Research Design and Methodology II

Derrick Snow

Omega Graduate School

October 6, 2024

Professor

Dr. Taladay

**Assignment #4 – Course 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 of the course in meeting your professional, religious, and educational goals.

**Introduction**

This Research Design and Methodology II course focused on the essential elements of Design Differentiation, Valid Instruments, Hypothesis Formulation, and Literature Review Structure. Research is an essential part of social research; it is the scientific pursuit of social knowledge. Research design and methodology are skills social researchers need in order to perform ethical and scientific research. Thus, Research Design and Methodology II is an important course in a doctoral program as developing as a social researcher.

**Personal Growth**

What I am writing I have discussed this with Dr. Reichard and does not reflect negatively of the professors. I have found that as a social scientist (undergraduate and master’s in sociology) I am a not typical student at OGS, and the course structure has been developed to teach to and fit the typical OGS student (non-social science background). For many of my courses the professors were teaching to typical OGS students, I found that I was not able to develop myself as a sociologist as I have hoped. I know OGS courses has the flexibility for the student to focus on their interests, but in many courses the framework of the course was as such that didn’t allow a student interest focus, in the case of research I would have looked into the different quantitative research designs and methodology that are currently being used in the field of sociology. I know I am a different type of student than the typical OGS student, but I am hoping that OGS could modify their program a bit for social science students so that OGS would also be a good doctoral program for social scientist as well such with the below model.

OGS Course of two paths

1. If typical student, then course instruction and assignment of y (current model).
2. If social science student (sociology, anthropology, psychology, economics) then course instructions and assignment of x (more of a student independent study with professor facilitation).

**Reflective Entry**

I was really excited to finally be taking the research and statistics courses at OGS but was a bit disappointed (not because of the professors but the structure of the course as a student with a social science background). I understand that OGS wants to ensure that students are able to understand and do basic research and statistics, but in the social sciences students have basic statistics and research in their undergraduate programs and often advanced statistics and research in their undergraduate program as well in addition to the advanced statistics and research in their master’s program. I was disappointed that I was assumed to be a typical OGS student (non-social science background), the non-social science students have may have various goals in mind that they would want to receive from the OGS doctorate program, social scientists have in mind to be well prepared to participate in their field among other university social science graduates. With OGS’s tutorial method of instruction, I think the courses could be modified a bit based on the background of the student, perhaps a meet and greet session before the course offering to let the professors meet the students to identify how best to proceed with course guiding the student to meet their intended goals in the context of the course.

I do appreciate OGS’s approach to weaving preparation work on the dissertation among the courses, but as a social science student, the dissertation is only one research project the student will do, their future work will be many other research projects for academic journals, social science conferences and books. These are other things that a doctoral program should also prepare the students for. I do think that either particular courses for students to take to inform them on the process and approaches for these other research venues or integrating this type of instructions into the courses.

**Conclusion**

I believe in the mission of OGS and think it has a great program for non-social science students, but for students with a social science background, I think OGS current program could be modified based on those students to better serve the needs of the social science students. I do hope that other students with a social science background would find that OGS Social Research doctoral program would be a good fit to develop themselves as a social researcher and a practicing social scientist in their field to contribute the field of social science with a Christian perspective.