



BATAAN PENINSULA STATE UNIVERSITY
COLLEGE OF EDUCATION
Dinalupihan, Bataan
PHILIPPINES



Course Information:

Program : Bachelor of Early Childhood Education

Course Code : PRED 2613

Course Title : Educational Research

Course Description : This course aims to prepare prospective Kindergarten teachers to undertake undergraduate research projects. It gives prospective teachers the opportunity to conduct researches that address problems, issues, and concerns in mathematics teaching and learning. It showcases their research skills through the application of diverse mathematical content and processes learned through years of schooling. This is done in two stages: stage 1 is the writing of the proposal and stage 2 is the writing and defense of the final research paper. The use of computer software such as the Statistical Package for the Social Sciences (SPSS) and the like is highly encouraged.

Course Credits : 3 units, 3 hours lecture/week (for 18 weeks)

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Term & Academic Year : 1st Semester, AY 2024-2025

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University Vision	:	<p>A leading university in the Philippines recognized for its proactive contribution to Sustainable Development through equitable and inclusive programs and services by 2030</p> <p><i>(Nangungunang pamantasan sa Pilipinas na kinikilala sa maagap nap ag aambag sa Pagpapanatiling Pag-unlad sa pamamagitan ng mga karampatan at pinagsamang program at serbisyo at sa taong 2030)</i></p>
University Mission	:	<p>To develop competitive graduates and empowered community members by providing relevant innovative and transformative in knowledge, research, extension and production programs and services through progressive enhancement of its human resource capabilities and institutional mechanisms.</p> <p><i>(Makalinang ng mga magsipagtapos na nakikipagtagisan at sa mga mamamayang pinalakas sa pamamagitan ng pagbibigay ng program at serbisyong pangkaalaman, pananaliksik, ekstensyon at produksyon na may katuturan, makabago at transpormatibo gamit ang progresibong pagpapahusay ng mga kawani at institusyunoal na mekanismo.)</i></p>
Quality Policy Statement:		<p>Building a culture of quality in all core functions of the University;</p> <p>Providing responsive, relevant, innovative and transformative academic, research, extension and production, services to all stakeholders</p> <p>Sustaining the University’s nationally and internationally recognized standards through adherence to statutory and regulatory requirements and continual improvement of it’s quality management</p> <p>Upholding transparency in governance through participatory policy-making and developmental planning.</p>
Program Outcomes		
PO-001	-	Articulate and discuss the latest developments in the specific field of practice (PQF level 6 descriptor)
PO-002	-	Effectively communicate orally and in writing using both English and Filipino
PO-003	-	Work effectively and independently in multi-disciplinary and multicultural teams (PQF level 6 descriptor)
PO-004	-	Act in recognition of professional, social, and ethical responsibility
PO-005	-	Preserve and promote “Filipino historical and cultural heritage” (based on RA 7722)
PO-006	-	Participate in the generation of new knowledge or in research and development projects. (CMO 46, series of 2012)

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- PO-007 - Acquire the competencies to support “national, regional and local development plans. (RA 7722)
- PO-008 - Articulate the rootedness of education in philosophical, socio-cultural, historical, psychological, and political contexts.
- PO-009 - Demonstrate mastery of the subject matter/discipline
- PO-010 - Facilitate learning using a wide range of teaching and methodologies and delivery modes appropriate to specific learners and their environment
- PO-011 - Develop innovative curricula, instructional plans, teaching approaches and resources for diverse learners
- PO-012 - Apply skills in the development and utilization of ICT to promote quality, relevant, and sustainable educational practices.
- PO-013 - Demonstrate a variety of thinking skills in planning, monitoring, assessing and reporting learning processes and outcomes.
- PO-014 - Practice professional and ethical teaching standards sensitive to the local, national and global realities.
- PO-015 - Pursue life-long learning for personal and professional growth through varied experiential and field based opportunities.
- PO-016 - Possess broad knowledge of language and literature for effective learning
- PO-017 - Use English as a global language in a multilingual context as it applies to the teaching of language and literature
- PO-018 - Acquire intensive reading background in language, literature and applied fields
- PO-019 - Demonstrate proficiency in oral and written communication
- PO-020 - Shows competence in employing innovative language and literature teaching approaches, methodologies and strategies
- PO-021 - Use technology in facilitating language learning and teaching
- PO-022 - Inspire students and colleagues to lead relevant and transformative changes to improve learning and teaching language and literature
- PO-023 - Display skills and abilities to be a reflective and research-oriented language and literature teacher

