



Republic of the Philippines
Department of Education
Region VII, Central Visayas
DIVISION OF BOHOL

**Office of the Schools Division
Superintendent**

January 14, 2020


DIVISION MEMORANDUM

No. 023, s. 2020

**GUIDELINES AND PROCEDURES IN CONDUCTING ACTION/BASIC RESEARCH
FOR BERF AND NON-BERF FUNDING (SCHOOL/DISTRICT/SDO)**

TO: Asst. Schools Division Superintendents
Chiefs, CID and SGOD
Education Program Supervisors,
Public Schools District Supervisors/OICs,
Elementary and Secondary School Heads
Teachers
All Other Concerned

1. Pursuant to the provisions of DepEd Order No. 16, s. 2017 otherwise known as the "Research Management Guidelines", this Office through the SGOD-Planning and Research Section, disseminates standard processes and procedures in conducting Action and Basic Researches across all levels of governance in this Division. Attached are the guidelines and procedures, and templates.
2. In order to institutionalize research culture, these research guidelines, procedures and processes shall be followed which will provide guidance in managing research and is expected to accelerate activities/innovations/initiatives at the school and district levels.
3. Immediate dissemination and strict compliance of this memorandum is desired.


BIANITO A. DAGATAN EdD, CESO V
Schools Division Superintendent

SGOD:planning, etc. 01.13.2020



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Republic of the Philippines
Department of Education
Region VII, Central Visayas
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Superintendent**

**GUIDELINES AND PROCEDURES IN CONDUCTING ACTION/BASIC RESEARCH
FOR BERF AND NON-BERF FUNDING (SCHOOL/DISTRICT/SDO)**

PART 1- CALL FOR PROPOSALS

- SDO will issue Division Memorandum announcing for the submission of Research Proposals once a year for BERF fund Facility, personal and other funding.
- Proponent will be given one (1) month after the posting of a Call for Proposal to submit the intended study.
- Researchers/proponents shall submit their proposal (Template-Annex 2) at the DistrictRC for initial screening and appraisal/ evaluation using the attached templates (Annex 4) and technical assistance.
- Proposals with passing rate of 70% and above shall be forwarded to SDO with the following requirements: (1.) Application Form and Immediate Supervisor's Indorsement (Annex 1), (2.) Research Proposal with rating, (3.) Anti-plagiarism and Absence of Conflict of Interest Declaration (DO # 16,s.2017). (Annex 3). Proposals shall be submitted in three (3) copies, using short bond paper and avocado green folder to SDO through the SGOD, Planning and Research Section.
- SDO SDRC will conduct proposal presentation/conference for those proponents recommended for BERF Funding facility and indorse to Regional Office.
- For those non-BERF, SDRC will issue letter of acceptance and approval to proceed the study (gathering of data).

PART 2- APPROVAL OF STUDY

- SDO shall conduct TA to proponent with approved proposal to proceed the study. Proponents are required to submit completed study within the school year (Annex 6).
- Completed research study shall be submitted to SDO through the SGOD, Planning and Research Section in 2 copies, soft bounded, with abstract in IMRAD form. One (1) copy shall be submitted to the school and one (1) copy to the district.
- SDO shall issue Certificate of Recognition signed by the Schools Division Superintendent. Research study with no Certificate of Recognition shall not be recognized as supporting document for promotion/professional development/ innovation/initiatives and for other purposes.
- Studies intended to be published, proponent shall write letter of approval from SDS together with a copy of abstract in IMRAD format.





ANNEX 2: Minimum Requirements of a Research Proposal

2-A Checklist for ACTION RESEARCH PROPOSAL			
Section	Yes	No	Remarks
Title Page			
Context and Rationale			
Action Research Questions			
Proposed Innovation, Intervention, and Strategy			
Action Research Methods			
<ul style="list-style-type: none"> • Participants and/or other Sources of Data and Information 			
<ul style="list-style-type: none"> • Data Gathering Methods 			
<ul style="list-style-type: none"> • Data Analysis Plan 			
Timetable / Gantt Chart			
Cost Estimates			
<ul style="list-style-type: none"> • First Tranche 			
<ul style="list-style-type: none"> • Second Tranche 			
<ul style="list-style-type: none"> • Third Tranche (if scope of approved research is National / Region / Division / District) 			
Plans for Dissemination and Utilization			
References			
Appendices			
<ul style="list-style-type: none"> • Transmittal Letter 			
<ul style="list-style-type: none"> • Research Instruments 			
<ul style="list-style-type: none"> • Curriculum Vitae 			
Application Form and Endorsement of Immediate Supervisor of the Proponent			
Declaration of Anti-Plagiarism			
Declaration of Absence of Conflict of Interest			

