



**EASTERN VISAYAS STATE UNIVERSITY**

Tacloban City

Title of Form: **Course Syllabus**

Control No.	EVSU-ACA-F-005
Revision No.	03
Date	January 30, 2021

VISION	Institutional Outcomes (IO)	Institutional Graduate Attributes (IGA)	Program Educational Objectives (PEO)	Program Outcomes (PO)
A premier institution of learning on par with the top universities in the ASEAN region	<b>D</b> emonstrate personal and collective adherence to high standards and distinctive achievement.	<ol style="list-style-type: none"> <li>1. Excellent in one's field of specialization thereby demonstrating a personal and collective adherence to high standards in all areas.</li> <li>2. Visionary leaders guided with the highest practice of ethical and moral standards.</li> <li>3. Serving individuals towards a committed citizenry, driven by relevant cause for the common good.</li> <li>4. Unifying agent founded on truth and respect of human worth amidst diversity of beliefs and talents.</li> </ol>		
<b>MISSION</b>	Instill the value for lifelong learning among graduates who are guided with highest practice of ethics, principles and moral standards.			
Develop Competent and Productive Professionals with Positive Values for Sustainable Development	<b>S</b> how commitment and motivation to exist with relevance and significance in providing assistance to clientele.			
<b>CORE VALUES</b>	<b>C</b> reate an environment which respect each other's worth, beliefs and talents towards a synergistic goal.			
E – Excellence V – Value-Laden S – Service-Driven U – Unity in Diversity	<b>P</b> rovide platforms for technological competence and skills development.			

Course Information		Course Description
Course Code	Educ 502	The course introduces the students to the world of research by providing them with working knowledge of the concepts and methods in the conceptualization and conduct of research. It covers topics on the nature of research, the research problem, related literature, research methodology, sampling, instrumentation, data collection, data presentation, data analysis and interpretation, writing the summary, conclusions and recommendations, the research report and evaluating the research report.
Course Title	Methods of Research	
Credit Units	3 Units (54 hours)	
Lec/Lab Hours	None	
Class Schedule	Saturdays, 7am-10am	
Prerequisite(s)	None	
Co-Requisite(s)	None	

COURSE CONTENT						
Week No.	Course/ Learning Outcomes	Topics	Resources & References	Teaching-Learning Activities	Assessment	Learning Evidence
1-2 (First and Second Week)	1. Understand the basic concepts in research and the process of conducting research	I. Introduction to the Key Concepts in Research A. Definition and Purpose of Research B. Types and Characteristics of Research C. Overview of the Research Process  I. Introduction to The Process of Conducting Research A. Defining a Research Gap B. Identifying a Research Gap or Research Problem C. Steps in the Process of Research D. Ethics of Research and Informed Consent	What is research? (2020). PHILO-notes. <a href="https://philo-notes.com">https://philo-notes.com</a>  What is a Research Gap and How to Identify it? PHILONotes. philonotes.com  Cohen, L., Manion, L., & Morrison, K. (2000). Research Methods in Education (5th ed.). Routledge.	Lecture with the aid of the powerpoint presentation  Provide handouts and links to online resources  Lecture with the aid of the powerpoint presentation  Provide handouts and links to online resources	Class participation (oral comments and reactions)  Class participation (oral comments and reactions)	Scores on Exams and Quizzes  Observations of student behavior (e.g., presentations, group discussions), undertaken systematically and with notes recorded systematically
3 (Third Week)	2. Identify a research gap and demonstrate the process of preparing a thesis/research proposal	III. The Research Problem A. Sources of Research Problems B. Characteristics of Good Research Questions C. Selecting A Research Problem D. Evaluating A Research Problem E. How to Write the Statement of the Problem in a Thesis F. Research Hypothesis and Null Hypothesis G. Theoretical/Conceptual Framework	Johnson, R. Burke., & Christensen, L. (2014). Educational Research: Quantitative, Qualitative, and Mixed Approaches (5th ed.). SAGE Publications.	Lecture with the aid of the powerpoint presentation  Provide handouts and links to online resources	Class participation (oral comments and reactions)  Critique/reaction papers	Scores on Exams and Quizzes  Observations of student behavior (e.g., presentations, group discussions), undertaken systematically and with notes recorded systematically  Student ratings of their knowledge and skills and reflections on what they

