Transforming the Library's impact in the curriculum: Reconceptualising the Library's Contribution to Students' Research Skill Development.

L. Torres & L. McCann.
Monash University Library

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Information Literacy and Academic Libraries

- Successfully, firmly and sustainably embedding information literacy within faculty curricula is still a challenge for academic libraries
- Extensively debated in the literature for the past 2 decades.

- Academic structures & hierarchies disconnect rather than connect educational professionals
- Perceptions & misconceptions of the library's role for student learning
- Who owns the curriculum?

Research and Learning: Rationale

In assuming responsibility for a broad spectrum of skills development for students, the library's vision was to take a holistic student centred approach to providing a high quality, visible and accessible services, resources and programs that meets students' learning needs and inspire them to actively participate in the learning process."

Smith, 2011, p. 249.

Research and Learning Skills at Monash

Librarians

Clarifying research requirements

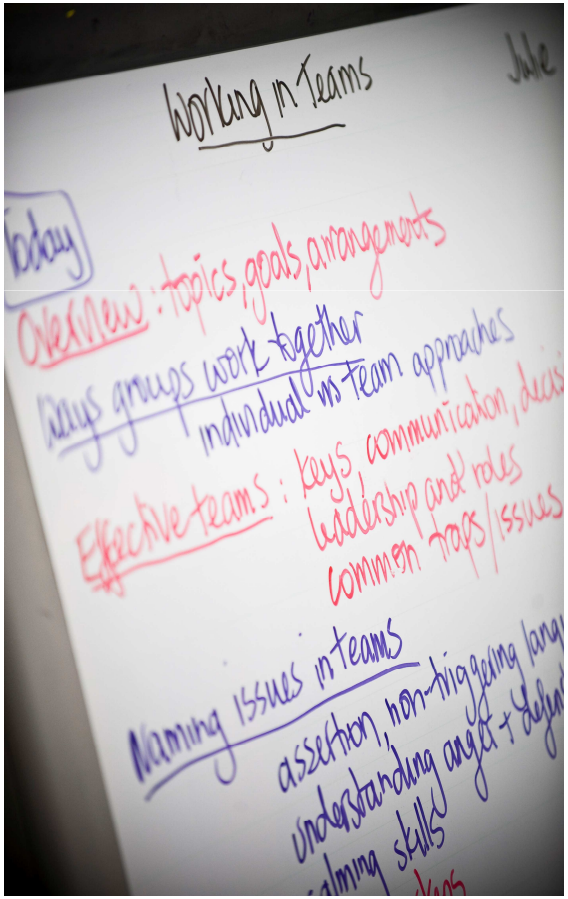
Finding & navigating information

Evaluating resources

Organising & managing information

Academic integrity

Ethical use of information



Learning Skills Advisers

Academic English skills

Study methods & Exam preparation

Listening & note taking

Problem solving & critical thinking

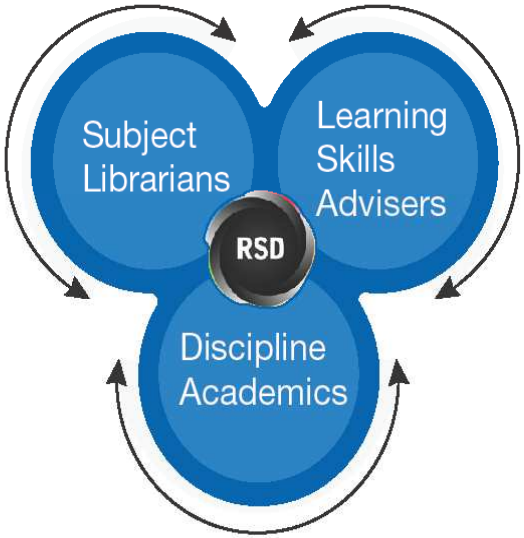
Reading strategies

Essay, report, project & thesis writing

Oral communication & presentation

The Research Skill Development (RSD) framework: A platform for collaboration

- RSD introduced to staff in 2010
- The pedagogy of research and learning
- To develop students' research skills
- Reveal the skills curriculum
- Finding common ground and build trust between professional groups
- Underpins collaboration between librarians and learning skills advisers
- A platform to build collaboration with academics
- Strengthen the impact of the Library educational contribution



