

Report on RSD Strategic Initiative 2016-2019: Implementation, achievements and impact

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1. Executive Summary

The RSD framework (RSD) was adopted by Monash University Malaysia (MUM) in December 2015. Recognising the potential of the RSD framework as a pedagogical tool to guide students' research skill development in curriculum and assessment design, the RSD was later incorporated in the Education Strategic Plans of 2016-2018 and 2018-2020 respectively, as a key campus strategy. This library-led initiative was disseminated more broadly across the university by way of workshops that applied a 'novice to expert' approach, in close collaboration with Monash University Australia Library. The RSD framework has proven to be an effective pedagogical tool to enable a shared responsibility between librarians, learning skills advisers and discipline academics by making the skills students require for research an explicit and developmental part of learning.

Between 2017 and 2019, the RSD was introduced to Monash Malaysia by way of 'novice to expert' and masterclass workshops open to academic and professional staff:

- Year 2017: 8 workshops
- Year 2018: 8 workshops
- Year 2019: 4 workshops.

The RSD was introduced at discipline level across 27 units, building staff knowledge and skills in RSD use and reaching a total of 91 Monash Malaysia staff:

- 60 academic staff
- 31 library staff.

Through the implementation of the RSD at campus level, the Library engaged with a total of 27,228 students, as shown below:

- Year 2017: 7,294 students
- Year 2018: 10,064 students
- Year 2019: 9,870 students.

The broad interest which the RSD initiative sparked from academic institutions beyond the Malaysian shores is testament to Monash Malaysia's successful adoption and dissemination of the RSD. This includes: invitations to facilitate workshops in Vietnam (RMIT Vietnam) and Cambodia (CamEd Business School), invited papers at I-MELT 2017 conference (Karu, Tran, Sta Maria) and (Wong, Yahya), invited presentation at AAEE 2017 Annual Conference (Balan, Tran, George) and contribution to a peer-reviewed book chapter of a case study in Business and Economics (Kananatu, Santra, Yahya, 2020). The latter will be published by Springer Education in July 2020.

This evaluation report highlights the RSD adoption and dissemination phases, milestones, key accomplishments and impact, all of which have been integral to Monash University Malaysia Library's contribution to the University's education priorities.

2. Background

The literature extensively explores research-led teaching methods, activities and experiences which assist in developing students' undergraduate research skills (Wilson, Howitt & Higgins 2015). However, strategies offering 'how' to make research skills explicit in curricula still remain largely unclear, aspirational and difficult to realise as an institutionally driven educational strategy. The Research Skill Development (RSD) framework (Willison & O'Regan, 2006, 2018) was developed through an Australian Learning and Teaching Council research grant led by Dr John Willison, University of Adelaide, and two Office of Learning and Teaching grants. The RSD was incorporated into the Monash University Australia Educational plan 2011-2015 and MUAL plans since 2010. The RSD was an essential component of the Better Teaching, Better Learning Strategy as a "structured, pedagogically-based research and learning model that actively engages with academic staff to ensure explicit development of information research, learning and employability skills in the curriculum".

The RSD is a concise, conceptual framework that brings together multiple educational understandings related to requisite research skills (Willison and O'Regan 2007). From an educational perspective, the RSD provides a flexible tool for educators to interpret what skills they wish to develop in their students, how they plan to guide skill development over time, or how they address skills gaps in a targeted manner.

Click on the link below to access the Research Skill Development framework (five levels of autonomy for students):

https://www.adelaide.edu.au/rsd/framework/RSD_24Aug18.pdf

Click on the link below to access the Researcher Skill Development framework (seven levels of autonomy for researchers):

<https://www.adelaide.edu.au/rsd/framework/rsd7/>

Data the Library gathered through survey instruments have demonstrated the breadth of the impact of the RSD framework on curricula. Making research skills explicit in; embedded skill-development programs, improvements to assessment design, growth in use of RSD conversant marking rubrics, and greater library-faculty collaboration on curriculum review and design (Torres & Jansen, 2016).