Checked by _____

Date Checked _____

 Secretariat SDRU
 (Signature over Printed Name)



ANNEX 2: Minimum Requirements of a Research Proposal

2-B Checklist for BASIC RESEARCH PROPOSAL			
Section	Yes	No	Remarks
Title Page			
Introduction and Rationale			
Literature Review			
Research Questions			
Scope and Limitation			
Research Methodology			
• Sampling			
• Data Collection			
• Ethical Issues			
• Plan for Data Analysis			
Timetable / Gantt Chart			
Cost Estimates			
• First Tranche			
• Second Tranche			
• Third Tranche (if scope of approved research is National / Region / Division / District)			
Plans for Dissemination and Advocacy			
References			
Appendices			
• Transmittal Letter			
• Research Instruments			
• Curriculum Vitae			
Application Form and Endorsement of Immediate Supervisor of the Proponent			
Declaration of Anti-Plagiarism			
Declaration of Absence of Conflict of Interest			

Checked by _____

Date Checked _____

Secretary: SDRC
 (Signature over Printed Name)

NAME OF PROPONENT: _____
 RESEARCH TITLE: _____
 SCOPE OF RESEARCH: _____

Annex 4a (District)

ACTION RESEARCH PROPOSAL

Main Criteria	Sub - Criteria	Increasing Levels of Quality and their Descriptions				Score
		low high				
Rationale of the Action Research 30 points	Context (15)	not described (no points)	The action research proposal presents a general description of the problem or issue as its focus of inquiry. (8 points)	The educational relevance and timeliness of the problem or issue are shown. The need to conduct action research as a way to address or improve the situation is explained. (12 points)	The nature, extent and salience of the identified problem or issue are comprehensively discussed. Different aspects of the action research setting are elaborated showing in depth and critical analysis of the situation. (15 points)	
	Proposed Intervention, Innovation, Strategy (15)	not presented (no points)	The action research proposal mentions an intervention, innovation or strategy to be tried out to address the problem or issue. (8 points)	The proposal outlines when and where the intervention, innovation or strategy will be involved. Activities to be undertaken are stated. (12 points)	The rationale, extent and limitation of the intervention, innovation or strategy are explained in detail. Its plausibility as a way to address the problem or issue is given support. (15 points)	
Action Research Question(s) 30 points		not stated (no points)	The action research proposal has a stated aim, objective, or general research question(s). (15 points)	The research question(s) specifies the action research variable(s) or the focus of inquiry. Key elements of the research question (s) are reflected in the title of the proposal. (25 points)	The research question(s) logically proceeds from the context of the inquiry. It clearly relates to the identified problem or issue, and conveys the desired change or improvement. (30 points)	

ACTION RESEARCH PROPOSAL

Main Criteria	Sub - Criteria	Increasing Levels of Quality and their Descriptions			Score	
		low —————► high				
Action Research Methods 30 points	Participants and/or other Sources of Data and Information (10)	not stated (no points)	The action research proposal states the target participants and/or other sources of data and information (ex: learners, teachers, documents, realia, learners' products, others) (5 points)	Details are provided about the target participants (ex: number, characteristics, sampling procedure, if any) and/or other sources of data and information. Clear rationale for the inclusion in the study is given. (10 points)		
	Data Gathering Method(s) (10)	not described (no points)	The action research proposal presents a general description of the method (s) to be employed for gathering data. (5 points)	Details of the data gathering method (s) are provided: the specific kinds of data, how and when they will be collected (ex: pretest and posttest scores). Research instruments, if any, are described (ex: test, scale, survey questionnaire, checklist, interview guide, others). (8 points)	The proposal explains why the selected data gathering method (s) is suited to the nature and purpose of the action research. The data gathering method(s) is aligned with the research question(s). Research instruments, if any, are appropriate for obtaining the desired kind of data/ information. (10 points)	
		not stated (no points)	The action research proposal presents a general description of how the gathered data/ information will be analyzed. (5 points)	Details of the method(s) of data analysis are given. Techniques (ex: quantitative/ statistical, qualitative, or both methods), as well as tools (ex:software) to be employed are specified. (8 points)	The selected method of data analysis is shown to be appropriate to the nature of the data/ information to be gathered and for addressing the research question(s). (10 points)	

