

Strategies for Enhancing Research Writing Skills in Fe Del Mundo National High School Towards Teaching Manual for Practical Research I

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ABSTRACT

The research was conducted to determine and measure the effectiveness of different teaching methods, namely gamification, gallery walk, collaborative writing, and inquiry-based learning as applied in improving the research writing skills of Senior High School learners in Fe Del Mundo National High School. Using an embedded design of mixed methods, quantitative and qualitative data were gathered by means of validated survey questionnaires and teacher interviews. This research was done on 249 Grade 11 students and 12 Grade 12 students selected in proportional stratified random sampling and 10 research teachers selected in total enumeration. The results showed that all four strategies were common among research teachers although gamification and gallery walk were the most employed. Students were shown to have different degrees of research writing proficiency among five major

competencies. The statistical analysis with the help of Pearson correlation coefficient showed that the degree of strategy implementation was significantly related to the research writing performance of students. According to the findings, a teaching manual was created on a case-based manner to instruct research educators to implement these strategies practically. The research highlights the significance of providing teachers with research-based methods to close the persistent gap in research writing ability of students and corresponds to the national education objectives of encouraging 21st century learning.

Keywords: *Research Writing, Teaching Strategies, Gamification, Collaborative Writing, Gallery Walk, Inquiry-Based Learning, Senior High School*

INTRODUCTION

In today's knowledge-driven world, the ability to write effectively is a cornerstone of academic success and a critical skill in lifelong learning. Research writing, in particular, empowers students to articulate their ideas clearly, evaluate information critically, and contribute meaningfully to their fields of study (Graham et al., 2019).

In spite of its importance, a good number of the senior high school students still experience difficulties in acquiring this skill because of the conventional way of teaching and failure to provide stimulating lessons. (Dela Cruz & Ramos, 2018).

The recent systems of education note the imperative of integrated, innovative and student-driven learning in line with the objectives of DepEd to advance 21st-century competencies. These are: critical thinking, communication, collaboration and creativity (DepEd Order No. 8, s. 2015; DepEd Order No. 42, s. 2016). Nonetheless, it is not always effective to implement such reforms at the classroom level, especially in such schools as Fe Del Mundo National High School.

According to the research by Johnson (2024) and Samosa et al. (2021), writing proficiency should be developed in the environment where the structured, authentic, and collaborative tasks are offered. Moreover, gamified learning, inquiry-based and project-based teaching were found to improve student motivation, engagement, and academic performance (Santos and Mendoza, 2019; Park and Kim, 2020; Zainuddin et al., 2020).

In this study, the authors explore the effectiveness of four new teaching methods that include gamification, gallery walks, collaborative writing, and inquiry-based learning in improving research writing skills among senior high school learners. Such ways are based on the educational theory of Constructivism (Piaget), Social Learning (Bandura), and Multiple Intelligences (Gardner), which focus on the experiential and participatory learning (Thompson et al., 2021).

Global literature encourages the effectiveness of such practices; nevertheless, localized research in the Philippine setting particularly in research writing is scarce. As an example, Rogelio (2022) notes that no studies that refer to the particularities of the school could be conducted to meet the needs of Fe Del Mundo NHS students.

On the same note, Cruz et al. (2021) and Wahyuni et al. (2022) noted that research writing skills can be improved through the use of strategies such as gallery walk, collaborative writing, inquiry-based learning, and gamification but opined that these strategies are not commonly applied in practice.

Against this background, the study will focus on identifying the strategies applied by research writing instructors to improve research writing skills in Grade 11 and 12 students at Fe Del Mundo National High School as well as to examine the prevalence of these strategies in Also, it analyzes the research writing competence of students according to the different fields as writing the research problem and background, literature citation, choice of suitable methodology, data analysis, and conclusions and recommendations. It also aims at determining the existence of a strong correlation between the strategies used and the writing performance of the students. In line with these conclusions, the research aims at creating a teaching guide that will suit the learners and teachers.