2.1. Adoption of the RSD framework as Monash Malaysia campus strategy

Employers, both locally and internationally, are increasingly seeking graduates with talents that go beyond an excellent academic qualification. The adoption and implementation of the RSD has been central to Monash University Malaysia's holistic approach to developing well-rounded graduates with skills and knowledge described by the Malaysian Qualification framework (MQF). A distinct benefit of the RSD is that, as a conceptual model, it offers a common language between educators, overcoming barriers and disciplinary differences related to research skill terminology.

The RSD framework (RSD) was adopted by Monash University Malaysia (MUM) in December 2015 as a key campus strategy articulated in the Education Strategic Plans 2016-2018 and 2018-2020. Introduced by way of workshops and train-the-trainer approach, the implementation of RSD across the curriculum was identified as a key initiative in LLC Annual Plan 2017 and ensuing Annual Plans 2018 and 2019.

In February 2017, Prof Andrew Walker, in his capacity as inaugural Chair of the RSD Steering Committee, commented that "the University is faced with multiple challenges for research skills given that students' immediate impulse is to recourse to Google as an information source" and that

“the implementation of the RSD at campus level is an opportunity for the Library to play a central role in education and to become fully embedded in the research process”.

Furthermore, the RSD Steering Committee anticipated that the adoption of RSD framework would serve as an effective tool to leverage curriculum enhancement and embed students’ research skill development as a shared responsibility between librarians, learning skills advisers and discipline academics across courses at Monash University Malaysia.

In view of the underlying objectives of the RSD initiative to be excellent in quality of Education and student outcomes ((Education Strategic Plan 2016-2018, strategic goal A2), the RSD Steering Committee was charged to:

- Lead the adoption and dissemination of the RSD framework across MUM Schools;
- Work in collaboration with academic staff to gain access to the curriculum;
- Identify opportunities for RSD implementation in the curriculum;
- Encourage academic staff from a variety of disciplines to engage in RSD approaches;
- Contribute to scholarly literature on teaching and learning in higher education.

The RSD project charter provides a comprehensive outline of the project infrastructure, governance, objectives, scope, success factors, communication plan, and key milestones from RSD adoption (Jan 2016) until final evaluation (Dec 2019).

2.2. Strategic linkage with the Campus Education Strategic Plan 2016-2018

- ❖ To be excellent in quality of Education and student outcomes ... through enabling research and learning skills development across all Monash undergraduate and postgraduate programs
- ❖ To ensure Monash graduate attributes and advance MUM’s employability agenda.
- ❖ To position the Library as a partner in enhancing the Better Teaching, Better Learning Agenda on MUM campus through leading the RSD implementation.
- ❖ To develop an integrated model of research and learning skill development under the leadership of the Library.
- ❖ To provide evidence of the effectiveness of Library-led collaborative programs within the curriculum.

3. RSD Implementation

3.1. Strategic partnership with MUA Library for capability building

The well-established partnership between the Monash University Australia Library and Monash University Malaysia Library enabled scalable and sustainable strategies for capability building. Drawing upon the successful library-led adoption of the Research Skill Development (RSD) framework at Monash University Australia, and the strong partnership between the 2 libraries, MUM Library introduced and developed staff capability to apply the RSD across disciplines. Through adopting systematic expert-to-novice and train-the-trainer approaches, Library staff developed their knowledge and skills in RSD use across the curriculum.

In September 2016, MUAL staff and LLC staff RSD workshops co-facilitated a series of workshops directed towards discipline academics, where LLC staff modelled MUA library-faculty teaching partnerships. Subsequently, monthly RSD peer-to-peer sessions enabled Research and Learning staff to further build capacity and confidence in integrating the RSD to their teaching practice.

3.2. RSD Workshops for academics

From 2017 onwards, the Library expanded its workshops at school level and nurtured collaborations with academic staff which led to identify new beneficiary unit and ways of applying the RSD according to needs and targeted outcomes (i.e. rubric design, curriculum mapping, etc.). These collaborations allowed identifying RSD champions who became key players within their respective School to promote RSD-workshops and attract new collaborators.

