| **COLLEGE OF COMPUTER STUDIES B.S. Information Technology (BSIT)**  **TEACHING DEMONSTRATION**  **SEMI-DETAILED LESSON PLAN** | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| OBSERVER: | **JERALDO B. UBALDO, LPT** | | | DATE: |  | | | |
| STUDENT OBSERVED: | | **ROWELL T. CRUZ** | | QUARTER: | |  | | |
| SUBJECT AND LEVEL TAUGHT: | | |  | TIME STARTED: | | | |  |
|  | | | | TIME ENDED: | | |  | |

| **I. OBJECTIVES** | **Domain** | | *At the end of the lesson, the leaners should be able to:* |
| --- | --- | --- | --- |
| Cognitive | | Identify the appropriate question types in Google Forms based on the kind of data needed. |
| Affective | | Value the importance of accurate and ethical data gathering in conducting research. |
| Psychomotor | | Create the appropriate question types in Google Forms based on the kind of data needed. |
| **II. SUBJECT MATTER** | |  | |
| **Title:** | | **How to make questionnaire for data gathering using GForms** | |
| **Refrences:** | | https://www.geeksforgeeks.org/websites-apps/use-google-forms-for-seamless-data-collection-and-surveys/ | |
| **Materials:** | | Laptop, TV, PowerPoint presentation | |

| **III. PROCEDURES** | **Learning Tasks** |
| --- | --- |
| **A. Preparation** | Prayer  Greetings  Greet the students then ask them to seat  properly.  Checking of Attendance  Classroom rules  Review |
| **B. Motivation** | Activity Title: Type It Right! Instruction: The teacher shows different exam questions. Students identify what type each question is — multiple choice, essay, matching type, or true or false. |
| **C. Presentation** | The teacher presents the topic for the day and posts the objectives that are going to be attained.   * Identify the appropriate question types in Google Forms based on the kind of data needed. * Value the importance of accurate and ethical data gathering in conducting research. * Create the appropriate question types in Google Forms based on the kind of data needed. |
| **D. Activity Proper** | |
| **a. Activity** | Title: Build It Right!  Type: Group Activity  Directions:  Divide the class into small groups.  Each group will receive a short survey scenario (e.g., “You want to know students’ study habits,” “You want to gather opinions about school facilities”).  Groups will list at least 3 questions they would include in a Google Form for that topic.  After 5–7 minutes, groups share their sample questions.  The teacher gives feedback on the clarity, type, and purpose of each question. |
| **b. Analysis** | * What makes a question clear and effective for data gathering? * Why is it important to choose the right question type in Google Forms? * How do clear questions affect the quality of data collected? |
| **c. Abstraction** | The teacher summarizes that Google Forms is an easy tool for creating questionnaires for data gathering.  Emphasize key points:  • Clear, specific questions yield accurate data.  • Choosing the right question type (multiple choice, short answer, checkbox, etc.) is essential.  • Google Forms automatically organizes and summarizes responses. |
| **d. Application** | 1. Individually, students will open forms.google.com. 2. Create a new blank form titled “Student Data Gathering Survey.” 3. Add at least five questions using different question types (e.g., multiple choice, short answer, checkbox). 4. Include one required question and preview the form before submission. |
| **IV. EVALUATION** | Directions: Answer the following multiple-choice questions.   1. Which of the following is the best tool for creating an online questionnaire?  a. Google Docs  b. Google Sheets  c. Google Forms  d. Google Slides 2. What question type should you use for open-ended responses?  a. Short Answer  b. Multiple Choice  c. Dropdown  d. Checkbox 3. Why should survey questions be clear and simple?  a. To make the form shorter  b. To ensure accurate and reliable answers  c. To look more professional only  d. To confuse respondents less 4. Which button is used to check how your form will appear to others?  a. Settings  b. Preview (Eye icon)  c. Send  d. Add Question |
| **V. ASSIGNMENT** | Create a new Google Form at home about any topic of your choice (e.g., students’ favorite subjects, study habits, or online learning experience).  Your form must include:   * A title and description * At least 5 questions using different question types * One required question |

| **OTHER COMMENTS AND SUGGESTIONS** |
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| Prepared by:  **ROWELL T. CRUZ**  *BSIT 4A* |  | Observed by:  **JERALDO B. UBALDO, LPT**  *Instructor* |