The implications of this research project lie in the different stakeholders of education. Students will enjoy better research writing skills with the aid of interesting and contemporary styles, which will equip them with higher education and employment. With innovative tools and methods, research instructors can obtain a useful knowledge to perfect their pedagogy.

The findings can help school administrators conduct teacher training, invest resources efficiently and design policies that facilitate effective research instructions. The guardians and parents will have a better idea of how to proceed with the academic developments of their children and educational researchers will be able to build on this research as the basis of further studies of the research writings teaching.

METHODS

Research Design

This research design was a mixed-method study with an embedded design (Creswell, 2014), whereby the qualitative data collection was imbedded in a predominantly quantitative study design. The quantitative data collection was done through a self-administered questionnaire whereas qualitative data are collected through a structured interview with teachers. The methodology has provided depth in the context and an in-depth interpretation of results (Creswell and Plano Clark, 2017).

Study Design

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Sample/Population of the Study

In the research, there were 10 research teachers and 249 senior high students, 128 students were in Grade 11 and 121 students were in Grade 12. Specific sampling methods were employed to choose the respondents so that there would be fair representation and validity of the findings.

The proportional stratified random sampling was used in a proportional form, that is, the proportion of students in Grade 11 and Grade 12 was selected randomly but proportionately and equally considering the number of students in each group. The number of students was 659 and the Raosoft Calculator was used to determine the final sample size because it was based on 5% margin of error and 95% confidence level. The 10 research teachers were enumerated in total because the population size was small and manageable, a technique that is usually employed in qualitative research.

In the case of qualitative interviews, the purposive sampling method was employed to identify those participants who could give detailed information. The method is informed by the previous knowledge of the population and was consistent with the recommendations provided by Fraenkel, Wallen, and Hyun (2013), and Creswell (2018) in relation to the collection of qualitative data.

Data Gathering Tools

The primary tools used in this study were a researcher-made questionnaire and a structured interview guide. The questionnaire was made to determine the application of instructional strategies gamification, gallery walk, collaborative writing, and inquiry-based learning by research teachers. It particularly evaluated the way in which these strategies approached the fundamental elements of research writing which include problem formulation, references working, methodology choice, data analysis and conclusion drawing.

Three field experts were used to review the instrument to achieve content validity; they were three Master Teachers and one Teacher III. They made recommendations that were fulfilled through revisions. To get a better understanding, teacher respondents were interviewed in a structured manner. Such interviews were more detailed on the instruction's methods, and they complemented the quantitative information collected by the questionnaire and gave the overall picture of how the teachers facilitate the development of student research writing.

Data Gathering Procedures

The data collection began with obtaining formal approval through a letter of the Dean of Graduate Studies to the Schools Division Superintendent of Oriental Mindoro. On receiving this approval, a second request was forwarded to the principal of Fe Del Mundo National High School.

Following the permissions, a questionnaire designed independently was given to Grade 11 and 12 students to evaluate the level of strategy implementation (gamification, gallery walk, collaborative writing, and inquiry-based learning). The frequency was measured using a 4-point Likert scale. Their grades of research were also taken to determine their writing capabilities.

After the survey, the researcher interviewed the research teachers in a structured interview in order to obtain the qualitative data of their instructional methods and perceived effectiveness. Statistical tools were used to analyze quantitative data, and the responses provided by teachers were analyzed thematically using the approaches of Braun and Clarke (2006) and Creswell (2009).

This was a combination strategy that gave a better and more contextualized insight into the findings. The data on students and teacher feedback was confidential. The findings acquired were used to develop a recommended teaching guide to enhance instruction on research writing.

Treatment of Data

The data analysis in this research was performed based on both the descriptive and inferential statistical methods, as well as qualitative thematic analysis. The mean arithmetic was calculated to find the mean level of research writing abilities and the degree of use of strategies by teachers. The frequency and percentage distributions were used to categorize the performance of the students regarding their grades in writing research papers.