Course Outcomes		Program Outcomes																							
Upon completion of the course, the students should be able to :		P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P		
		O-	O-	O-	O-	O-	O-	O-	O-	O-	O-	O-	O-	O-	O-	O-	O	O	O	O	O	O	O		
		00	00	00	00	00	00	00	00	00	01	01	01	01	01	01	01	-	-	-0	-0	-0	-	-	
		1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	01	01	19	20	21	02	02	
																		7	8						
CO-001	Demonstrate in-depth understanding of the purposes, classifications, characteristics and processes in educational research						P																		

CO-002	Demonstrate competence in spotting and conceptualizing research problem through analysis of various educational problems and concerns and adherence to the principles in concept paper preparation	P					P	P											P	P					L
CO-003	Exhibit knowledge and skills in conducting comprehensive review of theories, literatures and studies instrumental in determining research gaps and justifying research problems and questions , research assumptions and frameworks.	P					P	P	P				O						P	P					L
CO-004	Demonstrate clear understanding of various research approaches, designs, methodologies, procedures, including instrument preparation and validation and the breadth of ethical considerations and other protocols and standards				P		P						O							P					L

Correlating Course Outcome and Program Outcome

- (Lecture/Theory-Based Courses)
- L

Learned in the course
- P

Practiced in the course

- (Health-Related/Shop/Laboratory Courses)
- I

Introduce the skills in the course
- P

Practice skills in the course with supervision

O Not yet learned or practiced but there's an opportunity to exist *D* Demonstrate skills in the course without supervision

Course Outline and Learning Plan:

Week	Course Outcome Code	Learning Outcomes			Topic (Content)	Textbook / References	Methodology (Teaching-Learning Activities)	Resources (Instructional Resources)	Assessment (Tools and Tasks)	Time Frame
		Knowledge	Skills	Attitude						
Week 1 (day 1)		Explain university mission, vision, goals and objectives	Recite the VMGO with emphasis and feelings	Express appreciation of the value of BPSU VMGO, content of the course	<ul style="list-style-type: none"> • VMGO • Syllabus • Learning Contract • Living Lab Orientation 	<ul style="list-style-type: none"> • VMGO • Syllabus • Learning Contract 	<ul style="list-style-type: none"> • Brief Discussion • Oral recitation 	<ul style="list-style-type: none"> • Laptop • LCD/LED Projector 	Individual Reflection	1 hour
Week1 (Day 2 and 3)	CO-001	Analyze processes and nature of conducting educational research		Express the value of research processes in addressing problems in the academe	Introduction to Educational Research (nature and processes)	Olubia, Leandro T. <i>Thesis Proposal in Education (A Self-Engaging Approach)</i> . Jimcyyville Publications. Malabon City, Philippines, 2017 Overview of Educational Research Process (https://us.sagepub.com/sites/default/fi)	Lecture-Discussion Research Paper Analysis	Laptop Module Readings	Task-Based Paper-pencil test	2 hours

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						les/upm-binaries/70018_Mertler_Chapter_1.pdf)				
Week 2 (Day 1-3)	CO-001	Classify educational research as to type of information and objectives Differentiate purposes of research as to approach		Develop confidence, patience, diligence and hard work	Educational Research (classification and purpose)	Olubia, Leandro T. <i>Thesis Proposal in Education (A Self-Engaging Approach)</i> . Jimczyville Publications. Malabon City, Philippines, 2017	Lecture-Discussion Research Paper Analysis	Laptop Module Readings	Task-Based Paper-pencil test	3 hours
Week 3 (Day 1-3)	CO-002	Analyze the problem sources and the criteria in the formulation of the problem	Write examples of research titles	Appreciate the value of research in one's own profession Develop an innate love for research	On Research Problem: - Spotting local problem (criteria and sources) - Writing research title	Olubia, Leandro T. <i>Thesis Proposal in Education (A Self-Engaging Approach)</i> . Jimczyville Publications. Malabon City, Philippines, 2017	Lecture-Discussion Library and Internet Research Cooperative Learning Activities	Reading Materials LCD projector laptop	Task-Based	3 hours
Week 4 (Day 1-3)		Examine some educational research in the light of the principles in			Chapter I: (PART I) The Problem and its Background Introduction Statement of the Problem	Olubia, Leandro T. <i>Thesis Proposal in Education (A Self-Engaging Approach)</i> . Jimczyville	Library and Internet Research Lecture-Discussion	Learning Module	Task-Based Paper-pencil test	4.5 hours