Initiating conversations around the RSD

Research Skill Development Framework

www.rsd.edu.au

A conceptual framework for the explicit, coherent, incremental and cyclic development of the skills associated with researching, problem solving and critical thinking

Extent of Students' Autonomy

What characterises the difference between 'search' and 'research'? More searching and more data generation is just a 'biggasearch'! Research is **when students…**

Facet of Research		Level 1 (Prescribed Research) Highly structured directions and modelling from educator prompt student research	Level 2 (Bounded Research) Boundaries set by and limited directions from educator channel student research	Level 3 (Scaffolded Research) Scaffolds placed by educator shape student independent research	Level 4 (Student-initiated Research) Students initiate the research and this is guided by the educator	Level 5 (Open Research) Students research within self-determined guidelines that are in accord with discipline or context.
a. Embark & Clarify Respond to or initiate research and clarify or determine what knowledge is required, heeding ethical/cultural and social/team considerations.	Curious	Respond to questions/tasks arising explicitly from a closed inquiry. Use a provided structured approach to clarify questions, terms, requirements and expectations.	Respond to questions/tasks required by and implicit in a closed inquiry. Choose from several provided structures to clarify questions, terms, requirements and expectations.	Respond to questions/tasks generated from a closed inquiry. Choose from a range of provided structures or approaches to clarify questions, terms, requirements and expectations.	**Generate questions/aims/ hypotheses framed within structured guidelines*.*	**Generate questions/aims/ hypotheses based on experience, expertise and literature*.*
b. Find & Generate Find and generate needed information/data using appropriate methodology.	Determined	Collect and record required information or 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 source/s 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 with self-structured guidelines.
c. Evaluate & Reflect Determine and critique the degree of credibility of selected sources, information and of data generated and reflect on the research processes used.	Discerning	Evaluate information/data and reflects on inquiry process using simple prescribed criteria.	Evaluate information/data and reflect on the inquiry process using given criteria.	Evaluate information/data and inquiry process using criteria related to the aims of the inquiry. Reflect insightfully to improve own processes used.	Evaluate information/data and the inquiry process comprehensively using self-determined criteria developed within structured guidelines. Reflect insightfully to refine others' processes.	Evaluate information/data and inquiry process rigorously using self-generated criteria based on experience, expertise and the literature. Reflect insightfully to renew others' processes.
d. Organise & Manage Organise information and data to reveal patterns and themes, and manage teams and research processes.	Harmonising	Organise information/data using prescribed structure. Manage linear process provided.	Organise information/data using a choice of given structures. Manage a process which has alternative pathways.	Organise information/data using recommended structures. Manage self-determined processes with multiple possible pathways.	Organise information/data using student-determined structures, and manage the processes, within the parameters set by the guidelines.	Organise information/data using student-determined structures and management of processes.
e. Analyse & Synthesise Analyse information/data critically and synthesise new knowledge to produce coherent individual/team understandings.	Creative	Analyse and synthesise information/data to reproduce existing knowledge in prescribed formats. **Ask emergent questions of clarification/curiosity*.*	Analyse and synthesise information/data to reorganize existing knowledge in standard formats. **Ask relevant, researchable questions emerging from the research*.*	Analyse and synthesise information/data to construct emergent knowledge. **Ask rigorous, researchable questions based on new understandings*.*	Analyse and create information/data to fill knowledge gaps stated by others.	Analyse and create information/data to fill student-identified gaps or extend knowledge.
f. Communicate & Apply ethically Write, present and perform the processes, understandings and applications of the research, and respond to feedback, accounting for ethical, social and cultural (ESC) issues.	Constructive	Use mainly lay language and prescribed genre to demonstrate understanding for lecturer/ teacher as audience. Apply to a similar context the knowledge developed. Follow prompts on ESC issues.	Use some discipline-specific language and prescribed genre to demonstrate understanding from a stated perspective and for a specified audience. Apply to different contexts the knowledge developed. Specify ESC issues.	Use discipline-specific language and genres to demonstrate scholarly understanding for a specified audience. Apply the knowledge developed to diverse contexts. Specify ESC issues in initiating, conducting and communicating.	Use discipline-specific language and genres to address gaps of a self-selected audience. Apply innovatively the knowledge developed to a different context. Probe and specify ESC issues in each relevant context.	Use appropriate language and genre to extend the knowledge of a range of audiences. Apply innovatively the knowledge developed to multiple contexts. Probe and specify ESC issues that emerge broadly.

