SR802 Library of Congress Reading and Writing

Cerita Buchanan

Omega Graduate School

Date

Professor

Dr. David Ward

**Cerita, I Course Learning Journal for SR 848-64-ALT/SR 802-52-ALT to demonstrate how you found the Excel Literature Review Story Boarding process helpful in organizing and focusing your preparation for the literature review support in your Action Research Project. Since you use action research in your work, I was excited you may find teaching an adapted version of it useful with your colleagues in their action research. Keep up the great work! -- Prof. David Ward**

**Grade A**

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 as a result of 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 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.

As I reflect on my experience of doing this course and engaging with the activities of the online library of congress alternative, I am elated about the learning, self-discovery of the experience and pleased with the relevant data I have found. The process of locating and organizing the research literature was edifying. While developing the literature review I was exposed to social, sociological, psychological and theological areas around the mental load and gender and family discourse. As a result of this process I am now clearer about the way forward with the action research and the literature that guides my decision process for intervention and impactful social change.

**Introduction**

The intent of the course is to strengthen discovery through literature search for relevant academic peer reviewed journal articles and other academic material such as textbooks and dissertations in the chosen area of interest. The course assesses research resources, tools and literature for usefulness, quality, reliability and fit to the area of focus. It also focused on teaching appropriate skills to search, document, manage and appropriately reference research literature. It was also intended as an activity to broaden thinking while allowing narrowing and refining of the research topic, helping to frame the research problem and questions. This course also intended to expand understanding of storyboarding for research purposes and using softwares such as Zotero to organize and generate bibliographies and reference lists that are accurate and follow APA 7 guidelines for our needs.

This course is rightly sequenced at OGS as a course that precedes and/or accompanies the action research proposal/prospectus course. It helps to organize literature for ease of reference for the research process while helping to gather information and thoughts in writing the literature review. The course to establish a format, structure and outline for the literature review. Without this preparatory course the development of the action research project would prove time intensive and difficult. The course is relevant and imperative in the sequence of courses on the Doctor of Social Leadership (DSL) programme.

**Personal Growth**

I have experienced growth in developing literature reviews. I have never been exposed to storyboarding in research. Storyboarding is an exercise usually done in development of literary creative works, but engaging the storyboarding process for academic research is ingenuine. This course proved to be more challenging and time consuming than originally anticipated. The process was tedious and required me to be clear about the specific area of focus, because I initially had an expanded idea of where my focus should be. The process of narrowing and focusing was painstakingly amazing given the end result of a more precise and aligned research project. This process stretched my thinking and allowed me to expand my knowledge in the area. I believe I have gained great mastery in creating storyboards, applying research search tools and using appropriate software. I have also improved on my ability to speed read, identify key areas in the abstract of particular literature, ability to align key words and methods of research with other literature, emphasize particular areas of work based in a particular academic journal source e.g. Journal of Marriage and Family, Community, Work and Family and Journal of Sex Roles are particularly useful to my topic. I have emerged more skilful in literature search , literature review organization and development than I was prior to taking this course.

**Reflective Entry**

As I reflect on this experience, I am already thinking about how I can use this method of literature review to help students and other colleagues develop research projects and activities. It will help them create more aligned and accurate literature reviews that save time in the research process. Within my department, action research is a key part of what we do, making the University real to the community it serves through creating change in difficult social areas and problems. This work is important to take the University from ivy tower status to an organization for the people, in essence ‘breaking down the walls’ and helping the vulnerable and underserved. Through this research course, I am better equipped to analyse the work of others and document what has been done globally.

As a result of my experience in this course and researching mental load and unequal division of labour in the household, there are some pertinent questions that remain unanswered: What is the burden of the mental load on the family? How does it impact family and couple relationships? What does Christ want for families and how is he leading us to change and role division?

**Conclusion**

In conclusion, the growth process has been real and is ongoing. I look forward to the andragogical rigour of the courses that I will take in the next. The subterm was met by some personal challenges that impacted my ability to balance and assimilate the material in a timely manner, but I am eternally grateful for all the new learning and knowledge resources which I will continue to build on. I look forward to continuing to expand my knowledge in transforming people's problems as I step into my purpose as a Christian scholar as I endeavor to change the world.