ACTION RESEARCH PROPOSAL

Main Criteria	Increasing Levels of Quality and their Descriptions			Score
	low		high	
Action Research Work Plan and Timelines (5 Points)	<i>not included (no points)</i>	The action research proposal includes a list of major activities and their timelines. (3 points)	A detailed work plan is provided covering start to completion of the action research. Timelines are realistic and show concretely how the action research will unfold over the allowed period. The overall plan reflects the proponent's capacity to concretize ideas into clear and sequential steps to be undertaken. (5 points)	
Cost Estimates 5 points	<i>not included (no points)</i>	The action research proposal includes a list of major activities and their estimated costs. The total cost is shown. (3 points)	A detailed breakdown of items with their corresponding costs is furnished. The items and costs reasonably reflect the funding needs of the action research, and adhere to the BERF guidelines. The overall plan reflects the proponent's capacity to project specific expenses that she or he be accountable for. (5 points)	
Total Score				
Remarks:				

Evaluated by:

NAME OF PROPONENT: _____
 RESEARCH TITLE: _____
 SCOPE OF RESEARCH: _____

Annex 4b (District)

BASIC RESEARCH PROPOSAL

Main Criteria	Increasing Levels of Quality and their Descriptions				Score
	low			high	
Rationale of the Research 10 points	not described (no points)	The research proposal presents a general description of the topic or focus of inquiry (5 points)	The educational relevance and timeliness of the research topic are shown. It explains the need to conduct research to understand a phenomenon, advance or validate knowledge, improve a situation, or address an issue/problem. (8 points)	The nature, extent and salience of the research topic are comprehensively discussed. Different aspects of the research setting are elaborated showing in depth and critical analysis of the situation. Policy implementations, benefits and limitations of the study are stated. (10 points)	
Research Questions 20 points	not presented (no points)	The research proposal has a stated aim, objective, or general research questions. (10 points)	The research questions specify the variables or the focus of inquiry. Key elements of the research questions are reflected in the title of the proposal. (15 points)	The research questions logically proceed from the context of the study. They are formulated to clearly show the extent and different angles of inquiry (ex: different variables of interest, relationships to be probed, geographical and temporal scope). (20 points)	
Use of Related Literature and Proper Citation 10 points	not stated (no points)	The research proposal cites theories and/or previous studies related to the present research. Sources are properly acknowledged. (5 points)		The research question(s) logically proceeds from the context of the inquiry. It clearly relates to the identified problem or issue, and conveys the desired change or improvement. (10 points)	

BASIC RESEARCH PROPOSAL

Main Criteria	Sub - Criteria	Increasing Levels of Quality and their Descriptions			Score
		low	→	high	
Research Methods 40 points	Participants and/or other Sources of Data and Information (10)	not stated (no points)	The research proposal states the study's target participants and/or other sources of data and information (ex: divisions, districts, offices, schools, learners, teachers, parents, documents, secondary data, others) (5 points)		Details are provided about the target participants (ex: number, characteristics, sampling, if any) and/or other sources of data and information. Clear rationale for the inclusion in the study is given. (10 points)
	Data Gathering Method(s) and Research Instrument (20)	not described (no points)	The research proposal presents a general description of the methods to be employed for gathering data. (10 points)	Details of data gathering methods are provided: the specific kinds of data, how and when they will be collected. It describes any research instruments (ex: test, scale, survey questionnaire, checklist, interview guide) to be developed or adopted. (15 points)	The proposal explains why the selected data gathering methods are suited to the nature and purpose of the study. The data gathering methods are aligned with the research questions. Details about research instruments are presented such as their sources or how they will be developed and by whom, and their appropriateness for obtaining the desired kind of data/information. (20 points)
	Data Analysis Plan (10)	not stated (no points)	The research proposal presents a general description of how the gathered data/information will be analyzed. (5 points)	Details of the methods of data analysis are given. Techniques (ex: quantitative/ statistical, qualitative, or both methods), as well as tools (ex: software) to be employed are specified. (8 points)	The selected method of data analysis are shown to be appropriate to the nature of the data/information to be gathered and for addressing the research questions. (10 points)

