**Course Learning Journal**

**SR 958-42: Research Design and Methodology II**

**(Fall 2024, Sub-term A)**

**Dr. Peter Abraham Airewele, DSL**

**Omega Graduate School**

**Professor**

**Dr. Sean Taladay, EdD**

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**Assignment #4: Core 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 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

**Assignment #4: Core 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, sheds light on the SR 958 Research Design and Methodology II, RDM course and its overarching significance (Plodder & Hamann, 2021; Ravid, 2024) in developing and writing a doctoral dissertation. The RDM equips graduate students with advanced research skills and quantitative and qualitative statistical analysis tools (Dima, 2018; Eka et al., 2024) to conduct rigorous and compelling academic writing and studies. It is a crucial part of the doctoral program, providing the necessary skills and knowledge for conducting research and writing a dissertation. By exploring the contemporary landscape of research design and methodology, the student understands various research approaches' theoretical underpinnings and practical applications.

The research design and methodology, RDM, fits squarely into the doctoral research study program's theoretical and conceptual approach, involving visual models, statistical precepts, and constructs. It focuses on the critical role of research design in shaping the overall research process. The student learns to differentiate between various quasi-experimental, experimental, and correlational statistical models (Privitera, 2024; EZ SPSS Tutorials, 2024) to select and apply the most appropriate design answers for the research questions.

Additionally, the course examines the significance of psychometrically sound survey instruments in data collection and analysis. By mastering the art of hypothesis formulation, variable identification, and statistical analysis selection (Leong & Said, 2024; Meyerson & Tryon, 2003), the student is empowered to produce high-quality statistical design research (Robinson, 2018; Sileyew, 2019), that contributes meaningfully to the field of study. This empowerment instills confidence and capability in the student, who is ready to tackle future research endeavors.

**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?

Research design and Methodology, RDM offers a valuable personal and professional growth opportunity. It has challenged this student to dig deeper into research methodologies, mainly the measures of central tendency (mean, median, and mode), and measures of dispersion (range, variance, and standard deviation), quantitative and qualitative research (Kaiser, 2024; Gallagher, 2024), which are seen as some of the fundamental aspects of statistical analysis. For instance, understanding the intricacies of linear regression and its applicability beyond statistical computations (Leung, 2011; Lim, 2024) has been a significant learning curve. The insights from the research statistical study application (Eka et al., 2024; EZ-SPSS, 2024) have broadened one’s scope and understanding of practical use in various fields, including management, finance, commerce, and business. This growth in understanding and applying research methodologies has significantly enhanced the doctoral student’s professional skills and knowledge. For example, the challenge of applying linear regression to a real-world dataset situation and interpreting the results has been a significant learning experience.

Some new insights in the RDM program are in the case study analysis for its practicable approach and standards. The study shows that case studies are not confined to bounded systems (Reichard, 2024; Gallagher, 2024) and can be employed in open-ended research designs. This newfound perspective informs the student of future research endeavors. The strategies for developing program and project design and methodologies (Kieu & Minh, 2024) have helped to demystify the process of writing a thesis or dissertation. This reassurance and demystification of the research process enables the student to break down complex tasks into manageable project benchmarks and timelines, making them less daunting. For instance, the step-by-step guide to developing a research question and hypothesis has been beneficial in interpreting the initial stages of a research project.

While exploring Qualitative Research Methodologies (Ose, 2016; Kumar, 2024), the study of ethnography has presented a new qualitative research approach by understanding the method's strengths and limitations (Kronthaler & Zöllner , 2021) and its potential applications in various research contexts. For instance, the ethnographic approach could be applied to a study of workplace culture to understand how it influences employee performance and satisfaction.

Based on the Future Research Directions, the student is keen to explore more of the following research studies in predictive modeling with linear regression. This student aims to apply linear regression models (Kaiser, 2024; Gallagher, 2024) to predict trends in the stock market and other relevant domains. The RDM highlights a growing interest in data-driven decision-making and predictive modeling (Tomaszewski et al., 2020; Waisapy, 2024), inspired explicitly by the RDM study. It suggests a potential research direction that leverages predictive modeling techniques to address specific research questions.

**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 student is impressed by the social leadership, the challenge of formulating hypotheses, the importance of a robust literature review, and the strategic selection of research methodologies. These concepts are directly applicable (Yang, 2013; Tao et al., 2022) when conducting a needs assessment or evaluating the effectiveness of a specific intervention. They utilize the principles of quantitative research to collect and analyze numerical data. This involves formulating clear hypotheses, designing appropriate surveys or experiments, and employing statistical analysis (Glaros, 2024; Hadfield et al., 2022) to draw meaningful conclusions. Qualitative and Qualitative methodology and data analysis are utilized to explore complex social issues and investigate marginalized populations' experiences. By conducting in-depth interviews, focus groups, or case studies, there are rich insights into participants' perspectives. The student can generate valuable thematic analytical data and then identify patterns and themes within the given data, leading to a deeper understanding of the underlying issues.

Furthermore, by integrating other statistical concepts and models, design differentiation, valid instrumentation, and hypothesis formulation methods (Yashaswi, 2024; Younas & Porr, 2024), the student can provide a more comprehensive and nuanced understanding of research problems. Moreover, by combining the strengths of both approaches, the researcher can triangulate findings to enhance the validity and reliability of the results. Future research will apply these principles by carefully formulating research questions, selecting appropriate methodologies, and rigorously analyzing data to produce high-quality and knowledgeable solutions.

**4) Conclusion** – Evaluate the effectiveness.

Research design and methodology (RDM) have been invaluable catalysts for personal and professional growth. They have significantly expanded one’s understanding of research methodologies (Michalopoulou, 2017; Ose, 2016), mainly quantitative and qualitative research studies, as precursors to effective dissertation writing. The student is empowered to approach research more critically and analytically.

The key takeaways from the RDM include a deeper appreciation for the versatility of linear regression (Wallwey & Kajfez, 2023; Jebb et al, 2021), a nuanced understanding of case study analysis, and a simplified approach to thesis and dissertation writing. Additionally, the student has gained proficiency in data analysis tools and a newfound interest in qualitative research methods, ethnography, and thematic statistics. There is an eagerness to apply these skills and knowledge in future research endeavors. Leveraging these data-driven insights, the doctoral student aims to contribute to evidence-based research and decision-making processes and to advance sociological and scientific studies in profit and nonprofit organizations.

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