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Objectives for today

• Through class activities, understand that components of the research cycle are non-consecutive activities

• Brainstorm keywords while also identifying purpose, audience & need

• Apply knowledge of searching to identify and find resources appropriate to purpose, audience & need
Research cycle

- Clarify/revise question
- Brainstorm & plan
- Gather info
- Evaluate
- Report
Choosing Topics & Brainstorming

• Choosing a topic – yikes!
• How do YOU brainstorm?
• What resources can help you?
  • Wikipedia
  • Library guides
  • Encyclopedias

Let’s try!
Search with a purpose!

• It’s not about finding just anything on your topic
• It’s about finding what you NEED
• As you search, think about:
  – What is MY purpose for finding resources?
  – What is the author’s purpose in writing it?
  – Who is the intended audience?
  – What type of resource is it? (book, web site, etc.)
“Arabs bear brunt of gene disorders”

Arabs suffer from one of the highest rates of genetic disease in the world, according to a research institute. Some 906 genetic disorders have been identified in Arabs and their descendants, reports the Centre for Arab Genomic Studies (CAGS), and about 200 of those are prevalent among Arabs in the GCC alone. It plans to compile extensive data on genetic disorders in every Arab country to help pave the way for treatment and prevention-based health policies in the region.
“Arabs bear brunt of gene disorders”

“Why build this database? It gives us a bird’s-eye view of each country on genetic diseases. Some are epidemic and some very rare.”

“We’re hoping they will establish real academic institutions and build a vibrant academic atmosphere in the medical sciences. That’s what the Arab world needs to overcome genetic disorders.”
Where and how do we find info?

• Where do **YOU** go first?
• Try the Google **advanced search**
• What about the **library**?
• Have you heard of **Quick Find**?
• Library **databases** vs. library **catalog**
• The power of **Wikipedia**
Searching Reminder

Key terms you search for may **change**, depending on:

- What kind of **info** you want or what position you support/argue
- What kind of **resources** you search for
- **Where** you search
Recap & Library Task

• With your group, search for and find at least one resource related to group topic
• In class journal, keep track of how you searched for and retrieved the resource
• One member of the group must be prepared to share the resource – and how you searched for it

Why???
Because we will be using these resources in the next library session and in preparation for....
Class Assessment 1 – Critical Review

• Identify a health issue in the UAE
• Why is this issue important to address?
• What are the potential problems and issues?
  – Think of these at individual, community, national levels
• Have there been any health promotion/education initiatives to address this issue in the UAE?
  – What were the objectives? How was it going to achieve those objectives? How successful was it?
• Support your arguments with references!
• Essay 1,000 – 1,500 words
• Due: by 5pm, 23rd March 2011
• Submit via Blackboard