To quantify the extent of application of each of the instructional strategies, gamification, gallery walk, collaborative writing, and inquiry-based learning, the weighted mean was computed. Pearson Product-Moment Correlation Coefficient (Pearson's r) was applied to investigate the relationship between the degree of strategy application and the research writing proficiency of students.

Lastly, thematic analysis of qualitative data collected through interviews with teachers was performed using the methods of Braun and Clarke (2006) to detect the themes of similarity and gain more insight into the teaching practice.

Ethical Considerations

This study followed the ethical guidelines of the Institutional Ethics Committee. Informed consent was obtained from all participants and their guardians after explaining the study's purpose, risks, and benefits. Participant confidentiality was maintained through pseudonymization and depersonalization of data, with access limited to authorized researchers to ensure privacy and data integrity.

RESULTS AND DISCUSSION

Extent of use of different strategies by the research teachers

Gamification

Gamification was frequently used by teachers (3.45) including points, badges, and leaderboards. Gamification was frequently used by teachers (3.45) to make research lessons more interactive; they involved points, badges and leaderboards. One observed, "I encourage students using points, badges, and tasks to promote the growth and promote competencies." (P2), which supports Ibanez and Delgado-Kloos (2020) in making references to gamified learning. The other similar one is, "I divide the research process into stages and each of them is worth points according to the reward system" (P8), the learning process was also structured with the help of gamification, "Students work together on research papers, they provide and receive feedback" (P7).

In other instances, challenges that were gamified were less often used (3.19), because of the character of the research actions. According to one of the participants, "Multiple interactive tools such as points and rewards, along with challenges, help make research more engaging" (P1). This observation provides evidence to Catalano et al. (2021), who observed the difficulties in applying level-based gamification within the traditional academic environment. Still, educators stated that gamification was effective at maintaining attention and creating a dynamic learning process, which confirmed the opinions of Koivisto and Hamari (2020).

Gallery Walk

In the case of reviewing the main research concepts and allowing peers to provide feedback, the Gallery Walk was used consistently by the teachers (3.36) to improve classroom engagement. The process allowed the students to turn around the stations and read and answer questions, and this stimulated research topic activities. One of the respondents mentioned, "Gallery Walks are effective for reviewing major ideas and for understanding deeper research topics" (P8), aligning with Demirci's (2020) findings on kinesthetic learning.

Teachers always used Gallery Walks (3.78) to summarize key ideas, and students were encouraged to collaborate and provide feedback: "Students are allowed to collaborate on research papers and provide feedback to each other" (P7). Another noted, "Gallery Walks help make the research process enjoyable, which keeps students engaged" (P2), supporting its impact on motivation and classroom energy. Although Gallery Walks were not so frequently referred to as a method of self-assessment among students (3.02), "There are many interactive aids like points and rewards and even contests that I use to turn the research procedure into a fun learning activity for my students" (P1). According to Dela Cruz and Ramos (2018), this method enables students to get to know various points of view and create a more powerful analytical framework.

Collaborative Writing

Collaborative writing was frequently used (3.13) with brainstorming and peer feedback and sharing of tasks taking place. Educators reported that such “Tasks enabled students to gain a more profound insight into the subject of research” (P4, P5) and agreed with Garcia and Torres (2020) that collaborative work is important.

Learners were given the freedom (3.80) to apply the online means of real-time cooperation and editing, even during non-class time. The teachers reported the importance of the digital platforms in maintaining learning and feedback (P2, P5) which aligns with the concept of writing development through digital tools as suggested by Johnson (2020). Nonetheless, collaborative work was not very frequent (1.16), and teachers insisted on personal responsibility. Teamwork aimed at planning and review, rather than writing. This practice can be seen as an indicator of the opinion of Suwantarathip and Wichadee (2020) that collaboration is not to substitute personal learning.

