**Course Learning Journal**

SR 848-64-ALT/SR 802-52-ALT:

Library of Congress Reading

and Research Alternative

(Spring 2024)

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**Assignment #4 – Course Learning Journal**

The journal is a written reflection of your learning journey while developing your literature

review. This is also an opportunity to communicate with your professor your progress on the

research project literature review due to the course. Project how the research from this

course will support your Action Research Project Proposal. 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 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.

**Assignment #4 – Course Learning Journal**

**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.

The Course Learning Journal, CLJ takes a concise tour of SR 802-52-LOC-ALT, referred to as the Library of Congress Reading and Research Alternative (Spring 2024). It sheds light on the records of levels of analysis conducted, the formats, and the research study undertaken (AACS.net, 2024; Appleby et al., 2020; Branson & Martinez, 2023), spanning the following study areas: Assignment #1 - Tutorial Research Appointment for Research Assessment, Assignment #2 – Pre-Library Research Report of Acquired and Needed Sources of study references; and Assignment #3 – Post-Library Research Report of Newly Acquired Resources; Assignment # 4, is the Course Learning Journal, a summary of the experiences of the study practitioner, SP. The Excel-Spreadsheet formats in Assignments # 2 and #3 offer a vast expanse of data and information for critical analysis of philosophical thoughts, which involves presenting the Literature review outlines, quotations and paraphrases, keywords, and notes based on study concepts and contextualization (Benton et al., 2023; Carnegie et al., 2023; Cheung et al.,2024), understanding, and application. The Summary Intent for the LOC-ALT process is to equip you with the practical skills and formalities involved in planning and executing proposed projects, or the existing LOC-ALT itself, and the Action Project Study Research like the SRs 802, 890, and 920s, including thesis and dissertations where necessary. The process, designed for a specific purpose, involves a tutorial session with the course professor to assess your research plan. It also guides you on identifying available college and online library articles, dissertation databases, digital book sources, and other sources for alternate library research.

These academic experiences have been challenging, underscoring the significance of scaling the research study interventions that inform the multidimensional data sources and information from secular and Christian perspectives and evaluations. The challenges in this course have shaped my academic journey, and I am grateful for the learning opportunities they presented. The difficulties have only strengthened my resolve and commitment to the course, and I am determined to overcome them with your guidance and support.

**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 abilities have you

gained?

Personal growth is apparent in the student's research adventures and the ability to navigate LOC-ALT through seminal books, peer-reviewed journals, and their authors. Others include the bibliographical notes derived from theories, principles, standard processes, and models (Cornell University, 2023; Drew, 2022; Doucet, 2020; Ellinor & Girard, 2023) presented in the Excel Story Boards and academic sources. The study practitioner, SP, significantly gains from the pedagogical expanse of knowledge and skills the study research offers. The LOC-ALT assignments are challenging in size and scope in their quest to develop some literature review outlines. The Excel spreadsheet formatting requires some complex data and information structures from about 50 academic sources, books, peer-reviewed journals, a broad range of research and development projects, and scholarly journals, and they are set in tabular rows and columns. Moreover, navigating these academic interdisciplinarities is crucial and worthwhile. They have gotten the SP seasoned in the processes, theoretical principles, and methodologies of conducting a broad scope of research practicums. The new insight and skills advance one’s pace and levels of academic and intellectual understanding of the course's essential elements: i) Accessing Research Resources. ii). Using Online Research Methods. iii) Managing Collected Research. iv) Beginning a Literature Review Research Product. These elements constitute some fundamental precepts for conducting the Action Reports’ Practicums, the SRs 890, 920, and 950s, with references to their Literature Reviews mentioned earlier. The skills derived from the LOC-ALT are phenomenal, especially in “Preparation: Refining the research topic into a research problem and research questions or hypotheses, building multiple Excel Storyboards for organizing a Literature Review outline showing sources, and using keywords to find research resources. Others include accessing significant sources of information, such as databases for peer-reviewed recent articles, books (for established content), and dissertations (for recent surveys of relevant literature) (Ward, 2024; OGS.Edu, 2024).

**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 because of your

study?

