**Core Learning Journal**

 **SR 958-32: Research Design and Methodology I**

**(Fall 2024, Subterm A)**

**Assignment No. 4**

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**Assignment #4: Core 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 the 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

SR 953-42 Research Design and Methodology I5.

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) takes a critical and analytical tour of the Research Design Methodology ISR 958-32 (RDM) in the PhD program. RDMfits squarely into the PhD doctorate program, the colloquium presents a scientific research design and methodology leading to the interdisciplinary social research developed to produce a dissertation. The Course Learning Journal is a written reflection of one’s learning journey (Giacumo, et al., 2024; Salkind & Frey, 2019; Zelzer, 2018), while working in each course. The Learning Journal integrates the essential elements of the course within one’s professional field of interest. The objective of the course journal is to produce a summary reference learning about RDM, its core elements and outcomes. It includes the philosophical framework of the journals, records, understanding the infrastructural research design and statistical methodology which influence the learning process and culture.

RDM is made up of research studies, asynchronous and synchronous study formats which comprise four project tasks, namely Assignment #1 – Core Essential Elements; Assignment #2 – Developmental Readings; Instructor’s Essay; Assignment #4 – Course Learning Journal. The significance of the RDM is portrayed in the knowledge, skill-practice derived from its constituent elements including i) methodology distinction; ii) problem formulation iii) research questions. iv) research design alignment. v) and the dissertation infrastructures.

The research design and methodology have great research tapestry in its “qualitative inductive research (which is exploratory, scientific, case study, ethnography, experimental, and non-experimental research), ii) quantitative, deductive (focusing on hypothesis, and theory testing, iii) and the mixed research, a combination of the two) Johnson & Christensen, 2024).

Upon mastering these essential elements, the student can distinguish between quantitative and qualitative research methodologies, formulate appropriately formatted problem and purpose statements, compose meaningful and appropriately formatted research questions, the articulation and alignment of elements of research design, deductive quantitative research and inductive qualitative research, explore the structure and be able to contextualize a given dissertation, thesis or project.

**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

SR 953-42 Research Design and Methodology I5.

The personal growth from studies, assignment tasks and research in Research Design Methodology I,SR 958-32, RDM, is remarkable. The RDM bears the hallmark of quality resource precepts, the continuum of capabilities manifested in the series of contextualization and application of research study theories, principles, and precepts highlighted in the CLJ records, and the completed assignments. Research Design Methodology incorporates statistical design methodology and methods as its principal integral constituents. It focuses on rudimentary dissertations, theses, research, and development studies through descriptive qualitative exploration of bottom-to-top approaches, and quantitative data assessment, from top to bottom or vice versa, and respectively.

Glaring in the study growth is the Developmental Reading Study assignment which is an open-ended format of extensive research learning designed to teach students various scientific research designs, innovative methods and methodologies. The compelling goal and objective are to analyze complex-looking data into easily comprehensible data and information utilizing quantitative and qualitative statistics, quasi-experiments versus experimental, correlational, discreet, and continuous data analysis and information. These data in the process are explored, assessed and evaluated where necessary.

 Challenges in research design and methodologies include identifying a clear research question, selecting the appropriate methodology for the topic, ensuring a representative sample size, and managing bias in data collection. Other typical issues are gaining access to relevant populations, dealing with ethical considerations, interpreting complex data, and effectively communicating research findings; all while considering limitations like time constraints, budget restrictions, and potential methodological flaws in the chosen research approach.

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

In research design and methodology, i) the concept of participant observation, ii) contextualization, iii) and applicability are paramount and logical through the asynchronous research study. This has significantly broadened one’s understanding of qualitative and quantitative research studies. This new knowledge allows the student to actively engage with the stakeholders, community members, building trust and gaining deeper insights into their lived experiences, which would be difficult to capture through traditional surveys and mathematical methods alone.

In the study and application of research design and methodology, there are probable concerns about the validity and generalizability of findings particularly regarding issues like potential bias in data collection, sample selection, and the interpretation of results. There are also concerns about ethical considerations of research, and the need for rigorous methodological standards to ensure the quality and reliability of research within your field. These concerns are wake up calls to the student to ensure that the qualitative inductive content and the quantitative deductive statistical contents are balanced. Alternatively, the body content and contextualization are skewed to meet the standards of stakeholders’ parameters (Bus, et al., 2024; Dr Nic, 2011; Eden, et al., 2024), within the thesis, dissertation or project report specifications, guidelines and requirements.

