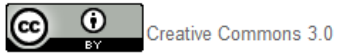




Research Skill Development Framework



For educators to facilitate the explicit, coherent, incremental and cyclic development of the skills associated with researching, problem solving, critical thinking and clinical reasoning.

Students' Autonomy when Researching

www.rsd.edu.au

john.willison@adelaide.edu.au

Students develop a research mindset through engagement with content and increasing awareness of ethical, cultural, social and team (ECST) aspects, when they...

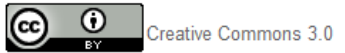
		Prescribed Researching	Bounded Researching	Scaffolded Researching	Open-ended Researching	Unbounded Researching
F a c e t s o f R e s e a r c h	Curious	Highly structured directions and modelling from educator prompt researching, in which... Students respond to questions/tasks arising explicitly from a closed inquiry. Use a provided structured approach to clarify questions, terms, requirements, expectations & ECST issues.	Boundaries set by and limited directions from educator channel researching, in which... Students respond to questions/tasks required by & implicit in a closed inquiry. Choose from several provided structures to clarify questions, terms, requirements, expectations & ECST issues.	Scaffolds placed by educator shape independent researching, in which... Students respond to questions/tasks generated from a closed inquiry. Choose from a range of provided structures or approaches to clarify questions, requirements, expectations & ECST issues.	Students initiate research and this is guided by the educator... <i>Students generate questions /aims/ hypotheses framed within structured guidelines*.</i> Anticipate & prepare for ECST issues.	Students determined guidelines for researching that are in accord with discipline or context... <i>*Students generate questions/aims/ hypotheses based on experience, expertise and literature*.</i> Delve into and prepare for ECST issues.
	Determined	Students collect & record required information/data using a prescribed methodology from a prescribed source in which the information/data is evident.	Students collect & record appropriate information/data using given methodology from pre-determined source/s where information/ data is not obvious.	Students collect & record appropriate information/data from self-selected sources using one of several provided methodologies.	Students collect & record self-determined information/ data choosing an appropriate methodology based on parameters set.	Students collect and record information/ data from self-selected sources, choosing or devising an appropriate methodology with self-structured guidelines.
	Discerning	Students evaluate sources/ information/ data using simple prescribed criteria to specify credibility & to reflect on the research process.	Students evaluate sources/ information/ data using a choice of provided criteria to specify credibility & to reflect on the research process.	Students evaluate sources/ information/ data & inquiry process using criteria related to the aims of the inquiry. Reflect insightfully to improve own processes used.	Students evaluate information/data & the inquiry process using self-determined criteria developed within parameters given. Reflects to refine others' processes.	Students evaluate information/data and inquiry process rigorously using self-generated criteria based on experience, expertise and the literature. Reflect insightfully to renew others' processes.
	Harmounising	Students organise information/ data using prescribed structure. Manage linear process provided (with pre-specified team roles).	Students organise information/data using a choice of given structures. Manage a process which has alternative possible pathways (& specify team roles).	Students organise information/data using recommended structures. Manage self-determined processes (including teams) with multiple possible pathways.	Students organise information/data using self-determined structures, & manage the processes (including team function) within the parameters set.	Students organise information/data using self-determined structures and management of processes (including team function).
	Creative	Students interpret given information/data & synthesize knowledge into prescribed formats. Sees patterns. <i>*Ask emergent questions of clarification/curiosity*.</i>	Students interpret several sources of information/ data & synthesise to integrate knowledge into standard formats. <i>*Ask emergent, relevant & researchable questions.*</i>	Students analyse trends in information/data & synthesise to fully integrate component parts in structures appropriate to task. <i>*Ask rigorous, researchable questions based on new understandings*.</i>	Students analyses information/data & synthesizes to fully integrate components, consistent with parameters set. Fill knowledge gaps that are stated by others.	Students analyse and synthesise information/data to generalise or abstract knowledge that addresses self-or-group-identified gaps in understanding.
	Constructive	Students communicate with each other and relate their understanding throughout set task. Use prescribed genre to develop and demonstrate understanding to a prescribed audience. Apply to a similar context the knowledge developed. Follow prompts on ECST issues.	Students use prescribed genre to develop & demonstrate understanding to a pre-specified audience. Apply the knowledge developed to a similar context & follow prompts on ECST issues.	Students use some discipline-specific language & prescribed genre to demonstrate understanding from a stated perspective & for a specified audience. Apply to several similar contexts the knowledge developed & specify ECST issues.	Students use discipline-specific language & genres to demonstrate scholarly understanding for a specified audience. They apply the knowledge developed to diverse contexts and specify ECST issues in initiating, conducting & communicating.	Students use appropriate language and genre to extend the knowledge of a range of audiences. Apply innovatively the knowledge developed to multiple contexts. Probe and specify ECST issues that emerge broadly.

What characterises the move from 'search' to 'research'? Gathering more information and generating more data is merely a 'bigsearch'! Research is when students engage in all the above facets, time and again.

Research Skill Development (RSD), a conceptual framework for Primary School to PhD, developed by John Willison and Kerry O'Regan, with much trialling by Eleanor Peirce and Mario Ricci. October 2006, revised March 2016. Facets based on: ANZILL (2004) Standards & Bloom's et al. (1956) Taxonomy. Extent of Synthesis informed by SOLO taxonomy (Biggs & Collis, 1982). * Framing researchable questions often requires a high degree of guidance and modelling for students, resulting from their synthesis (Red, Orane, Yellow) then initiating their research (Green and Blue). The six facets are often used directly with students as a 'learning routine' (Ritchhart & Perkins 2008). The perpendicular font reflects dispositions towards research. Framework, resources and references available at www.rsd.edu.au. Information: john.willison@adelaide.edu.au



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F a c t s O f R e s e a r c h	Embark & Clarify <i>What is our purpose?</i> Curious					
	Find & Generate <i>What do we need?</i> Determined					
	Evaluate & Reflect <i>What do we trust?</i> Discerning					
	Organise & Manage <i>How do we arrange?</i> Harmonising					
	Analyse & Synthesise <i>What does it mean?</i> Creative					
	Communicate & Apply <i>How will we relate?</i> Constructive					

Workshop Activity: Research Skills Developed in your Curriculum Your Degree Name: _____

Match post-it note colour with the lowest and the highest level of student autonomy in terms of the RSD (eg red low, blue high, yellow middling) that you are aware of in units in each semester. Label each post-it with the name of a relevant unit and the curriculum task* in it, and stick the post-it in the appropriate semester.

*Tasks may include labs, field work, literature-based, clinical based, industry placements, etc.

	Year 1	Year 2	Year 3	Year 4	<i>Employment</i>
Semester 1					
Semester 2					