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**120 Day - Course Learning Journal**

The journal is a written reflection of your learning journey while working in each course and integrates 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, incorporating 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 due to 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– and your progress in mastery of course content and skills during the week and through subsequent readings – what new insights or skills you gained.

1. Which aspects of this introduction to statistics and WINKS did you find most challenging? Which parts were most rewarding?

2. Which Tutorial was most challenging? Which aspects were most accessible?

3. Were there any particular moments where something “clicked” for you, and you gained the understanding you may not have previously had?

4. Are you thinking about what kinds of data you will use for your research? What independent and dependent variables are you considering?

5. Have you considered what instrument(s) you may use?

6. Have you identified a sample?

3. **Reflective Entry** - Add a reflective entry that describes the contextualization (or adaptation and relevant application) of new learning in 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 your questions and concerns about 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** – 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.

Statistics for Social Research II is a multi-core course in Cores 3, 4, and 5. It was a course completed asynchronously, and I learned much from watching the various tutorial videos. Although I did not have a traditional residency, I was able to meet with my professor a few times to support my learning. COM 968 equips students to use the tools of statistics to examine various data. This course is offered in Core 4 because you must have taken several classes requiring multiple research. Then the terminology, methods, and analyses are better comprehended. It gives you an understanding of descriptive statistics using tools like WINKS to practice the application of quantitative reasoning. You also learn the importance of learning Excel to display your data. Statistics analyzes numerical data in large quantities that enable you to make inferences and generalizations about the world around you. Your appreciation for statistical literacy and analytical skills increases as you practice their use. At the end of the course, you will be able to demonstrate the practical application of analyzing and displaying data.

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

I grew tremendously with all of the knowledge I gained from reviewing the tutorials and practicing entering numerical calculations associated with hypothesis testing that enabled me to display the data. I also have developed an appreciation for the WINKS program because it completes your calculations. Some of the calculations are fun for me, but when you have large amounts of data to calculate, you quickly understand the necessity of learning WINKS. WINKS is especially helpful when you are making comparisons. If you are performing a *t-*test for one variable, it may be exciting to perform the calculations yourself, but if your data set is lengthy, you are looking for ways to shorten the time. WINKS is especially helpful when performing nonparametric tests like Mann-Whitney Two-Sample Test for comparing two independent groups, the Kruskal-Wallis test for comparing more than two independent groups, and the Spearman’s rank correlation coefficient for assessing the association between two variables for nonparametric tests. Parameters are characteristics of a population that cannot be changed. It assumes that the data is usually distributed. It is very cool to submit data and then watch the display of the data. Initially, I had trouble loading the tutorial because I needed administrative rights on my school computer. Once I overcame that obstacle, things ran smoothly. I intend to buy a personal computer now because I am starting to get into the thick of my program. However, I have not identified my instrument, nor have I chosen a sample. Still, I am entering Core 5; my statistics, samples, distributions, and instrument knowledge are just beginning.

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

In my professional field, I am a mathematics coach for elementary and middle-school teachers. I have taught Central Tendency and how graphs are used to display data. I have used data examples to teach my students the various ways of displaying and interpreting data, like box and whisker plots, frequency tables, histograms, and scatter plots. I have taught my students the importance of being able to interpret graphs and what it means to make a generalization that is now supported by researched data. Nevertheless, the tutorials I have watched and the level of statistics that I am encountering are definitely out of my knowledge base and comfort zone. I am grateful for the tutorial sessions because they allow me to review the information as often as I need to for complete comprehension to set in. The Excel tutorial supported me this summer during summer school as I managed various teachers' classes’ attendance, assignments, test scores, and grades using an Excel spreadsheet. Statistics has a language all its own and is truly a science. I have taken the data displayed for granted when reading various journal articles, but no more. I understand the depth and knowledge that goes into making sense of a set of scores. I am grasping the meaning of the various relationships that exist with variables like the correlation coefficient. Now we are getting into the continuous measurement of variables. I still am way out of my depth, but the language, terms, expressions, and values all have more meaning for me, and comprehending the layout of our program makes more sense to me too. If you enter into this phase without the necessary background knowledge, you may cause undue stress for yourself. However, the best thing about this is that they are highly knowledgeable and equally supportive professors.

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

I am exhausted. I have stretched myself this term, and I have learned so much. I still need to process everything, but I need more time. Now, I would like to know how to proceed with my research in a manner that will allow me to use a quantitative method. Initially, I worried about how I would be able to integrate my faith into research. Still, I feel more hopeful after completing the Faith Learning and Integration class with Dr. Ward. Maria Montessori was Catholic, and I have found some research on Christian Montessori schools that are public. I am also still learning about the various instruments that will support me in measuring my hypothesis. As I get closer to my goal, I no longer feel I am taking steps backward. I see myself inching ever so slightly toward my goal. I need to write a better research hypothesis and find the best way to collect the data that will not involve me using a qualitative research design. I also understand that OGS prefers dissertations that use a quantitative method, which I support because I am not interested in using qualitative. I am figuring out how I can be successful.

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

In conclusion, I am in the doctoral program, and if I am being completely transparent, I have often wanted to quit. I appreciate the support and patience I have received from the entire faculty at OGS. I also believe God chose this program for me. I am still determining if my subject matter for this course is what I will use to complete my dissertation. However, I understand better what is required after going through this course. My health physically attacked me during this time; I also had several work-related challenges, family members and friends requiring time I could not afford to give them, and an astounding amount of comprehension roadblocks to overcome. I appreciate the tutorial method that OGS embodies. It allows me to meet with my professors and read my various supplemental guides to obtain understanding. I also prayed quite a bit. I know that God can do exceedingly abundantly above what I can imagine because He has done it with my progress in this program.

WORKS CITED

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