Inquiry-Based

Inquiry-based learning was regularly used (3.32) to develop the research writing competencies of the students through encouraging them to think critically and explore the topics. Open-ended questions usually facilitate research engagement. One teacher explained, “Students must investigate genuine research problems before they can organize their own investigation. The resources alongside well-structured materials that I provide serve to guide their study focus” (P6). Another added, “I am making use of an inquiry-based learning approach because it is the most appropriate method to use for me” (P8), affirming Pedaste et al.’s (2020) findings on IBL’s positive impact.

Teachers frequently encouraged students to address real-world problems (3.85), which made IBL even more relevant and practical. Students too had been asked to report and defend findings regularly (4.00), which in turn cultivated accountability spirit and improved learning. One of the teachers said, "Inquiry-based learning will make students more concerned about the result, as they are going to be motivated to make their research projects themselves (P3). These were in line with what was reported by Samartini (2024), who observed that properly done IBL produces independent thinkers and effective communicators.

Nonetheless, it gave less focus to the development of the skill that would enable students to analyze evidence critically (2.97). One of the participants said that he allowed his students to choose their research topics, and, therefore, encouraged them to think critically and participate more in the process of research (P3). This observation confirms Zion and Mendelovici (2020) and Saavedra and Opfer (2021) who emphasized the significance of critical evaluation scaffolding in an inquiry-based learning. Comprehensively, although IBL is successfully incorporated into research classes, more assistance in the elaboration of analytical thinking and evidence-based assessment might contribute to its performance.

Level of Research Writing Skills

Writing the Problem and Its Background

Table 1. The Level of Research Writing Skills of the Students in terms of Writing the Problem and its Background

Grade Scale	Frequency	Percentage	Description
90-100	97	38.96	Outstanding
85-89	122	49.00	Very Satisfactory
80-84	30	12.04	Satisfactory
75-79	0	0.00	Fairly Satisfactory
Below 75	0	0.00	Did Not Meet Expectations
Total	249	100	
Mean Percentage Score	88.38	Description	Very Satisfactory

The data revealed that 38.96% of students scored “Outstanding” and 49% “Very Satisfactory,” with an average score of 88.38, indicating high competence in defining, contextualizing, and justifying research problems.

Teachers linked this success to gamification, such as using points and rewards (P1), supporting Wichadee & Pattanapichet’s (2021) findings on engagement. Scaffolding was also highlighted (P2), ensuring tasks matched student skill levels. Inquiry-based learning played a significant role, with students crafting their own research questions (P5), deepening involvement. This supports Keselman (2020) and Pedaste et al. (2020), who observed that student-led inquiry boosts retention and critical thinking. As Mohn (2022) highlighted, a solid problem statement is essential for effective research.

Citing Related Literature and Studies

Table 2. The Level of Research Writing Skills of the Students in terms of Citing Related Literature and Studies

Grade Scale	Frequency	Percentage	Description
90-100	76	30.52	Outstanding
85-89	90	36.14	Very Satisfactory
80-84	80	32.14	Satisfactory
75-79	3	1.20	Fairly Satisfactory
Below 75	0	0.00	Did Not Meet Expectations
Total	249	100%	
Mean Percentage Score	86.88	Description	Very Satisfactory

In this area, 30.52% of students scored “Outstanding” and 36.14% “Very Satisfactory,” respectively, and the mean score was 86.88, which implies that their level of locating, integrating, and citing sources was very high. According to one of the teachers, “students should come up with their own research questions” (P1), which encourages more in-depth interaction with the pertinent literature. Differentiation instruction was also involved; one more teacher said that he alters the level of assignments to ensure that all students are served, which was also stressed by Tomlinson (2021), who discussed the need to adapt to the needs of learners.