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Week 5 (Day 1)		writing introduction Identify research questions as used in problem presentation as to type	Prepare a concept paper proposal		Significance of the Study	Publications. Malabon City, Philippines, 2017 Sampa, et. al. Rudiments of Quality Research Designs and Analyses. 2012 Creswell. Qualitative and Quantitative Research Questions and hypothesis, 2007	Think-Pair Share	LCD projector laptop		
Week 7 (Day 1-3) Week 8 (Day 1)	CO-003	Synthesize and choose theories relevant to the study			Chapter II: The Theoretical Framework Unit 1- On Theoretical Groundworks of the Study <ul style="list-style-type: none">The Essential Elements of a Theoretical Framework					4

					<ul style="list-style-type: none"> • Functions and Characteristics of Theories 					
<p>Week 8 (Day 2 and 3)</p> <p>Week 9 (Day 1 to 2)</p>	CO-003	<p>Understand the general definition of research design.</p> <p>Compare and contrast quantitative, qualitative research and mixed methods.</p> <p>Explain the use of each in the context of Educational Research</p>			<p>Chapter III: Methods and Techniques of the Study</p> <p>On Research Approaches</p> <p>Quantitative Methods and Design</p> <p>Qualitative Methods and Design</p> <p>Mixed Methods and Design</p> <p>Living Labs Execution of Solutions to identified Local Problems</p>	<p><i>Creswell, J. W. (2002). Educational research: Planning, conducting, and evaluating quantitative (pp. 293-575). Upper Saddle River, NJ: Prentice Hall. p.</i></p> <p><i>Johnson, R. B., & Christensen, L. (2019). Educational research: Quantitative, qualitative, and mixed approaches. SAGE Publications, Incorporated.</i></p>	<ul style="list-style-type: none"> · Brief Discussion · Oral recitation · Online Presentations · Peer review 	<ul style="list-style-type: none"> · Laptop · Mobile Phone · OER's · CENC01 13 Module 	Written preparation on exercises	4 hours
					Midterm Examination					

Week 10 (Day 1-3)	CO-003	Understand the link between research questions and data collection and how research questions are operationalized in educational practice.			Unit 2 Sampling Methodologies and Techniques	<i>Probability and Statistics Topic Index. (2018). Statistics How To. Retrieved 2 March 2018, from http://www.statisticshowto.com/probability-and-statistics/</i>	<ul style="list-style-type: none"> · Brief Discussion · Oral recitation · Online Presentations · Peer review 	<ul style="list-style-type: none"> · Laptop · Mobile Phone · OER's · CENC01 13 Module 	Understand the link between research questions and data collection and how research questions are operationalized in educational practice.	6 hours
Week 11 (Day 1-3)		Differentiate samples from population Develop an in-depth understanding of sampling methods and techniques by actual surveying				<i>Nakkiran Ravichandran, K., & Nakkiran, S. (2009). Introduction to Research Methods in Social Sciences. Abhijeet Publications.</i> <i>Daniel, J. (2012). Sampling Essentials. Thousand Oaks, Calif.: Sage Publications, inc.</i>			Differentiate samples from population Develop an in-depth understanding of	

