

Research Skill Development Framework (Rubric descriptions flexible according to assignment / research topic – **Yellow** highlighted areas)

Based on rubric developed by John Willison and Kerry O'Regan, The University of Adelaide

	INT 1100 / ENG 1020	ENG 1080	FLARE 3333	N/Appl to TNU QEP	499A / 499B / 499C
Attributes	Level I Students research at the level of a <u>closed inquiry*</u> and require a <u>high degree of structure / guidance</u>	Level II Students research at the level of a <u>closed inquiry*</u> and require <u>some structure / guidance</u>	Level III Students research <u>independently</u> at the level of a <u>closed inquiry*</u>	Level IV Students research at the level of an <u>open inquiry*</u> within <u>structured guidelines</u>	Level V Students research at the level of <u>open inquiry*</u> within <u>self-determined guidelines</u> in accordance with the discipline
1. Students <u>embark</u> on inquiry and so <u>determine a need</u> for knowledge/ understanding (QEP SLO #1)	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
2. Students <u>find / generate</u> needed information/data using appropriate methodology. (QEP SLO #1)	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 sources 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 based on self-structured guidelines
3. Students <u>critically evaluate</u> information/ data and the process to find / generate that information / data (QEP SLO #2)	Evaluates information/ data and inquiry process using simple prescribed criteria	Evaluate information/ data and the inquiry process using prescribed criteria	Evaluate information/ data and 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 inquiry process rigorously using self-generated criteria based on experience, expertise and the literature
4. Students <u>organize</u> information collected / generated (QEP SLO #2)	Organize information/ data using simple prescribed structure and process	Organize information/ data using a recommended structure and process	Organize information/ data using recommended structures and self-determined processes	Organize information/ data using structures and processes suggested by the guidelines	Organize information/ data using self-determined structures and processes
5. Students <u>synthesize</u> and <u>analyze</u> and <u>apply</u> new knowledge (QEP SLO #2)	Synthesize and analyze information/ data to reproduce existing knowledge in prescribed formats. Ask questions of clarification/curiosity	Synthesize and analyze information/ data to reorganize existing knowledge in standard formats. Ask relevant, researchable questions	Synthesize and analyze information/ data to construct emergent knowledge. Ask rigorous, researchable questions based on new understandings	Synthesize and analyze information/ data to fill recognized knowledge gaps	Synthesize, analyze, and apply information/ data to fill self-determined gaps or extend knowledge
6. Students <u>communicate</u> knowledge, understanding and the process used to generate it, with an awareness of ethical, social and cultural issues. (QEP SLO #3)	Use mainly lay language and prescribed genre to demonstrate required knowledge and understanding for lecturer/ teacher as audience	Uses 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 for a specific 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

* **Closed Inquiry** (lecturer specified); **open inquiry** (student specified) in terms of: (i) question, hypothesis or aim of task; (ii) procedure or equipment; (iii) answer, resolution or further inquiry (Hackling and Fairbrother 1996)