**COM 803-12: Hermeneutics and Communication**

**(Fall 2023)**

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**Professor**

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**Course Learning Journal**

Assignment #4 – Course Learning Journal

The journal is a written reflection of your learning journey while working on each course. The

Learning Journal 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, integrating

new ideas into your existing knowledge of each course. This is also an opportunity to

communicate with your professor insights gained as a result of the course. The course

learning journal should be 3-5 pages in length and should include the following sections:

1. Introduction –Summarize the intent of the course, how it fits into the graduate

program, 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 have you gained?

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. Conclusion – Evaluate the effectiveness of the course in meeting your professional,

religious, and educational goals.

**1. Introduction –Summarize the intent of the course, how it fits into the graduate**

**program, and the relevance of its position in the curricular sequence.**

Introduction:The Course Learning Journal, CLJ, presents a summary tour, learning, and records of the academic or intellectual aspirations one has now and in the future. Omega Graduate School, OGS, now offers Hermeneutics and Communication COM 803 (including other courses) in eight weeks of studies covering four assignments, namely Assignment No. 1 (former 20-day assignment), No. 2 (former 60-day assignment), No. 3 (Former 100-Day) and No. 4 Course Learning Journal, CLJ (former 120 Day Assignment). This format of study program is appealing for the desired fast-track learning shared by the student.

The Intent of the Course Learning Journal, CLJ: is to present a written reflection on one’s learning journey while working on each course. The Learning Journal integrates the essential elements of the system within one’s professional field of interest, Hermeneutics and Communications COM 803-12 (OGS.edu, 2023, Introduction). The objective of the course journal is to present a report of the level and span of study undertaken and the incorporation, demonstrating its contextualization relative to other courses through research study and development as an added advantage.

The Hermeneutics and Communication course fits squarely into the student’s study plans and academic goals. The course cuts across most disciplines of study and presents the process of interpretation in multi-dimensional formats and areas of academic functions. It provides clarity and understanding in interpreting cultural symbols, traditions, and norms. It includes educational texts, peoples’ actions, chronological histories (Ahmed, 2020; Appleby et al., 2023), cultural artifacts, music, and religious texts, such as literature and arts. It is unique for its science of interpretations; it consists of tools for methodologies and provides the socio-educational pedagogy in comprehending fundamental modes of inquiry and understanding of communication. It comprises processes and the measure of scientific, mechanical, and artistic interpretations, which can reveal levels of meaning that reflect the socio-historical, philosophical, and psychological contexts in which they are reflected.

**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 have you gained?**

Personal Growth: The study of Hermeneutics and Communication has helped the student explore the principal characteristics of communication dialogues, conversation, and feedback systems. There is a sense of research study and knowledge of methodology that enables students to analyze these areas of communication to address organizational requirements for effective communication. Girard and Ellinor suggest that Dialogue is a powerful communication practice that transforms those engaged. – It relieves the hidden power of conversation- creating collaborative partnerships (2023, Abstract). Supporting this is Bertotti, C. (2017); how we start a conversation is crucial. Our goal is not to convince or compel but enable others to share their views” (Bertotti, 2017, July 30). The student shares what Girard, Ellinor, and Bertotti have as a commonality of collaborative and participatory communication. This is critical in employee training, hermeneutics, and social communication.

The course is challenging and exciting. Andrei suggests that, in today's world, verbal communication is severely lacking, and effective communication has fallen by the wayside (2020, Abstract). Perhaps COVID-19 plays a significant role in this, but the climate of political hostility and social media attacks seem to worsen the situation. Sometimes, as a doctoral research student, you ask yourself where you fit in to help address the problem or contribute solutions to the narratives. Andrei is right about the lack of effective communication. However, Brown writes, the epigraph of *Daring Greatly* is this quote from Theodore Roosevelt, *"It is not the critic who counts-The credit belongs to the man in the arena."* The courage to be vulnerable is not about winning or losing; it is about the courage to show up when you cannot predict the outcome (2018, Introduction). Brown’s take is a mix of courage, empathy, and therapeutic modeling roles and are compelling philosophical thoughts to identify, confront, and exercise simple solutions in seemingly complex, challenging situations.

