

Practical Research 2

Quarter 1-Module 4

Research Used in Daily Life



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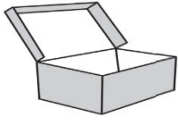
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What I Need to Know

Good day Senior High School Students! In this lesson, you are going to learn how to:

Design a research used in daily life (CS_RS12-ld-e-1)

Moreover, in this lesson, you will learn concepts and do practice activities that will help you do the following:

1. identify the possible general research topics related to daily life using the suggested steps in formulating a research topic;
2. deduce the general research topics into specific form;
3. evaluate the chosen research topics based on the criteria presented; and
4. utilize the chosen evaluated research topic to be used in conducting a research.



What I Know

Before you proceed to the different activities inside the module, answer first this **pre-assessment activity** below.

A. Select your answers from the options provided after each item. Choose and encircle the letter of the correct answer.

1. Which among the statements best describes the brainstorming process?
 - A. Listing the keywords, synonyms, and important information.
 - B. Making a thesis statement that is appropriate to the research topic.
 - C. Generating random words which are related with your interest or field of specialization.
 - D. Generating specific words which are related with your interest in the field of specialization.
2. What makes the reading of general information regarding the generated research topics clarify confusion among the researchers?
 - A. It helps explain and clarify complicated facts and figures.
 - B. It brings more knowledge regarding complicated facts and figures.
 - C. It makes the researchers understand factual information and figures.
 - D. It creates balance between collaborative or group, and individual works.



3. Marikitna is about to start designing a research. But she is quite confused on how to start designing a research, specifically in determining the research topic. What could be the possible first step that Marikitna will do in determining the research topic?
- A. Researcher should ensure the availability of materials.
 - B. Researcher should make a list of keywords.
 - C. Researcher should start brainstorming.
 - D. Research should be flexible.
4. One of the steps in choosing a research topic is to focus on your chosen research topic. The choices below suggest criteria to focus on the chosen topic **except**:
- A. by geographical area or location.
 - B. by influence of other people.
 - C. by time frame.
 - D. by discipline.
5. How does narrowing research topic help the researcher in conducting a research?
- A. It provides the researcher to focus on the specific topic.
 - B. It uncovers the truth in a logical and scientific manner.
 - C. It creates an avenue for the researcher to explore more topics.
 - D. It gives more understanding on the research interest of the researcher.

B. Design a research used in daily life following the steps in conducting a research. (10 pts.) Use a separate sheet for this activity.

Lesson 1

Designing a Research Used in Daily Life



What's In

Last time, you have studied about the **kinds of variables and their uses**. This task will help you to recall your previous lesson regarding the kinds of research variable. You have to give 3 examples in each basic type of variables in research.



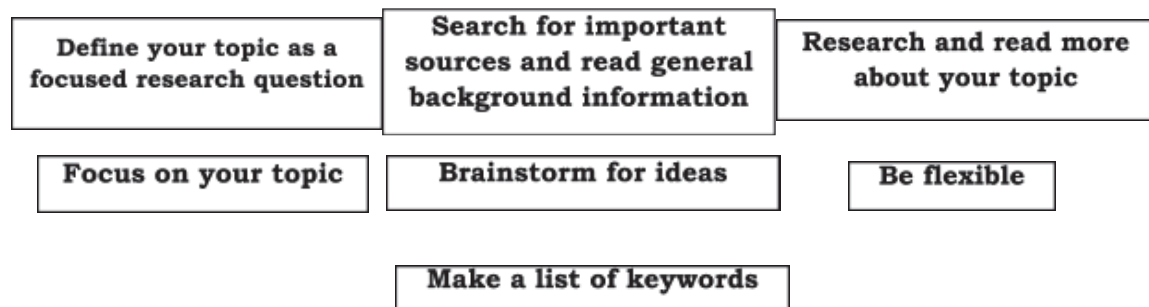
DEPENDENT VARIABLE	INDEPENDENT VARIABLE
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? What's New

Let us start our lesson on designing a research used in daily life by looking at the Activity below.

Matching the Process!

The following statements below are the steps or processes in formulating a research topic. Your task is to match each process that fits to the situations given. Write your answer in the space provided below in each situation.



1. Situation A: While sitting in the Gazebo of their School garden, Marcelino starts choosing the topics that are related to his interest. He lists down the topics that he thinks are potential research topics. Marcelino seeks the advice from his research teammate Marion regarding the possible research topics listed in his notebook. Marion checked the topics listed by Marcelino and advised him not to over use ideas when deciding a topic. He also suggested to avoid topics which are highly confidential such as abortion, drug watch, religion, and pregnancy.