The table below provides a summary of the workshops delivered between 2016 and 2019:

Beneficiary	Workshop type	Date
Campus-wide workshop	Working with the Research Skill Development framework (inaugural workshop)	28 Sept 2016
Campus-wide workshop	Working with the RSD framework	30 May 2017
Campus-wide workshop	RSD Master Class by Dr. John Willison	31 May 2017
Interested academics	RSD clinics	31 May 2017
Campus-wide forum	RSD showcase “Mocktails, Cocktails and RSD Tales”	30 May 2018
JCSMHS / JBCS	RSD introductory workshops	15-16 March 2017
JCSMHS / JBCS	RSD introductory Workshops	5-6 July 2017
SOB	RSD introductory workshop	4 April 2018
SASS	RSD introductory workshop	8 May 2018
SOS	RSD introductory workshop	19 Jan 2019
MEB	RSD introductory Workshops	21 Sept 2017 25 Jan 2018 22 Oct 2018 8 May 2019 9 July 2019
STEP (Sessional staff)	RSD introductory workshops	19 Feb 2019 10 July 2019

3.3. RSD Forum

Under the patronage of the Campus Education Committee, the Library held its first RSD showcase on the theme “*Mocktails, Cocktails and RSD Tales*” on 31 May 2018. The event provided a platform to highlight library-faculty led collaborations in RSD application and showcased Monash Malaysia’s practitioners who had applied the RSD within disciplinary content, and planned effective assessment activities fostering the systematic, explicit and cohesive development of students’ research skills.

For the occasion, the Library produced a video that featured testimonials from academic staff who had experimented with the RSD since 2017. The testimonials underlined the importance of the collaboration between library staff and academics, as a shared responsibility for applying the RSD framework to achieve broad impact across the institution.

Click on the link below to access the video:

<https://www.youtube.com/watch?v=9R8fOTgHILQ&feature=youtu.be>

4. Key achievements 2017-2019

The RSD was introduced to students at the unit level by library staff and through collaboration with faculty members, and was introduced to academics through professional development opportunities in CEED. The success of the RSD informed approach led to conference papers and a book chapter that promotes MUM as a leader in the area of collaborative approaches to students' research skill development.

The chart below provides a summary of RSD-informed and embedded activities (between January 2017 and December 2019) mapped against the RSD facets outlined below:

- *Embark and clarify (1)*
- *Find and Generate (2)*
- *Evaluate and Reflect (3)*
- *Organise and Manage (4)*
- *Analyse and Synthesize (5)*
- *Communicate and Apply (6)*

Unit Code	Unit title	Assessment / curriculum development activities	RSD targeted facets
ACW3041	Auditing and Assurance	<ul style="list-style-type: none"> • Evaluating resources critically 	2, 3, 4, 5
ACW3431	Management Accounting	<ul style="list-style-type: none"> • Academic Writing (UG) • Presentation Skills (UG) 	1, 4, 5, 6
AMU3580	Writing Experiments	<ul style="list-style-type: none"> • Mapping learning outcomes and assessment tasks against RSD 	1, 4, 5, 6
AMU1018	Learning in Higher Education	<ul style="list-style-type: none"> • Academic Integrity with Citing and Referencing (UG) • Academic Writing (UG) 	1, 3, 4, 5, 6
AMU1309	Introduction to sexuality studies	<ul style="list-style-type: none"> • Academic Integrity with Citing and Referencing (UG) 	1, 3
AMU2908	Critical methodologies in action research	<ul style="list-style-type: none"> • Academic Integrity with Citing and Referencing (UG) 	1, 3
AMU3560	Contemporary feminisms in Asia	<ul style="list-style-type: none"> • Reflective Practice: marking rubric 	1, 2, 3, 4, 5, 6
		<ul style="list-style-type: none"> • Marking rubric developed for Role Play 	1, 2, 3, 4, 5, 6

