SR 848-62 / DSL SR 802-42

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Submission Date:

November 11, 2024

**120-Day Assignment:**

The journal is a written reflection of your learning journal 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.

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.

The Library of Congress trip is a requirement for both the Doctor of Philosophy and the Doctor of Social leadership programs at Omega Graduate School in Dayton, TN. For the PhD ptopgram I was advised to take it at least at Core 3 but no later than Core 5. For the DSL it is offered in the fifth and final core.

SR 848 provides on-site access to library research and aims to develop research skills not only for assignments at OGS but for life-long learning. The student spends a week on location with a librarian specializing in the research area of interest as well as recieiving a Reader Card for use in the Reading Rooms, in addition to an orientation session in the beginning. The students are required to attend the LOC a minimum of one time for degree candidacy but may attend as often as they wish throughout the program. Goals or outcomes for the course include the identification, selection, procurement, and organization of scholarly content found. Materials found on this trip should focus on: the forum paper in Persuasive Communication, Alternative Field Research, the Action Research Project for the DSL or the PhD dissertation. Another goal of the course is to use acdemic research tools to find and develop materials for research. Theses academic tools include the storyboard, Zotero, and others.

Essential elements of the course include: creation and revision of the OGS Storyboard to cite and organize sources found at the LOC; use and expansion of research skills to access scholarly research materials such s peer-reviewed articles and books; connection with a librarian for additional access and guidance to finding research materials; maintenance of storyboard tool to keep it up to date and ready for use with assignments.

The course assignments consist of a 20-day assignment, a 60-Day assignment, a 100-Day assignment, and a 120-day assignment. The assignments follow the usual pattern of submission at 20, 60, 100, and 120 day points in the semester. The 20-Day assignment consisted of containing: verification of an LOC reader card with card number and expiration date; dates aof attendance, and hours logged for research activities.

The 60-Day assignment involved reading but unlike the usual developmental reading format the assiggnment consisted of revision of the storyboard updated with scholarly sources found at the Library of Congress. The 100-Day assignment focuses on the research experience at the Library of Congress. Lastly, the assignments conclude with the 120-Day assignment in the form of a course learning journal.

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.*

Challenges

Challenges involved several things I did not think of until I was there. I somewhat expected the policies to be strict because they were when I went in 2017. I think one of the biggest challenges was realizing that the environment and culture of this library is a different situation than most libraries, however it needs to be so to maintain order and prevent loss of materials.

New Skills gained mostly involved research and navigating sources.

We learned how to request and reserve materials for use in the Reading Room. Once obtained, we scanned the parts used onto a flash drive.

We were also assigned research librarians. The research librarian for my area of study (religion/theology) was out of the office the week of the trip so I was assigned Laura Buberian (social sciences/humanities). However, when I participated in the LOC trip in 2017 I was able to meet and speak with her.

Sources consisted of scholarly research articles and books; these sourrces focused on religion, education, and the action research process in gerneral. Also involved were sources foucsing on the interaction between action research and its use in the teaching and learning process.

New Insights mostly involve perspective and context, as mentioned earlier about the library and aspects that make the LOC unique from other libraries. The perspective was different because not only was I as a student approaching this library for somewhat diifferent purposes but the due to the nature of the library, the staff had higher stakes than those at a college library or a local town library as this is a unique collection.

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?

 This will not only help with my assignments at OGS and future studies but other areas as well. What I have learned from the sources found at LOC can also help me become a better teacher at Germanna Community College, where I am an Adjunct instructor, as well as training other associates at Wal-Mart and leading the women at my church. Observation strategies from action research can help me assess my students at Germanna, as well as any new trainees at Wal-Mart and the women at church. Also, I can pass on skills learned from the hands-on research experience at LOC and show others how to find information whether it is at Germanna, co-workers at Wal-Mart, or the ladies at my church. At Germanna, I can show the students how to access sources online as well as the free parts of the LOC website. For work, I can show other coworkers how to find information on the computer in personnel or show them how to operate equipment. At church, there are some theological tools that I am not sure yet what, if any, the women are familiar with, such as a concordance or expository dictionary.

4. Future Expectations - Continue the journal by addressing questions and

concerns you now have relating to the graduate program expectations.

 I am somewhat unclear how this will show on my transcript and how it will apply to my degree(s). I know the Library of Congress research trip is required for both the Ph.D/D.Phil as well as the D.S.L., so for this trip I focused on developing skills and finding sources that would benefit me for both. However, before rolling over into the D.S.L. program in 2021, I previously attended one other OGS trip to the LOC while still in the Ph.D program before the pandemic (October 2017). I have screenshots of my assignments from the DIAL page as well as having saved all the related emails but the entry on my transcript is gone as well as any trace of my previous trip anywhere on DIAL; it reads as if I only went in 2022. Will both trips count? And if only credit from one can be counted will the other be acknowledged?

5. Conclusion – Synthesize the three body sections above, evaluating the

effectiveness of the course in meeting your professional, religious, and

educational goals.

Skills learned or expanded on in the course can help me to meet goals in educational, professional, and religious contexts. Educationally, the research skills have expanded my ability to find sources and choose quality ones, which will help in my studies at OGS and anywhere I may go in the future should I pursue further programs of study. Professionally, I can continue to use skills from the course in other contexts, such as academia and retail (my current place of employment), as well as pass them onto others whether it be students at the community college where I teach or to coworkers at Wal-Mart. As for my faith, I can use skills in this course to enrich my personal studies as well as share those with my church family so they can enrich theirs.