Answer: _____

2. Situation B: Bayani and Estella went to the Marikina Public Library to search for a general background information on the top 3 topics that they have listed. Bayani started to read the broad summary of their topics. He used



various printed materials as his references (books, journals, magazine, newspaper, periodic, and other available printed materials for their research.) On the other hand, Estella used another strategy on how ideas relate to broader, narrower, and related issues. Estella also helped Bayani to find out more information about their chosen 3 topics through the use of digital media (internet).

Answer: _____

3. Situation C: Carl and Bojie are in the process of limiting or narrowing down their general topics so that they could start deciding on their final research topic. Carl decided to use some categories like geographical area or location, culture, time frame, discipline or other field of expertise, research interest, population; and group. While Bojie used categories such as, locally confined topics, recent events, broadly interdisciplinary, and popular topics.

Answer: _____

4. Situation D: Donn, Elvis, and Angel are currently working on their research paper, they divided the task among themselves. Donn looks for words that describe their topics through online materials. Elvis is finding a broader and narrower terms, synonyms, and key concepts to widen their research capabilities. While Angel is taking notes of the words related to their topics and use them later in searching data in print and online media.

Answer: _____

5. Situation E: Sam and Kambal considered modification during the research process, they may find too much information or too narrow topics covered. According to their teacher Manny, those instances are normal in the process of conducting a research. Teacher Manny also reminded Sam and Manny about the things to be considered in writing a research paper like, bibliography format, and style.

Answer: _____

6. Situation F: Just like the other team, Cloyd and Kate decided to use their chosen topic for their research, they started with a word and enhanced it to a more focused interest of their study. Then Cloyd and Kate started formulating their research topics.

Answer: _____

7. Situation G: The team of Levy, Paul, and Bong finalized their chosen research topic. Aside from the information they have gathered, they decided to search for more information to strengthen the background information of their research.

Answer: _____



Let's Analyze:

1. What are the common terms or information that you have discovered in each situation?

2. What do you call the process in which all situations are presented?



What is It

The activity above shows the process of generating or formulating a research topic through the situations given. UMFLINT Library.com suggested those basic steps or process to be followed in order to generate or formulate a research topic that is meaningful and relevant in our daily life. However, this lesson will just focus on the brainstorming process up to researching and reading more about the chosen topic.

In situation A, where Marcelino and Marion are involved, it shows the first step in generating or formulating a research topic which is Brainstorming. What were the steps they followed that showed brainstorming activity? _____

Brainstorming in research is very vital especially in the initial process of doing a research. A researcher is generating possible ideas or problems that are potential topics for a research paper.

In situation B, both Bayani and Estella decided to **read background information** regarding their generated topics. In addition, they started to search for the available materials for their identified topics.

What materials did they use in searching for their background information _____ of _____ their _____ chosen topics? _____

This process of choosing a topic will help you read background information and understand the literature which is the second step in generating a research topic. It enables the researcher to understand more about their generated topics including broadness as well as the limitation of the topics.

In situation C, Carl and Bojie started to limit or narrow their topics by using some considerations or categories so they could easily do this process. What are the categories that Carl and Bojie used in narrowing their generated topics?



Carl: _____

Bojie: _____

From the output in the brainstorming process, the researcher is advised to limit or narrow their topics. As suggested by Allam (2009), researcher should limit the generated topics or ideas into at least 3 so that it would be easy to evaluate the most potential ones.

In situation D, Donn, Elvis, and Angel show the next step by making a list of useful keywords. How did they do this step?

A researcher should remember that in **making a list of useful keywords**, look for the best words that describe your topic, search for broad and narrow terms or descriptions for those keywords.

Situation E encourages the researcher to be flexible at all times. From the situation given, what are the things that Sam and Kambal observed while doing their project? _____

As a researcher, being flexible is a must because there are things that may occur in the process. Formats, style, content, topic or trends in research may change from time to time. So, the researcher should easily adopt these changes.

In Situation F, what did Cloyd and Kate do in the 3 topics that they have chosen? _____

Situation F advised the researcher to **define the main research problem as the focus of the research paper**.



What's More

Answer the activities that follow to practice your skill and check the knowledge you gained about designing a research used for daily life.



Activity 1. Generating Ideas by Random Listing

Below is the random list of words/phrases in various field in no particular order. Read the list rapidly and add as many as you can. List down whatever comes into your mind. Enjoy jotting down words especially those terms applicable in your specialization. Answer only the column where your track and strand belong.

Academic Track			TVL Track	Sports	Arts and Designs
ABM	HUMSS	GAS	Food production	Coaching	Fundamental of Arts and Designs
Financial incentive	Barangay Ordinance		Customer's satisfaction	Sports Facility	Art as an expression
Business permit	Education		Plumbing		
Employees Satisfaction	Health services				

Activity 2 Narrowing a Topic

A. From the words you generated in the random listing activity, your task is to choose top 3 words/phrases that suit your interest.