		H. Scope and Delimitations of the Study I. Significance of the Study				have learned in the course or program
4-6 (Fourth to Sixth Week)	3. Demonstrate the process of preparing a thesis/research proposal (continued)	<p>IV. Related Literature</p> <p>A. Functions of the Review of Related Literature</p> <p>B. Characteristics</p> <p>C. Sources</p> <p>D. Guidelines in Writing the Related Literature</p> <p>V. Research Methodology</p> <p>A. Research Design</p> <p>B. Guidelines in Writing the Research Design</p> <ol style="list-style-type: none"> <li>1. Historical Research</li> <li>2. Definition</li> <li>3. Guidelines to effective writing of historical research</li> <li>4. Characteristics of historical research</li> <li>5. Importance of historical research</li> <li>6. When to use historical research</li> <li>7. Sources of data</li> </ol> <p>C. Descriptive Research</p> <ol style="list-style-type: none"> <li>1. Definition</li> <li>2. Characteristics of descriptive research</li> <li>3. Survey</li> <li>4. Program evaluation</li> </ol>	<p>MacDonald, S., &amp; Headlam, N. (2008). Research methods handbook: Introductory guide to research methods for social research. Center for Local Economic Strategies.</p> <p>MacDonald, S., &amp; Headlam, N. (2008). Research methods handbook: Introductory guide to research methods for social research. Center for Local Economic Strategies.</p> <p>Qualitative research method (2020). PHILOnotes. hilonotes.com</p> <p>Quantitative research method (2020). PHILOnotes. hilonotes.com</p>	<p>Lecture with the aid of the powerpoint presentation</p> <p>Provide handouts and links to online resources</p>	<p>Class participation (oral comments and reactions)</p> <p>Critique/reaction papers</p>	<p>Scores on Exams and Quizzes</p> <p>Observations of student behavior (e.g., presentations, group discussions), undertaken systematically and with notes recorded systematically</p> <p>Student ratings of their knowledge and skills and reflections on what they have learned in the course or program</p>

