Inquiries, Investigation and Immersion

Quarter 1 - Module 1:
Brainstorming for Research Topics
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<table>
<thead>
<tr>
<th>TABLE OF CONTENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pages</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MODULE 1</th>
<th>Brainstorming for Research Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre test</td>
<td>.</td>
</tr>
<tr>
<td>Lesson 1</td>
<td>NATURAL INQUIRY</td>
</tr>
<tr>
<td>Post test</td>
<td>.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MODULE 2</th>
<th>Identifying the Problem and Aswering the Research Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre test</td>
<td>.</td>
</tr>
<tr>
<td>Lesson 1</td>
<td>BACKGROUND OF THE PROBLEM</td>
</tr>
<tr>
<td>Lesson 2</td>
<td>CONCEPTUAL FRAMEWORK.</td>
</tr>
<tr>
<td>Lesson 3</td>
<td>RESEARCH HYPOTHESIS</td>
</tr>
<tr>
<td>Lesson 4</td>
<td>PRESENTATION OF WRITTEN STATEMENT OF THE PROBLEM</td>
</tr>
<tr>
<td>Lesson 5</td>
<td>SIGNIFICANCE OF THE PROBLEM</td>
</tr>
<tr>
<td>Lesson 6</td>
<td>SCOPE AND LIMITATION OF THE STUDY</td>
</tr>
<tr>
<td>Lesson 7</td>
<td>DEFINITION OF TERMS</td>
</tr>
<tr>
<td>Post test</td>
<td>.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MODULE 3</th>
<th>Reading on Related Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre test</td>
<td>.</td>
</tr>
<tr>
<td>Lesson 1</td>
<td>SELECTION OF RELATED LITERATURES</td>
</tr>
<tr>
<td>Lesson 2</td>
<td>CITATION OF RELATED LITERATURES</td>
</tr>
<tr>
<td>Lesson 3</td>
<td>SYNTHESIZING INFORMATION FROM RELEVANT LITERATURE</td>
</tr>
<tr>
<td>Lesson 4</td>
<td>WRITING COHERENT REVIEW OF RELATED LITERATURES</td>
</tr>
<tr>
<td>Lesson 5</td>
<td>USE OF ETHICAL STANDARDS IN CITING RELATED LITERATURES</td>
</tr>
<tr>
<td>Lesson 6</td>
<td>PRESENTING WRITTEN REVIEW OF RELATED LITERATURES</td>
</tr>
<tr>
<td>Post test</td>
<td>.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MODULE 4</th>
<th>Understanding Ways to Collect Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre test</td>
<td>.</td>
</tr>
<tr>
<td>Lesson 1</td>
<td>RESEARCH DESIGN.</td>
</tr>
<tr>
<td>Lesson 2</td>
<td>RESEARCH SETTING.</td>
</tr>
<tr>
<td>Lesson 3</td>
<td>RESPONDENTS AND SAMPLING PROCEDURE</td>
</tr>
</tbody>
</table>
Lesson 4  RESEARCH INSTRUMENT
Lesson 5  TREATMENT OF DATA
Post test . . . . . . . . . . . . .

MODULE 5  Finding the Answers to the Research Questions (Quantitative)

Pre test . . . . . . . . . . . . . . . . . .
Lesson 1  QUANTITATIVE DATA INTERPRETATION AND DATA ANALYSIS METHOD
Lesson 2  QUANTITATIVE DATA ANALYSIS METHODS
Post test . . . . . . . . . . . . . . . . . .

MODULE 6  Finding the Answers to the Research Questions (Qualitative)

Pre test . . . . . . . . . . . . . . . . . .
Lesson 1  QUALITATIVE DATA INTERPRETATION AND ANALYSIS METHOD
Post test . . . . . . . . . . . . . . . . . .

MODULE 7  Reporting Findings, Drawing Conclusions and Making Recommendations

Pre test . . . . . . . . . . . . . . . . . .
Lesson 1  FORMING LOGICAL CONCLUSIONS
Lesson 2  MAKING RECOMMENDATIONS BASED ON CONCLUSIONS
Lesson 3  WRITING AND PRESENTING CLEAR REPORTS
Post test . . . . . . . . . . . . . . . . . .