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									sampling methods and techniques by actual surveying	
<p>Week 12 (Day 1-3)</p> <p>Week 13 (Day 1-2)</p>	CO-003	<p><i>Demonstrate understanding of the steps involved in identifying and selecting a good instrument to use in an educational research study.</i></p> <p><i>Explain current uses of the terms reliability and validity in educational research</i></p>			<p>On Research Instrumentation</p> <ul style="list-style-type: none"> - Tools - Standardization - Validation - Administration 	<p>Canals, L. (2017). <i>Instruments for Gathering Data. Research-publishing.net</i>. La Grange des Noyes, 25110 Voillans, France. Retrieved 2 March 2018 from https://files.eric.ed.gov/fulltext/ED573582.pdf</p> <p>Benson, J., & Clark, F. (1983). <i>A guide for instrument development and validation. The American Journal of Occupational</i></p>	<ul style="list-style-type: none"> · Brief Discussion · Oral recitation · Online Presentations · Peer review 	<ul style="list-style-type: none"> · Laptop · Mobile Phone · OER's · CENC01 13 Module 	<p><i>Demonstrate understanding of the steps involved in identifying and selecting a good instrument to use in an educational research study.</i></p> <p><i>Explain current uses of the terms</i></p>	

						Therapy. Retrieved 2 March 2018 from https://ajot.aota.org/article.aspx?articleid=1887697			reliability and validity in educational research	
Week 13 (Day 3) Week 14 (Day 1-3)	CO-004	Familiarity with various data analysis methods such as statistical tests, qualitative coding, and mixed methods.  Knowledge of software tools for data analysis (e.g., SPSS, NVivo, Excel).	Proficiency in analyzing quantitative data using statistical techniques and software. Ability to analyze qualitative data through coding and thematic analysis.	Cultivating a meticulous approach to data analysis to ensure accuracy and reliability. Valuing precision in data presentation and interpretation.	IV- Presentation of Data	Guidelines For Writing Academic Research Proposals and Theses in the School of Education.2013. http://www.ku.ac.ke/schools/education/images/stories/docs/Guidelines_with_Table_of_Proposal_and_thesis_writingJAN14.pdf	<ul style="list-style-type: none"> · Brief Discussion · Oral recitation · Online Presentations · Peer review 	<ul style="list-style-type: none"> · Laptop · Mobile Phone · OER's · CENC01 13 Module 	Written preparation exercises	4 hours
Week 15 (Day 1-3)	CO-004	Familiarity with various data analysis methods such as statistical tests, qualitative coding, and	Proficiency in analyzing quantitative data using statistical techniques and software.	Cultivating a meticulous approach to data analysis to ensure accuracy	Analysis, and Interpretation of Data	Guidelines For Writing Academic Research Proposals and Theses in the School of	<ul style="list-style-type: none"> · Brief Discussion · Oral recitation · Online Presentations 	<ul style="list-style-type: none"> · Laptop · Mobile Phone · OER's · CENC01 	Written preparation exercises	3 hours

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		mixed methods. ■ Knowledge of software tools for data analysis (e.g., SPSS, NVivo, Excel).	Ability to analyze qualitative data through coding and thematic analysis.	and reliability. Valuing precision in data presentation and interpretation.		<i>Education.2013. http://www.ku.ac.ke/schools/education/images/stories/docs/Guidelines_with_Table_of_Proposal_and_thesis_writingJAN14.pdf</i>	· Peer review	13 Module		
Week 16 (Day 1-3)	CO-004	Understanding how to distill the most critical findings from the research data.	ability to highlight the most important aspects of the research in a brief format.	Developing a critical mindset to thoroughly evaluate findings and their implications	Chapter V Summary of the Findings	<i>Guidelines For Writing Academic Research Proposals and Theses in the School of Education.2013. http://www.ku.ac.ke/schools/education/images/stories/docs/Guidelines_with_Table_of_Proposal_and_thesis_writingJAN14.pdf</i>	· Brief Discussion · Oral recitation · Online Presentations · Peer review	· Laptop · Mobile Phone · OER's · CENC01 13 Module	Written preparation exercises	3 hours
Week 17 (Day 1-3)	CO-004	Understanding how to distill the most critical findings from the research data.			Conclusion and Recommendations	<u><i>Guidelines For Writing Academic Research Proposals and Theses in the School of Education.2013.</i></u>	· Brief Discussion · Oral recitation · Online Presentations · Peer review	· Laptop · Mobile Phone · OER's · CENC01		3 hours

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						http://www.ku.ac.ke/schools/education/images/stories/docs/Guidelines with Table of Proposal and thesis writingJAN14.pdf		13 Module		
Week 18	Oral Defense/ Presentation of Living Labs per Group									

Readings and References:

BOOKS:

Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). SAGE Publications.

