

Republic of the Philippines
Benguet State University
COLLEGE OF TEACHER
EDUCATION
La Trinidad, Benguet
COURSE SYLLABUS

I. COURSE CATALOGUE

Course Code: TLED 117 and TLED 117.1

Course Title: Research 2 (Lecture and Laboratory)

Course Description: Research 2 is an advanced lecture course for BTLED major in Home Economics students, focusing on practical application of research methodologies and action research. Students will design and execute educational research projects and action researches related to teaching family and consumer sciences, nutrition, housing, textiles, and entrepreneurship, enhancing their skills in data collection, analysis, and academic writing. The course culminates in a comprehensive research proposal, a small-scale research project, and effective presentation of findings.

Research 2 Laboratory is a hands-on course for BTLED major in Home Economics students, complementing the lecture component by providing practical experience in conducting educational research and action research. Students will apply advanced research methodologies to projects related to teaching family and consumer sciences, nutrition, housing, textiles, and entrepreneurship. The lab focuses on data collection, analysis, and the implementation of research techniques, culminating in the execution of a small-scale research project and the presentation of their findings.

Pre-requisite: None

Period covered: First Term 2024-2025

Credit: 2 Units Lecture | 1 unit Laboratory

Total No. of Hours: 36 Hours (Lecture)
54 Hours (Laboratory)

II. UNIVERSITY VISION, MISSION, AND CORE VALUES

Vision: BSU as an International Smart University engendering graduates to walk the intergenerational highways.

Mission: BSU cares to: **Challenge** innovation, **Advance** technology and facility, **Revitalize** administration, **Engender** partnership, and **Serve** intergenerational role.

Core Values: **CARING TEAM PRINCIPLES** - Competence, Altruism, Resilience, Inclusivity, Network, Godliness, Transparency, Effectiveness and Efficiency, Accountability, Mentoring, Participatory Management/Phronetic Organizational Research, Result-oriented/Re-engineering Innovative, Indigenous Knowledge Management, Nurturing, Convergence Contingency, Integrative Leadership, Path-Goal, Life-Coaching, Entrepreneurial Leadership, Student-First Policy/Spiritual Leadership

III. GOALS:

A. Institutional:

1. Challenge innovation in the four-fold functions of the University.
2. Advance technology and facility by shaping the university become responsive to modern needs.
3. Revitalize administration by harmonizing performance monitoring, information, and reporting systems.
4. Engender partnership by proactively strengthening linkages.
5. Serve intergenerational role by revitalizing the Spiritual, Physical, Economical, Cultural, Intellectual, Emotional, and Social (S.P.E.C.I.E.S.) state.

B. College:

- To produce socially responsible and competent graduate in development communication, information technology, and library and information science degree programs
- To create, and hence, and sustain relevant academic research, extension, and production programs and projects.
- To strengthen multidisciplinary research in the fields of development communication, information technology, and library and information science
- To establish partnerships with local, regional, national, and international institutions providing opportunities for faculty, staff, and students.
- To create opportunities for the development and management of physical and human resources.

C. Program: (intended student outcomes) The BSEd program aims to develop highly motivated and competent teachers specializing in the content and pedagogy for secondary education.

- *After finishing the **BTLED program**, the graduates should have the ability to:*
 - A. articulate and discuss the latest developments in the specific field of practice (PQF level 6 descriptors)
 - B. effectively communicate orally and in writing using both English and Filipino.
 - C. work effectively and independently in multi-disciplinary and multi-cultural teams (PQG level 6 descriptor)
 - D. act in recognition of professional, social, and ethical responsibility.
 - E. preserve and promote: Filipino historical and cultural heritage” (based on RA 7722).