The Course Learning Journal, CLJ, reflects the learning journey involved in the DSL program's LOC-ALT and other related courses while developing the literature reviews and outlines. Moreover, the LOC-ALT presents the opportunity to communicate with the course professor about the progress of the research project literature review. It clearly states how the project study research from this course will support the Action Research Project Proposals and Practicums, especially in the SR 920 mentioned earlier. The LOC-ALT study offers a multi-dimensional, scholarly, integrated framework of theories, principles, and models. It includes knowledge of faith learning integration and the integrated skills applicable in contextualizing the SR 802 and SR 920 precepts across multiple disciplines (intra and inter-disciplinarity). Studies show that LOC-ALT research has no confining boundaries. The LOC-ALT and the Excel methodologies cut across management and leadership, secular and Christian services and operations, and social arts and sciences. Hyun et al. (2020) indicate that Faith-learning integration is one of the critical factors for achieving Christian Educational goals;-it interacts holistically and consistently to create complete Faith. Love is - God's command; it has two directions, both to God vertically and to society [Introduction]. This implies that paths to social Christian transformation are possible (Pickstock, 2020; Rives, 2019) with faith learning integration through interdisciplinarity of the LOT-ALT interventions. Moreover, the academic skills derived from this study apply to conflict intervention and resolution.  Hayes suggests that the conflict theory, first developed by Karl Marx, is that society is in perpetual conflict because of competition for limited resources. Proponents of Conflict theory hold that social order is maintained by domination and power rather than by consensus and conformity (Hayes, 2022), [Introduction]. Adapting to the principles and models of LOC-ALT covers a fresh breath of a wide range of strategies for descriptive, diagnostic, interpretive, and applicable options and strategies to tackle organizational leadership, human rights issues, poverty, and alleviation.

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

religious, and educational goals.

The effectiveness in evaluating the LOC-ALT is conveyed in the planning, methodologies, and execution of the formalities in developing the literature reviews (Russell, 2022; Nowaczyk et al., 2024; Parsloe, 2024; Pickstock, 2020; Rives et al., 2019) which were strictly adhered to in the Excel Story Boards. The design-contextualization of the series of theories, principles, and models (Welsh et al., 2020; Uwen & Ukaegbu, 2024; Ward, 2014) was laid out in these Excel spreadsheets to present the title of the Action Research Practicum the SR 920, in summary Literature Review Outlines. Next was the layout of about 50 citation references in bibliography formats, including the Keywords and the notes that bear the literary understanding of the outlined seminal books and authored books, peer-reviewed journals, and academic publications. The Literature review helped inform and address other supplementary elements of the SR 920 Practicum: The Problem Statements, Background to the Research Problem, Theoretical Framework, and Sociological Theories. Others include faith-learning integration, the background of instruments/interview structure, the gap in the literature, transitions in research writing to create structure and logical flow, and justifying the practicum (Shepherd, 2024; McGrath, 2022; McKinney, 2022; Schwartz, 2023; Stammler, 2023) and the PowerPoint presentation due shortly. The CLJ records show that the Christian worldviews are dynamic and not static. They are subject to change due to internal or external influences, sometimes beyond the believer’s control. The scope and effectiveness of spiritual communication remain a field suitable for further research (Knoll, 2019). As Socrates might say, framing a good question is the birth of learning and insight. The Learning process clearly defines a significant problem or question that requires interdisciplinary faith integration to promote change (Ward, 2009). Moreover, not all theories and models are error-free. They can still be questioned and tested. The typical question is, how do you channel these arrays of theories, principles, and models in real-life official, community, and public situations, including political settings? How can these interpretations be simplified for easy comprehension, group access, and utilization without the complexities often associated with them? Repko et al. (2018) suggest that the economy and the workplace demand new workers with new skills, knowledge, technology, and collaboration. [Introductions]. Hart, C. (2018) asserts that undertaking research for a thesis or dissertation is an experience that most people never forget. However, you can set realistic objectives with planning, careful thought, and the right attitude (Introduction). The seeming philosophical thought by Hart has logical traits that crave and inform plausible indulgence in research planning and execution, and they are subject to scholarly inputs, output functionalities, and outcomes in the short and long term.

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