Saunders, M., Lewis, P., & Thornhill, A. (2019). *Research Methods for Business Students* (8th ed.). Pearson.

.Flick, U. (2018). *An Introduction to Qualitative Research* (6th ed.). SAGE Publications.

Cristobal, Amadeo P. and Maura Consolacion Cristobal. 2013 *Research Made Easier: A Step-by-Step Process*, C and E Publishing House

Elements of Research Ethics (National Ethical Guidelines pages 11-21 by the Philippine Health Research Ethics Board, 2017

Sampa, Elias M. 2012. *Rudiments of Qualitative Research Designs and Analyses*. Rex Boos Store, Inc. Sampaloc, Manila

Creswell, J. W. (2002). *Educational research: Planning, conducting, and evaluating quantitative* (pp. 293-575). Upper Saddle River, NJ: Prentice Hall.

Creswell, John W. 2011-. *Research Design: Qualitative, Quantitative and Mixed Methods Approaches* (Second Edition). SAGE Publications.

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Paraggua, V. Q., Diviva, R. C., Panado, A. M., & Millar, J. M. (2012). *Research Methodology for Beginners*. Plaridel, Bulacan: St. Andrews Publishing House.

Creswell, J. W. (2002). *Educational research: Planning, conducting, and evaluating quantitative* (pp. 293-575). Upper Saddle River, NJ: Prentice Hall.

Johnson, R. B., & Christensen, L. (2019). *Educational research: Quantitative, qualitative, and mixed approaches*. SAGE Publications, Incorporated.

Nakkiran Ravichandran, K., & Nakkiran, S. (2009). *Introduction to Research Methods in Social Sciences*. Abhijeet Publications.

Olubia, Leandro T. 2017. *Thesis Proposal in Education (A Self –Engaging Approach)*. Jimczyville Publications. Malabon City, Philippines

ONLINE RESOURCES:

BasSwaen. (2015) Developing a Conceptual Framework for Research Date updated: May 20, 2020 <https://www.scribbr.com/dissertation/conceptual-framework/>

Mc Combes, S. (2019) How to write a hypothesis <https://www.scribbr.com/research-process/hypotheses/>

The Journal of Education Research. <http://www.tandfonline.com/toc/vjer20/current>

How To Write a Research Proposal. <http://www.studygs.net/proposal.htm>
http://education.nova.edu/Resources/uploads/app/35/files/arc_doc/writing_chpt3_qualitative_research_methods.pdf

Booklet Writing: A Proposal in Education. https://www.monash.edu/_data/assets/pdf_file/0004/145822/booklet-writing-a-proposal-in-education.pdf

Guidelines For Writing Academic Research Proposals and Theses in the School of Education.2013.
http://www.ku.ac.ke/schools/education/images/stories/docs/Guidelines_with_Table_of_Proposal_and_thesis_writingIAN14.pdf

Probability and Statistics Topic Index. (2018). Statistics How To. Retrieved 2 March 2018, from <http://www.statisticshowto.com/probability-and-statistics/>

Canals, L. (2017). *Instruments for Gathering Data*. Research-publishing. net. La Grange des Noyes, 25110 Voillans, France. Retrieved 2 March 2018 from <https://files.eric.ed.gov/fulltext/ED573582.pdf>

Benson, J., & Clark, F. (1983). A guide for instrument development and validation. *The American Journal of Occupational Therapy*. Retrieved 2 March 2018 from <https://ajot.aota.org/article.aspx?articleid=1887697>

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Hammersley, M. and Traianou, A. (2012) Ethics and Educational Research, British Educational Research Association on-line resource. Retrieved 2 March 2018 from <http://www.learnersfirst.net/private/wp-content/uploads/Ethics-and-Educational-Research.pdf>

