Modified Research Skills Development (RSD) Framework for Student Reflection

See <https://library.uwstout.edu/teachingresearch/rsd> for the original framework and more information.

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| Category | **Unbounded Researching** | **Open-ended Researching** | **Scaffolded Researching** | **Bounded Researching** | **Prescribed Researching** | **No Research Experience** |
| **Research Purpose**  What is our purpose?  Students respond to or initiate research & clarify what knowledge is required for their project. | Students develop their own research questions or project aims based on experience, expertise, and understanding of the literature. | Students develop their own research questions/ project aims within structured guidelines. | Students respond to prompts from the instructor to develop a research question / project aim. | Students respond to a research question / project aim provided by the instructor. Students are able to select their question / project structure from several options. | Students respond to research questions / tasks identified by the instructor. | The student has no experience responding to or initiating a research question. |
| **Finding Sources**  What do we need for our project?  Students find and generate needed information or data using appropriate methodology for their discipline. | Students collect and record their own information data. Students choose or devise an appropriate methodology. | Students collect & record their own data. Students choose an appropriate methodology based on parameters set by the instructor. | Students collect & record appropriate information or data from self-selected sources using one of several provided methodologies. | The student collects and records required information/data using a prescribed methodology from prescribed source/s in which the information/ data is not clearly evident. | Students collect and record the required information or data using a prescribed methodology from a prescribed source where the information / data is evident. | Students have no experience finding or generating information or data using an appropriate methodology. |
| **Evaluate Sources**  What do we trust?  Students determine the credibility of sources, information & data. | Students evaluate information / data and their research process rigorously using their own criteria based on their experience, expertise, and understanding of the literature / field. | Students evaluate information / data and their research process using their own criteria developed within parameters provided by their instructor. | Students evaluate sources and information / data and their research process using criteria related to the project goals. | Students evaluate sources and information / data using a choice of provided criteria. | Students evaluate sources and information / data using simple prescribed criteria. | The student has no experience determining the credibility of sources, information, and data. |
| **Reflect on Process**  What did we learn?  Students reflect on their own research process, considering strengths, weaknesses, and opportunities for future study. | Student reflects insightfully on their research process to renew their process and spark ideas for future research. Reflection is self-directed. | Student reflects on their research process resulting in a refinement of their process. Reflection is guided by the instructor. | Students reflect on their process using criteria related to the aims of the project. Reflect insightfully to improve own processes used. | Student have a choice of provided criteria to reflect on the research process. | Students use provided criteria to reflect on the research process. | Students have no experience reflecting on their research process. |
| **Organise & Manage**  How do we arrange?  Students organise information & data to reveal patterns and themes. They manage the research process. | Students organise information / data using self-determined structures and management of processes. | Students organise information / data using self-determined structures and manage the processes within the parameters set. | Students organise information / data using recommended structures. Manage self-determined processes with multiple possible pathways. | Students organise information / data using a choice of given structures. Manage a process which has alternative possible pathways. | Students organise information / data using a prescribed structure. Manage linear process provided. | Students have no experience organising information / data. |
| **Analyse and Synthesise**  What does it mean?  Students analyse information / data critically and synthesise new knowledge to produce coherent understandings. | Students analyse and synthesise information / data or generalise or abstract knowledge that addresses gaps in understanding. | Students analyse information / data & synthesise to fully integrate components within the parameters of their project. They fill knowledge gaps that are stated by others. | Students analyse trends in information & synthesise to fully integrate components in structures appropriate to the task. They can ask rigorous, researchable questions based on their new understandings. | Students interpret several sources of information / data and synthesize to integrate knowledge into standard formats. They can ask emergent, relevant and researchable questions. | Students interpret given information / data and synthesise knowledge into prescribed formats. Students can see patterns. Students can ask emergent questions of clarification or curiosity. | Students have no experience analysing information/data or synthesising knowledge. |
| **Communicate & Apply**  How will we relate?  Students share their research processes, understandings, and applications considering the needs of the audience. | Students use appropriate language and tactics to effectively share their research with a range of audiences. They can innovatively apply the knowledge developed to multiple contexts. | Students use discipline - specific language and tactics to demonstrate scholarly understanding for a specified audience. They can apply the knowledge developed to diverse contexts. | Students use some discipline specific language and prescribed tactics to demonstrate understanding from a stated perspective and for a specified audience. They can apply the knowledge developed to several similar contexts. | Students use prescribed tactics to develop and demonstrate understanding to a pre-specified audience. They can apply the knowledge developed to a similar context. | Students communicate with each other and relate their understanding throughout the research process. They use a prescribed tactic to develop and demonstrate understanding to a set-audience (typically the course instructor). They can apply the knowledge developed to a similar context. | Students have no experience sharing their research process, understandings, and applications. |