Faith-Learning Integration and Interdisciplinary Studies

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Assignment #4 – Course Learning Journal

The journal is a written reflection of your learning journey while working in 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 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.

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.

The course's intent is to continually help me gain a clearer understanding of the big picture. In a previous doctorate program, I was often told (TTP) to “trust the process.” Trusting the process makes the bigger picture clearer over time. Furthermore, the course started me on a path of exploring a viable action research topic that will be referenced in the following paragraph.

The essential elements are one of the primary keys that lead to making courses at Omega Graduate School (OGS) highly effective. The essential elements led me down a path of fascinating discovery; one could say I experienced a “fusion of horizons**.” Learning to change the world** was the first-course essential element, and it compelled me to think about how I could change the world (starting with my sphere of influence) to make it better for all of humanity—having said that, realizing that this needs more refinement. If I had to select an action research project today, I could stand behind and push forward sincerely to make the world a better place. I would put a valiant effort into addressing poverty, inequality, and racism. I would start in my community and expand throughout my county, followed by the state, nation, and eventually the world. I would learn and refine every step of the way, and when my God-led initiative appears on the world scene, it will be valid to the vetting and refining process it endured. Good change is good, and it is time for change. It includes having some grown-up candid conversations centered around poverty, racism, and inequality – as you can probably tell in reviewing my essays and developmental readings, I am ready to embark on that conversation. **Worldview Literacy in Research (WVLIR)** was challenging to wrap my head around. However, after spending adequate time researching that essential element, my understanding became more apparent, and although, unlike some subject matters, I could not develop a curriculum or teach a session on it (WVLIR) confidently. **The Faith Learning** **Integration** course's essential element was/is highly critical because it serves as a bridge between secular and theological studies, and my thought is that we are going to need to combine the two in a well-thought-out logical manner to connect with the masses and become world changers for the betterment of humankind. To begin with, some people are reluctant to have anything to do with religion. In contrast, others will not budge if they do not feel that Christ and some religious (value-centered) methodology are prevalent, and lastly, some people want a little bit of both. Although it has been my experience that we cannot be all things to all people, when it comes to being a world changer, we should do our best to reach all people where they are and move them in a direction that positively impacts society. Changing the world does not mean we all have to agree on everything, but it requires respectful, considerate communication with those who may oppose the initiative. Nowadays, it appears that people have to choose a side; the side I will propose in my efforts to make the world a better place is one side … “Our Side.” We need to move from them and us to us and we. Having said that, taking an “Our Side” unified approach could be the catalyst to initiate that process.

Unification starts with adequate, effective communication. People have to be communicated with/to differently. It has been my experience that after giving a presentation or speaking in a meeting, the attendees fall into the following categories:

Those who felt:

* They were under-communicated with – leaving them asking more questions.
* They were over-communicated with – leaving them with information overload.
* They were adequately and effectively communicated with – leaving them satisfied.

Being able to adequately and effectively communicate with the masses will not be easy, but with God’s help, it can be doable.

When adequate and effective communication comes into mind, not only does **faith learning integration** come to mind, but so does the fourth and final course essential element, which is **interdisciplinary research**. Without a doubt, multidisciplinary research is critical to modern research. Modern research has to take more than a myopic view of the subject matter, naturally calling for an interdisciplinary research approach. By being a researcher and becoming more effective in my research efforts, this essential element was specifically helpful for me in that it caused me to expand my research techniques and enhance my worldview intentionally.

Reflecting on what I have experienced in this course, I have been compelled to take a broader look into various ways I can better serve my impoverished, underserved clients. My life’s calling is to develop and implement programs to help the underserved population, especially youth, reach their full potential so they are more apt to have a brighter future. With the help of my organization, we are leveling the playing field by giving underserved people a life-changing hand-up instead of a momentarily changing handout. Thank God I had this course; it is a part of His big plan. Jeremiah 29:11.

In conclusion, the overall course was highly beneficial. It stretched me academically and helped me grow personally and professionally. At first glance, I was not sure of the purpose of the course; however, after starting the process of working through it, I found the material to be great, and the timing of the course in the overall program seems to be logically situated. From my point of view, the coursework was difficult but not too challenging, which could lead to frustration and stagnation; however, it caused me to think on a deeper level, making for a natural growth occurrence. As mentioned earlier, this course has compelled me to take a broader look at ways I can better serve my underserved clients. My action research project may be to develop a framework to help them and others in similar situations.

**Side Bar:**

Things you might want to consider making the program better:

* Write a little definition under each essential element.
* Add a few research keywords.
* Attach assigned course reading to the syllabus in a PDF so we can print everything out at once and place it in a notebook or have it professionally bound.

The assignment response starts on the third page.

WORKS CITED