



# Faculty Fellows: Research Life Cycle



# Cohort

Alice Tym, Geography

Carrie Meadows, English

Susan McDonald, Occupational Therapy

Priscilla Seaman, Librarian

Will Stern, Health & Human Performance

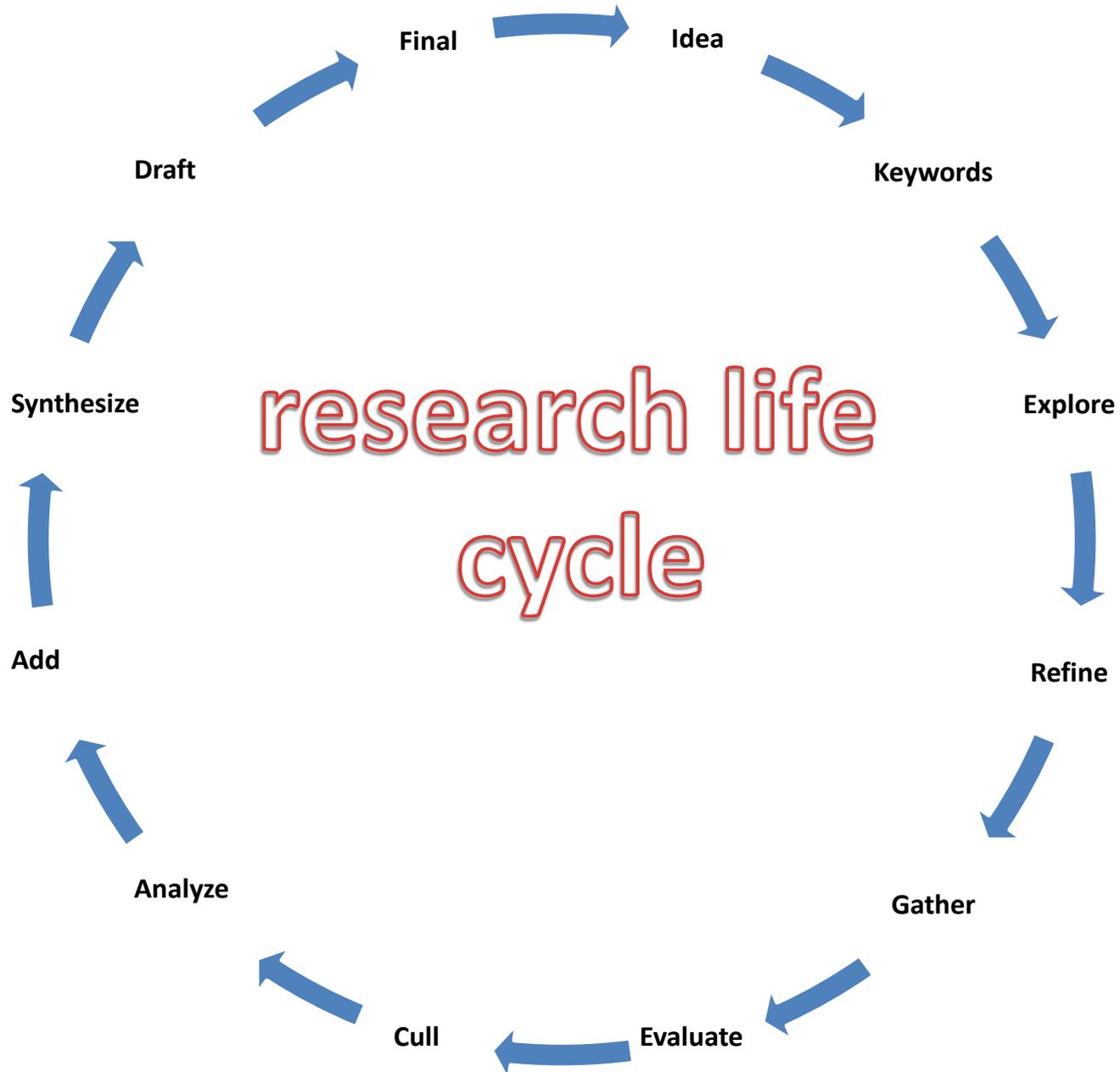


# Background for Proposal

*Critical Thinking:  
Why do we research?*

# Proposal

- Convert research anxiety into research creativity
- Flow state (**Mihaly Csikszentmihalyi**)
- Student “Google mindset”
- Traditional linear thinking –thesis to conclusion



# Research Life Cycle

- Stand in the shoes of students (pick a question/topic of interest)
- Theory & application of the RLC
- Deconstruct RLC
- Learned that Sciences/Social Sciences approach research in different ways



