**Core Learning Journal**

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

**(Spring 2025, 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 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, incorporating

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 Research Design and Methodologies, RDMs, SR 958-32, consist of research and statistical studies, taken either as asynchronous (independent studies) or synchronous (virtual or physical or lecturer-led study formats). RDMs comprise four project assignment tasks: Assignment #1—Core Essential Elements; Assignment #2—Developmental Readings; Assignment # 3—the Instructor’s Essay; and finally, Assignment #4—Course Learning Journal, the CLJ.

The intent of SR 958 a multi-core course is to teach doctoral students scientific research design and methodology, leading to an interdisciplinary social research undertaking and a dissertation. SR 958 is a companion course to COM 968 Statistics for Social Research in Qualitative and Quantitative Data Analysis and the SR 852 Dissertation Foundations (OGS.Edu, 2025). The combined learning principles, concept, and their contextualization (Aithal et al., 2024; Abo-Khalil, 2024) constitute the basis for thorough study research (Braun & Clarke, 2006) meant to advance socio-community development, imbibing the criteria for ethical research and upholding human rights as its civic responsibility.

The significance of the RDMs is portrayed in the knowledge, skillsets' practice, and application (Eka, et al., 2024; Dima, 2018), derived from its constituent essential elements including i) the Ethical Research Criteria. ii) Sampling Techniques and data analysis course outline. iii) Research design, alignment and key constructs, data collection, and sponsor selection and collection protocols. iv) The Population–audience worldview, the validated instruments comparative demographic surveys, and descriptive data. v) the Qualitative and Quantitative data analysis and spreadsheet for data collection and results.

The Course Learning Journal records (CLJs) are critical and they present analytical touring archives (Ashton, 2013; Braun & Clarke, 2006) of the Research Design Methodology, Nos. 1 to4,SR 958-32 (RDMs) in the PhD program. RDMsfit squarely into the PhD doctorate program, the colloquium presents a scientific research design and methodology leading to the interdisciplinary social research development (Andreoni & Richard, 2024) to produce a dissertation. The Course Learning Journal is a written reflection of one’s learning journey (Giacumo, et al., 2024; Salkind) while working on each course. Upon mastering these essential elements, the student can distinguish between quantitative and qualitative research methodologies (Ashton, 2013; Braun & Clarke, 2006), and formulate appropriately formatted problem and purpose statements. It exemplifies the ability to compose meaningful and appropriately structured research questions, the articulate and alignment of elements of research design, theories principles, and models designed to explore the structural concepts and be able to contextualize the sets of principles (Reichard, 2021; Zelzer, 2018) manifesting into practice and resourceful dissertation, thesis or projects.

**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.

Evident in the study's growth are the study resources and tools, and the educational values (Anapey, 2024) derived from the Developmental Reading Study assignment No. 2 which is an open-ended format of extensive research study. The developmental reading is designed to teach students various scientific research strategies (Patel et al., 2024; Salkind & Frey, 2019), innovative methods, and methodologies. The compelling goal and objectives are to analyze complex-looking data into easily comprehensible data and information (Baroudi & ElSayary, 2024) 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.

The RDMs, SR 958 bear the hallmark of quality resources, precepts, and the continuum of research capabilities manifested in the series of contextualization and application of research study theories. Furthermore, the RDMs present principles, and precepts highlighted in the CLJ records. The completed assignments focus on rudimentary procedures surrounding dissertations, thesis, research, and development studies through the qualitative, descriptive statistics from the bottom-to-top approach, and the quantitative data assessment, from top to bottom approach or vice versa, respectively.

The common challenges in research design and methodologies include navigating the statistical type 1 and type 2 errors (the false positive and false negative, respectively. Moreover, there are mixed issues in identifying a clear research question, selecting the appropriate methodology for the topic (Miller, 2024) ensuring a representative sample size, managing bias in data collection (Johnson & Christensen, 2024), and validating analysis and results from statistical experiments or surveys. There are typical issues of gaining access to relevant populations, dealing with ethical considerations, and interpreting complex data. Others are 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 the design of your professional field. What questions or concerns have surfaced about your professional field as a result of your study?

Reflective in the research design and methodology, 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 in research studies conducted and the need for rigorous methodological standards (Johnson & Christensen, 2024; Miller, 2024) 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 content are balanced. Alternatively, the body content and contextualization are skewed to meet the standards of stakeholders’ parameters within the thesis, dissertation, or project report specifications, guidelines, and requirements.

Study shows that stakeholders must be part of the planning process in a given research project, study participants, the targeted audience, or corporate bodies. The academic clientele may require the quantitative metrics displayed. Whereas the social community would prefer the use of simple descriptive statistics in plain language (Eden, et al., 2024; Bus, et al., 2024; Dr. Nic, 2011), or basic charts, figures, and tables. The ultimate goal is, that the stakeholders are well served with quality research projects or dissertations (Jacobsen, 2015; Johnson & Christensen, 2024), without bias or undue pressure from them. However, any private or public records of the project must be executed under some confidentiality, and privacy where necessary.

In the CLJ/RDMs, there are the concepts of participant observation, contextualization, and applicability which are principal and logical through the asynchronous research study. This has significantly broadened one’s understanding of qualitative and quantitative research studies. This knowledge allows the student to actively engage with the stakeholders, and community members, building trust and gaining deeper insights (Reichard, 2021; Wright, 2021; Steensland et al., 2021) into their lived experiences. The increasing use of statistical software in research studies seems to be making some waves and appealing to thousands of students in colleges compared to the traditional surveys and mathematical methods alone.

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

Given the ample educational landscape of the research design and methodology, (Aithal, et al., 2024; Patel, et al., 2024, Anapey, 2024), the critical factor of “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, 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 a need for contextualization and applicability (Mukherjee, et al., 2018; Wright, 2021) in research design and methodology. To be prepared now and in the future for innovation and transformational value processes and outcomes to offer logical, factual answers to precise or detailed questions and issues in project research and dissertations that may arise. They include data integrity, validity and reliability, ethical considerations and bias avoidance, research transparency, and applicability. 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). In the world of instructional design, crafting constructive content is only a part of the success equation. There are always the dynamics of relentless application of statistical research conducted to derive the best validated and credible results and outcomes.

The knowledge and skills from research design and methodology are useful in accomplishing religious goals (Steensland, 2021) when adequately utilized through innovation and well-coordinated primary or secondary statistical research surveys (Wawak, 2024) and church-related demographic statistics, respectively. They tend to have overarching goals.

(Andreoni & Richard, 2024; Baroudi & ElSayary), In the application and conducting of research surveys. Moreover, there is the analysis of the Church's comparative attendant population, the changing behavioral patterns of converts relative to pulpit messages, perhaps influencing or not, their daily lives. These surveys require the effective exploring, examining and evaluating of the Church or religious organizations' statistical demographics and religious services. Crucial are the feasibility studies about Church growth, and expansion (Andreoni & Richard, 2024) in some constructive responses to stakeholders' goals and objectives, and grants sponsorship programs.

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