

# RSD, a timesaving tool; my story

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Pacific Peoples' Research Skills Symposium

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# RSD Framework in Education Courses

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- Implemented in all core courses
- Action Research significant to teaching and learning
- Tool to address daily teaching and learning issues - Use culturally appropriate Research Methods – e.g 'Talanoa, Talanga to collect information from students, teachers and parents to address issues
- Every teacher/educator is a researcher

“Research is what I’m doing when I don’t know what I’m doing.” -Werner von Braun

# Significance of RSD Framework in Education Courses

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- Develops and assesses students' thinking – reflects Bloom's Taxonomy – Learning and Teaching objectives and outcomes
- Develop critical thinking – curiosity
- Re-think & Re-search pedagogy
- Encourage innovation
- Improve practice
- Influence Policy making
- Example – Literacy and Numeracy Research

# Issues

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- Teacher trainees lack research skills - Plagiarism
- Culture of silence (No question) – teachers address the cultural gaps (Little)
- Gap – research skills from High School vs 100 level ED courses
- 10% of High School External Exam mark
- Educators' value for research/ Resistance to change – Curriculum is value laden (Thaman)
- Educators' research skills

# RSD Framework in ICD Course

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- Pre-requisite ED 152 & ED 153
- Curriculum backbone of Education
- Core course – Education major
- Online course – offered in all the 14 campuses
- 50 % of coursework
- RSD Rubric adapted and woven in the course assignments

# Addressing Research Skills Deficit

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- 11 Units – 1 Unit covers Action Research as a tool for addressing curriculum issues
- RSD Framework Rubric woven into all the Assignments
- Audio Recording of Assignment Question and RSD Framework
- Satellite Tutorial
- Assessment

# Impacts of Introducing RSD Framework

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- Develop critical thinking skills (RSD Framework – reflects Bloom’s taxonomy) – Teaching/Learning objectives
- Support argument
- Acknowledge sources – reduce plagiarism
- Reinforce content
- Apply course content in assignments, examination and practice
- Framework – guide to limit students’ research and work – exposed to a lot of information but learn to limit search and select the most appropriate information to address the issue
- Framework – guide teacher/ marker - saves time as criteria is clearly shown – mark within the framework - e.g Debate Tuvalu
- Students are motivated to see the outcome of their work
- 100% pass rate

# Recommendations

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- RSD Framework – teaching Trainee Teachers to be able to teach and practice research skills in their school/work
- Country Education Curriculum – Review English Prescription – increase % research mark – across all subjects and not just English (CBA)
- Professional staff – to improve practice
- All Academic staff – mandatory – develop a research culture to improve practice/ academic performance



# Cultivating, Nurturing and Harvesting the RSD Framework

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Value: 30%

Length: 2000 words

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- In this Assignment you are to conduct an Action Research in your school and present your finding in a Report Format.
  - Conduct an **Action Research** on a *Curriculum Issue* relevant in your school or country. You are to identify the issue; investigate its cause(s) and recommend how to address the issue. More so, you are to explain the significance of your research to Curriculum Development in your school and or country.

You are to choose **one** of the following themes to research on:

a. Vocational-Oriented Curriculum

Or

a. Gender and Social and Well being

Or

a. Civic & Values Education

Or

a. Traditional Knowledge and ESD

Or

a. Vernacular Education

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Assessment Criteria	Scores
<b>Embark &amp; Clarify:</b> Assessment task demonstrates good understanding of question requirements; and, the student's ability to contextualize topic to the wider Pacific & home country. <b>10 Marks</b>	
Interpretation of the assignment question and student ability to focus on instructions.	/5
Contextualization of discussion to the Pacific and home country context	/5
<b>Find &amp; Generate:</b> Assessment task shows the student's conceptual understanding of subject area through effective mapping of key ideas/themes and linkages between these; and, ability to access and use a wide range of credible references. <b>20 Marks</b>	
Key themes and ideas are identified and discussed	/8
Ideas are coherently linked and demonstrate holistic understanding of the subject	/8
Evidence of use of information from a wide range of credible sources	/4
<b>Evaluate &amp; Reflect:</b> Assessment task demonstrates student recognition of the important link between research limitations & holistic treatment of the topic discussion. The high level thinker attempts to address these demonstrating deep learning/ reflective thinking in the quality of discussion. <b>20 Marks</b>	
Limitations of the task are recognized and discussed.	/10
Critical thinking is applied in analysis of information/data.	/10
<b>Organize &amp; Manage:</b> Assessment task shows the student's ability to translate information into focused, well developed paragraphs. Ideas are succinctly sequence d and student makes effective use of examples, figures and tables. <b>20 Marks</b>	
Paragraphs structure and development.	/5
Sequencing and linking of paragraphs.	/10
Use of examples, figures and tables used are appropriate.	/5
<b>Analyse &amp; Synthesise:</b> Assessment task includes signposts that indicate analytical skills through effective data analysis & interpretation. There is a clear summary & synthesis of data and new knowledge is generated. <b>20 Marks</b>	
Demonstration of Analytical skills.	/4
Logical reasoning is applied to analysis of results and shows high levels of critical thinking.	/8
Ability to summarize and synthesis information.	/4
Evidence of critical reflection and new knowledge/ideas are generated.	/4
<b>Communicate &amp; Apply Ethically:</b> Assessment task adheres to formal academic format/ presentation & writing style. The Turnitin similarity % is within the acceptable range and there is consistency in referencing and bibliography. Due attention is given to technical aspects. <b>10 Marks</b>	
Formal academic writing style is adhered to.	/4
Similarity % is within the acceptable range and there is consistency in referencing and bibliographical citations.	/3
Titles and Sub-headings are appropriate. Due attention is given to spelling, grammar and punctuation.	/3
<b>Total score out of 100%</b>	<b>/ 100</b>
<b>Assignment Mark %</b>	<b>/30</b>

