

LETRAN GRADUATE SCHOOL COLLOQUIUM

Candidate: ZHANG FAN

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Rationale: Research serves as a strong foundation for graduate studies as well as in corporate application. Its advocacy calls for critical thinking from graduate students and provokes unending search for new knowledge useful in day-to-day activities. The Graduate Seminar, as an academic subject for a doctoral degree, is one avenue where a graduate student is given an opportunity to present his research work before an examining tribunal. It will be a graded presentation in a form and style of a colloquium covering Chapter 1 of a proposed dissertation.

Instruction: Below is an evaluation/reaction sheet on the title and sub topics of Chapter 1 of a dissertation proposal. Please answer all the items and indicate your evaluation /reaction ratings by encircling the number from the options beside it using the following criteria. A space is provided for further comments/suggestions.

5 = Very Good
4 = Good
3 = Fair

2 = Poor
1 = Very Poor

I. Title of the Dissertation

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|---|---|---|---|---|---|
| 1. Is the title "thought provoking", "eye catching" etc., as to arouse intellectual curiosity to the reader? | 1 | 2 | 3 | 4 | 5 |
| 2. Is the title specific, concise and brief avoiding a verbose and long winding title? | 1 | 2 | 3 | 4 | 5 |
| 3. Does it follow modern trend such as doing away phrases such as "A Study of", "An Analysis of", "An Evaluation of", etc.?" | 1 | 2 | 3 | 4 | 5 |
| 4. Does it answer the question "what:", "who" or "whose"? | 1 | 2 | 3 | 4 | 5 |
| 5. Does the title a brief descriptive label that subsumes the theme of the study or subsumes whole with at most or substantive words? | 1 | 2 | 3 | 4 | 5 |

Further comments/suggestions

II. Chapter 1 -- Title

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|---|---|---|---|---|---|
| 6. Is Chapter 1 properly titled? | 1 | 2 | 3 | 4 | 5 |
| 7. Is it properly spaced and margined from the top of the page and next to the topic? . | 1 | 2 | 3 | 4 | 5 |

Further comments/suggestions

III. Introduction

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|--|---|---|---|---|---|
| 8. Does the introduction start with general statements on the existing problems and finally titled to the rationale behind the research project? | 1 | 2 | 3 | 4 | 5 |
| 9. Does the introductory statement show approaches and techniques to stimulate readers interest and curiosity about the problem among others: provocative quotation, striking facts or statistics, need to bridge the gap between the prevailing conditions and existing theory? | 1 | 2 | 3 | 4 | 5 |

Further comments/suggestions

VI. Historical Background or Background of the study

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|---|---|---|---|---|---|
| 9. Does the proposal provide a brief and concise account of events that result to the present state? | 1 | 2 | 3 | 4 | 5 |
| 10. Based on researcher's observation, does the proposal show conflicting evidences, questionable practices and/or unchartered areas on the subject are critically presented and explained to provide the rationale of the study? | 1 | 2 | 3 | 4 | 5 |

Further comments/suggestions

V. Theoretical / Conceptual Framework

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|--|---|---|---|---|---|
| 11. Are the variables properly classified and objectively portrayed into independent moderator and dependent variables as shown in the paradigm? | 1 | 2 | 3 | 4 | 5 |
| 12. Are the theories, indicators and variables involved in the study fully discussed and relevant to the research problem of investigation? | 1 | 2 | 3 | 4 | 5 |
| 13. Are the involved indicators, variables, concepts, etc., are operationally defined and discussed to show each was derived from theory/ies and each to be used in the study? | 1 | 2 | 3 | 4 | 5 |
| 14. Are the researcher's theories duly supported by well-known authors, experts, etc. on the subject area and are fully documented? | 1 | 2 | 3 | 4 | 5 |