- F. articulate the rootedness of education in philosophical, socio-cultural, historical, psychological, and political contexts.
- G. facilitate learning using a wide range of teaching methodologies and delivery modes appropriate to specific learners and their environments.
- H. develop innovative curricula, instructional plans, teaching, approaches, and resources for diverse learners.
- I. apply skills in the development and utilization of ICT to promote quality, relevant, and sustainable educational practices.
- J. demonstrate a variety of thinking skills in planning, monitoring, assessing, and reporting learning processes and outcomes.
- K. practice professional and ethical teaching standards sensitive to the local, national and global realities.
- L. pursue lifelong learning for personal and professional growth through varied experiential and field-based opportunities.

D. Course Outcomes: *At the end of the course, the students are expected to have:*

1. Demonstrate knowledge on research and its application within/across fields of specialization using computing and ICT facilities;
2. Develop higher order thinking skills like critical thinking, problem solving through the research process;
3. Apply the knowledge gained in research process from conceptualization to reporting of research results;
4. Discuss the process of selecting a study design and integral relationship between inference and sampling design;
5. Demonstrate familiarity with the range of data gathering methods;
6. Translate the knowledge gained about research into practice;
7. Demonstrate positive attitude towards research in learning in general, and particularly by manifesting collaboration and other social skills;
8. Write complete manuscript;
9. Communicate results through public presentation; and
10. Conduct researches that are aligned with any of the 17 SDGs.

IV. COURSE CONTENT:

TENTATIVE DATE	Desired Learning Outcomes	Content	Time Allotment		Activities	Materials	Assessment Strategy	Remarks
	At the end of the lesson, the learners will be able to...		LAB	LEC	(Teaching Approach/ Methods/Techniques)			
	Explain the essence of the VMGO in their context as prospective teachers.	A. VMGO B. Expectation Leveling C. Review of Course Syllabus and Requirements D. Introduction to the Course Content	1.5 hours	1 hour	Students reflect on the briefer	- VMGO Postings around University or online - Copy of a Syllabus	Reflection paper	
	- Describe and characterize research - Discuss and give examples on the goals of research - Differentiate the types of research	An Overview in Research - Revisiting concepts in research - Goals of research - Classification of approaches in research - Evaluating research as to type based on nature of data; approach used	7.5 hours	5 hours	Lecture-discussion using PowerPoint presentation	- Handout - PowerPoint Presentation	Recitation	
	- Refocus on the different parts of the prepared proposal - Make revisions/ corrections/ put addenda should there be any	Revisiting the Research Proposal - Rationale - Theoretical/ Conceptual Framework - Statement of the problems and hypotheses - Significance of the study - Methodology	9 hours	6 hours	Lecture-discussion using PowerPoint presentation	- Handout - PowerPoint Presentation - Journal Articles - Completed research from previous semesters/ school years	- Situational Analysis - Recitation - Paper-and-pencil test	
	- Enumerate the different data gathering tools and techniques for educational research. - Differentiate the uses of the different data gathering tools and techniques. - Determine the different strategies for testing the validity and reliability of data gathering tools.	Gathering Tools and Collecting Data - Collecting quantitative data through survey and tools used - Collecting qualitative data with appropriate tools/methods - Construction of data-gathering tools	9 hours	6 hours	- Lecture-Discussion - Interactive discussions	- Handout - PPT - Online resources	Recitation/ Online assessment	

