

evidence-based change. Knowledge can serve as the evidence that sustains arguments, further explanations, and expressed as objectives (Dugan, 2016). Social research as a problem involves integrity, responsibility, powerful insight and an inquiring attitude. The purpose of this study is to contribute to the understanding of variables that either promote or restrict multiculturalism. The study does not attempt to close a research gap. It explores the research gaps in social change, and contribute to closing these gaps as much as it could. Social science is an example of progressive research efforts on social change. This study attempts to determine the meaning of social change for Walden University graduate students. Purpose Statement The meaning of social change for Walden graduate students is to become agents of change, provide academic foundations to sustain critical discussions to talk about and revolve the most pressing issues in the society. Role of the Researcher The systematic analysis and the examination of the transcripts, memos, and contents helped me reach an objective conclusion. The systematic analysis helped me shape my reflectivity and made me realize the direction of my academic career. Through the systematic analysis of the memos, transcripts, and contents, I was able to understand my role and responsibility as a researcher. I realized that as an interviewer, I had a role of ensuring the privacy and confidentiality of interviewees (Dugan, 2016). I also realized that as a researcher, I had a role of creating the space in which interviewees participate in, revealing the relationship and management of power. As a researcher, the participant is guided by my inquiry, opening their mind, memories and feelings. I realized that the power guiding research inquiries sometimes need to be returned to the participant or the members of the society (Yob et al., 2016). As a researcher, I need to understand that the use of my inquiry power to the research objectives and not to personal objectives. I also understood that as a researcher, I have role of maintaining professionalism. During the data collection process, I realized the tenacity is required of me to sustain rigorously in my analysis. I also realized that I could not afford to make any mistakes in the interpretation of the data. I learned to be objective and attentive to my thoughts since they could have a huge impact on how I processed and analyzed the research data (Dugan, 2016).

There are critical voices that consider that qualitative research lacks the rigor of mathematics and the power of generalization. However, qualitative works of qualitative research can be replaced by computers. Results

Data Sources The main data sources of my qualitative research included Walden's online library, online interviews and downloaded transcripts. I also conducted an interview over the phone with a woman who had a good understanding of the various aspects of social change (Rubin & Rubin, 2011). The lady was a graduate of Walden University and the interview helped me understand what she felt social change meant to her and her role in it. Instrumentation The main instrument used to conduct the research analysis was the Constant Comparison Analysis. The Constant Comparison Analysis instrument was developed by Strauss and Glaser back in the 1960s. The Classical Content Analysis Instrument was also used and it is similar to the Constant Comparison Analysis the main difference being that it emphasized on frequency (Onwuegbuzie et al., 2009). The main data collection instrument used was interviewing and it was used for social related themes (Dugan, 2016). The interview comprised of both structured and semi structure interview questions. Semi structured interview questions allowed more flexibility, enabling new variables on the issues to be realized. Data Analysis More than 150 codes were created from the data collected, with 12 categories and one theme being realized. In the first cycle, the keywords 'social change' and 'the meaning of social change' were used. The theme 'the meaning of social change for graduates of Walden University was then captured using the two main keywords. Summary and Trustworthiness

Trustworthiness The sources from which the data was collected, the Walden University website and the phone interview conducted had different themes. The materials from Walden University online library share some commonalities. In the interview with the lady, the main categories of social change that came up included the war on drug abuse, the movement for equal access to healthcare for the homeless, and the environmentalists move to prevent climate change (Rubin & Rubin, 2011). In the same interview, the issue of money and social change was also addressed since there has been issues about social change not being realized without finances. The main theme in both the interview and the materials collected from Walden University was 'community in action'. The credibility of the claims and information presented in both the interview, transcripts and content collected from Walden University online library was collaborated through information collected from online interviews conducted on YouTube and scientific websites like TedTalk. The model that was used to conduct the phone interview was collaborated with information from various academic sites that showed that the manner in which the conclusion was achieved was correct (Yob et al., 2016). The referenced articles shows below highlighting the recent research on the issues of social change and people's thoughts on the same gives the analysis of the information provided above its conformability (Dugan, 2016). The elements and the variety of data sources brings about the sense of integrity and accuracy of the information presented in this research article. Summary Based on the data highlighted above, the meaning of social change for Walden University graduate students is the transformation of society through projects and actions that address problems within societies not just theoretically but from the root of the problems. Through actions such as having conversations with victims, concerned citizens, perpetrators and idealists, social change can be realized within societies (Peinovich & Hodgkinson, 2011). Through such actions, Walden University graduate students can develop skills and strategies that could help them address problems within the society, utilizing research methods they have learned during their academic journey in the learning facility. My personal understanding of myself as an agent of positive social change has changed in the sense that I have realized that researchers are not confined into their offices, working on papers and with computers but actually going out into the field and meeting with people interacting with them to gain first-hand information about their day to day lives and challenges. I have also learned that it is necessary for us to confront social problems, experience them and finally being an active contributor to the solution (Yob et al., 2016). By using the information gained from my academic background, I can become an active part of the solution by contributing to the development and implementation of projects on social change, based on evidence-based researches. Based on the review of the three articles on social change, transforming 'Apathy into Movement': The Role of Prosocial Emotions in Motivating Action for Social Change by Emma Thomas, Craig McGarty and Kenneth Mavor aligned with my interests in social change (Peinovich & Hodgkinson, 2011).

