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**Research and teaching: Make your assessment tasks research based using the Research Skills Development (RSD) Framework**

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**Research-led teaching (RLT) has many dimensions including:**

- Student centred approaches to teaching;
- Research-active staff (including research on teaching and learning);
- Research-enhanced teaching and learning;

For further ideas see [www.itl.usyd.edu.au/rit/](http://www.itl.usyd.edu.au/rit/)

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**Some work for you.....**

- **Choose an assessment topic**
  - Global financial crisis
  - Sustainability
  - Business ethics
- **Develop a set of research-led assessment tasks for one of these topics**

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**Research Skills Development (RSD)**

- **The project**
  - Australian Teaching and Learning Council funded project
- **The framework**
  - Designed to help academics like us to build in and assess research tasks
  - By doing this we are able to develop and measure students' ability to learn to and by researching about a problem or issue

See <http://www.adelaide.edu.au/clpd/rsd/> for more detail

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**The RSD framework**

- **Makes explicit the development of research skills through assessment tasks**
  - > Level of autonomy (in conducting research activities)
    - Continuum from closed inquiry to open inquiry
  - > Skills required to conduct research
    - Problem identification
    - Finding information using appropriate method and critically evaluating it
    - Organisation of information
    - Analysis/synthesis/application
    - Communicate and conduct research ethically

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**Research Skill Development Framework**

LEVEL OF STUDENT AUTONOMY	LEVEL OF STUDENT AUTONOMY				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<b>A. Identify content</b> An ability to identify content and understand the nature of the content.	Identify content and understand the nature of the content.	Identify content and understand the nature of the content.	Identify content and understand the nature of the content.	Identify content and understand the nature of the content.	Identify content and understand the nature of the content.
<b>B. Identify relationships</b> An ability to identify relationships and understand the nature of the relationships.	Identify relationships and understand the nature of the relationships.	Identify relationships and understand the nature of the relationships.	Identify relationships and understand the nature of the relationships.	Identify relationships and understand the nature of the relationships.	Identify relationships and understand the nature of the relationships.
<b>C. Identify methods</b> An ability to identify methods and understand the nature of the methods.	Identify methods and understand the nature of the methods.	Identify methods and understand the nature of the methods.	Identify methods and understand the nature of the methods.	Identify methods and understand the nature of the methods.	Identify methods and understand the nature of the methods.
<b>D. Identify synthesis</b> An ability to identify synthesis and understand the nature of the synthesis.	Identify synthesis and understand the nature of the synthesis.	Identify synthesis and understand the nature of the synthesis.	Identify synthesis and understand the nature of the synthesis.	Identify synthesis and understand the nature of the synthesis.	Identify synthesis and understand the nature of the synthesis.
<b>E. Identify communication</b> An ability to identify communication and understand the nature of the communication.	Identify communication and understand the nature of the communication.	Identify communication and understand the nature of the communication.	Identify communication and understand the nature of the communication.	Identify communication and understand the nature of the communication.	Identify communication and understand the nature of the communication.

Ref: <http://www.adelaide.edu.au/clpd/rsd/>

## MGF 2441 Assessments 1 & 2

- **Aim:**
  - To help students **develop basic research skills** in reading academic articles, taking notes, questioning the material in the articles and preparing a preliminary research-based **literature review**.
- **Assumed that students could or should achieve Level 1 research skills ie closed inquiry with high degree of structure and/or guidance**
  - Developed RSD marking rubric to assess this

## Assessment for MGF 2441 Human Resource Management (see handout)

- Assignment 1: Tutorial reading assignment
- +
- Tutorial discussions
- ↓
- Preliminary literature review for their theoretical essay assignment
- ↓
- Essay assignment

## Outcomes

- Students loved the guided reading task and engaged with the academic readings in tutorials;
- Students tended to **ignore the readings** when they wrote their essays (the good essays made good use of the readings);
- RSD rubric made marking easier because it outlined clear expectations of levels of achievement;
- Some students in my tutorial are using the reading worksheet to share knowledge for their group assignment.

## Going back to your assessment task.....

- **Assessment topic**
  - Global financial crisis
  - Sustainability
  - Business ethics
- **What are some of your ideas?**
- **How will you assess the tasks?**

## The (proposed)Research and Teaching (RAT) Network

- **The objectives of the network are to:**
  - Establish a community of practise of academics interested in the scholarship of research and teaching;
  - Enhance teaching quality in the faculty;
  - Contribute to professional research and teaching development activities;
  - Enhance the research and teaching profile of academic staff.