RSD Assessment Criteria	MARKING RUBRIC					
	Level 1. Highly Proficient > 75%		Level 2. Proficient 50 - 74%		Level 3. Limited Proficiency <50%	
Embark & Clarify:	Succinct coverage of all parts of the question	(3.75 - 5m)	Detracts from questions in some places.	(2.5 - 3m)	Lacks focus with some inaccuracies.	(0 - 2m)
	Well-grounded in Pacific/ home country context.	(3.75 - 5m)	Some contextualization.	(2.5 - 3m)	Little/no contextualization.	(0 - 2m)
Find & Generate:	Covers all/ most key themes & relevant ideas.	(6 - 8m)	Some relevant ideas or themes.	(4 - 5.5m)	Unrelated/irrelevant information.	(0 - 3.5 m)
	Holistic understanding & ideas coherently linked.	(6 - 8m)	Some areas lack development.	(4 - 5.5m)	Little/no attempt to link/connect ideas.	(0 - 3.5m)
	Good use of credible sources of information.	(3 - 4m)	Heavy reliance on readings, some questionable sources.	(2 - 2.5m)	Course materials main source of information; and/or, many questionable sources.	(0 - 1.5m)
Evaluate & Reflect:	Good understanding of limitations.	(7.5 - 10m)	Some reference to limitations.	(5 - 7m)	Little/no treatment of limitations.	(0 - 4.5m)
	High level data analysis and critical reflection identifying strengths and weaknesses	(7.5 - 10m)	Some analysis of data/ strengths and weaknesses.	(5 - 7m)	Little/no data-analysis or critical reflection.	(0 - 4.5m)
Organize & Manage:	Paragraphs developed around ideas/themes.	(3.75 - 5m)	Some undeveloped ideas/themes.	(2.5 - 3m)	Little/no development, repetition, long/ short paragraphs and/or main paragraph idea is unclear.	(0 - 2m)
	Ideas linked cohesively & paragraphs sequenced well.	(7.5 - 10m)	Inconsistency of ideas /linkages between paragraphs.	(5 - 7m)	Little/ no apparent sequence to themes/ ideas.	(0 - 4.5m)
	Examples, figures and tables enhance the discussion.	(3.75 - 5m)	Some irrelevant/incorrect examples/ figures/tables used.	(2.5 - 3m)	Most examples/figures/tables are irrelevant.	(0 - 2m)
Analyse & Synthesize:	Comprehensive analysis of data/information.	(3 - 4m)	Some surface analysis of data.	(2 - 2.5m)	Incomplete findings; and/or little/no analysis.	(0 - 1.5m)
	Logical reasoning applied to high level analysis/interpretation.	(6 - 8m)	Limited/Technical analysis and interpretation.	(4 - 5.5m)	Little/no analysis of data, presentation of facts, and/or no interrogation of information.	(0 - 3m)
	Reasoned personal standpoints in summarizing information.	(3 - 4m)	Weak positioning of personal/creative synthesis	(2 - 2.5m)	Little/no personal standpoint and/or summary.	(0 - 1.5m)
	Comprehensive recommendations. Presents new knowledge/ ideas.	(3 - 4m)	Few recommendations, new knowledge/ideas	(2 - 2.5m)	No recommendations or new knowledge/ideas.	(0 - 1.5m)
Communicate & Apply Ethically:	Within word limit. Appropriate/formal academic writing style.	(3 - 4m)	Within word limit but writing style informal/ inconsistent.	(2 - 2.5m)	Ignores word limit and writing style inappropriate.	(0 - 1.5m)
	Similarity <23%. Consistent referencing style & proper in-text citation and bibliography.	(2.5 - 3m)	Similarity % may be within range, but inconsistency in referencing & bibliography.	(1.5 - 2m)	Similarity % > 35%. Many referencing/ bibliographical errors, and may not include a bibliography.	(0 - 1m)
	Appropriate titles/sub-headings, few errors in grammar, spelling & punctuation.	(2.5 - 3m)	Long/vague subheadings; common grammatical, spelling & punctuation errors.	(1.5 - 2m)	Long, confusing, off-topic headers. Errors in grammar, spelling, and punctuation errors affect the overall flow/quality of the paper.	(0 - 1m)