BASIC RESEARCH PROPOSAL

Main Criteria	Increasing Levels of Quality and their Descriptions			Score
	low		high	
Work Plan and Timelines (10 Points)	<i>not included (no points)</i>	The research proposal includes a list of major activities and their timelines. (3 points)	A detailed work plan is provided covering start to completion of the research. Timelines are realistic and show concretely how the research will unfold over the allowed period. The overall plan reflects the proponent's capacity to concretize ideas into clear and sequential steps to be undertaken. (5 points)	
Cost Estimates 10 points	<i>not included (no points)</i>	The research proposal includes a list of major items and their estimated costs. The total cost is shown. (5 points)	A detailed breakdown of items with their corresponding costs is furnished. The items and costs reasonably reflect the funding needs of the research, and adhere to the BERF guidelines. The overall plan reflects the proponent's capacity to project specific expenses that she or he will be accountable for. (10 points)	
Total Score				
Remarks:				

Evaluated by:

ANNEX 1: Research Proposal Application Form and Endorsement of Immediate Supervisor/s

A. RESEARCH INFORMATION

RESEARCH TITLE			
<hr/> <hr/> <hr/>			
SHORT DESCRIPTION OF THE RESEARCH			
<hr/> <hr/> <hr/>			
RESEARCH AGENDA CATEGORY			
<p>(Please check <u>only one</u>)</p> <p>Main Themes</p> <ol style="list-style-type: none"> 1. Teaching and Learning <ul style="list-style-type: none"> <input type="checkbox"/> a. Instruction <input type="checkbox"/> b. Curriculum <input type="checkbox"/> c. Learners <input type="checkbox"/> d. Assessment <input type="checkbox"/> e. Learning Outcomes 2. Child Protection <ul style="list-style-type: none"> <input type="checkbox"/> a. Bullying <input type="checkbox"/> b. Teenage Pregnancy <input type="checkbox"/> c. Child Abuse <input type="checkbox"/> d. Addiction <input type="checkbox"/> e. Media Consumption 3. Human Resource Development <ul style="list-style-type: none"> <input type="checkbox"/> a. Teaching and Non-Teaching Qualifications and Hiring <input type="checkbox"/> b. Career Development <input type="checkbox"/> c. Employee Welfare 4. Governance <ul style="list-style-type: none"> <input type="checkbox"/> a. Planning <input type="checkbox"/> b. Finance <input type="checkbox"/> c. Program Management <input type="checkbox"/> d. Transparency and Accountability <input type="checkbox"/> e. Evaluation 	<p>(Please check any, if applicable)</p> <p>Cut-Across Themes</p> <ol style="list-style-type: none"> 1. Disaster Risk Reduction and Management (DRRM) <ul style="list-style-type: none"> <input type="checkbox"/> a. Prevention and Mitigation <input type="checkbox"/> b. Preparedness <input type="checkbox"/> c. Response <input type="checkbox"/> d. Rehabilitation and Recovery <input type="checkbox"/> 2. Gender and Development (GAD) <input type="checkbox"/> 3. Inclusive Education 		
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none; vertical-align: top;"> <p style="text-align: center;">RESEARCH SCOPE</p> <p><i>(please check <u>only one</u>)</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> National <input type="checkbox"/> Region <input type="checkbox"/> Division <input type="checkbox"/> District <input type="checkbox"/> School </td> <td style="width: 50%; border: none; vertical-align: top;"> <p style="text-align: center;">RESEARCH CATEGORY</p> <p><i>(please check <u>only one</u>)</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Action Research <input type="checkbox"/> Basic Research </td> </tr> </table>		<p style="text-align: center;">RESEARCH SCOPE</p> <p><i>(please check <u>only one</u>)</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> National <input type="checkbox"/> Region <input type="checkbox"/> Division <input type="checkbox"/> District <input type="checkbox"/> School 	<p style="text-align: center;">RESEARCH CATEGORY</p> <p><i>(please check <u>only one</u>)</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Action Research <input type="checkbox"/> Basic Research
<p style="text-align: center;">RESEARCH SCOPE</p> <p><i>(please check <u>only one</u>)</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> National <input type="checkbox"/> Region <input type="checkbox"/> Division <input type="checkbox"/> District <input type="checkbox"/> School 	<p style="text-align: center;">RESEARCH CATEGORY</p> <p><i>(please check <u>only one</u>)</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Action Research <input type="checkbox"/> Basic Research 		
FUND SOURCE (e.g. BERF, SEF, others)*	AMOUNT		
TOTAL AMOUNT			

