 Sociological Methodology: Interpreting Changing Cultures

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Assignment

**120 Day - Course Learning Journal**

The journal is a written reflection of your learning journey while working in each course and is an integration of the essential elements of the course within your professional field of interest. The objective of the course journal is to produce a degree of acculturation, integrating new ideas into your existing knowledge of each course. This is also an opportunity to communicate with your professor consistent with the Tutorial Methodology to express insights gained as a result of the course of study. Submit the course learning journal via DIAL. The course learning journal should be 5-7 pages in length, and should include the following sections:

1. Introduction – Describe the expectations of the graduate program and the

campus residency component for that course. Summarize the intent of the course, how it fits into the graduate program as a whole, and the relevance of its position in the curricular sequence.

2. Personal Growth - Describe your personal growth–how the course stretched or challenged you– as well as your progress in mastery of course content and skills during the week and through subsequent readings – what new insights or skills you gained.

3. Reflective Entry - Add a reflective entry that describes the contextualization (or adaptation and relevant application) of new learning into your professional field. What questions or concerns have surfaced about your professional field as a result of your study?

4. Future Expectations - Continue the journal by addressing questions and concerns you now have relating to the graduate program expectations.

5. Conclusion – Synthesize the three body sections above, evaluating the effectiveness of the course in meeting your professional, religious, and educational goals.

# Introduction

Conducting a sociological analysis of a social problem sets the foundation for interdisciplinary social research, which can lead to positive social change. Effective social research requires understanding how the scientific method applies to human sciences, using systems thinking for comprehensive analysis, following research design and methodology steps, and matching the appropriate research approach for the study. Christian social involvement integrates religion and society, using social research to promote transforming changes in the world. Integrating personal experiences through critical thinking can benefit both individuals and others and reflecting on past experiences can help learn what can be done better in the future and faith integration can support better outcomes, making it enlightening and self-motivating. Viewing this within the structure of gifted education systems, the need for a change in the curriculum and educational philosophies and practices is evident.

# Personal Growth

My ability to organize my writing in a more professional manner has improved. My desire to learn more about myself and my interests has been pushed by this class. It helped me to organize and prioritize the various ideas I had. It has given me the knowledge I need to develop more profound personal convictions and an understanding of how Christianity has shaped society over time. The ability to utilize the organizational skills that were created, which included a willingness to try to keep moving forward while taking in all of the concerns and issues that were clouding my mind. The desire to think theologically by means of pedagogy and personal experiences is now something I want to include daily through critical thinking that will assist not only my own transformation but also enable me to encourage others to do the same. This is something I am learning and reading more about as I grow in knowledge. It has been interesting and self-motivating to reflect on prior experiences, both favorable and negative, in order to understand what I can do better in the future, what didn't work, and how religion integration might assist in better future results.

# Reflective Entry

In working at a gifted school and throughout this course’s research, I have noticed that gifted children are frequently disappointed and rejected by the educational system because it fails to meet their needs. Students who are gifted often lack executive functioning and organizational skills. Also, due to their unconventional interests outside of the usual curriculum, they may exhibit anger, retreat, or act defensively. Teachers should be aware of their student's circumstances in order to respond to and regulate their emotions more effectively. Recognizing Structure and organizational needs, similarities, and variations in learning processes and views might aid in closing the engagement/disengagement gap.

Various elements, including a student's developmental stage, the order of the school, and parental participation, all have an impact on how disorganized a student is. They can pick up organizational skills, but it takes specific instruction, practice, and teachers who are aware of how they prefer to learn. Some students need extra help developing organizing skills that fit their learning preferences. Despite the fact that they require specialized training, practice, and experienced teachers, they may learn organizing techniques. One of the necessary needs for gifted students is the significance of classroom organization, students who struggle with organization frequently exhibit forgetfulness, loss, and inconsistent material. It might be advantageous to include study and organizational skills in the curriculum because they are essential skills that have been neglected for too long. Determining societal issues and fostering constructive social change may both be accomplished via interdisciplinary sociological and religious analysis. Children can learn methods for living independently by being encouraged to organize and find order.

There may not always be a match between how instructors teach and how students learn, which can affect the level of learning and how engaged students are. This gap in naturalistic social theory is filled by a Christian view of culture, which encourages religious integration and social study to solve social problems. Understanding what students have been through helps teachers react to and control their feelings better, as well as stop and encourage positive behaviors. A cycle of continual disengagement will persist if teachers are expected to place more value on content understanding than on organizational and support abilities. An examination of the sociological contexts of the family, church, and community is the basis of interdisciplinary social studies.

# Future Expectations

My continued improvement as a writer is one of my primary objectives for the remainder of my time spent in the graduate program. As I move forward in the graduate program, it is my goal to keep developing my skills.

I hope to continue on the path to transformative leadership through gaining critical thinking and bringing transformation to educational practices that have the potential to help me lead others effectively. I hope to do this by creating a curriculum and learning environment that can better support students’ and teachers’ ability to fulfill their needs. My pursuit is motivated by the need to understand why some students struggle with motivation and self-support skills. The expectation of this program is that it will assist this transformational leadership in continuing and supporting the continuous growth of these personal beliefs, providing me with the ability to understand the needs and build a curriculum to support foundational principles that will equip students to connect more deeply, apply themselves in their educational journeys and integrate organizational skills into their daily life.

I am motivated by the continuation of opportunities to develop my reading and writing skills with more research-based methods as opposed to just writing freely my personal understanding or view of a topic. I hope to seek and receive possible training opportunities pertinent to my profession. Lastly, I hope to follow God’s purpose for my life as I continue through each path life brings me.

# Conclusion

This course looks at the interactions between religion and society and when a Christian viewpoint could prove helpful. The understanding that operational theology is just my views put into practice. The integration of religious practices into secular society has been proven to be superior from both a personal and professional standpoint. After sociological analysis of a social issue, interdisciplinary social research can advance society. Understanding how the scientific method applies to human sciences, using systems thinking to interpret data, adhering to processes for study design and methodology, and selecting the appropriate research methodologies are all necessary for conducting effective social research. Religion and society are involved with Christianity. Social science advances society. People can enhance their futures and learn from their pasts by using critical thinking. Faith may enlighten and empower. Systems for gifted education must change their curricula, pedagogies, and methods. My future goals and anticipated outcomes of this program would consist of continuing to grow and learn to allow the capability of continuing to search for God’s purpose and plan in my life. Knowing that you are called to fulfill a purpose is more rewarding than working for a means of survival. Bringing honor to Christ, and finding His purpose for each day in your life is what establishes what we have been called to do by Him. The basis of our call and purpose is God's faithful presence in us, as demonstrated by our beliefs, careers, and other spheres of impact. In addition, it recognizes that Christians are commanded to be fully present to God in response. I desire to find approaches to connect our gifted students to a belief in Christ and to depend on His truth and love.