		- Pilot testing for content validity and reliability						
	MIDTERM EXAMINATION		2 hours	2 hrs		TOS and Rubric for Oral presentation and Manuscript Evaluation	Oral Presentation and Manuscript Evaluation	
	- Tabulate and organize quantitative data collected - Record and code the qualitative data gathered	Data Processing - Processing qualitative data - Processing quantitative data - Organizing collected quantitative and qualitative data	3 hours	2 hours	Group reading and discussions	Samples of completed research from previous semesters/ school years	Critiquing of a given sample	
	- Identify the appropriate statistical treatment need for the data vis-à-vis the SOPs; - Construct themes for the organized qualitative data	Analyzing Data - Statistical Analyses for quantitative data - Thematization of qualitative data - Exercise on processing quantitative and qualitative data	4.5 hours	3 hours	Lecture-Discussion using PowerPoint Presentation	- Handouts/ PPT - Samples	Critiquing of a given sample	
	- Understand and apply process in organizing the research draft in organizing research draft in view of the BSU form and style; - Familiarize the process of interpreting/analyzing, giving corroborations and implications of data at hand; and - Organize the research	Writing the Draft - The BSU form and style - Process of results and discussion - Drafting the research paper - Submission of research draft and incorporating suggestions/ correction - Writing the reference lists	9 hours	6 hours	- Lecture-Discussion using PowerPoint Presentation - Interactive discussions	- Handouts/ PPT - Samples of Research	Rubric assessment of the initial draft	
	- Present data in the form of graphs, diagrams and tables; and - Interpret given data and findings.	Presentation, Interpretation of Data and Findings - Data Processing and Tabulation - Presentation of Data - Interpretation of Data - Presentation of Findings - Discussing Results	9 hours	6 hours	- Lecture-Discussion using PowerPoint Presentation - Enumeration of different ways of presenting data	- Handouts - Samples of tables and figures to present data	- Presentation of given data in tables/figures (i.e., charts) - Interpretation of given data	

	Present a clear research report	Guidelines in Presenting Research Paper	1.5 hours	1 hour	- Lecture-Discussion - Viewing videoclips of sample paper presentations - Identification of good/bad practices	- Handouts - Videoclips of sample paper presentations	Group discussion on good and bad practices in presenting a paper	
	FINAL EXAMINATION		2 hours	2 hours		TOS and Rubric for Oral presentation and Manuscript Evaluation	Oral Presentation and Manuscript Evaluation	
			54 hrs	36 hrs				

V. COURSE REQUIREMENTS AND DEADLINES:

TERM REQUIREMENTS	DEADLINE
Midterm: - Researchable topics in Social Studies - First draft of the manuscript - Pre-oral presentation	One week before the examination period
Final: - Final manuscript - Presentation delivered verbally	Examination Period

VI. Evaluation and Grading System:

A. EVALUATION MEASURES

Class Standing

1. Written output (quizzes, assignments, reflections, seatwork)
2. Chapter Test

Mid-term and Final Exam

B. FORMULA FOR COMPUTATION OF GRADES

$$\text{MIDTERM GRADE (MG)} = \frac{(\text{Class Standing} \times 2) + \text{Midterm Exam Grade}}{3}$$

$$\text{TENTATIVE FINAL GRADE (TFG)} = \frac{(\text{Class Standing} \times 2) + \text{Final Exam Grade}}{3}$$

$$\text{FINAL GRADE (FG)} = \frac{(\text{Tentative Final Grade} \times 2) + \text{Midterm Grade}}{3}$$

VII. Provision for Differentiated Instruction:

1. Design instructional plans considering students' learning styles.
2. Group students by shared interest, topic or ability to do tasks.
3. Utilize varied teaching techniques and strategies to accommodate diverse learners.
4. Manage classes to create a meaningful and supportive teaching-learning environment.
5. Conduct individual student consultations for academic advising.
6. Have small group conferences on academic-related concerns.
7. Evaluate students' learning using varied assessment tools.
8. Assess and adjust lesson content to meet learners' needs.
9. Allow students to produce creative outputs according to their skills and abilities.
10. Provide options for students to express their creativity in different forms.

VIII. References:

● Online Resources:

Writing a Thesis Paper or Thesis. Available online at <https://custompapers.com/essays-articles/thesis-paper-writing/>

How to formulate good research questions. Available online at <http://airs.library.qut.au/1/1/>

Khanam, H. (2013). How to choose a research question. Available online at <https://www.editage.com/insights/how-to-choose-a-research-question>

● Resources

Ary, D., Jacobs, L.C., & Walker, D.A. (2014). Introduction to Research in Education, USA: Wadsworth Cengage Learning.

Creswell, J.W. (2012). Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research. Boston: Pearson Education, Inc.

Dawson, C. (2009). Introduction to Research Methods: A Practical Guide for Anyone Undergoing a Research Project (4th Ed.). Oxford, UK; How to Books

Denscombe, M. (2012). Research Proposals: A Practical Guide. England: Open University Press, McGraw Hill Education.