AMU5409	Communication Research	<ul style="list-style-type: none"> • Academic Integrity with Citing and Referencing (UG) • Advanced Literature Search (PG) • Managing References with EndNote 	1, 2, 3, 4, 5, 6
BEW3100	Work placement program	<ul style="list-style-type: none"> • Academic Writing (UG) 	1, 3, 4, 5, 6
BEW3110	Work experience program	<ul style="list-style-type: none"> • Academic Writing (UG) 	1, 3, 4, 5, 6
BEW4000	Research methodology	<ul style="list-style-type: none"> • Advanced Literature Search (PG) 	2, 3
BEW4020	Directed Studies 1	<ul style="list-style-type: none"> • Literature Review (PG) 	3, 5, 6
BTM 5919	International Trade	<ul style="list-style-type: none"> • Marking rubric 	1, 2, 3, 4, 5, 6
BTM5919	International Trade Law	<ul style="list-style-type: none"> • Academic Writing (PG) • Advanced Literature Search (PG) • Presentation Skills (PG) 	1, 2, 3, 4, 5, 6
BTW1042	Malaysian Business Law	<ul style="list-style-type: none"> • Academic Integrity with Citing and Referencing (UG) • Academic Writing (UG) 	1, 3, 4, 5, 6
BTW3201	International Trade Law	<ul style="list-style-type: none"> • Academic Writing (UG) • Information Search Skills (UG) 	2, 3, 4, 5, 6
CHE3163	Sustainable Processing 1	<ul style="list-style-type: none"> • Teaching software using the RSD framework 	1, 2, 3, 4, 5
ECM2001	Asia in the world economy	<ul style="list-style-type: none"> • Information Search Skills (UG) 	2, 3
FIT1045	Introduction to Computer Systems	<ul style="list-style-type: none"> • Academic Integrity with Citing and Referencing (UG) • Information Search Skills (UG) 	1, 2, 3
FIT3161	Computer science project	<ul style="list-style-type: none"> • Academic Integrity with Citing and Referencing (UG) • Information Search Skills (UG) • Literature Review (UG) • Managing References 	1, 2, 3, 4, 5, 6

		with EndNote	
FIT4005	Research methods in information technology	<ul style="list-style-type: none"> Advanced Literature Search (PG) 	2, 3
MED1011	Medicine 1	<ul style="list-style-type: none"> Information Search Skills (UG) Academic Writing (UG) Managing References with EndNote 	1, 2, 3, 4, 5, 6
MGW1010	Introduction to Management	<ul style="list-style-type: none"> Academic Writing (UG) Information Search Skills (UG) 	1, 2, 3, 4, 5, 6
MGX5000	Introduction to Management Research	<ul style="list-style-type: none"> Academic Integrity with Citing and Referencing (PG) Advanced Literature Search (PG) 	1, 2, 3,
MKM5955	Marketing and the international consumer	<ul style="list-style-type: none"> Advanced Literature Search (PG) 	2, 3
MKW3301	Services Marketing	<ul style="list-style-type: none"> Information Search Skills (UG) 	1, 3
PHA 3801	Principles of Pharmacology	<ul style="list-style-type: none"> Marking Rubrics, Semester 1, 2019 	1, 2, 3, 4, 5, 6

4.1. RSD-skill development programs.

Regular exposure to the RSD framework strengthened awareness among academics about the research skills which students are expected to demonstrate by the time they graduate. They saw the potential of RSD-informed skills development programs, at UG and PG level, to achieve this goal.

The chart below links the increase in engagement with academic staff with the increase in the number of RSD-informed research skills workshops/classes delivered by the Library:

LLC offerings	2017	2018	2019
Library skills development classes	278	380	410
Number of students	7,294	10,064	9,870

4.2. RSD CEED module

As part of Monash Continuing Education Excellence Development (CEED) program, the Library developed and launched an RSD CEED module (face-to-face) for academics in October 2018. The Library delivered the RSD CEED module twice, attracting a total of 38 academics. Following participation in the program, several academic staff decided to explore the use of the RSD to develop their marking rubrics. Two academic staff two formally adopted the RSD facets in their marking rubrics.

4.3. Conference papers

I-MELT 2017 (International Conference on Models of Engaged Learning and Teaching) gathered practitioners sharing a common conceptualisation that engages students and educators in many diverse ways, contexts and cultural settings. The conference follows the [Models of Engaged Learning and Teaching](#), which includes the RSD framework, as conceptual framework for shared conversations.

