



Table 1: Researcher Skill Development Framework



A conceptual framework for the explicit, coherent, incremental and cyclic development of the skills associated with researching. © Willison & O'Regan, August 2008/October 2015

		← supervisor instigated	→← researcher instigated	→← discipline leading	→			
Researchers...		Prescribed Research Level 1 Highly structured directions and modelling from supervisor prompt the researcher(s) to...	Bounded Research Level 2 Boundaries set by and limited directions from supervisor channel the researcher(s) to ...	Scaffolded Research Level 3 Scaffolds placed by supervisor enable the researcher(s) to independently...	Self-initiated Research Level 4 Researcher(s) initiate and supervisor guides.	Open Research Level 5 Researcher(s) determine guidelines that are in accord with discipline or context.	Adopted Research Level 6 Researcher(s) inform others' agendas	Enlarging Research Level 7 Researcher(s) enlarge the field of inquiry.
F a c e t s O f R e s e a r c h	a. Embark & Clarify Respond to or initiate research and clarify or determine what knowledge is required, heeding ethical, cultural, social and team (ECST) considerations.	Curious						
	b. Find & Generate Find and generate needed information/data using appropriate methodology.	Determined						
	c. Evaluate & Reflect Determine and critique the degree of credibility of selected sources, information and of data generated. Metacognitively reflect on processes used.	Discerning						
	d. Organise & Manage Organise information and data to reveal patterns and themes, and manage teams and research processes.	Harmonising						
	e. Analyse & Synthesise Analyse information/data critically and synthesise new knowledge to produce coherent individual/team understandings.	Creative						
	f. Communicate & Apply Discuss, listen, write, present and perform the processes, understandings and applications of the research, and respond to feedback, accounting for ethical, cultural, social and team (ECST) issues.	Constructive						

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Researchers...