The characteristic features, and the expectations of the clientele readership, academic, professional or reading audience, or corporate bodies must be part of the planning process. The academic clientele may require the quantitative metrics displayed. Whereas the social community would prefer the use of simple descriptive statistics in plain language, or basic charts, figures and tables. The ultimate goal is, the stakeholders are well served with quality research projects or dissertation (Jacobsen, 2015; Johnson & Christensen, 2024), without bias or pressure from them.

**4. Conclusion** – Evaluate the effectiveness of research design and methodology the course in meeting your professional expectations, religious and educational goals.

In the world of instructional design, crafting content is only a part of the success equation. The real measure of a course's worth lies in its ability to achieve intended outcomes - whether enhancing skills, changing behaviors, or contributing to organizational goals. understanding and implementing effective evaluation strategies is crucial in determining how these objectives are met (Miller, 2024, para. 3). This student embraces Miller’s assertion.

**Kirkpatrick Triangular Model for Effective Evaluation**

|  |  |  |
| --- | --- | --- |
| **1****Triangular Model** | **2****Summary (Table 4.1)** | **3****Philips’ ROI Model** |
| The Kirkpatric Evaluation Model | Level 4:**Results**Realizable benefits.Level 3:**Behaviors:** Have participants applied what is learnt.Level 2:**Learning:** How much is learned?Level 1:**Reaction:** Reaction of participants and stakeholders | 1. **ROI**
2. **Results**
3. **Behaviors**
4. **Learning**
5. **Reaction**
 |
| **Table 4.1** is culled from 24/7 Teach.org | **Kirkpatrick’s model outlines** | **Reverse Evaluation** |

* **Table 4.1:** shows Kirkpatrick Evaluation model in columns 1 and 2, compared to Philips ROI Model in column 3 (referred to as Reverse Evaluation Model).
* Dr. Philips model reverses the triangular model commencing with ROI- returns on investment exploring, and assessment (comparable to cost benefit analysis)

Regarding the Return on Investment, (ROI), Miller further asserts that, the Kirk Patrick model of 1954 may be the gold standard in effective evaluation, the Phillips ROI Model, developed by Dr. Jack Phillips, is an advanced approach to training evaluation, extending the Kirkpatrick Model by adding a fifth level focused on Return on Investment (ROI). This model provides a comprehensive framework that works across various sectors, including government, military, corporate, and others. Its flexibility and universal applicability make it an invaluable tool for instructional designers. Brinkerhoff’s Success Case Method focuses on identifying the most and least successful cases within a training program and closely examining these extremes through in-depth interviews and qualitative analysis (Miller, 2024, Para. 11-13) .

The knowledge and skills from research design and methodology are useful in accomplishing religious goals (Wright, 2021; Steensland et al., 2021), when utilized. They tend to have an overarching demand, application in conducting research surveys, analyzing population statistical demographics and feasibility studies in Church growth, expansion and in response to stakeholder and grants sponsorship programs. . More is learned about spirituality using different methodologies across studies than would be learned if all researchers used the same methodology.

Given the ample educational landscape of the research design and methodology, (Aithal, et al., 2024; Patel, et al., 2024, Anapey, 2024), the compelling factor is that “Innovation is viewed as an outcome of a set of various drivers, - explanatory sequential mixed-method approach, - employed to collect quantitative and qualitative data. Empowering members in the process of transformation, - connecting with vision and mission for innovation, fostering transformation, professional learning and development opportunities to promote the use of innovative pedagogical methods, are among the key factors (Baroudi & ElSayary, 2024).

There is the need for contextualization and applicability in research design and methodology. To be prepared now and the future for innovation (Mukherjee, et al., 2018; Wright, 2021) and transformational value process and outcomes (Andreoni & Richard, 2024; Baroudi & ElSayary), to offer logical, factual answers to precise or detailed questions and issues in project research and dissertation that may arise. They include data integrity, validity and reliability, ethical considerations and bias representation, research transparency and applicability.

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