***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?* |  |  |  |  |  |  |  |
| **b. Find & Generate** Determined**Facets** **of**  **Research**Find and generate needed information/data using appropriate methodology.*What will we use?* |  |  |  |  |  |  |  |
| **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?* |  |  |  |  |  |  |  |
| **d. Organise & Manage** HarmonisingOrganise information and data to reveal patterns and themes, and manage teams and research processes.*How do we arrange?* |  |  |  |  |  |  |  |
| **e. Analyse & Synthesise** Analyse information/data Creativecritically and synthesise new knowledge to produce coherent individual/team understandings.*What does it mean?* |  |  |  |  |  |  |  |
| **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?* |  |  |  |  |  |  |  |

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)