Course Output (Performance Indicators)

Course Outcomes		Course Major Output (Major Task Assessment Tool)	Due Date
Upon completion of the course, the students should be able to :			
CO-001-C O-004	Prepare educational research and display a comprehensive understanding and skills on the research processes through oral examination	Thesis in Education	One week before the final exam
Final Requirement (Final Task Assessment)		Oral Defense	

RUBRIC FOR ASSESSMENT

FOR ORAL DEFENSE PRESENTATION

Attributes	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Overall Quality of Presentation	<ul style="list-style-type: none">○ well organized○ professional presentation○ excellent communication skill○ slides are outstanding	<ul style="list-style-type: none">○ clearly organized○ clear presentation○ good communication skill○ slides are clear	<ul style="list-style-type: none">○ poorly organized○ poor presentation○ poor communication skill○ slides are difficult to understand
Overall Breadth of Knowledge	<ul style="list-style-type: none">○ presentation is superior○ presentation reveals exceptional depth of subject knowledge○ presentation reveals well developed critical thinking skills	<ul style="list-style-type: none">○ presentation is acceptable○ presentation reveals some depth of subject knowledge○ presentation reveals above average critical thinking skills	<ul style="list-style-type: none">○ presentation is unacceptable○ presentation reveals critical weakness of depth of subject knowledge○ presentation does not reflect well developed critical thinking skills○ presentation is narrow in scope

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	○ presentation reveals the ability to interconnect and extend knowledge from multiple disciplines	○ presentation reveals the ability to draw knowledge from several disciplines	
Quality of Response to Questions	○ Responses are eloquent ○ arguments are skillfully presented ○ researchers exhibit superior knowledge in subject area	○ Responses are complete ○ arguments are well organized ○ researchers exhibit adequate knowledge in subject area	○ Responses are incomplete ○ Arguments are poorly presented ○ researchers exhibit lack of knowledge in subject area
Overall Assessment	○ Exceeds Expectations	○ Meets Expectations	○ Does Not Meet Expectations
Confidential Comments/ Suggestions:			

FOR FINAL MANUSCRIPT

Assessment Criteria	Exceptional	Strong	Marginal	Unacceptable
1. Mastery of fundamental knowledge in the field	Consistently applies fundamental and advanced concepts to topics in subject area.	Frequently applies fundamental and some advanced concepts to topics in subject area.	Somewhat applies fundamental concepts to topics in subject area.	Does not apply fundamental concepts to topics in subject area.
2. Ability to access and integrate information into a cohesive overview of current knowledge; ability to critically evaluate the meaning, value, and	Command and understanding of the current research literature in the field.	Relates and understands the current research literature in the field.	Aware of the research literature in the field.	Knowledge is unrelated to the current research literature in the field.

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contribution of published literature in the field				
3. Imagination and originality of thought	Problem/purpose of study very creative or original with new and innovative ideas; Explored original topic and discovered new outcomes.	Problem/purpose of study original or creative; Design/approach appropriate or innovative.	Problem/purpose of study moderately original or creative; Design/ approach moderately appropriate or innovative.	Problem/purpose of study lacked creativity or not new; Duplication of previous work.
4. Ability to design and implement an appropriate collection and analysis of data or ability to articulate a critical response to dramatic or artistic theory, literature, design and performance in one's own work or that of another artist	Data interpretation is appropriate and creatively uses correct methodology; identifies weaknesses in interpretation; Demonstrates a an advanced ability to articulate a critical response to dramatic or artistic theory, literature, design and performance in one's own work or that of another artist	Data interpretation is appropriate and uses many correct methodology; identifies some weaknesses in interpretation Demonstrates a an ability to articulate a critical response to dramatic or artistic theory, literature, design and performance in one's own work or that of another artist	Data interpretation is appropriate and uses limited number of correct methodology; identifies no weaknesses in interpretation Demonstrates a an limited ability to articulate a critical response to dramatic or artistic theory, literature, design and performance in one's own work or that of another artist	Data interpretation is inappropriate and/or uses incorrect methodology; identifies no weaknesses in interpretation Demonstrates a lack of ability to articulate a critical response to dramatic or artistic theory, literature, design and performance in one's own work or that of another artist