Cooperation also helped, as “students shared ideas and comments among themselves” (P3), a method that is associated with an enhanced ability to think critically and analyze information, which is confirmed by Li and Kim (2020) and Storch (2021). Nevertheless, 32.14% continued to rate as satisfactory, and 1.20% satisfactory, which shows that there are still gaps. Citation and paraphrasing are the most frequent obstacles, as Nguyen & Tran (2022) found, which makes the emphasis of Lopez and Santos (2021) on the more consistent practice and use of the tools in academic writing even more convincing.

Choosing Appropriate Research Methodology

Table 3. The Level of Research Writing Skills of the Students in terms of choosing appropriate research methodology

Grade Scale	Frequency	Percentage	Description
90-100	51	20.48%	Outstanding
85-89	87	34.94%	Very Satisfactory
80-84	108	43.38%	Satisfactory
75-79	3	1.20%	Fairly Satisfactory
Below 75	0	0.00%	Did Not Meet Expectations
Total	249	100%	
Mean Percentage Score	83.52	Description	Satisfactory

Students showed moderate proficiency (mean score: 83.52), with most falling in the “Satisfactory” to “Very Satisfactory” range. Teachers credited this to gamified learning (P1), which, as Alsawaier (2020) noted, boosts research engagement. Adjusted tasks (P2) and group work (P4, P5) helped learners select appropriate methods, supported by Smith & Johnson (2021) and Brown & Taylor (2022). Practical tools, like point systems and workshops, also reinforced these skills (P10), consistent with Nguyen et al. (2021). However, as Lee & Kim (2023)

cautioned, aligning questions with methodology remains a challenge—underscoring the need for guided support and structured learning experiences.

Constructing Presentation, Analysis, and Interpretation of Data

Table 4. *The Level of Research Writing Skills of the Students In terms of Constructing Presentation, Analysis, Interpretation of Data*

Grade Scale	Frequency	Percentage	Description
90-100	26	10.44%	Outstanding
85-89	72	28.92%	Very Satisfactory
80-84	121	48.59%	Satisfactory
75-79	30	12.05%	Fairly Satisfactory
Below 75	0	0.00%	Did Not Meet Expectations
Total	249	100%	
Mean Percentage Score	83.52	Description	Satisfactory

The data were revealed to be working satisfactorily in presentation, analysis and interpretation of data where 48.59 percent were rated to be satisfactory and mean score was 83.52. Although 10.44% had scored as outstanding, most of them still had difficulties with the application of critical thinking to gain a deeper analysis. According to teachers, collaborative writing helped to find a common ground and critical thinking, and one teacher said, students have an opportunity to write in a group when developing a piece of research, and the other one stated, Students are given the chance to write in a group when developing a piece of research, even at home (P7), which is backed by Kostopoulou and O'Dwyer (2021).

However, higher-order tasks such as linking findings to research questions and synthesizing data remained difficult. “I change the level of assignments to guarantee every student is supported” (P2), reflecting the importance of differentiated instruction. According to Williams and Smith (2022), statistical tools and meaningful interpretations are the main flaws of students, who can hardly achieve good research outputs.

To get better, the teachers may still employ collaborative writing, scaffolded tasks, and inquiry-based learning. “Students must investigate genuine research problems before they can organize their investigation” (P6), highlighting the role of authentic inquiry. Data analysis and interpretation can also be enhanced with the help of such tools as data workshops and organized peer feedback (Lopez & Hernandez, 2023), thus encouraging more intensive and analytic thinking and communication.

Drawing Summary of Findings, Conclusions, and Recommendations

Table 5. *The Level of Research Writing Skills of the Students in terms of Drawing a Summary of Findings, Conclusions, and Recommendations*

Grade Scale	Frequency	Percentage	Description
90-100	0	0.00%	Outstanding
85-89	76	30.52%	Very Satisfactory
80-84	170	68.28%	Satisfactory
75-79	3	1.20%	Fairly Satisfactory
Below 75	0	0.00%	Did Not Meet Expectations
Total	249	100%	
Mean Percentage Score	83.52	Description	Satisfactory

Most students performed at the “Satisfactory” (68.28%) and “Very Satisfactory” (30.52%) levels, with no “Outstanding” scores and a mean of 82.67. Although they might be able to generalize findings and make simple

conclusions, most of them were unable to conduct more profound analysis and develop properly justified recommendations. Gamification helped maintain motivation— “Points and rewards help make the research procedure more engaging” (P1)—but top-level performance remained limited.

