

Research Skills Framework

2019



Literacies	Novice <i>At this level, individuals have developed an understanding and application of basic research skills.</i>	Intermediate <i>At this level, individuals have progressed beyond the basics and have the research skills to find, evaluate, interpret, manage and use information for assignments using a variety of sources.</i>	Expert <i>At this level, individuals have progressed to independent research culminating in publishing outputs. They are media savvy and technologically able.</i>
Understanding The literacy enabling individuals to find meaning and apply context. Encompasses academic reading from a broad range of media, both textual and visual.	<ul style="list-style-type: none">• Grasps the relevance and appropriateness of different information sources for different purposes.• Recognises different types of information.• Is familiar with Popular Vs Scholarly publishing.• Is aware of the peer review process.	<ul style="list-style-type: none">• Recognises that research is part of a continuous scholarly process that constantly shapes and reshapes a body of specialist knowledge.• Complies with 'Copyright at Otago Guidelines'.• Appreciates the problems associated with third-party copyright and publishing, e.g, the use of images.	<ul style="list-style-type: none">• Recognises the importance of their place in the research cycle and contribution to a discipline-specific knowledge base.• Is aware of the difference between the traditional publishing model and different types of open publishing models and the implications.• Complies with the University of Otago Intellectual Property Rights Policy.
Discovering The literacy enabling individuals to develop search strategies and utilise a broad range of generic and discipline specific resource discovery tools.	<ul style="list-style-type: none">• Is able to locate physical libraries and use basic services on offer.• Is able to use basic research tools, including library home page, Library Search Ketu, course reserve, databases and eBooks.	<ul style="list-style-type: none">• Recognises the value of information from a broad range of sources beyond course readings.• Is selective in the amount and quality of information researched.• Uses advanced searching within databases to filter results.	<ul style="list-style-type: none">• Constructs and reconstructs a search strategy using search language taxonomies.• Is proficient in the use of appropriate tools to keep up-to-date with current research in their field.

<p>Information discovery might be guided, inquiry based or serendipitous.</p>	<ul style="list-style-type: none"> • Understands the difference between a search engine (e.g. Google) and a library provided database (e.g. Scopus). • Appreciates the importance of developing a search strategy to source information. • Is able to use basic search techniques to find information on the web. • Is able to discover and use eBooks. 	<ul style="list-style-type: none"> • Uses critical thinking, evaluation and interpretation skills to reassess and reframe a search strategy to achieve better results. 	<ul style="list-style-type: none"> • Uses social media and scholarly networks appropriately.
<p>Questioning The literacy enabling individuals to analyse, evaluate, interpret and think critically about information.</p>	<ul style="list-style-type: none"> • Uses the CRAAP Test as a method for evaluating research based on the following criteria: Currency, Reliability, Authority, Accuracy and Purpose/Point of View. • Can formulate a question and interpret questions posed by others. • Is aware of, and can identify, 'Fake News'. 	<ul style="list-style-type: none"> • Is able to assess the relevance and usefulness of the research undertaken, asking questions about context, authorship and intent, within the parameters of the discipline. • Is aware of potential sources of bias; is reflective; utilises evaluation tools; and is able to identify and critique citation data. 	<ul style="list-style-type: none"> • Can identify potential bias in an author's view, including financial, political, social or individual gain. • Is well informed of the attributes of information sources that are considered to be academically credible.
<p>Organising The literacy enabling individuals to manage their research data.</p>			<ul style="list-style-type: none"> • Uses a research data management plan to organise their research data. • Applies 'tidy data' principles.
<p>Creating The literacy enabling individuals to blend ideas and produce new knowledge. Knowledge is created through a range of sources and embraces textual, visual and auditory approaches.</p>	<ul style="list-style-type: none"> • Is able to create an annotated bibliography. • Is able to create a literature review. 	<ul style="list-style-type: none"> • Is able to create an annotated bibliography. • Is able to create a literature review. 	<ul style="list-style-type: none"> • Synthesises and appraises the merits of different and sometimes conflicting viewpoints. • Demonstrates self-reflection when creating new meaning, and challenges conventions. • Has a flexible approach to new media and embraces emerging technologies.

Referencing

The literacy enabling individuals to acknowledge the work of others, building on their own analysis of existing knowledge, and attribute sources by creating citations and generating accurate bibliographies. These skills sit within a broad understanding of the legal and ethical context of information, and help learners to manage their information and avoid plagiarism.

- Understands the importance of attributing resources.
- Demonstrates knowledge of at least one citation style and is able to create a bibliography.
- Demonstrates knowledge and understanding of the ethical use of information [Academic Integrity: a brief guide for Students otago.ac.nz/study/academicintegrity]
- Complies with the University of Otago Academic Integrity Policy.

- Recognises the difference between original work and existing knowledge.
- Understands academic referencing in the context of the discipline.
- Cites and attributes information demonstrating competence in use of the required departmental citation style.
- Utilises reference management software.
- Understands the complexities of academic integrity, especially if working online or in a group.
- Complies with the University of Otago Academic Integrity Policy.

- Cites and attributes information with consideration of the broader context of an author's work.
- Uses advanced features of reference management software.
- Complies with the University of Otago Academic Integrity Policy.

Communicating

The literacy that enables individuals to succinctly summarise and share their work and ideas. It has a dynamic relationship with knowledge creation but focuses on the dissemination, rather than creation, of ideas. Digital curation is an important element of this.

- Understands the best ways to share information and disseminate knowledge responsibly.
- Demonstrates respect for other points of view.
- Is aware of different social media platforms and their purposes.

- Engages in dialogue and debate.
- Understands the purpose, usefulness and pitfalls of social media.
- Utilises a range of digital tools to communicate via different mediums.
- Understands the power of visual and auditory communication.

- Develops insight of communicating with different audiences within and outside academia.
- Develops an influential digital identity.
- Builds followers.
- Generates impact.
- Participates actively in offline and online networks and beyond the discipline.
- Curates knowledge via digital hosting services (e.g. OUR Archive) and labels outputs to enable discovery.