***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) inform  others’ agendas | **Enlarging Research**  **Level 7**  Researcher(s) enlarge the  field of inquiry. |
| 1. **Embark & Clarify**   Respond to or initiate research  Curious  and clarify or determine what knowledge is required, heeding ethical, cultural, social and team (ECST) considerations.  *What is out purpose?* |  |  |  |  |  |  |  |
| **b. Find & Generate**  Determined  **Facets**  **of**  **Research**  Find and generate needed information/data using  appropriate methodology.  *What will we use?* |  |  |  |  |  |  |  |
| **c. Evaluate & Reflect**  Discerning  Determine and critique the degree of credibility of selected sources, information and of data generated. Metacognitively reflect on processes used. *What do we trust?* |  |  |  |  |  |  |  |
| **d. Organise & Manage**  Harmonising  Organise information and data to reveal patterns and themes, and manage teams and research processes.  *How do we arrange?* |  |  |  |  |  |  |  |
| **e. Analyse & Synthesise**  Analyse information/data  Creative  critically and synthesise new knowledge to produce coherent individual/team understandings.  *What does it mean?* |  |  |  |  |  |  |  |
| **f. Communicate & Apply**  Constructive  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.  *How do we relate?* |  |  |  |  |  |  |  |

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)