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| **III. PROCEDURES** | **Teacher’s Activity** | **Student’s Activity** |
| --- | --- | --- |
| **A. Preparation** | Teacher: “Good morning, everyone! Let’s start our class with a short prayer.”  Teacher: “Please take your seats properly. How’s everyone today?”  Teacher: “I’ll now check your attendance.”  *Remind the classroom rules: Be attentive, participate, and avoid using devices for unrelated apps.*  Teacher: “Before we begin, let me ask a question. What is data gathering?”  Teacher: “Exactly! Data gathering helps us collect accurate information for research. Today, we’ll make it easier using Google Forms.” | *Students pray respectfully.*  Students: “Good morning, Sir! We’re doing fine.”  *Students respond as their names are called.*  *Students share brief answers such as “method to collect information for study.”*  *Many students raise their hands.*  *Students listen attentively.* |
| **B. Motivation** | *Shows various sample exam questions on screen.*  Teacher: “Let’s play a quick game called *Type It Right!* I’ll show a question, and you’ll identify its type — multiple choice, essay, matching type, or true or false.”  The teacher gives short feedback after each question. “Very good! You’re already thinking like researchers who design surveys!” | *Students look at the screen.*  Students call out or write their answers (e.g., “Multiple choice!”).  Students enjoy the activity and participate actively. |
| **C. Presentation** | Teacher: “Our topic for today is **How to Make Questionnaires for Data Gathering Using Google Forms.**”  *Teacher posts and reads the objectives aloud.*  Teacher: “In research, asking the right question matters as much as finding the right answer. Google Forms helps us gather accurate data efficiently.”  *Teacher shows the interface of Google Forms on screen, pointing out the question type options: short answer, paragraph, multiple choice, checkbox, dropdown, etc.*  *Teacher discusses the purpose of each question type with short demonstrations.* | Students read the title from the slide.  Students follow and listen.  Students nod and listen.  Students observe and take notes.  Students respond with examples or clarifications. |
| **D. Activity Proper** | | |
| **a. Activity** | Teacher: “Now it’s your turn! We’ll have a group activity called Build It Right!”  *Teacher divides the class into small groups.*  Teacher: “Each group will receive a short scenario. Example: You want to know students’ study habits. Based on the situation, make at least three sample questions you’d include in a Google Form.”  *Teacher monitors and guides each group. After 5–7 minutes, each group presents their sample questions.*  *Teacher gives feedback on clarity, purpose, and question type selection.* | *Students prepare for group activity.*  *Students form groups.*  *Groups discuss and create questions on paper*.  *Groups present their outputs.*  *Students listen to feedback.* |
| **b. Analysis** | Teacher: “What makes a question clear and effective for data gathering?”  Teacher: “Why is it important to choose the right question type in Google Forms?”  Teacher: “How do clear questions improve the quality of data collected?” | Students: “It should be simple and specific.”  Students: “Because it affects the kind of data you’ll get.”  Students: “They make answers more accurate and easier to analyze.” |
| **c. Abstraction** | Teacher summarizes: “Google Forms is a powerful tool for creating questionnaires and collecting data online.”  *Teacher emphasizes key points:  • Clear, specific questions yield accurate data.  • Choose the right question type.  • Google Forms automatically organizes and summarizes responses*. | *Students take notes.*  *Students listen attentively.* |
| **d. Application** | Teacher: “Now, let’s apply what you learned. Open **forms.google.com.**”  Teacher: “Create a new form titled **Student Data Gathering Survey.** Add at least five questions using different question types. Include one required question.”  *Teacher guides students individually as needed*.  Teacher: “Before submitting, click the **Preview** icon to check your form.” | *Students open Google Forms.*  *Students start creating their forms.*  *Students work independently.*  *Students review and finalize their forms.* |
| **IV. EVALUATION** | Teacher: “Let’s test what you’ve learned. *Teacher distributes a short quiz:*   1. Which of the following is the best tool for creating an online questionnaire?  a. Google Docs  b. Google Sheets  c. Google Forms  d. Google Slides 2. What question type should you use for open-ended responses?  a. Short Answer  b. Multiple Choice  c. Dropdown  d. Checkbox 3. Why should survey questions be clear and simple?  a. To make the form shorter  b. To ensure accurate and reliable answers  c. To look more professional only  d. To confuse respondents less 4. Which button is used to check how your form will appear to others?  a. Settings  b. Preview (Eye icon)  c. Send  d. Add Question | Students prepare for the short quiz. |
| **V. ASSIGNMENT** | Create a new Google Form at home about a topic of your choice (e.g., students’ favorite subjects, study habits, or online learning experience).  Your form must include:  A title and description  At least 5 questions using different question types  One required question  Submit the link or screenshot in the next meeting. |  |

| **OTHER COMMENTS AND SUGGESTIONS** |
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