In response to this, teachers applied differentiated work and peer interaction. “I change the level of assignments to support each student” (P2), one teacher noted, while another added, “Group discussions where students exchange feedback help sharpen their writing” (P5). These are in line with the studies that place critical thinking and reflective practice as central elements (Johnson & Martinez, 2021; Ramirez & Lee, 2022).

Although gamification, teamwork, and guided teaching helped students develop, their reasoning and justifications in interpretations require more intensive instruction. The engagement of students is enhanced by research teamwork and point systems, as one teacher put it, “Research teamwork and point systems help students engage more deeply” (P8), echoing Santos & Garcia’s (2023) recommendation for structured support to enhance learning outcomes.

Relationship between the extent of use of the strategies used by the research teachers and the level of research writing skills of the students.

Findings indicate that there exists a strong correlation between teaching strategies and the research writing ability of students. The most significant correlations in all five areas of the skills were with Inquiry-Based Learning (IBL) ($r = 0.5117, 0.8995$), leading to rejection of the null hypothesis. A participant shared, “Interactive tools like points and rewards make research more engaging” (P8), which fits Pedaste et al. (2020) and Hmelo-Silver et al. (2021) regarding IBL as an effective method of stimulating critical thinking and independent learning.

Gallery Walks also showed significant correlations in four out of five skills, especially in conclusions and literature synthesis ($r \approx 0.29$). Teachers focused on the group work and interaction (P4, P8), which agrees with theories that were presented by Mapstone and Kuchel (2021) and Vygotsky (1978). Nevertheless, its impact on data analysis was insignificant ($r = 0.1037$), which can possibly mean that this task would require a more organized approach (Prince, 2020). One area where gamification was moderately significant is problem formulation and conclusions by the end of the process, whereas the correlation was weaker in other areas, including technical aspects (such as data analysis) (Fitriani et al., 2021; Santos, 2023).

Collaborative Writing showed no significant relationship with any writing skills, possibly due to limited application and emphasis on individual outputs. As one teacher noted, “Students must investigate their own problems” (P6). Lin et al. (2022) emphasize that collaborative writing should be guided and with roles defined in a structured manner to be effective. Altogether, IBL, Gallery Walk, and Gamification can assist in developing writing skills if they are carefully planned and utilized.

Proposed Teaching Manual

Based on the findings, the researcher proposes a Teaching Manual based on the findings and aimed at improving research writing by means of applying Gamification, Gallery Walk, Collaborative Writing, and Inquiry-Based Learning. The content of the material will be used to make the process of research writing more interactive and approachable through the development of student-directed, inquiry-based learning activities.

The skills test is centered on the main research activities including defining research problems, literature citing, methodology choice, data analysis, and conclusion. It offers differentiated and interactive activities to accommodate multiple needs to learning to aid in mastery.

CONCLUSION

Based on the findings, it can be concluded that gamification, gallery walk, collaborative writing, and inquiry-based learning are frequently used by research teachers to support the development of the research writing abilities in students. Students were found to be highly competent in major aspects of defining the research problem, literature synthesis, methodology design, data analysis, and conclusions. Inquiry-based learning turned out to be the

most effective strategies with consistent and significant positive relationships with all the research writing parts. There were significant outcomes of gallery walk and gamification with considerable outcomes in the chosen areas, and collaborative writing did not indicate significant correlation. In order to substantiate these results, a teaching guide that included these strategies was created in order to enhance student performance even more.

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