# Concentrated on:

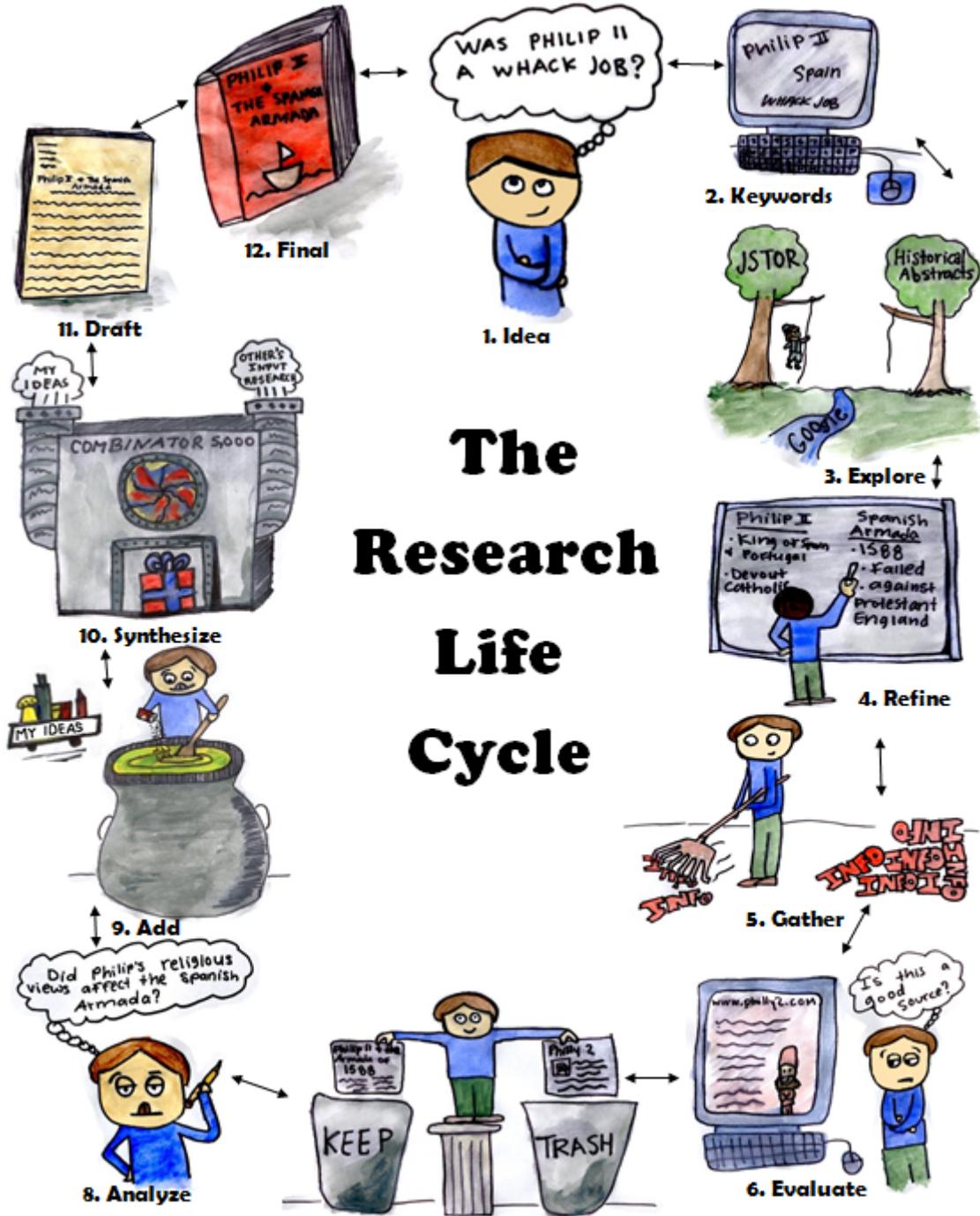
1. Understanding the process
2. Creating a 'deliverable'

# Ideas

- **Sun with flares**
- **Flower with petals and subpetals**
- **Coaster**
- **Clock**
- **Wheel of a ship**
- **Wheel of a train (go MOCS)**
- **Webpage**

# Student perspective

- Mitt Romney solution:
- *BINDERS*
- Students wanted an 8.5 x 11 sheet of paper with a 3-hole punch to put in their binders!



# The Research Life Cycle

## Research Life Cycle Worksheet

**Idea** (e.g. Do medications affect athletes?)

Begin with an *idea, question, hypothesis, or topic*. This correlates with your crafty title.

Your research idea: \_\_\_\_\_

**Keywords** (e.g. sports, medication, athletes, performance)

Think of synonyms, related terms, and more formal language

Your keywords: \_\_\_\_\_

**Explore** (e.g. library website, databases, books, Internet, Wikipedia, Google)

Use a variety of resources. Share ideas and receive feedback (e.g. professors, classmates, librarians)

List **specific** resources (e.g. JSTOR): \_\_\_\_\_

**Refine** (e.g. Do ADHD medications improve or inhibit athletic performance?)

Reassess your idea based on results from steps 1-3.

Your **refined** research idea: \_\_\_\_\_

**Gather** [e.g. articles, literature, websites, statistics (graphs and tables)]

List credible source titles:

\_\_\_\_\_

**Evaluate** Steps: a) are titles applicable to idea/topic? b) credibility of content/author, source type

e.g. *People Magazine* vs. *scholarly journal* c) prioritize your resources. Do they support *and* explain your topic?

**Cull** (e.g. is source X more applicable than source Y?)

Prioritize your list of selected resources and weed out undesirables/those at the bottom.

**Analyze** (e.g. Eureka!)

Discover relationships between newfound sources and your topic.

**Add** (e.g. ideas, opinions)

Integrate your opinions and ideas with gathered credible research. How can your sources relate to what you have learned and already know about the topic of choice?

**Synthesize** (e.g. Your ideas & research)

Make connections between your ideas and research.

**Draft** (e.g. collect all research, data, statistics, citations/references, and consider your audience)

What is your paper's general structure after determining who your audience is? Consult Writing Center for free assistance.

**Final** (e.g. introduction, body, conclusion, **correct** citations throughout) EndNote Workshops at Library.

What citation style platform(s) are you required to use? \_\_\_\_\_

Do you need footnotes? \_\_\_\_\_ Do you need a running header? \_\_\_\_\_ Do you need a cover page? \_\_\_\_\_

Does your paper flow? (Is it structurally and logically sound?) \_\_\_\_\_