	<p>5. Correlational research 6. Causal-Comparative research</p> <p>D. Experimental Research 1. Definitions 2. Experimental designs 3. Quasi-experimental designs</p> <p>E. Respondents of the Study 1. Target Population 2. Sampling 3. Guidelines in Writing the Respondents of the Study</p> <p>F. The Research Instruments/Tools of Research 1. Educational Tests 2. Questionnaire 3. Opinionnaire 4. Interview 5. Observation 6. Rating Scale 7. Reliability and Validity of Research Tools 8. Guidelines in Constructing Research Instruments 9. Guidelines in Writing the Research Instruments</p> <p>G. Guidelines in Writing Data Gathering Procedures</p>	<p>Sekaran, U. (2003). Research methods for business: A skillbuilding approach (4th ed.). John Wiley &amp; Sons.</p> <p>Cohen, L., Manion, L., &amp; Morrison, K. (2000). Research Methods in Education (5th ed.). Routledge.</p>			
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		H. Methods Used in the Collection of Data  I. Guidelines in Writing the Method of Scoring and Interpretation				
7-8  (Seventh and Eighth Week)	3. Understand the process of data gathering and demonstrate the process of processing the data gathered.	<p>VI. Data Presentation, Analysis, and Interpretation</p> <p>A. Presentation of Data</p> <ol style="list-style-type: none"> <li>1. Definition</li> <li>2. Ways of Presenting Data</li> </ol> <p>B. Data Analysis</p> <ol style="list-style-type: none"> <li>1. Descriptive Data Analysis</li> <li>2. Inferential Data Analysis</li> <li>3. Computer Data Analysis</li> </ol> <p>C. Interpretation of Data</p> <ol style="list-style-type: none"> <li>1. Level of Significance</li> <li>2. Rejection or Non-rejection of the Null Hypothesis</li> </ol> <p>VII. Writing the Summary, Conclusion and Recommendation</p> <p>A. Guidelines in Writing the Summary</p> <p>B. Guidelines in Writing the Conclusion</p> <p>C. Guidelines in Writing the Recommendation</p>	<p>Cohen, L., Manion, L., &amp; Morrison, K. (2000). <i>Research Methods in Education</i> (5th ed.). Routledge.</p> <p>Walliman, N. (2011). <i>Research methods: The basics</i>. Routledge.</p> <p>MacDonald, S., &amp; Headlam, N. (2008).</p>	<p>Lecture with the aid of the powerpoint presentation</p> <p>Provide handouts and links to online resources</p>	<p>Class participation (oral comments and reactions)</p> <p>Critique/reaction papers</p>	<p>Scores on Exams and Quizzes</p> <p>Observations of student behavior (e.g., presentations, group discussions), undertaken systematically and with notes recorded systematically</p> <p>Student ratings of their knowledge and skills and reflections on what they have learned in the course or program</p> <p>Submission of Research Proposal</p>

		VIII. The Research Report A. Format of the Research Report  B. The Thesis or Dissertation  C. Style of Writing  D. Reference Form  E. Footnote  F. Bibliography  G. Pagination  H. Tables  I. Figures  J. Evaluating A Research Report				
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**Culminating Activity**

Students present their research proposal or concept paper in class for critiquing. The main aim here is for students to have a clear researchable problem/gap the end of the course. In this way, they already have a research problem or gap to work with while completing their course work.

**TASK PROMPT**

- a. This is an individual task that students accomplish outside classroom.
- b. Students will be properly guided by the professor in developing their research problem/gap.

Grading System		Class Policies
Midterm and Final Exams	40%	<ol style="list-style-type: none"> <li>1. Courtesy must be observed at all times. Communicate with your teacher and classmates politely. Use of <b>foul language</b> is <b>strictly prohibited</b>.</li> <li>2. Personal responsibility is encouraged among students. Each student is expected to perform the required activities/tasks.</li> <li>3. Punctuality in the submission of required papers/outputs is necessary. Failure to comply with the specified schedule could result to disqualification to proceed to the next level.</li> <li>4. If possible, all students must be members of the class Facebook Group. For purposes of transparency and proper identification, students must register using their real names and profile pictures. The use of <b>fake names/photos</b> in the student's Facebook account is <b>strongly discouraged</b>.</li> <li>5. In compliance with Republic Act No. 10627 otherwise known as the "Anti-bullying Act of 2013, students are enjoined to constantly <b>refrain</b> from making <b>annoying</b>, <b>cruel</b>, and <b>discriminating</b> remarks on anyone while engaging in any class activity.</li> <li>6. Likewise, selling, marketing or promotion of goods or services in any form is not welcome in this class.</li> </ol>
Submitted Required Paper	40%	
Attendance and Class Participation	10%	
Assignments/Projects	10%	
TOTAL	100%	
Student is given a grade of INC if all course requirements are not met. Student is given 1 year to complete the INC.		

Effectivity and Revision Information			
Effectivity Date: February 14, 2021	Revision Date: N/A	Revision Number: 0	Notes on Revision: N/A

Prepared by:

**JEFFRY OCAY, PhD**  
Faculty, Graduate School

Recommending Approval:

**LYDIA M. MORANTE, D.A.**  
Dean, Graduate School

Approved:

**DENNIS C. DE PAZ, PhD**  
Vice President for Academic Affairs