… spiral through the facets, adding degrees of rigour and discernment as they delve.

Research Skill Development (RSD), a conceptual framework for Primary school to PhD, developed by John Willison and Kerry O'Regan ©, October, 2006/November, 2012, with much trialling by Eleanor Peirce and Mario Ricci. Facets based on: ANZIIL (2004) Standards & Bloom's et al (1956) Taxonomy. * *Framing researchable questions often requires a high degree of guidance and modelling for students and, initially, may need to be scaffolded as an outcome of the researching process (Facet E, Levels 1-3). After development, more students are able to initiate research (Facet A, Levels 4 & 5)**. The perpendicular font reflects the drivers and emotions of research. Framework, resources, learning modules and references available at http://www.rsd.edu.au. For infomation: john.willison@adelaide.edu.au

Developing staff capacity: learning through a Community of Practice

- Initiative supported by Library Directors
- Encouraging formal and informal discussion
- Personal agency – when the time is right
- Bring a Friend (BAF) workshop/s
- Identifying RSD library “champions”
- Taking a ‘risk’ – moving to partnership approaches
- Development of an RSD module for the GCHE
- Developing evaluation tools and methods
- Cross faculty collaboration

Monash Strategic Plan, 2011- 2015
"To embed RSD framework across all faculties"

Initiate
2010-2011

Enlisting support

Library

Directors

Faculty Team Leaders

Librarians

Learning Skills Advisers

Academics

Adopt
2011-2012

Existing library structures

Identify champions

Novice-expert

Personal Agency

Professional risk taking

Peer Learning – formal and informal

Pedagogical approaches for skill development

Cost-neutral

Community of Practice

Implement
2012-current

Sustainable strategies

Workshops (BaF)

