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

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Students develop a research mindset through engagement with content and increasing awareness of ethical, cultural, social and team (ECST) aspects, when they…		**Prescribed Researching** Highly structured directions and modelling from educator prompt researching, in which…	**Bounded Researching** Boundaries set by and limited directions from educator channel researching, in which…	**Scaffolded Researching** Scaffolds placed by educator shape independent researching, in which…	**Open-ended Researching** Students initiate research and this is guided by the educator…	**Unbounded Researching** Students determined guidelines for researching that are in accord with discipline or context…
Embark & Clarify *What is our purpose?* Students respond to or initiate research & clarify what knowledge is required, considering ECST issues.	Curious					
Find & Generate *What do we need?* Students find & generate needed information/data using appropriate methodology.	Determined					
Evaluate & Reflect *What do we trust?* Students determine the credibility of sources, information & data, & make own research processes visible.	Discerning					
Organise & Manage *How do we arrange?* Students organise information & data to reveal patterns/themes, managing teams & processes.	Harmonising					
Analyse & Synthesise *What does it mean?* Students analyse information/ data critically & synthesise new knowledge to produce coherent individual/team understandings.	Creative					
Communicate & Apply *How will we relate?* Students discuss, listen, write, respond to feedback & perform the processes, understandings & applications of the research, heeding ECST issues and needs of audiences.	Constructive					

Facets of Research