5. Ability to draw reasoned conclusions from a body of knowledge	Discussion was superior, accurate, and engaging; Conclusions/summaries and recommendations appropriate and clearly based on outcomes.	Discussion sufficient and with few errors; Greater foundation needed from past work in area; Conclusions/summary based on outcomes and appropriate, included some recommendations.	Major topics or concepts inaccurately described; Considerable relevant discussion missing; Conclusions/summary not entirely supported by findings/outcomes.	Little discussion of project findings/outcomes; Displayed poor grasp of material; Conclusion/summary not supported by findings/outcomes.
6. Impact of research on the field	Thesis or dissertation is very relevant or has significant importance/authenticity to field and will make an important contribution to field.	Thesis or dissertation has fair relevance or significance/authenticity to field and will make a good contribution to field.	Thesis has moderate relevance only or significance/authenticity to field and will make a nominal contribution to field.	Thesis has little relevance or significance/authenticity to field and will make little contribution to field.

Grading System

Class Standing	Percentage
Oral and Written Examination	20%
Attendance	10%
Performance and Learning Engagement	40%
MCO	30%
TOTAL	100%

Midterm	Final
Class Standing - 70%	Class Standing - 70%
Term Exam - 30%	Term Exam - 30%
Final Rating	
Midterm Grade (50%) + Final Grade (50%) = Final Rating	

Course Policies and Standards:

Attendance Policy

Regular school attendance is important to student’s academic achievement therefore students are expected to attend and be on time for all sessions for which they are registered.

Absence due to illness may be excused; a certificate from his attending physician or parent should be submitted by the student to the Dean of the college who shall issue an excuse slip if the absence is found reasonable. Being excused does not exclude students from the work covered during the absences.

Students whose absences are due to participation in intercollegiate functions and other co-curricular activities arranged by the college will be excused from class attendance but not from the responsibility for the work that they may miss during their absence for approved functions.

Student, who has been absent for seven or more days in a grading period without excused letter approved by the Dean of the College will be dropped from the roll.

Time lost by late enrollment shall be considered as time lost by absence. A student who is late for more than 15 minutes shall not be admitted to the class.

Make-up Policy

It is the responsibility of each student to recover material when she/he is absent. Absences due to illness or family emergency will be excused with a signed note from a parent. It is the student's responsibility to make-up any tests missed because of an excused absence the day they return to school (5 days if a medical certificate is enclosed). There will be NO make-up tests for an unexcused absences.

Homework and exercises / writing assignments/special projects

All homework and projects must be submitted on time. Late submission will get corresponding deductions (5 points deduction each day)
Written reports should follow a prescribed format (computerized, font size-12, font style- arial, long bond paper, with the top and bottom margin of 1", left 1 ½" and right margin 1")
Projects are assigned at least 2 weeks in advance. Any project that extend to more than one day tardiness will not be accepted and will be graded 5.0.

Examination (Formative and Summative)

Quiz will be given after each topic discussion. No make- up tests are allowed for missed quizzes except for valid reason/ supported with evidences.

Classroom Regulations

Respect other people's opinion and property.
Come to class on time.
Bring required materials everyday unless you are otherwise directed.
Observe entrance and exit policy (advance readings)
Keep your books, classroom and homework in good conditions.
Observe classroom cleanliness and orderliness.
Do your own work.

Submit the tasks on time.

Cheating, copying or sharing assignments will not be tolerated.

Attendance will be monitored regularly.

Wearing of your uniform is required.

It is a matter of courtesy and being considerate to everyone in class to turn off all cellular phones during class hours

Always speak the English language

Prepared and Submitted by:

Faculty : GLENDA C. MAGNO

Email Address: gcmagno@bpsu.edu.ph

Contact Number : 09198608665

Consultation Hours : Mon 8 to 5

Reviewed by: Eugenio S. Magno, EdD
Cluster Member

Endorsed by: **Catheryn C. Panlaqui**
Program Head

Approved by:

GLENDA C. MAGNO, Ed.D.
Dean of Instruction

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