1	
2	
3	

B. Before you proceed in finalizing your topic, you have to secure the availability of the materials for your research topic. List down the available materials that you may find in the internet or even in printed media (Books or newspaper)

List of available materials		
1 st topic	2 nd topic	3 rd topic
1. Title:	1. Title:	1. Title:



2. Author: 3. Source:	2. Author: 3. Source:	2. Author: 3. Source:
1. Title: 2. Author: 3. Source:	1. Title: 2. Author: 3. Source:	1. Title: 2. Author: 3. Source:
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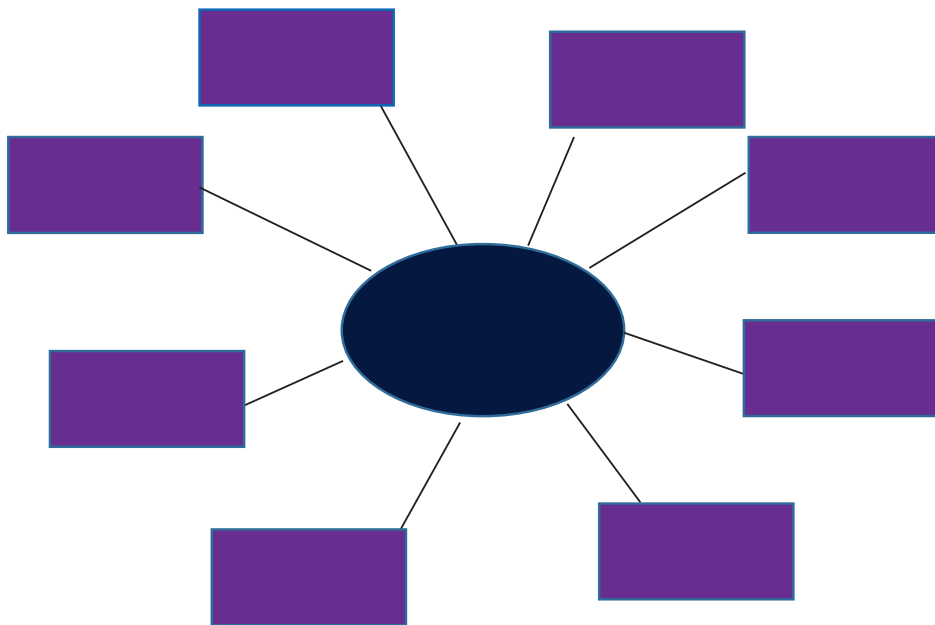
Activity 3 Rank 1-3!

A. After finding the available resource materials for the 3 topics you have chosen, this time, your next task is to evaluate or rate the topics in order to come up with a final decision for your research topic. The criteria used in this activity is adopted from Allam (2009).

Topic	Interesting/ Appealing	Researchable (Enough materials are available)	Practical (in terms of time allotment	Total (Sum of the Score in the three columns)	Rank
	4-very appealing 3- appealing 2-not so appealing 1-unappealing	4-more than enough 3-enough 2-lacking 1-no materials	4-very practical 3-practical 2-not so practical 1-impractical		
1					
2					
3					

B. From the chosen topic in activity A, this time you will do the word mapping or clustering. Write the possible keywords in your chosen

topic. Make sure that the words/phrases that you will list in the word cluster are relevant and useful to your research topic.



C. This time, you will write your final research topic that you have chosen following the process you have undertaken in the previous activity. You may write it in a phrase or in a sentence form.

Research Topic: _____



What I Have Learned

In this lesson, we focus on generating a research topic that will help you in designing a research that is relevant in everyday life specifically:

What does a research topic follow?

What are the steps or processes that should be followed in generating a research topic?



What I Can Do

Briefly discuss how each step in generating research topic should be done.

1. Brainstorm for ideas

2. Search for sources and read general background information

3. Focus on your topic

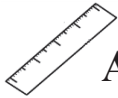
4. Make a list of key words

5. Be flexible

6. Define your topic as a focused research question



7. Research and read more about your topic



Assessment

Apply the knowledge and skills you have learned in this lesson by answering the assessment activity.

Design a research used in your daily life following the steps or processes learned. Use a separate sheet for this activity. (15 pts.)



Additional Activities

Based on your chosen research topic in your field of specialization, discuss its possible use. Write your answer on the box below.

Criteria	Score	Comments



The content of the essay discussed 5 or more usefulness or relevance of the chosen research topic in his/her field or area of interest.	15 pts	
The content of the essay discussed 3 to 4 usefulness or relevance of the chosen research topic in his/her field or area of interest.	10 pts	
The content of the essay discussed 1 to 2 usefulness or relevance of the chosen research topic in his/her field or area of interest.	5 pts	



References

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2. How to Select a Research Topic from. Accessed on May 3, 2020
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