**indicate also if proponent will use personal funds*

B. PROPONENT INFORMATION

LEAD PROPONENT / INDIVIDUAL PROPONENT

LAST NAME:		FIRST NAME:		MIDDLE NAME:
BIRTHDATE (MM/DD/YYYY)		SEX:	POSITION: (e.g. Teacher 1, Master Teacher 1...)	
<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="checkbox"/> Male <input type="checkbox"/> Female	DESIGNATION: (if applicable)	
CONTACT NUMBER 1:		CONTACT NUMBER 2:		EMAIL ADDRESS:
NAME OF SCHOOL / DISTRICT / OFFICE ASSIGNED			CONTACT NUMBER OF SCHOOL / DISTRICT / OFFICE	
ADDRESS OF SCHOOL / DISTRICT / OFFICE ASSIGNED			DIVISION	REGION VII
EDUCATIONAL ATTAINMENT (DEGREE TITLE) <i>enumerate from bachelor's degree up to doctorate degree</i>		TITLE OF THESIS / RELATED RESEARCH PROJECT <i>for the last three (3) years</i>		
SIGNATURE OF PROPONENT:				

For Approved Researches Only: (Regional Research Committee Approval)
 Dep'ED Payroll Account Recommended

BANK ACCOUNT NO.:	BANK NAME:	BANK BRANCH:

PROPONENT 2

LASTNAME:		FIRST NAME:		MIDDLE NAME:							
BIRTHDATE (MM/DD/YYYY) <table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 20px;"> </td> <td style="width: 20px;"> </td> <td style="width: 20px;"> </td> <td style="width: 20px;"> </td> <td style="width: 20px;"> </td> <td style="width: 20px;"> </td> </tr> </table>									SEX: <input type="checkbox"/> M <input type="checkbox"/> F	POSITION:	
				DESIGNATION: (if applicable)							
CONTACT NUMBER 1:		CONTACT NUMBER 2:		EMAIL ADDRESS:							
NAME OF SCHOOL / DISTRICT / OFFICE ASSIGNED				CONTACT NUMBER OF SCHOOL / DISTRICT / OFFICE							
ADDRESS OF SCHOOL / DISTRICT / OFFICE ASSIGNED				DIVISION	REGION						
EDUCATIONAL ATTAINMENT (DEGREE TITLE) <i>enumerate from bachelor's degree up to doctorate degree</i>		TITLE OF THESIS / RELATED RESEARCH PROJECT									
SIGNATURE OF PROPONENT:											

PROPONENT 3

LASTNAME:		FIRST NAME:		MIDDLE NAME:	
BIRTHDATE (MM/DD/YYYY)			SEX:	POSITION:	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/> M	DESIGNATION: (if applicable)	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/> F		
CONTACT NUMBER 1:		CONTACT NUMBER 2:		EMAIL ADDRESS:	
NAME OF SCHOOL / DISTRICT / OFFICE ASSIGNED				CONTACT NUMBER OF SCHOOL / DISTRICT / OFFICE	
ADDRESS OF SCHOOL / DISTRICT / OFFICE ASSIGNED				DIVISION	REGION
EDUCATIONAL ATTAINMENT (DEGREE TITLE) <i>enumerate from bachelor's degree up to doctorate degree</i>		TITLE OF THESIS / RELATED RESEARCH PROJECT			
SIGNATURE OF PROPONENT:					

IMMEDIATE SUPERVISOR/S CONFORME

I/We hereby endorse the attached research proposal. I/We certify that the proponent/s has/have the capacity to conduct a research study without compromising his/her/their office functions.