MODULE 8  Sharing your Research

Pre test . . . . . . . . . . . . . . . . . .
Post test . . . . . . . . . . . . . . . . . .
Inquiries, Investigations, and Immersion
Quarter 1 – Module 1:
Brainstorming for Research Topics

This Instructional material is collaboratively developed and reviewed by educators from public and private schools, colleges, and/or universities. We encourage teachers and other education stakeholders to email their feedback, comments and recommendations to the Department of Education at action@deped.gov.ph

We value your feedback and recommendations. developed and reviewed by educators from public and private schools, colleges, and universities. We encourage teachers and other education stakeholders to email their
The purpose of this module is to guide the teacher as to what to do in dealing the OHSP students. This is an interactive way to test and evaluate the students’ learning process. Module 1 is inquiry-based research which brought about brainstorming to gather ideas before drawing a problem. The writer simplifies the instruction of every activity to be understood well. The importance of the module is to explore the literacy of the students. Motivating the students to use module is a great help to adapt the education for all programs.

To our dearest OHSP students let yourself be free in exploring the module made for your literacy and learning process. This module is designed to test your skills in understanding and comprehending the different activities.

This module involves logical flow of ideas to spread essential context regarding the learning process. The purpose refines complete new approach in selecting topic which inclined the interests of the learners. Additional insights might investigate the implications in identifying new problems and re-conceptualize.
What this module is about

The 3 I’s: Inquiry, Investigation and Immersion module is a way of realizations that come along their life such as the different issues which surrounds them. This query is the act of asking for information that leads to exploration and absorption.

This module is designed to enhance and develop the minds of the young people to understand the subject well in agreement with Open High School Program (OHSP) of Region X Philippines.

This module has 1 lesson: Natural Inquiry

Brainstorming

What you are expected to learn

Learning Objective:

1. The learner prepares a plan and focus on issues and ideas in their respective field.

What to do:

To attain the objective of this module, do the following:
• Yield your time reading the lessons sensibly.
• Follow the directions and/or instructions in the activities and exercises diligently.
• Give response to all the exercises.
• Familiarize yourself with following terms:
Unlocking of Keywords

<table>
<thead>
<tr>
<th>Inquiry</th>
<th>- It is a question which you ask in order to get some information. It is the process of asking about or investigating something in order to find out more about it.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigation</td>
<td>- It is a proper inquiry or efficient study.</td>
</tr>
<tr>
<td>Immersion</td>
<td>- It is the process of learning a skill by using nothing else but that skill. It is the fact of becoming completely involved in something.</td>
</tr>
<tr>
<td>Research Study</td>
<td>- Research is like exploring things to come up with the best idea/s to response the needs of the society.</td>
</tr>
<tr>
<td>Concept</td>
<td>- It is a conceptual representations, abstract objects or abilities that make up the fundamental building blocks of thoughts and beliefs</td>
</tr>
</tbody>
</table>

What I Know

Multiple Choice. Write the letter of the correct answer on a separate sheet of paper.

1. What is an informal or indirect expression of knowledge?
   A. Books          C. Sentences
   B. Gestures       D. Words

2. What characterizes inquiry?
   a. It is designed to generate multiple alternatives.
   b. It encourages exchange of ideas.
   c. It is an open process.
   d. All of the above.

3. Which of the following are benefits of brainstorming when compared to nominal group technique?
   A. brainstorming is more fun
   B. brainstorming can generate a positive organizational climate
C. brainstorming can inspire talented and highly skilled employees to remain in an organization
d. all of the above

4. Which of the following statements about brainstorming is NOT correct?
a. Brainstorming is often used for creative problem solving.
b. No criticism is allowed in brainstorming.
c. Brainstorming is a vulnerable game without rules or guidelines.
d. All participants in brainstorming should be given a chance to contribute to the process.

5. Which of the following is a limitation to brainstorming?
a. Free riders work harder in a group.
b. Only a few people can contribute.
c. People are more willing to talk because they are part of a group.
d. Only one person can speak at a time.

6. How many people should there be in a brainstorm?
a. 1-2 c. 4-5
b. 3 d. 6-10

7. What are the two phases of a brainstorm?
a. cause and effect c. idea generation and evaluation
b. projection and selection d. problem and solution

8. How will you capture the ideas?
a. traditional method c. post-it notes
b. electronic method d. all of the above

9. Which criteria should you use to evaluate ideas?
a. feasible c. novel
b. attractive d. none of the above

10. Which among does not belong to ruin a brainstorm?
a. Early criticism of ideas c. Need evaluation
b. Having no clear focus or objective d. Settling for too few ideas