The article realized that public participation is key towards realizing social change and I agree with it because lack of public participation on social change is one of the main challenge faced by many societies across the globe. Without public participation, it is impossible to push any project forward and therefore, citizenship apathy remains to be a main issue in research on social change.

References

Dugan, J. P. (2016). Explorations using the social change model: Leadership development among college men and women. *Journal of College Student Development*, 47(2), 217-225. Onwuegbuzie, A. J., Dickinson, W. B., Leech, N. L., & Zoran, A. G. (2009). A qualitative framework for collecting and analyzing data in focus group research. *International Journal of Qualitative Methods*, 8(3), 1-21. Peinovich, P. E., & Hodgkinson, H. L. (2011). Organizing the faculty around the students: Walden University. *New Directions for Adult and Continuing Education*, 2011(129), 75-84. Ravitch, S. M., & Carl, N. M. (2016). *Qualitative research: Bridging the conceptual, theoretical, and methodological*. Thousand Oaks, CA: Sage Publications Inc. Rubin, H. J., & Rubin, I. S. (2011). *Qualitative interviewing: The art of hearing data*. Sage. Yob, I. M., Danver, S. L., Kristensen, S., Schulz, W., Simmons, K., Brashen, H. M., & Penland, D. R. (2016). Curriculum alignment with a mission of social change in higher education. *Innovative higher education*, 41(3), 203-219.

Source Matches (34)

1 Student paper 100%

| | |
|---|---|
| Student paper | |
| The Meaning of Social Change for Walden Graduate Students | Original source |
| | Meaning of Social Change for Walden Graduate Students |

2 Student paper 74%

| | |
|--|---|
| Student paper | |
| Social change as a research problem means that the mechanics of social change movements can be systematically studied. | Original source |
| | Social change as a research problem implies that the mechanics of such a movement can be studied systematically |

2 Student paper 65%

| | |
|--|--|
| Student paper | |
| Economics, criminal justice system, human rights, culture, social organization and values are the main aspects that drive social change. | Original source |
| | Culture, economics, social organization, human rights, justice systems, values |

3 Student paper 67%

| | |
|--|--|
| Student paper | |
| By studying social change through academic research, it becomes possible for solutions to problems to be realized, the cause and the effects of change to be identified, comparisons to be made, and the improvement of human conditions to be realized. | Original source |
| | By studying social change through academic research, it becomes possible to find solutions to problems, to identify the cause and effect, to make comparisons and eventually improve the human condition |

3 Student paper 72%

| | |
|---|--|
| Student paper | |
| Social change happens naturally as an outcome of the introduction of new ideas, new technology and new cultural artifacts which change the perception of the individuals in societies (Ravitch & Carl, 2016). | Original source |
| | Social change happens as the natural outcome of the introduction of new ideas, new cultural artifacts, new technologies that change the perception of the members of societies |

4 Student paper 63%

| | |
|---|---|
| Student paper | |
| Knowledge, which is behind the reason why researches on social change are conducted, can serve as the basis of active, conscious and evidence-based change. | Original source |
| | Knowledge can serve as the foundation of conscious, active, and evidence-based change |

3 Student paper 68%

| | |
|---|---|
| Student paper | |
| It is also important to note that social change can be consciously changed by individuals who understand the modern and current issues affecting the society, and who develop their own critical voices, become agents of change. | Original source |
| | It is also shaped consciously, by individuals that understand the current issues that affect society and develop their own critical voice, and they become the agents of change (Dugan, 2006) |

2 Student paper 76%

Student paper

Social research as a problem involves integrity, responsibility, powerful insight and an inquiring attitude. The purpose of this study is to contribute to the understanding of variables that either promote or restrict multiculturalism.

Original source

As seen, social change as a research problem involves responsibility and integrity as well as powerful insight and an inquiring attitude (Ravitch & Carl, 2016) This study serves the purpose of contributing to understanding some of the variables that promote or restrict, multiculturalism

2 Student paper 87%

Student paper

As a researcher, the participant is guided by my inquiry, opening their mind, memories and feelings.

Original source

The participant is guided by inquiry, opening their mind, feelings, and memories

4 Student paper 79%

Student paper

The study does not attempt to close a research gap.

Original source

The study makes the attempt to close a gap in the research

3 Student paper 79%

Student paper

During the data collection process, I realized the tenacity is required of me to sustain rigorousness in my analysis.

Original source

During the data collection processes I realized the tenacity that is required to sustain my analysis in rigor

1 Student paper 74%

Student paper

This study attempts to determine the meaning of social change for Walden University graduate students.

Original source

Meaning of Social Change for Walden Graduate Students

3 Student paper 98%

Student paper

There are critical voices that consider that qualitative research lacks the rigor of mathematics and the power of generalization.