RSD module GCAP

RSD Symposium 2012

Involvement in OLT, ALTC research projects

Curriculum review & renewal, skills mapping, skills audits

RSD informed curriculum design & delivery

Assessment-rubrics workshops

Sharing the RSD at National & International workshops

An organic Community of Practice

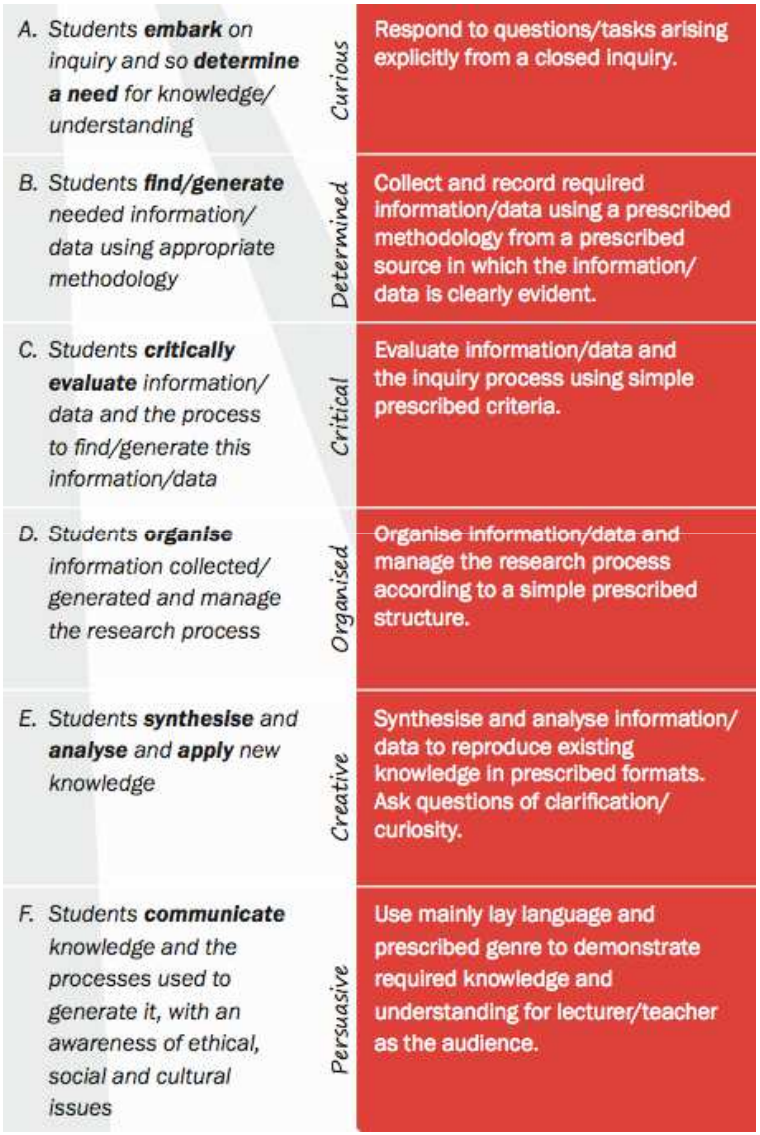
"…a democratic and professional path to improvement that builds from the bottom, steers from the top, and provides support and pressure from the sides…committed and capable of creating deep and broad teaching and learning, it builds powerful, responsible and lively professional communities..."

Hargreaves and Shirley, p. 107).

"The workshops were invaluable for introducing a different way of thinking about research itself, and about research methods - as a cycle of continual learning and development, and as a framework of skills. What students learned most was about seeing themselves as researchers, a point we often forget to make in teaching on research methods."