Several library staff worked jointly with academic staff to co-author peer-reviewed papers around the conference's themes:

Academic Literacy and Writing:

Towards a more cogent curriculum for experimental writing (Wong, Yahya):

<https://www.adelaide.edu.au/rsd/i-melt/papers/WongIMELT2017paper.pdf>

Applications:

Using the Research Skill Development Framework to Construct Marking Rubrics for Law Assessments (Thaatchayini)

<https://www.adelaide.edu.au/rsd/i-melt/papers/KananatuIMELT2017paper.pdf>

Problem Solving:

Using the Optimising Problem Solving Pentagon as a Basis for Research Skills in Final Year Engineering (Karu, Tran Minh, Sta Maria)

<https://www.adelaide.edu.au/rsd/i-melt/papers/PurushIMELT2017paper.pdf>

4.4. Contribution to book chapter

La Trobe University Library (LTUL) and Monash University Library (MUL) have decided to publish an edited volume to share MUL and LTUL experiences on the paths taken to transform and reposition the Library in their institutions. Practitioners from both institutions will present case study examples, showcasing the use of frameworks to enhance library skill development programs. The publication of the book is anticipated in July 2020.

The Malaysian campus will contribute a collaborative chapter to the book entitled "Riding on research: A Library-Faculty partnership" under the theme 'Enabling collaborative partnerships'. Dr. Thaatchayini (School of Business), N. Santra (LLC) and E. Yahya (LLC) completed the first draft of the book chapter which was submitted for review on 29 January 2020.

5. RSD Impact

This section articulates the deliverables outlined in the RSD Project Charter:

- Impact of the application of the RSD on library staff's teaching practice and staff's levels of confidence in collaborating with academic staff;
- Impact of the application of the RSD on academic staff's teaching practices and student learning outcomes.

5.1. Impact of the RSD on library staff's teaching practice and levels of confidence.

By the end of the RSD strategic initiative, all library staff from the Research and Learning unit had been continuously trained in RSD application, which they leveraged to guide and revisit their teaching practices. Most importantly, they were equipped with the knowledge, skills and common language to engage with academic staff in meaningful conversations around RSD application in the curriculum. As such, they could identify student skill development needs based on their engagement with academic staff and subsequently focussed their classes/ workshops on the facets of research skill that required most attention. The RSD framework provided a powerful tool to promote the Library's research skills development programs and most library staff felt confident in delivering RSD workshops and collaboration with academic staff within their disciplines.

Importantly, the RSD framework provided the Library and the Faculty with a common language and pedagogical tool to guide purposeful engagement and collaborative work.

In November 2019, the Library conducted a survey among library teaching staff (Appendix 6.2) to gauge the effectiveness and impact of the RSD framework as perceived by library staff involved in the RSD dissemination and adoption initiatives (attendance to and delivery of RSD workshops, collaboration with academics to embed research skills or enhance their curriculum, incorporation of RSD in teaching practices). The results of the survey suggest that the RSD framework was adopted by the librarians as a tool to improve their professional and teaching practices. About 66% indicated that they were confident in approaching academic staff to help with RSD related queries. About 83% felt that RSD was a relevant tool to develop students' research skills.

Below is an excerpt of the comments they provided through the survey:

"From its introduction till date, I have witnessed a definite shift in the perceptions by Library staff about their roles and how they contribute to student learning through library-faculty partnerships. More importantly, it changed in the perceptions by academic staff of the Library's role in education. The RSD helped put the Library back on the campus map as a credible partner."

"... always link RSD to the services the library provides. The workshops offered by the library are linked to the skills on RSD framework and hence the academics could approach us to embed workshops in their units to develop students' research skills."

5.2. Impact of the application of the RSD on academic staff's teaching practices

The RSD initiative enabled a paradigm shift as to how the Library's role is perceived by the academic community. On one hand, the RSD framework provided academic staff with a more holistic view of the research skills required in the research process and how these skills could be explicitly used in curriculum development or assessment activities. On the other hand, for academic staff who were not aware of, or did not fully value the importance of, the academic support offered by the Library, the RSD dissemination and awareness activities made them realise that there was an inherent and systemic association between the Library and research skills development and that one could enhance the other.