	<i>Lead Proponent's Immediate Supervisor</i>	<i>2nd Proponent's Immediate Supervisor</i>	<i>3rd Proponent's Immediate Supervisor</i>
Full Name			
Position / Designation			
School / District / Office			
Date			
Signature			

ANNEX 3.A: Declaration of Anti-Plagiarism



Republic of the Philippines
Department of Education
Region VII, Central Visayas
Sudlon, Lahug, Cebu City

DECLARATION OF ANTI-PLAGIARISM

1. I/We, _____, understand that plagiarism is the act of taking and using another's ideas and works and passing them off as one's own. This includes explicitly copying the whole work of another person and/or using some parts of such work without proper acknowledgement and referencing thereof.
2. I/We understand that violation from this declaration and commitment shall be subject to consequences and shall be dealt with accordingly by the Department of Education, as stipulated in DO. No. 16, s 2017 entitled "Research Management Guidelines (RMG)."
3. I/We hereby attest to the originality of this research proposal and has cited properly all the references used. I/We further commit that all deliverables and the final research study emanating from this proposal shall be of original content. I/We shall use appropriate citations in referencing other works from various sources.

	<i>Lead Proponent</i>	<i>2nd Proponent</i>	<i>3rd Proponent</i>
Full Name			
Position / Designation			
School / District / Office			
Date			
Signature			

ANNEX 3.B: Declaration of Anti-Plagiarism



Republic of the Philippines
Department of Education
Region VII, Central Visayas
Sudlon, Lahug, Cebu City

DECLARATION OF ABSENCE OF CONFLICT OF INTEREST

1. I/We, _____, understand that conflict of interest refers to situations in which financial or other personal considerations may compromise my/our judgement in evaluating, conducting, or reporting research.¹
2. I/We hereby declare that I/We do not have any personal conflict of interest that may arise from my/our application and submission of my/our research proposal. I/We understand that my/our research proposal may be returned to me/us if found out that there is conflict of interest during the initial screening as per item A(ii), Section V(B) of the Research Management Guidelines.
3. Further, in case of any form of conflict of interest (possible or actual) which may inadvertently emerge during the conduct of my/our research, I/We will duly report it to the research committee for immediate action.
4. I/We understand that I/We may be held accountable by the Department of Education and Basic Education Research Fund (BERF) for any conflict of interest which I/We have intentionally concealed.

	<i>Lead Proponent</i>	<i>2nd Proponent</i>	<i>3rd Proponent</i>
Full Name			
Position / Designation			
School / District / Office			
Date			
Signature			

¹ Office of Ethics and Compliance, University of California, San Francisco, retrieved from <https://coi.ucsf.edu/>



ANNEX 6: Minimum Requirements of Completed Research Report

6-A Checklist for COMPLETED ACTION RESEARCH REPORT			
Section	Yes	No	Remarks
Title Page			
Abstract			
Acknowledgment			
Table of Contents			
Context and Rationale			
Innovation, Intervention, and Strategy			
Action Research Questions			
Action Research Methods			
<ul style="list-style-type: none">• Participants and/or other Sources of Data and Information			
<ul style="list-style-type: none">• Data Gathering Methods			
Discussion of Results and Reflection			
Action Plan			
References			
Financial Report / Liquidation Report			
Appendices			
<ul style="list-style-type: none">* Research Instruments			
<ul style="list-style-type: none">* Certificate of Anti-Plagiarism (15% Similarity Index)			
<ul style="list-style-type: none">* Curriculum Vitae			

Checked by _____

Date Checked _____

Signature of SDR
(Signature and Printed Name)