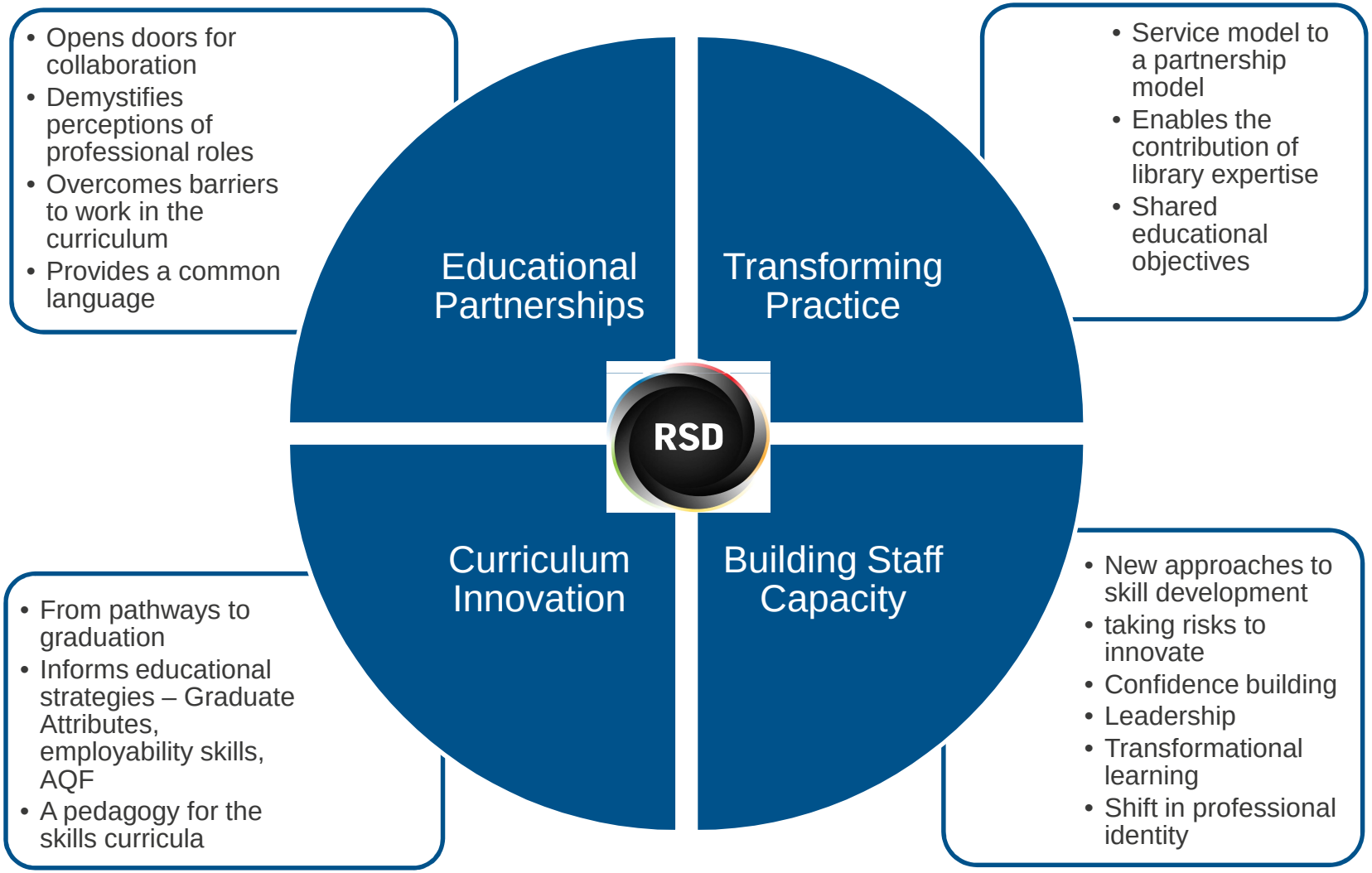
Academic, Faculty of Arts, Monash University.

Mapping Research Skills: An Assessment Task Example



- A. Ability to formulate own research questions
- B. Use of search strategy
- B. Depth and breadth of coverage of topic
- B. Range of sources
- C. Critical analysis of literature
- C. Clarity, accuracy and precision
- D. Identification of central issues and concepts
- D. Headings and sections
- E. Explanation of techniques to examine topic
- E. Development of valid case or argument
- F. Abstract
- F. Introduction
- F. Logical order and path
- F. Conclusion
- F. Illustrations and tables
- F. Length
- F. Clarity and succinctness
- F. Style
- F. Grammatical conventions
- F. Statements supported by referencing
- F. Appropriate referencing style and bibliography

The RSD: Organisational and Professional Benefits



Evaluating Effectiveness

"The RSD has been particularly helpful for me as a framework for thinking about the research process and learning in the university. It helps me to unpack assessment tasks and marking criteria for students when they come to the Research and Learning Point. It also provides a context within which to create Library sessions. Understanding research skills as a dynamic interaction between the facets of inquiry and the levels of autonomy has helped me provide more focused rather than 'just in case' sessions".

Subject Librarian, Faculty of Arts, Monash University Library.

The RSD: Reconceptualising Practice

Adopting the RSD from the ground up: starting small

- One assessment task
- Skills audit
- Review learning objectives against the RSD
- Identify the skills students' require to engage successfully with the task
- Make the skills explicit in the learning objectives
- Include the skills in the corresponding marking rubric

Questions?

Thank you