The new insights are compelling. The study of hermeneutic communication requires extensive research studies, enabling the student to master the theories and principles. The Social Theories of Communication connectivity, emotional intelligence, and relationship building are critical. They set the pace for gainful experiential, contextualization, and application. Maxwell said that so many people talk but do not connect. When you connect with people, there is a relational and emotional connection;- Effective communication finds expression in a conversation when there is a 'dialogue' between two or more people. The goal is for participants to exchange facts and information and build relationships with one another. There is a relational and emotional connection when you communicate with people. You do not communicate in isolation; even in non-verbal communication, two or more people are involved (2018, TED video speech). These are some excellent and gainful insights and so much more in the process of research studies. The four constituent elements of Conversation communication, Dialogue, Discourse, Debate, and Diatribe are some attributes one finds instrumental and crucial in modern organizational leadership, employee training, and corporate management consulting now and in the future. Gillies et al. are right to suggest structuring collaborative learning experiences that challenge students' thinking and scaffold their learning to promote critical and creative problem-solving and enhanced cognitive understanding (2019, Abstract). The initiative and the creativity to “scaffold or scale” one’s learning for productive tendencies are crucial.

**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?**

The Reflective Entry: The meditative aspects of one’s study include contextualization and application of communication technology, formal and informal communication, learning, and development. Mukhari proposes that Information and Communication Technology ICT) in teaching and learning is gaining momentum in world schooling systems- to improve their pedagogic activities (2016, Abstract). The combined use of information and communication technology (ICT) in schools will facilitate academic education and vocational skill development acquisition through virtual education, which is cost-effective and promotes ease of teaching.

Some of the new learning is in the hermeneutical diagnostics of leadership patterns, which takes a great deal of toll to unravel in several modern organizations despite their training, even when they look simplistic. Then, what is it that has been discovered here? Jensen writes that transformational leadership promises to meaningfully improve outcomes by communicating an inspiring vision of the organization. However, this promises rests to a great degree on the communication skills and behaviors of the leader (2018, Abstract). According to Budur, T. (2020), Leadership is the art of influencing others to achieve the desired objectives in organizations, and the literature argues that transformational leadership- and its charismatic characteristics, is more effective and innovative. The takeaway insights from Jensen and Badur are three-fold: transformational leadership comes with a shared vision, practicable communication skills, and charisma characterized by the leader’s behaviors. Not much is said about the leaders’ behaviors directly or indirectly influenced by the organizational vision and mission when sound organizational culture, norms, and business traditions complement a common language. The Hermeneutics and Communication study records that the charisma of a transformational leader is not a magical wand. It is an art and charm and a personality appealing and attractive based on instant connectivity in communication and relationship building. It is full of simple, feasible initiatives in creativity and innovation.

The specific question is how these terrific-looking theories, principles, precepts, and models can be channeled into real-life, evident working situations amid the prevailing, sometimes complex cultural diversities lacking sustainable inclusion. What about kingdom and servant leadership, transactional, situational, and contingent leadership models, religious and secular orthodoxy, orthopraxis, and orthopathy (McKinney, 2022; Morris et al., 2022; Moving, 2016; Archibong, 2019) learned through extensive research and simulated studies, yet not practicable in some religious, secular, and political organizations? What about erstwhile Gadamerian theories and concept of fusion in the horizon and the universality of communication interpretation, and how they intersect with Dr. Schmit’s subjective and objective communication functions in hermeneutical interpretation? However, hermeneutic communication and interpretation studies tend to condense these numerous theories, principles, concepts, and models into an interdisciplinary research study that offers contextualization and application channels. These learned and acquired skills can be utilized in Christian nonprofit organizations that practice transformational leadership and profit-oriented organizations with transactional leadership styles.

