



## **Nurturing undergraduate students research skills through Research Skills Development (RSD)**

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## For students learning through research is about discovery





## Why bother with undergraduate research?

- **Student engagement through research activities**
  - Community of scholars
  - Discover and integrate knowledge
- **Academic staff engagement and service**
  - Scholarship of teaching and learning
- **Graduate attributes and student employability**
  - Critical and creative scholars




## Levels of Autonomy

- Research tasks/questions may be
  - Closed and highly prescribed by lecturer with low student autonomy (Level 1)
  - Open and unstructured with a high degree of student autonomy (in line with the discipline)(Level 5)





## Facets of researching:

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1. embark on an inquiry and so determine a need for *knowledge/understanding*
  2. find/generate needed information using appropriate methodology
  3. critically *evaluate* information/data and the process to find/generate
  4. organise information collected/generated and manage research processes
  5. *synthesise* and *analyse* and *apply* new knowledge
  6. communicate knowledge and the processes used to generate it, with an awareness of ethical, social and cultural issues.

Affect

Curious

Determined

Critical

Organised

Creative

Persuasive

(Willison & O'Regan, 2007)



RSD

# Research Skill Development Framework

LEVEL OF STUDENT AUTONOMY

	Level I	Level II	Level III	Level IV	Level V
	Students research at the level of a <b>closed inquiry*</b> and require a <b>high degree of structure/guidance</b>	Students research at the level of a <b>closed inquiry*</b> and require <b>some structure/guidance</b>	Students research <b>independently</b> at the level of a <b>closed inquiry*</b>	Students research at the level of an <b>open inquiry*</b> within <b>structured guidelines</b>	Students research at the level of an <b>open inquiry*</b> with <b>self-determined structure/guidance</b> in accordance with the discipline
A. Students <b>embark</b> on inquiry and so <b>determine a need</b> for knowledge/understanding	Respond to questions/tasks arising explicitly from a closed inquiry.	Respond to questions/tasks required by and implicit in a closed inquiry.	Respond to questions/tasks generated from a closed inquiry.	Generate questions/aims/hypotheses framed within structured guidelines.	Generate questions/aims/hypotheses based on expertise and literature.
B. Students <b>find/generate</b> needed information/data using appropriate methodology	Collect and record required information/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 from self-selected sources, choosing an appropriate methodology based on structured guidelines.	Collect and record self-determined information/data from self-selected sources, choosing or devising an appropriate methodology or self-structured guidelines.
C. Students <b>critically evaluate</b> information/data and the process to find/generate this information/data	Evaluate information/data and the inquiry process using simple prescribed criteria.	Evaluate information/data and the inquiry process using prescribed criteria.	Evaluate information/data and the inquiry process using criteria related to the aims of the inquiry.	Evaluate information/data and the inquiry process comprehensively using self-determined criteria developed within structured guidelines.	Evaluate information/data and the inquiry process rigorously using self-generated criteria based on experience, and the literature.
D. Students <b>organise</b> information collected/generated	Organise information/data using a simple prescribed structure and process.	Organise information/data using a recommended structure and process.	Organise information/data using recommended structures and self-determined processes.	Organise information/data using structures and processes suggested by provided guidelines.	Organise information/data using self-determined structures and processes.
E. Students <b>synthesise and analyse</b> and <b>apply</b> new knowledge	Synthesise and analyse information/data to reproduce existing knowledge in prescribed formats. Ask questions of clarification/curiosity.	Synthesise and analyse information/data to reorganise existing knowledge in standard formats. Ask relevant, researchable questions.	Synthesise and analyse information/data to construct emergent knowledge. Ask rigorous, researchable questions based on new understandings.	Synthesise, analyse and apply information/data to fill recognised knowledge gaps.	Synthesise, analyse and apply information/data to fill identified gaps or extend knowledge.
F. Students <b>communicate</b> knowledge and the processes used to generate it, with an awareness of ethical, social and cultural issues	Use mainly lay language and prescribed genre to demonstrate required knowledge and understanding for lecturer/teacher as the audience.	Use some discipline-specific language and prescribed genre to demonstrate self-selected knowledge and understanding from a stated perspective and for a specified audience.	Use mostly discipline-specific language and appropriate genre to demonstrate knowledge and understanding within a field from a scholarly perspective and for a specified audience.	Use the language of the discipline and appropriate genre to address knowledge and understanding gaps from several perspectives for a self-selected audience.	Use the language of the discipline, choosing appropriate genre to extend knowledge and understanding, from multiple perspectives for a range of audiences.