ANNEX 6: Minimum Requirements of Completed Research Report

6-B Checklist for COMPLETED BASIC RESEARCH REPORT			
Section	Yes	No	Remarks
Title Page			
Abstract			
Acknowledgment			
Table of Contents			
Introduction of the Research			
Literature Review			
Research Questions			
Scope and Limitation			
Research Methodology			
• Sampling			
• Data Collection			
Discussion of Results and Recommendations			
Dissemination and Advocacy Plans			
References			
Appendices			
• Research Instruments			
• Financial Report / Liquidation Report			
• Certificate of Anti-Plagiarism • (15% Similarity)			
• Curriculum Vitae			

Checked by

Date Checked

Secretary GORC
(Signature over Printed Name)

IMRAD Cheat Sheet

Abstract

Abstracts can vary in length from one paragraph to several pages, but they follow the IMRAD format and typically spend:

- 25% of their space on importance of research (Introduction)
- 25% of their space on what you did (Methods)
- 35% of their space on what you found: this is the most important part of the abstract (Results)
- 15% of their space on the implications of the research (Discussion)

Introduction & Importance (Make a case for your new research)

Begin by explaining to your readers what problem you researched and why the research is necessary. Convince readers that it is important that they continue to read.

Discuss the current state of research in your field, expose a “gap” or problem in the field, and then explain why your present research is a timely and necessary solution to that gap. See Novelty Handout.

Methods (What did you do?)

Methods are usually written in past tense and passive voice with lots of headings and subheadings. This is the least-read section of an IMRAD report.

Results (What did you find?)

Results are where the findings and outcomes of the research go. When talking about this data, we can think of the results as having two parts: report and comment. The reporting function always appears in the results section while the comment function can go in the discussion section. Make sure all tables and figures are labeled and numbered separately. Captions go above tables and beneath figures. (See Example on Page 3)

Report	1. Refer to your table or figure and state the main trend <i>Table 3 shows that Spam Filter A correctly filtered more junk emails than Filter B</i>	
	2. Support this trend with data <i>Filter A correctly filtered...</i>	<i>The average difference is...</i>
	3. (If needed) Note any additional, secondary trends and support them with data <i>In addition...</i>	<i>Figure 1 also shows...</i>
	4. (If needed) Note any exceptions to your main trends or unexpected outcomes <i>However...</i>	
Comment	5. (If needed) Provide an explanation <i>A feasible explanation is...</i>	<i>This trend can be explained by...</i>
	6. (If needed) Compare to other research <i>X is consistent with X's finding...</i>	<i>In contrast, Y found...</i>
	7. (If needed) Evaluate whether the findings support or contradict a hypothesis	
	8. State the bottom line: what does the data mean? <i>These findings overall suggest...</i>	<i>These data indicate...</i>

Discussion (What does it mean?)

Discussion sections contain the following moves:

1. They summarize the main findings of the study. This allows readers to skip to the beginning of the discussion section and understand the main “news” in the report.
2. They connect these findings to other research
3. They discuss flaws in the current study.
4. They use these flaws as reasons to suggest additional, future research.
5. (If needed) They state the implications of their findings for future policy or practice.

Examples

Abstract

- 25% (Introduction)
- 25% (Methods)
- 35% (Results)
- 15% (Discussion)

This experiment tests the effect of choke type and gun selection on target accuracy in order to determine the best gun specifications. Three competent shooters of approximately equivalent marksmanship abilities tested three different choke types (full, modified, and improved) and two different guns (a Remington 11-87 semi-automatic and a Beretta 682 Gold E). With a confidence level of 95%, the gun selection ended up to be the only significant factor. The Beretta was found more accurate than the Remington possibly because the Beretta's weight is centered in the middle of the gun while the Remington is a little barrel-heavy. However, if the confidence level is lowered to 90%, choke type is also significant, with the improved choke more accurate than the modified or full. Thus, for target shooting, the most accurate combination would be the Beretta with an improved choke.

