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Researchers develop a research mindset through engagement with content and increasing awareness of ethical, cultural, social, and team (ECST) aspects, when they...

**Embark & Clarify**

**What is our purpose?**
Students respond to or initiate research & clarify what knowledge is required, considering ECST issues.

**Curious**

**Find & Generate**

**What do we need?**
Students find & generate needed information/data using appropriate methodology.

**Determined**

**Evaluate & Reflect**

**What do we trust?**
Students determine the credibility of sources, information & data, & make own research processes visible.

**Harmonizing**

**Organize & Manage**

**How do we arrange?**
Students organise information & data to reveal patterns/themes, managing teams & processes.

**Constructive**

**Analyze & Synthesize**

**What does it mean?**
Students analyze information/data critically & synthesize new knowledge to produce coherent individual/team understandings.

**Creative**

**Communicate & Apply**

**How will we relate?**
Students discuss, listen, write, respond to feedback & perform the processes, understandings & applications of the research, meeting ECST issues & needs of audiences.

**Researcher Skill Development Framework**

**Conversion**

What characterises the move from “search” to “research”?
Gathering more information and generating more data is merely a big search! Research is when students engage in all the above facets, time and again.

Research Skill Development (RSD), a conceptual framework for Primary School to PhD, developed by John Willison and Kerry O’Regan, with much trialling by Eleanor Peirce and Mario Ricci. October 2006, revised March 2016. Faceted based on ANZL (2004) Standards & Bloom’s et al. (1959) Taxonomy. Extent of Synthesis informed by SCLO taxonomy (Biggs & Collis, 1982). *Frame researchable questions often requires a high degree of guidance and modelling for students, resulting from their synthesis (Red, Orange, Yellow) then initiating their research (Green and Blue). The six facets are often used directly with students as a ‘learning routine’ (Ritchhart & Perkins 2008). The perpendicular font reflects dispositions towards research. Framework, resources and references available at www.rsd.edu.au. Information: john.willison@adelaide.edu.au

US English version, adapted by Sara K. Kuhn, UND

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**Prescribed Researching**

Highly structured directions and modelling from educator, prompt researching, in which...

**Bounded Researching**

Boundaries set by and limited directions from educator channel researching, in which...

**Scaffolded Researching**

Scaffolds placed by educator, shape independent researching, in which...

**Open-ended Researching**

Students initiate research and this is guided by the educator...

**Unbounded Researching**

Students determined guidelines for researching that are in accord with discipline or context...

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*Students generate questions/aims/hypotheses framed within structured guidelines*. Anticipate & prepare for ECST issues.

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**Students’ Autonomy when Researching**

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**Researcher Skill Development Framework**

For educators to facilitate the explicit, coherent, incremental, and cyclic development of the skills associated with researching, problem solving, critical thinking and clinical reasoning.

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