## **MGF 2661 Human Resource Management: Guided Tutorial Reading Assignment & Essay:**

- **I wanted to help students.....**
  - Become “**curious**” (as opposed to resigned learners)
  - Develop their own knowledge (“**determined**”) and understanding of the subject (“**critical, creative and persuasive**”)
- **And give them the skills to do the above**



## Guided reading assignment

- **Worksheet designed to assist reader identify key information**
- **Students asked to compose a question to bring to class**
- **Weekly readings provide preliminary lit. review for essay assignment due in week 6.**

TUTORIAL GUIDED READING ASSIGNMENT WORKSHEET	
	<i>Write</i> down the FULL bibliographic details of the article
	<i>Read</i> the abstract and write in 25 words or less what the article is about.
	<i>Read</i> the introduction and write in 50 words or less (you can use points) as per the example above.
	<i>Read</i> the literature review section and write a brief summary (100 words or less) as per the example above.
	<i>Skim read</i> this section and briefly note responses as per example above.
	<i>Skim read</i> this section. If you can, briefly note what the authors found and how they made these findings.
	<i>Read this section carefully.</i> Briefly summarise as per example above:
	<i>Develop one question</i> about this article to take to your tutorial.





## Essay Assignment

- **Critically evaluate the following statement:**

**“Human Resource Management (HRM) has come a long way from personnel management to the contemporary models of human resource management (HRM) discussed in the literature and your textbook. Moreover, it is argued by HRM scholars that HRM can be used as a vital strategic tool for organisations who want to develop and sustain competitive advantage. This is particularly important in the face of the unpredictable external environments faced by organisations brought about by the global economic crisis.”**



## RSD rubric used to mark essay assignment

MGF 2661 HUMAN RESOURCE MANAGEMENT ESSAY ASSIGNMENT MARKING AND ASSESSMENT GUIDE				
STUDENT NAME .....				
	N = FAIL	PASS – CREDIT	DISTINCTION – HIGH DISTINCTION	
<b><i>Demonstrated understanding of the essay question and requirements.</i></b> ✓ Discussion and explanation of the evolution of HRM ✓ Compare and contrast definitions of HRM and SHRM ✓ Identify underlying theory to explain the contribution of HRM to competitive advantage ✓ Discuss hard and soft HRM ✓ Discuss influence of external environment on HRM	✓ The student has not adequately responded to the basic requirements of the essay question as per Unit Outline and this marking guide.	✓ The student has generally responded to the basic requirements of the essay question although there may be some gaps or confusions in providing key definitions of HRM and SHRM and explaining evolution of HRM ✓ Has generally identified, defined and discussed underlying theory eg RBV and/or strategic management, concepts of integration to explain the contribution of HRM to competitive advantage. ✓ Provides a generally clear and concise discussion of hard and soft HRM ✓ Provides a discussion and description of influence of the external environment on HRM (this may be inferred from the discussion of theoretical models of HRM)	✓ The student has responded clearly and systematically to the basic requirements of the essay question ✓ They have provided a comprehensive explanation of the evolution of HRM and clearly identified similarities and differences in the definitions of HRM and SHRM ✓ They have clearly and systematically identified and discussed underlying theory eg RBV and/or strategic management, concepts of integration to explain the contribution of HRM to competitive advantage. ✓ Provides a generally clear and concise discussion of hard and soft HRM ✓ Explicitly and clearly discusses the influence of the external environment on HRM.	



## Issues and outcomes

- **It takes time and effort to develop the rubrics**
- **But it does make you think more carefully about learning outcomes and how to achieve them**
- **Makes marking a breeze**



## **(Good things) the students said.....**

- ***“The required reading/literature review task where we summarised and referenced journal articles was extremely helpful in all of the major assignments, group assignment and exam preparation.”***
- ***“My ability to go through the steps of summarising a research paper has allowed me to understand the context [of HRM] more.”***
- ***“The format of how to critically analyse a journal article has helped.”***