**4. Conclusion – Evaluate the effectiveness of the course in meeting your professional,**

**religious, and educational goals. Approaches to measuring student learning**

To Evaluate Effectiveness: The course learning journal CLJ records that the effectiveness of the course can be determined through the nurturing professorial lectures, based on Socrates’ questioning, research studies , high levels of group and individual participatory excellence in classes. It includes the forum paper presentation and the result-outcomes from the four intense study research assignment exams, Nos, 1, 2, 3 and 4. However, Clark and Smith suggest that a Measure of Effectiveness (MOE) is a measure of the ability of a system to record and set its specified needs (or requirements) from a particular viewpoint. - quantitative or qualitative (2004) Introduction). Moreover, Cornell University suggests that - measuring student learning is often characterized as i) Summative assessments - tests, quizzes, and other graded course activities used to measure student performance. ii) Formative assessment  - input and guiding feedback on their relative performance - face-to-face, in written comments on assignments, through rubrics, and emails (2023, Abstract). Furthermore, The Eberly Center at Carnegie Melon University writes that assessing students’ performance can involve formal or informal assessments, high- or low-stakes, anonymous or public, individual or collective. - Creating assignments and exams; Using classroom assessment techniques, concept maps, and concept tests; Assessing group work; and Creating and using rubrics (2023, Abstract). Cornel and Carnegie University seem to share Omega Graduate School’s measurements of the student’s performance outcomes, including the quantitative and the qualitative rubrics at the doctoral levels (shared by Clark and Smith (2023, Abstract).

Professionally, the research study in hermeneutics and communication in the DSL program and the forums of discourse and conversational communication have helped to shape the student on a broad spectrum of macro and micro-sociology, applied and clinical sociology. Others include, sociological methodology and contextualization of sociological theories, principles, and models. At some point, these great paths and knowledge resources become part and parcel of one’s working management tools, models, sociological interventions, and policy framework equipped with fundamentals and complex knowledge designed to run and strengthen organizational management competitively. Furthermore, one is conversant with organizational disciplinarity and interdisciplinarities that involve multi-dimensional disciplines, Christian or philosophical psychology and counseling, Christian therapy and social work, and advocacy for multicultural diversity, inclusion, equality, and equity.

The Religious Goalsare apparent, especially in the areas of kingdom and Servant leadership communication (Blakemore, 2019; Strober, 2020; Drew, 2022), which are not yet in the mainstream of corporate America despite the rich Christian cultural concepts (Aga, 2016; Ellinor & Girard, 2023; Benton & Craib, 2023) which can be mobilized effectively.  Moreover, it defines structures that identify with theological and Biblical history (McKinney, 2022; Morris et al., 2022; Moving, 2016; Archibong, 2019) and theism, the belief and deity of God. The student hopes to further his ministry of intercessory evangelization, including Gospel outreaches at some point. The CLJ record reminds the student about the efficacy of learned “Practical theology, a critical theological reflection on the practices of the Church as they interact with the world enabling faithful participation in God’s redemptive practices, to and for the world “ (Morris, 2022, Introduction, para. 4). Faith integration with doctrinal truth in one’s belief systems is an underlying commonality (Henriques, 2022; Holtz, 2020; Koukl, 2019; McGrath, 2022); it represents the commencing of the Christian journey experiences you derive through held faith, geared towards Christ’s Salvation, and the actual practical experiences, (Pickstock, 2020; Rives, 2019; Sanou, 2015) and the burning fire inside that births redemption. Strawn & Brown are correct; If we ignore the extended ecclesial life, we risk constructing a Christian life isolated and dependent on our feelings (2020, p.13, para 2). Kolawole writes that the church is built on Jesus’s word; one such word occurs in the Gospel of Matthew 28:18–20 (2020, Introduction). This is the Great Commission that sets in motion the Cultural mandate that promotes obedience and stewardship in Christian organizations.

The Educational Goals: Much has been taught and learned from the OGS professors. Many research studies have been undertaken, stretching the length and breadth of hermeneutics and communication and several courses in the DSL program. To the student, this is just the beginning of a robust educational plan focusing on a broad range of research studies, academic journal writings on hermeneutics and communication, and macro and micro-sociological theories. Perhaps one will challenge oneself in a body of intellectual or academic knowledge and address social issues of Cultural diversities and inclusion, DEI. To sample and investigate paradigms and theories for critical assessments and evaluations based on peer-reviewed journal networking, critiquing (where necessary), and engaging in academic debates and publications. You do not easily find a body of knowledge so articulated, rich in vast archives of active theories and principles like what Omega Graduate School offers. The current and future educational pursuits full of knowledge reservoirs must be tapped, nurtured, sustained, and built upon as role models and ambassadors of Christ in the long term.

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