Frankael, J.R., Wallen, N.E., & HYUN, H.H. (2013). How to Design and Evaluate Research in Education. New York: McGraw-Hill Education.

Gay, L.R., Mills, G.E., & Airasian, P. (2009). Educational Research: Competencies for Analysis and Applications. 9th Ed. London: Merrill, an Imprint of Pearson.

● Journals/magazines/brochures:

Classroom management practices in Higher Education: Endangered or engendered by Janet Lynn M. Balagtey, Imelda G. Parcasio, and Divina M. Yango. (EducARI Journal, 2021).

Level of reading proficiency of grade 7 Students by Sharon R. Contaoi, Gema G. Alicwas, Deborrah L. Bayanes, Marline O. Pagnas, and Dominador S. Garin. (EducARI Journal, 2021).

Individual protective factors and academic achievement of junior high school learners in Benguet State University by Liza A. Ngiao and Judith B. Sacley. (EducARI Journal, 2021).

IX. Suggested Readings:

Information Literacy (IL) of College Freshmen: Implications for an Information Literacy Program in Academic Libraries by Grace D. Quijano. (Library Philosophy and Practice. 2019)

Mathematical problem solving proficiency of Grade 7 students by Mark Neil B. Pageet, Danica Loraine R. Baterina, Melanie D. Calonia, Diona Rose M. Macaburas, Melecent B. Paran, and Janet Lynn S. Montemayor (EducARI Journal, 2021).

Readability, content, and mechanical feature analysis of commercial science textbooks intended for third grade Filipino learners by Apler J. Bansiong (Cogent Education 2019)

X. Course Policies, Attendance and Deadlines:

A. Course Policies

1. Students must complete the requirements for the entire semester to pass the course.
2. Students must take the major examinations as scheduled and posted online to pass the course.
3. Assessments are based on performances and outputs submitted/complied online/offline using criteria/rubrics.
4. Students must practice cooperation and team-spirit in collaborative activities/tasks given online or offline.
5. Late submission of requirements without valid reason will be deducted with corresponding points.

B. Class Attendance

1. All students are obliged to join classes using various modalities online or offline.
2. Allowable absences are 20% of the prescribed class fifty-four (54) hours in a semester.
3. Attendance and active participation of students is determined through asynchronous or synchronous modalities.
4. Students who have been absent from online classes due to illness are required to secure a medical certificate from the University Health Services.
5. Any student who frequently misses online classes is subject to academic advising by a concerned adviser.

C. Schedule/Start of Classes

1. Classes shall start immediately after the regular registration/enrolment period.
2. Classes using ODL, or offline modules shall be held during the regular class hours.
3. Classes held online will have flexibility on the schedule but on a “case to case basis” if students have difficulty with internet connectivity.

- 4. Classes are suspended during Storm Signal No. 3 or as proclaimed by concerned authorities.
- 5. Student’s failure to comply with 20% of the total number of hours of class work in succession will mean that he/she shall be automatically dropped from the course, provided that the said absences had been incurred before the mid-term examination.
- 6. If a student’s absences or failure to comply with the subject requirements are incurred after the mid-term examination, a grade of “5” is automatically given.
- 7. “Dropped” shall be marked and will not be given a grade if the absences were incurred due to valid reasons as determined by the instructor concerned.
- 8. A student who fails to submit his/her requirements to complete the course of study within the given period will automatically obtain an incomplete or “INC” grade.
- 9. Students who fail to comply with the requirement/s due to valid reasons shall be dealt with by the instructor concerned.
- 10. Students must submit all course requirements on time to be given equivalent ratings as part of midterm/final grades.

XI. Consultation Hours/Schedule:

MWF/Time	TTH/Time	Room
3pm – 5pm		CTE 101

Prepared by:

ELMER M. CUEVAS
Course Facilitator

Recommending Approval:

Approved:

EMELDA E. VILLA
Department Chairperson

DIVINA M. YANGO
College Dean