***Researcher Skill Development* Framework

 supervisor instigated researcher instigated **----------** discipline leading**-------**🡺

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| **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… | **Open-ended Research****Level 4**Researcher(s) initiate and supervisor guides. | **Unbounded Research****Level 5**Researcher(s) determine guidelines that are in accord with discipline or context. | **Adopted Research****Level 6**Researcher(s) informothers’ agendas | **Enlarging Research****Level 7**Researcher(s) enlarge thefield of inquiry. |
| 1. **Embark & Clarify**

Respond to or initiate research Curiousand clarify or determine what knowledge is required, heeding ethical, cultural, social and team (ECST) considerations.*What is out purpose?* | Respond to questions/ tasks provided explicitly. Use a provided approach to clarify questions, expectations and ECST issues. | Respond to questions/ tasks implicit in directions. Choose from several provided structures to clarify questions, expectations and ECST issues. | Respond to questions /tasks generated from instructions. Choose from a range of provided structures or approaches to clarify salient elements including ECST issues.  | Generate questions/aims/ hypotheses framed within structured guidelines. Anticipate and prepare for ECST issues. | Generate questions/aims/ hypotheses based on experience, expertise and literature.Delve into and prepare for ECST issues. | Identify previouslyunstated gaps inliterature and articulateresearch directions and ECST issues in response to gaps. | Articulate research directions that expand or direct the field and anticipate the corresponding ECST issues. |
| **b. Find & Generate** Determined**Facets** **of**  **Research**Find and generate needed information/data using appropriate methodology.*What will we use?* | Collect and record required information or data using a prescribed methodology from a prescribed source in which the information/data is clearly evident. | Collect and record required information/data using a prescribed methodology from prescribed source/s in which the information/ data is not clearly evident. | Collect and record required information/data from self-selected sources using one of several prescribed methodologies. | Collect and record self-determined information/ data, choosing an appropriate methodology based on structured guidelines. | Collect and record self-determined information/ data, choosing or devising an appropriate methodology. | Synthesise others’ methods to formulate novel methods/ methodologies or apply existing methods to novel applications. | Generate new methods/methodologies that are used widely. |
| **c. Evaluate & Reflect** DiscerningDetermine and critique the degree of credibility of selected sources, information and of data generated. Metacognitively reflect on processes used. *What do we trust?* | Evaluate sources/ information/data using simple prescribed criteria to specify credibility and to reflect on the research process. | Evaluate sources/ information/data using a choice of provided criteria to specify credibility and to reflect on the research process. | Evaluate information/data and inquiry process using criteria related to the aims of the inquiry. Reflect insightfully to improve own processes used. | Evaluate information/data and the inquiry process using self-determined criteria developed within structured guidelines. Refines others’ processes. | Evaluate information/data and inquiry process using self-generated criteria based on experience, expertise and the literature. Renews others’ processes. | Generate substantial research outcomes, so that ideas, practices or interpretations are cited/implemented by others. | Generate substantial research outcomes, so that ideas, practices or interpretations become foundational in field or discipline. |
| **d. Organise & Manage** HarmonisingOrganise information and data to reveal patterns and themes, and manage teams and research processes.*How do we arrange?* | Organise information/data using prescribed structure. Manage linear process provided (with pre-specified team roles). | Organise information/data using a choice of given structures. Manage a process which has alternative pathways (and specify team roles). | Organise information/data using recommended structures. Manage self-determined processes (including team function) with multiple pathways. | Organise information/data using self-or-team-determined structures, and manage the processes, within supervisor’s parameters.  | Organise information/data using self-or-team-determined structures and management of processes. | Form a research teamor a team of community-based practitioners. | Form and develop research networks/communities. |
| **e. Analyse & Synthesise** Analyse information/data Creativecritically and synthesise new knowledge to produce coherent individual/team understandings.*What does it mean?* | Interpret given information/data and synthesize knowledge into prescribed formats. *Ask emergent question.* | Interpret several sources of information/ data and synthesise to integrate knowledge into standard formats. *Ask relevant, researchable questions.* | Analyse trends in information/data and synthesises to fully integrate components specified. *Ask rigorous, researchable questions.* | Analyses information/data and synthesizes to fully integrate components, consistent with parameters set. Fill knowledge gaps that are stated by others. | Analyse and create information/data to fill researcher-identified gaps or extend knowledge. | Synthesise others’ concepts or interpretations to frame novel outcomes. May also address substantial concerns of a community. | Develop new concepts or interpretations that expand the field or discipline.May also address substantial concerns across communities. |
| **f. Communicate & Apply** ConstructiveDiscuss, 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.*How do we relate?* | Use prescribed genre to develop and demonstrate understanding from a specified perspective. Apply to a similar context the knowledge developed. Follow prompts on ECST issues. | Use discipline-specific language and prescribed genre to develop under-standing, and demonstrate it to a specified audience. Apply to different contexts the knowledge developed. Clarify ECST issues. | Use discipline-specific language and genres to demonstrate scholarly understanding for a specified audience. Apply the findings to diverse contexts. Specify ECST issues that emerge. | Use appropriate language and genre to address gaps of a self-selected audience. Apply innovatively the knowledge developed to a different context. Probe and specify ECST issues in each relevant context. | 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. | Change the conversation within the discipline/field through publicly- available communication of knowledge/understanding. Articulate and promote relevant ECST issues. | Change the direction of the conversation across disciplines/ fields.Articulate and promote ECST issues that were previously unstated.  |

The RSD7 is a conceptual framework for the explicit, coherent, incremental and cyclic development of the skills associated with researching. © Willison & O’Regan, 2008/2018. It is the original MELT [www.melt.edu.au](http://www.melt.edu.au)