation

Participant Observation-researcher may interact with participants and become part of their community.

	<p>Non-participant observation requires no participation of the observer in the activities of the group.</p> <p>Structured and Unstructured Observation</p> <ol style="list-style-type: none"> <li>1) Structured Observation works according to plan and involves specific information about the units to be observed and the information to be recorded.</li> <li>2) Unstructured Observation maintains that the observer has the freedom to note down what he/she feels is correct and relevant to the point of the study.</li> </ol> <p>Covert and Overt Observation</p> <p>Covert Observation: The researcher pretends to be an ordinary member of the group and an observer in secret.</p> <p>Overt Observation: The researcher tells the group she/he is conducting research and that they are being observed.</p> <p>List down the methods of qualitative research data collection.</p> <p>3) Document Analysis: Researchers can collect qualitative information from a variety of written materials such as:</p> <ul style="list-style-type: none"> <li>-primary and secondary sources</li> <li>-minutes of a meeting attended by a participant-observer</li> <li>-formal policy statements</li> <li>-textbooks, newspapers, magazines</li> <li>-essays, political speeches</li> <li>-advertisements and pictures</li> <li>-archival data</li> </ul> <p>Data Analysis is the most difficult phase of the research process. "The process of data collection and analysis is recursive and dynamic. Analysis becomes more intensive as the study progresses and once all the data are in" (Merriam, 2008)</p> <p>Basic Steps in Data Analysis</p> <ol style="list-style-type: none"> <li>1) Identification of recurring patterns or themes that characterize the data.</li> <li>2) Findings refer to these recurring patterns or themes.</li> <li>3) Overall interpretation refers to the researchers' understanding of the participants' understanding of the phenomenon of interest.</li> </ol> <p>The Step-by-step process of Analysis of Category Construction:</p> <ol style="list-style-type: none"> <li>a) Read the "first interview transcript, the first set of field notes, the first document collected in the study".</li> <li>b) "Jot down notes, comments, observations, and queries in the margins".</li> <li>c) Start coding the data: <ul style="list-style-type: none"> <li>-Do initial coding or open coding (marginal notes and comments).</li> <li>-Begin to construct categories by "assigning codes to pieces of data."</li> </ul> </li> <li>d) Re-read your initial codes</li> <li>e) Make an initial classification of these codes into categories. <ul style="list-style-type: none"> <li>-Axial Coding</li> <li>-Analytic Coding</li> </ul> </li> <li>f) Keep a running list of these groupings (or categories) attached to the transcript or on a separate paper.</li> <li>g) Move to your next set of data and then repeat steps a-f.</li> <li>h) Compare your initial set of groupings to the second set of groupings.</li> <li>i) Merge the two lists into one master list of concepts derived from both sets of data.</li> <li>j) Identify the recurring patterns of regularities.</li> </ol>
<p><b>3.3 Analysis</b></p> <p><b>5 minutes</b></p>	<p>The teacher will apply a range of teaching strategies to develop critical and creative thinking and other higher-order thinking skills. [3]</p> <p>The teacher will have to utilize the <b>visualization strategy</b> using Google Slides or a webpage or video of the topic: <b>Plan data collection and analysis procedures.</b></p> <p>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.</p> <p>The teacher will remind the students to respect the composition of the group and always value <b>Gender and Development (GAD).</b></p>

Question and Answer Rubric  
**Question and Answer Scoring Rubric**

	<b>Subject Knowledge</b>	<b>Conventions</b>	<b>Eye Contact</b>	<b>Evidence/ Research</b>	<b>Overall Quality</b>
<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)**

The students will have to answer the following questions.

**Group 1:** After reading or viewing the content, Group 1 will have to compare Interview to Observation. Please refer your answer to the reading guide.

**Group 2** will have to compare Direct Observation to Indirect Observation. Please refer your answer to the reading guide.

**Group 3** will have to answer step 3

Groups 1 to 3 will have to explain the Document Analysis. And how can you relate to such an analysis?

**[Relational]**

During the activity, the teacher will facilitate and manage the classroom structure to engage learners, individually or in groups...**[4]**

**3.4 Abstraction**  
**10 minutes**

The teacher manages the learner's behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments. **[5]**

Guide questions: The students shall individually answer the following questions in accordance with **DepEd's Vision, Mission, and Goals.**

What do you think is our topic for the day?

**Answer:**

**Plan data collection and analysis procedures**

Write a summary of the topic.

**Answer varies**

Then, the teacher will require the class to generalize and reflect on how students present their written data collection analyses in the qualitative research design of the study.

**Answers vary...**

**[Extended Abstract]**

**3.5 Application**  
**10 minutes**

Maintains learning environments that promote fairness, respect, and care to encourage learning. **[6]**

Based on the topic, the students will present their chosen appropriate data collection procedures in qualitative research. Utilize the one-half crosswise intermediate paper.

**Answers vary...**

**[Extended Abstract]**

**3.6 Assessment**  
**8 minutes**

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.

Describe and explain the following:

- 1) Interview
2. Observation
- 3) Document Analysis

Answers:

Answers:

1) Interview can, at one extreme, be structured, with questions prepared and presented to each interviewee in an identical way using a strict predetermined order.

	<p>2. Observation is a technique of gathering data where you personally watch, interact, or communicate with the subjects. It is a systematic data collection approach where researchers use their senses to observe people in their natural settings.</p> <p>3) Document Analysis: Researchers can collect qualitative information from a variety of written materials</p>
<p><b>3.7 Assignment</b> <b>2 minutes</b></p>	<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 @ <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.</p>
<p><b>Concluding Activity</b></p>	<p>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.</p>
<p><b>Reflection</b></p>	<p>This lesson is a vital tool in writing the research proposal.</p>

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