




Research Skills Development Framework

Implementation in Undergraduate Tourism

Dr Glen Croy
Tourism Research Unit





Research Skill Development Framework

← LEVEL OF STUDENT AUTONOMY →

		Level I	Level II	Level III	Level IV	Level V
		<i>Students research at the level of a closed inquiry* and require a high degree of structure/guidance</i>	<i>Students research at the level of a closed inquiry* and require some structure/guidance</i>	<i>Students research independently at the level of a closed inquiry*</i>	<i>Students research at the level of an open inquiry* within structured guidelines</i>	<i>Students research at the level of an open inquiry* within self-determined guidelines in accordance with the discipline</i>
FACET OF INQUIRY	A. Students embark on inquiry and so determine a need 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 experience, expertise and literature.
	B. Students find/generate 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 with self-structured guidelines.
	C. Students critically evaluate 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, expertise and the literature.
	D. Students organise 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 synthesise and analyse and apply 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 self-identified gaps or extend knowledge.
	F. Students communicate 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 diverse perspectives for a range of audiences.

* Inquiry may range from closed (lecturer specified) to open (student specified) in terms of: i) question, hypothesis or aim of research; ii) procedure or equipment; iii) answer, resolution or further inquiry (Jones, et al, 1992).

The RSD is a conceptual framework for the coherent, incremental, explicit and cyclic development of student research skills. Concept by John Willison and Kerry O'Regan, design by Peter Murdoch and Nik Cornish, Centre for Learning and Professional Development. Facets derived from ANZIL(2004) standards, reworked using the Bloom, et al (1956) Taxonomy and implementation trials by Eleanor Peirce and Mario Ricci. - www.adelaide.edu.au/dlp/rtd - john.willison@adelaide.edu.au - © The University of Adelaide, October 2006.



Introduction

- RSD rubric development
- RSD rubric implementation
- RSD rubric review
- Conclusions



RSD Rubric Development

- Pre-existing assessment items
 - Identifying the facets of inquiry in the assessed items
 - Expected student autonomy in each facet
- Collaborative development process
 - Input and feedback loops



RSD Research Skill Development Framework

MGW2501 Assignment One – Defining Tourism

Facet of Inquiry	Level of Student Achievement			
	Level 0	Level 1	Level 2	
A. Students embark on inquiry and so determine a need for knowledge / understanding.	<ul style="list-style-type: none"> No conceptual context provided 	<ul style="list-style-type: none"> Inappropriate conceptual context provided 	<ul style="list-style-type: none"> Appropriate conceptual context provided 	Introduction 10
	<ul style="list-style-type: none"> Purpose statement of assignment is: <ul style="list-style-type: none"> replicated from the assessment outline missing 	<ul style="list-style-type: none"> Purpose statement of assignment is paraphrased, yet: <ul style="list-style-type: none"> lacks clarity misses original meaning 	<ul style="list-style-type: none"> Purpose statement of assignment is: paraphrased clearly and maintains original meaning 	
	<ul style="list-style-type: none"> Structure not introduced <ul style="list-style-type: none"> Content incorporated and or Discussion started 	<ul style="list-style-type: none"> Structure is introduced <ul style="list-style-type: none"> Content incorporated and or Discussion started 	<ul style="list-style-type: none"> Structure is concisely introduced <ul style="list-style-type: none"> No discussion or content 	
B. Students find/generate needed information/data using appropriate methodology.	<ul style="list-style-type: none"> No sources collected 	<ul style="list-style-type: none"> Sources are collected, but not appropriate to objective 	<ul style="list-style-type: none"> Appropriate sources are collected 	Definitions 20
	<ul style="list-style-type: none"> Perspectives and definitions are not presented 	<ul style="list-style-type: none"> Perspectives and definitions are predominantly from one source 	<ul style="list-style-type: none"> Authors' perspectives and definitions from multiple sources are presented 	
C. Students critically evaluate information/data and the process to find/generate this information/data	<ul style="list-style-type: none"> No ranking/importance of themes 	<ul style="list-style-type: none"> Themes ranked, but criteria/rationale for ranking/importance of themes is missing Vice-versa as well 	<ul style="list-style-type: none"> Themes ranked using clearly stated criteria/rationale 	Themes 20
D. Students organise information collected/generated.	<ul style="list-style-type: none"> Lack of structure in assignment 	<ul style="list-style-type: none"> Used structure in assignment, though contents in wrong sections 	<ul style="list-style-type: none"> Assignment is well structured, utilising correct sections 	Presentation 6
	<ul style="list-style-type: none"> Lack of coherence within and between sections of assignment 	<ul style="list-style-type: none"> Coherence between but not within sections of assignment 	<ul style="list-style-type: none"> Coherence between and within sections of assignment 	
E. Students synthesise and analyse and apply new knowledge.	<ul style="list-style-type: none"> Definition duplicates an existing definition or lacks definitions together. 	<ul style="list-style-type: none"> Definition is a restatement incorporating 2-3 themes 	<ul style="list-style-type: none"> Definition is a holistic drawing together and incorporation of all source themes 	Holistic definition 10
	<ul style="list-style-type: none"> Does not conclude assignment findings <ul style="list-style-type: none"> For example, conclusion either re-introduces structure, or content 	<ul style="list-style-type: none"> Verbosely concludes main point from each and every section And or no overall and main concluding point presented 	<ul style="list-style-type: none"> Concisely concludes single main point from each and every section <ul style="list-style-type: none"> Plus overall and main concluding point presented 	Conclusion 10
F. Students communicate knowledge and the processes used to generate it, with an awareness of ethical, social and cultural issues.	<ul style="list-style-type: none"> Assignment and section titles do not reflect contents 	<ul style="list-style-type: none"> Assignment and section titles reflect contents, but is verbose or lacking clarity 	<ul style="list-style-type: none"> Assignment and section titles clearly and succinctly reflect contents 	Presentation 4
	<ul style="list-style-type: none"> Partial and/or incorrect acknowledgement of sources 	<ul style="list-style-type: none"> Full acknowledgement of all sources within report 	<ul style="list-style-type: none"> Full and correct acknowledgement of all sources, with differentiation between direct quote and paraphrase 	Referencing 20
	<ul style="list-style-type: none"> Partial/incorrect reference list provided 	<ul style="list-style-type: none"> Reference list contains all sources cited 	<ul style="list-style-type: none"> Reference list contains all sources cited and follows referencing conventions 	



RSD Rubric Review

- Guidance
 - Directed performance and explicit expectations
- Guided consultation
 - Rubric as a consistent reference, continuing through other assessment items
- Less time marking
 - Less comments as explanatory in the rubric
- Explicitly achieving learning objectives
- Consistent research skills developed



Conclusions

- Research an important component of learning and life
- Invest in the development of the rubrics
- Direct benefits to learning and processes
 - Further information
 - » Willison, J., and O'Regan, K. (2006). The Research Skill Development Framework. Accessed from <http://www.adelaide.edu.au/clpd/rsd/framework>