## RESEARCH SKILLS FRAMEWORK 2019

<table>
<thead>
<tr>
<th>Literacies</th>
<th>Novice</th>
<th>Intermediate</th>
<th>Expert</th>
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<tr>
<td><strong>Understanding</strong></td>
<td>At this level, individuals have developed an understanding and application of, basic research skills.</td>
<td>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.</td>
<td>At this level, individuals have progressed to independent research culminating in publishing outputs. They are media savvy and technologically able.</td>
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<td>The literacy enabling individuals to find meaning and apply context. Encompasses academic reading from a broad range of media, both textual and visual.</td>
<td>• Grasps the relevance and appropriateness of different information sources for different purposes. • Recognises different types of information. • Familiarity with <em>Popular Vs Scholarly</em> publishing. • Awareness of the peer review process.</td>
<td>• 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. use of images.</td>
<td>• Recognises the importance of their place in the research cycle and contribution to a discipline-specific knowledge base. • Awareness 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.</td>
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<td><strong>Discovering</strong></td>
<td>The literacy enabling individuals to develop search strategies and utilise a broad range of generic and discipline specific resource discovery tools.</td>
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<td>• Able to locate physical libraries and use basic services on offer e.g. Reserve • Able to use basic research tools, including library home page, Library Search</td>
<td>Ketu, course reserve, databases and eBooks.</td>
<td>• 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.</td>
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| Information discovery might be guided, inquiry based, or serendipitous. | • 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.  
• Able to use basic search techniques to find information on the web.  
• Able to discover and use eBooks. | • Uses critical thinking, evaluation and interpretation skills to reassess and reframe a search strategy to achieve better results. | • Uses social media and scholarly networks appropriately. |
| --- | --- | --- | --- |
| **Questioning**  The literacy enabling individuals to analyse, evaluate, interpret and think critically about information. | • 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’. | • Able to assess the relevance and usefulness of the research undertaken, asking questions about context, authorship and intent, within the parameters of the discipline.  
• Awareness of potential sources of bias; is reflective; utilises evaluation tools; and is able to identify and critique citation data. | • 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. |
| **Organising**  The literacy enabling individuals to manage their research data. | • Able to create an annotated bibliography.  
• Able to create a literature review | • Able to create an annotated bibliography.  
• Able to create a literature review. | • Uses a research data management plan to organise their research data.  
• Applies ‘tidy data’ principles. |
| **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. | | • Synthesises and appraises the merits of different and sometimes conflicting viewpoints.  
• Demonstrates self-reflection when creating new meaning and challenges conventions. |
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<th>Referencing</th>
<th>Communicating</th>
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<td>The literacy enabling individuals to acknowledge the work of others, building on their own analysis of existing knowledge; attribute sources by creating citations and generating accurate bibliographies. These skills sit within a broad understanding of the legal and ethical context of information, help learners to manage their information and avoid plagiarism.</td>
<td>The literacy which 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.</td>
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| • Understands the importance of attributing resources.  
• Demonstrates knowledge of at least one citation style and able to create a bibliography.  
• Demonstrates knowledge and understanding of the ethical use of information [Academic Integrity: a brief guide for Students]  
www.otago.ac.nz/study/academicintegrity  
• Complies with the University of Otago Academic Integrity Policy. | • Understands the best ways to share information and disseminate knowledge responsibly.  
• Demonstrates respect for other points of view.  
• Awareness of different social media platforms and their purpose. |
| • 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. | • 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. |
| • Has a flexible approach to new media and embraces emerging technologies. | • 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.