As a result of the above, several RSD skeptical and late-adopters sought collaboration with the Library to incorporate research skills classes in their units and courses.

In November 2019, the Library conducted a survey among academic staff (Appendix 6.1) to gauge the effectiveness of RSD as perceived by the academic staff involved in the RSD dissemination and adoption initiatives (attendance to RSD workshops, collaboration with the Library on RSD application, incorporation of RSD in teaching practices). About 75% surveyed staff indicated that familiarity with the RSD framework improved their teaching practices, and that they incorporated the RSD in the following teaching practices:

#	Usage of RSD in teaching practice	Percentage (%)
1	For use in designing marking rubrics	53.6
2	For use in curriculum development	17.9
3	Through collaboration with the Library to embed research skills classes in my unit	7.1
4	For students involved in research activities	3.6
5	For use in designing Active Learning Transformation Guideline	3.6

About 80% surveyed staff agreed that the RSD framework is a relevant framework to develop students' research skills. All concurred that the Library played a significant role in disseminating the RSD framework within Monash University Malaysia community and in developing student skills.

Below is an excerpt of the comments, which are testament to the value of applying the RSD framework to guide curriculum and assessment design:

"RSD has been a good framework for year 3 students to foster their research skills and develop their higher order critical thinking. I strongly encourage my other colleagues to also adopt this RSD framework in their units."

"I think that the RSD can be further utilised in all classes particularly in students' self-learning and is a very useful tools in the teaching and learning agenda."

"The RSD-informed rubric helped students identify research skills that they needed to develop and improve on. The skills developed through RSD framework proved to be transferable skills, and useable for both academic/non-academic research endeavours."

6. References

RSD Project Charter (2016-2019). Monash University Malaysia Library. Retrieved from https://drive.google.com/drive/u/0/folders/0B7dQcq4q_ws5Y01GcmtBUjdRWm8

Torres, L., & Jansen, S. (2016). Working from the same page: catalysing university-wide library-faculty partnerships to enhance students' research skill development. *Council for Undergraduate Research (CUR) Quarterly.*, 37(1), 26-33. doi: 10.18833/curq/37/1/9

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Willison, J. and O'Regan, K. (2008). The Researcher Skill Development Framework. Accessed from <http://www.adelaide.edu.au/rsd2/framework/rsd7/>

Willison, J., Sabir, F. & Thomas, J. (2017). Shifting dimensions of autonomy in students' research and employment. *Higher Education Research and Development*, 36(2), 430 - 443.

7. Acknowledgement of contribution

The successful dissemination and implementation of the RSD framework at the Monash Malaysia Campus were made possible thanks to the support, stewardship, collaboration and contribution of academic and professional colleagues across and beyond the University at various stages of its development.

We wish to thank and recognise the following contributors:

Professor Andrew Walker, PVC and Pro Vice-Chancellor, Monash University Malaysia
Dr. John Willison, University of Adelaide
Lynette Torres, Monash University Australia Library
Sebastian Borutta, Monash University Australia Library
Barbara Yazbeck, formerly with Monash University Australia Library
Sarah Jansen, formerly with Monash University Australia Library
Professor Maude Phipps, Monash University Malaysia
Dr. Chan Chank Tik, Monash University Malaysia
Dr. Thaatchaayini A/P Kananatu, Monash University Malaysia
Timothy Wong, Monash University Malaysia
Esmael Yahya, Monash University Malaysia Library
Aini Fatimah, Monash University Malaysia Library
Sossamma George, Monash University Malaysia Library
Sarah Kuhn, formerly with Monash University Malaysia Library
Hien M. Tran, formerly with Monash University Malaysia Library
Annette Wilson, formerly with Monash University Malaysia Library

and all Library staff and academic staff who have contributed to the RSD Community of Practice.