Further comments/suggestions

VI. Statement of the Problem

A. Main Problem

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|--|---|---|---|---|---|
| 15. Does the general problem embody a very significant contribution to societal needs in general and to the researcher's field of interest in particular? | 1 | 2 | 3 | 4 | 5 |
| 16. Does it present the purpose variables and subject of the study which substantially consistent with the title of the study/ | 1 | 2 | 3 | 4 | 5 |
| 17. Does it focus on at least 5 areas of investigation such as profiling, evaluation, relationship, trend test of significance, problems, solutions, etc.? | 1 | 2 | 3 | 4 | 5 |
| 18. Are there no evidences of inappropriate words or so as to distort the idea of the main problem? | 1 | 2 | 3 | 4 | 5 |
| 19. Does it show evidence that the student has an intelligent and sufficient grasp of the problem in his field of specialization? | 1 | 2 | 3 | 4 | 5 |

Further comments/suggestions

B. Specific Problem

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|---|---|---|---|---|---|
| 20. Do the sub-problems cover essential concepts and variables so as to expose or delimit main problem statement? | 1 | 2 | 3 | 4 | 5 |
| 21. Are the variables well-classified and categorized in its proper format? | 1 | 2 | 3 | 4 | 5 |

22. Does each sub-problem apparently a researchable unit in itself and logically arranged?	1	2	3	4	5
23. Does each sub-problem stated either in question or declarative form concisely?	1	2	3	4	5
24. Are there evidences of duplication, extension or overlapping of idea with another sub-problem?	1	2	3	4	5
25. Are there evidence of a sub-problem stolen in null hypothesis?	1	2	3	4	5
26. Is the problem original with assurance that findings do not repeat or duplicate findings already discussed by another researcher?	1	2	3	4	5

Further comments/suggestions

VII. Hypothesis of the Study

27. Is there clear evidence that hypothesis are stated in the null form of "no differences" or "no relationship" between and among the involved variables?	1	2	3	4	5
28. Does the null hypothesis relevant to the main problem and its hypothesize sub-problem?	1	2	3	4	5
29. Are sub-problems which are "hypothesize free" stated at the outset of this section?	1	2	3	4	5

Further comments/suggestions

VIII. Importance/Significance of the Study

30. Is the importance/significance of the study clear and specific to government agencies, institutions, persons concerned and to the researcher himself?	1	2	3	4	5
31. Does the researcher point out that the study is expected to contribute new ideas, information to the author's field of interest and society relevant to the present and future human welfare?	1	2	3	4	5
32. Does the proposal point out that benefits derived from the study are based on the objectives of the study?	1	2	3	4	5

Further comments/suggestions

IX. Scope and Delimitation of the Study

33. If the study involves geographical area as the boundaries clearly defined and adequate enough to justify by a thesis length and dissatisfies length?	1	2	3	4	5
34. Are the variables studied, tense frame, and number of subjects are clearly, specifically, delimited, and sufficient?	1	2	3	4	5
35. In the rationale behind the delimitation of the study is sound and well defined?	1	2	3	4	5
36. Are specific weaknesses of the proposed study and incompetence of the researcher honestly admitted and candidly presented?	1	2	3	4	5

Further comments/suggestions

X. Definition of Terms

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| 37. Are the important terms found in the title of the study, statement of the problem and technical terms, are clearly defined so as not to confused the reader? | 1 | 2 | 3 | 4 | 5 |
| 38. Are the conceptual definitions borrowed from experts and authors fully documented? | 1 | 2 | 3 | 4 | 5 |
| 39. Are all definitions concise, unambiguous and properly presented in proper format? | 1 | 2 | 3 | 4 | 5 |
| 40. Are the terms requiring research and quantifications provided writer operational definition? | 1 | 2 | 3 | 4 | 5 |

Further comments/suggestions

XI. Organization of Chapter 1

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|---|---|---|---|---|---|
| 41. Every section in Chapter 1 is very clearly presented with proper margin, spacing and punctuation marks. | 1 | 2 | 3 | 4 | 5 |
| 42. Each sub topic of Chapter 1 is fully discussed with clarity and conciseness. | 1 | 2 | 3 | 4 | 5 |

Further comments/suggestions