Original source

There are critical voices that consider that qualitative research lacks the rigor of mathematics and their power of generalization

5 Student paper 82%

Student paper

Purpose Statement The meaning of social change for Walden graduate students is to be able to become agents of change, provide academic foundations to sustain critical discussions to talk about and revolve the most pressing issues in the society.

Original source

Purpose Statement The meaning of social change for Walden graduate students is to be able to become agents of change, to provide the academic foundations to sustain critical discussion to resolve society's most pressing issues

6 Student paper 78%

Student paper

The Constant Comparison Analysis instrument was developed by Strauss and Glaser back in the 1960s.

Original source

Constant comparison analysis that was developed by Glaser and Strauss in the 1960s and 1970s was the main instrument that I used

2 Student paper 74%

| | |
|---|---|
| Student paper Data Analysis More than 150 codes were created from the data collected, with 12 categories and one theme being realized. | Original source From the data collected, the researcher created more than 150 codes (global, not unique) 12 categories and one theme |
|---|---|

6 Student paper 100%

| | |
|--|--|
| Student paper Summary and Trustworthiness | Original source Trustworthiness and Summary |
|--|--|

5 Student paper 72%

| | |
|---|---|
| Student paper Summary Based on the data highlighted above, the meaning of social change for Walden University graduate students is the transformation of society through projects and actions that address problems within societies not just theoretically but from the root of the problems. | Original source Summary Based on the results of my analyses, the meaning of social change for Walden graduate students is the transformation of society through action, projects that address problems not just theoretically, but in the very ground where the problem exists |
|---|---|

7 Student paper 77%

| | |
|---|---|
| Student paper Based on the review of the three articles on social change, transforming 'Apathy into Movement': | Original source Based on my review of the three articles on social change, Transforming "apathy into movement" |
|---|---|

8 Student paper 70%

| | |
|--|---|
| Student paper The Role of Prosocial Emotions in Motivating Action for Social Change by Emma Thomas, Craig McGarty an Kenneth Mavor aligned with my interests in social change (Peinovich & Hodgkinson, 2011). | Original source The Role of Prosocial Emotions in Motivating Action for Social Change by Thomas, McGarty & Mavor is aligned with my interests regarding social change because emotions and human factor are the most crucial in any social processes |
|--|---|

3 Student paper 72%

| | |
|--|---|
| Student paper Without public participation, it is impossible to push any project forward and therefore, citizenship apathy remains to be a main issue in research on social change. | Original source Without such participation, with apathy, it is impossible to move any project forward, and therefore I consider citizenship apathy as the main problem in social change research |
|--|---|

9 Journal article 100%

| | |
|--|---|
| Student paper Explorations using the social change model: Leadership development among college men and women. Journal of College Student Development, 47(2), 217-225. | Original source Explorations using the social change model Leadership development among college men and women Journal of College Student Development, 47(2), 217 - 225 |
|--|---|

3 Student paper 100%

| | |
|--|---|
| Student paper J., Dickinson, W. B., Leech, N. L., & Zoran, A. | Original source J., Dickinson, W.B., Leech, N L., & Zoran, A |
|--|---|

| | |
|---|---|
| 3 Student paper | 100% |
| Student paper A qualitative framework for collecting and analyzing data in focus group research. International Journal of Qualitative Methods, 8(3), 1-21. | Original source A qualitative framework for collecting and analyzing data in focus group research International Journal of Qualitative Methods, 8(3), 1-21 |

| | |
|---------------------------------------|--|
| 10 Student paper | 100% |
| Student paper E., & Hodgkinson, H. | Original source E., & Hodgkinson, H |

| | |
|--|---|
| 10 Student paper | 100% |
| Student paper Organizing the faculty around the students: | Original source Organizing the faculty around the students |

| | |
|---|--|
| 10 Student paper | 99 |
| Student paper New Directions for Adult and Continuing Education, 2011(129), 75-84. | Original source New Directions for Adult & Continuing Education, 2011(129), 75-84 |

| | |
|---------------------------------|----------------------------------|
| 3 Student paper | 100 |
| Student paper M., & Carl, N. | Original source M., & Carl, N |

| | |
|--|---|
| 3 Student paper | 100% |
| Student paper Bridging the conceptual, theoretical, and methodological. | Original source Bridging the conceptual, theoretical, and methodological |

| | |
|--|---|
| 9 Journal/leadership | 100% |
| Student paper Thousand Oaks, CA: Sage Publications Inc. | Original source Thousand Oaks, CA Sage Publications, Inc |

| | |
|----------------------------------|-----------------------------------|
| 3 Student paper | 100% |
| Student paper J., & Rubin, I. | Original source J., & Rubin, I |

| | |
|---|--|
| 3 Student paper | 100% |
| Student paper The art of hearing data. | Original source The art of hearing data |

| | |
|---|--|
| 11 Student paper | 100 |
| Student paper L., Kristensen, S., Schulz, W., Simmons, K., Brashen, H. | Original source L., Kristensen, S., Schulz, W., Simmons, K., Brashen, H |

| | |
|--|---|
| 12 Student paper | 100 |
| Student paper Curriculum alignment with a mission of social change in higher education. | Original source Curriculum alignment with a mission of social change in higher education |