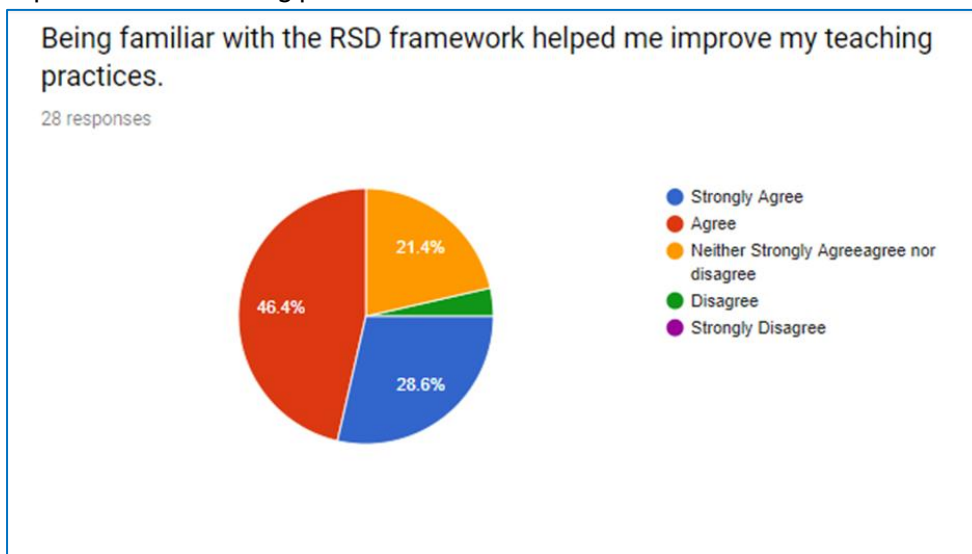
8. Appendices

8.1. Evaluation (Academic Staff Survey)

In November 2019, the Library conducted a survey among 60 academic staff to gauge the effectiveness of RSD as perceived by the academic staff engaged in RSD dissemination and adoption initiatives. A total of 28 academic staff responded to the survey.

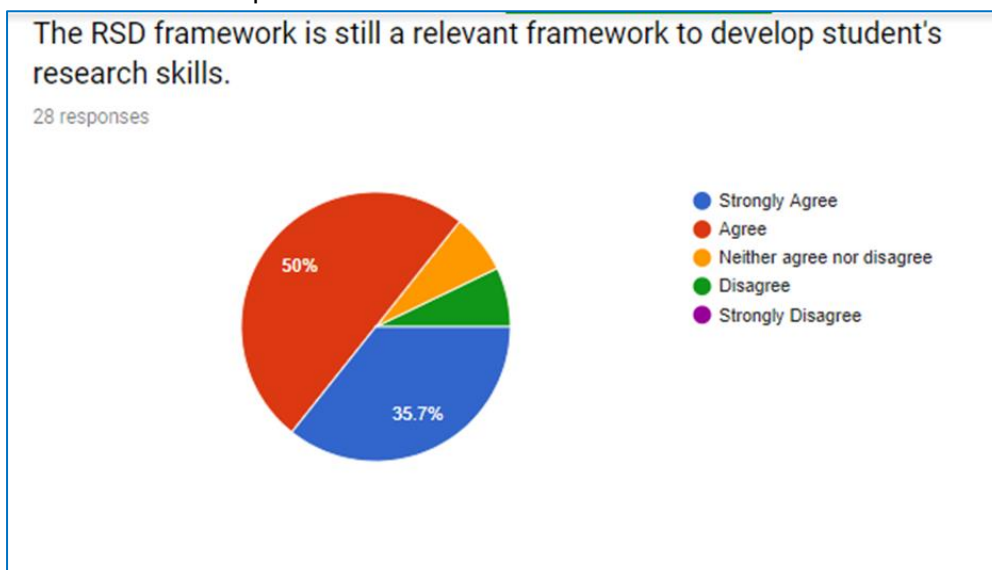
Improved teaching practices:

About 75% respondents (Strongly Agree + Agree) indicated that familiarity with RSD framework improved their teaching practices.