Introduction

Methods

Results

Discussion

Introduction

Bioplastics are manufactured from renewable biomass sources rather than petroleum and other fossil fuels.¹ Bioplastics may be a sustainable alternative to petroleum plastics because they use fewer fossil fuels in production and reduce greenhouse gas emissions as they biodegrade¹⁴. Most bioplastics are currently made from starch-based plastics or starch-polyester blends.¹⁵ However, polylactic acid (PLA), a thermoplastic aliphatic polyester typically derived from corn starch, tapioca or sugarcane, may become a more commercially viable option.³ PLA resembles traditional plastic, making it acceptable to consumers, and is able to be processed on equipment already used for petroleum plastics. PLA has been used for biodegradable medical implants, packing materials, diapers and 3D printers. However, although PLA biodegrades under carefully controlled conditions, it is not yet compostable except in industrial composting facilities and cannot be mixed with other recyclable materials. This limits the commercial viability of PLA because the infrastructure to transport bioplastic waste to appropriate composting facilities has not yet been developed.² A device that composts PLA and other bioplastics within a home composting environment would make PLA a more viable commercial option.³

Methods¹

Sb-Doped SnS Thin Film.

Pure, stoichiometric, single-phase SnS thin films can be obtained by atomic layer deposition (ALD) from the reaction of bis(N,N'-diisopropylacetamidinato)tin(II) [Sn(MeC(NiPr)₂)₂, referred here as Sn(amd)₂] and hydrogen sulfide (H₂S).³ Rather than using ALD as previously reported,³ SnS thin films were deposited using a modified chemical vapor deposition (CVD) process, referred here as a pulsed-CVD, to speed up the deposit rate to ~15 times higher than that of ALD...

Material Characterization.

Film morphology was characterized using field-emission scanning electron microscopy (FESEM, Zeiss, Ultra-55). The film thickness was determined from cross-sectional SEM. The elemental composition of the films was determined by Rutherford backscattering spectroscopy (RBS, Ionex 1.7 MV Tandetron) and time-of-flight secondary ion mass spectroscopy (ToF-SIMS)...

¹ Sinsernsuksakul, Prasert, Rupak Chakraborty, Sank Bok Kim, Steven M. Heald, Tonio Buonassisi, and Roy G. Gordon. "Antimony-Doped Tin (III) Sulfide Thin Films." *Chemistry of Materials*. 2012 (24). 4556-4562. Web. ACS Publications. 21 Oct., 2013.

Results

A.

Table 3 shows that Spam Filter A correctly filtered more junk emails than Filter B.¹ Filter A correctly filtered 88% of junk emails whereas filter B only filtered 63% correctly.² However, Filter A takes longer to run than Filter B.⁴ This increased run time is due to the type of programming language used in Filter A.⁵ These findings overall suggest that Spam Filter A is a better filter than Filter B even though it takes longer to run.⁶

B.

Fig. 3 shows that the electrical conductivity of the Cu-doped ZnO is much lower than that of the undoped ZnO.¹ The electrical conductivity of even the 100 ppm Cu-doped ZnO specimen was about 3 orders of magnitude lower than that of the undoped ZnO.² As the doped Cu content increased, the electrical conductivity gradually decreased.³ As a result, the 1000 ppm Cu-doped ZnO had the electrical conductivity 5 orders of magnitude lower than that of the undoped ZnO.⁶

Discussion

The data collected from this small study suggests that verbal instructions are not needed to complete a simple assembly task and may even interfere with the task. The participants who received words plus pictures made more errors, took longer to complete the task, and were less confident that they had completed the task correctly than participants who received pictures alone. One reason for this finding may be the simplicity of the task since none of the guidelines we examined suggest that textual information would interfere with visual instructions.

Summarize results

Explain results

Our study is hampered by the small number and homogeneity of our participants. All of our participants were college students and this may have affected our results. Additional research might examine whether older participants would benefit from verbal instructions accompanying pictures. More research is also needed examining different tasks. Our study involved a highly physical task (constructing a lego vehicle). Future research should examine how pictures and verbal instructions might interact on a more conceptual task, such as installing and using a software program.

Flaws



Future research

Based on this limited analysis, we recommend that instruction writers consider excluding verbal instructions on a simple assembly task. Our results indicate that verbal instructions may in some cases interfere with users' abilities to follow pictorial directions.

Implications