11. What is a systematic investigation for information?
a. curiosity c. questions
b. inquiry d. research

12. What is defined as seeking for truth, information or knowledge?
a. curiosity c. questions
b. inquiry d. research

13. What is the first element of inquiry-based learning?
a. formulation of appropriate questions
b. identification of key issues
c. search for valid and relevant evidence
d. selection of appropriate questions

14. What is the last element of inquiry-based learning?
a. application of evidence to identified issues
b. interpretation and assessment of evidence
c. presentation of coherent, conclusion, final or tentative
d. reflection on and assessment of the learning process

15. Which of the following is the most distinguishing characteristics of inquiry-based learning?
a. it begins with a question
b. students use hand-on instruction
c. it is student-centered
d. it is teacher-centered

**LESSON 1. Natural Inquiry**

An inquiry is a method that has the aim of extending knowledge, undertaking doubt, or solving a problem. A theory of inquiry is an interpretation of the various types of inquiry and an action of the ways that each type of inquiry attains its aim.
Now, to give you an idea on how to prepare for research, you may do the inquiry based learning using the following steps mention below:

**Focus.** which is an ill-structured problem demands consideration of diverse perspectives

**Decide of a topic.** think-aloud, asks probing questions, monitors and encourages participants to decide a topic,

**Understanding the problem.** This will include clarifications of misconceptions and possibilities.

**Design on the problem.** this the final stage done to address problems within manageable scales and extend their learning pathways.

**Brainstorming** is a way of inquiring ideas which will help you to develop concepts and focusing technique by asking questions and knowing the interests of the persons involve in the said issues. The potential ideas can be visualized for interpretations.

---

**What’s More**

**Activity 1.1. Conceptualized Idea**

To unlock the challenges, would you be interested in joining? Let’s do the following:

1. Mind mapping

To come up with best idea/s think of a problem regarding your chosen field of specialization as a senior high school student. This can be done through visual by drawing pictures or illustrating your ideas with suggested solution/s. For example, you are in the Accountancy and Business Management (ABM) strand, you observed that your school canteen food products display was not saleable. Questions run in your mind on why is it happening. You may list or
illustrate some possible solutions of the low sale of products in your school canteen

You can explore these collective ideas and reveal better understanding. Abstract is allowed to envision in your mind possible solutions.

Possible topic: Products are not saleable in the school canteen,
Possible Solutions: Customer preference, limited daily allowance budget, poor customer service, limited food choices

2. MNEMONIC IDEAS

What's the right thing to say about the issue?

Behind mnemonic idea/s about the issues in their chosen field is a great realization to describe at different angles.

<table>
<thead>
<tr>
<th>Write the chosen issue below in your respective strand. Describe how it happens.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issue</td>
</tr>
<tr>
<td>Descriptions of realizations</td>
</tr>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
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<tr>
<td>3.</td>
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<tr>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
</tr>
</tbody>
</table>

You’ve been looking for a better idea but to agree a common interest more details of the issue should prevail.
3. SHOUT OUT IDEAS

Tell the different issues in the society regarding their chosen field and write it in the meta cards. You may shout out their ideas based on the agreed issue through writing it on their note pad.

Example below:
What's More

Choose the correct order about the steps in preparing research. Number it 1 – 4 in its correct order.

_______ Decide on the problem
_______ Focus
_______ Understand the problem
_______ Decide on topic

What I Have Learned

➢ Inquiry is an investigation. An act of asking information and seeking for truth and information by interrogation/questioning.

➢ Know better the issues in the society. Clearly define the issue at hand. Start breaking down the problem into components.

➢ Jot down issues which is much important to answer.

➢ Steps of preparing research: focus, decide on topic, understand the problem, decide on the problem

➢ Treat the problem by assessing your problems and developing your treatment plan.

Assessment

Multiple Choice. Write the letter of the correct answer. Kindly write your answer on a separate sheet of paper.

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REFERENCES


Heick, Terry, “4 Phases of Inquiry-based Learning: A guide For Teachers,” November 5, 2019,

“15 Creative Exercises That Are Better than Brainstorming.”

Key Answers

Pretest

1. A
2. D
3. D
4. B
5. C
6. D
7. C
8. D
9. A
10. B
11. D
12. B
13. A
14. B
15. A

Self – test

1. 2
2. 1
3. 3
4. 4

Post-test

11. A
12. A
13. D
4. A  
5. D  
6. B  
7. A  

14. B  
15. B  

8. C  
9. B  
10. D
For inquiries or feedback, please write or call:

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