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Table 1: Researcher Skill Development Framework

A conceptual framework for the explicit, coherent, incremental and cyclic development of the skills associated with researching. © Willison & O'Regan, August 2008/October 2015

- 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...

- Self-initiated Research Level 4
  - Researcher(s) initiate and supervisor guides.

- Open Research Level 5
  - Researcher(s) determine guidelines that are in accord with discipline or context.

- Adopted Research Level 6
  - Researcher(s) inform others’ agendas.

- Enlarging Research Level 7
  - Researcher(s) enlarge the field of inquiry.

Researchers...

- a. Embark & Clarify
  - Respond to or initiate research and clarify or determine what knowledge is required, heed ethical, cultural, social and team (ECST) considerations.

- b. Find & Generate
  - Find and generate needed information/data using appropriate methodology.

- c. Evaluate & Reflect
  - Determine and critique the degree of credibility of several sources, information and data generated. Metacognitively reflect on processes used.

- d. Organize & Manage
  - Organise information and data to reveal patterns and themes, and manage teams and research processes.

- e. Analyze & Synthesize
  - Analyse information/data critically and synthesise new knowledge to produce coherent individual/team understandings.

- f. Communicate & Apply
  - Discuss, 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.

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

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