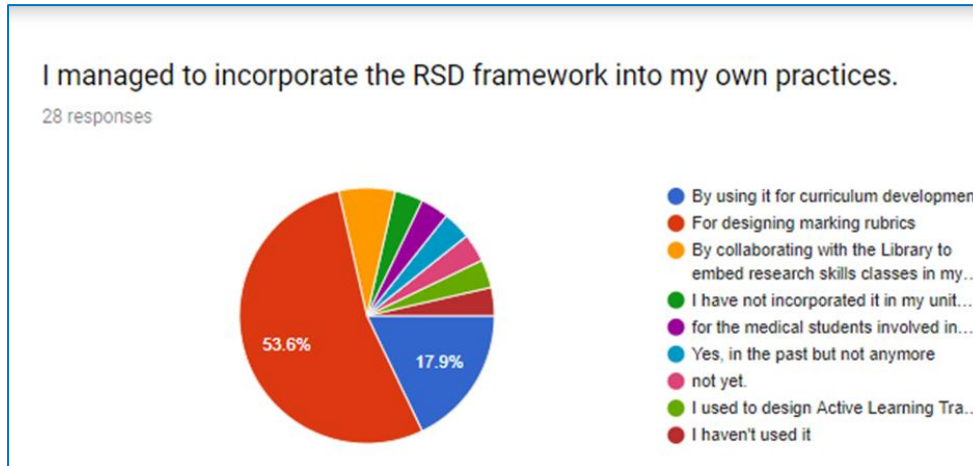


Relevance of RSD framework in developing research skills:

About 80% respondents (Strongly Agree + Agree) agreed that RSD framework is a relevant framework to develop students' research skills.



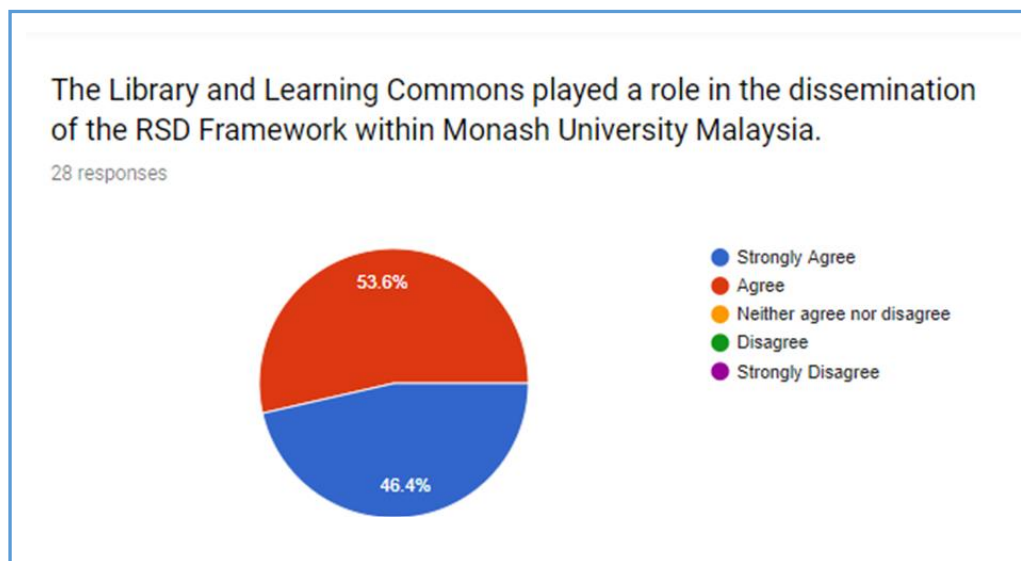
Reasons for adopting the RSD framework:



	Usage of RSD in teaching practice	%
1	For use in designing marking rubrics	53.6
2	For use in curriculum development	17.9
3	To embed research skills classes in my unit	7.1
4	I have not incorporated it in my unit as yet	3.6
5	For the medical students involved in research	3.6
6	For use in designing the Active Learning Transformation Guideline	3.6
7	Yes, in the past but not anymore	3.6
8	I have not used the RSD	7.1

Role of the library:

All respondents remarked that the Library played a significant role in disseminating the RSD framework.



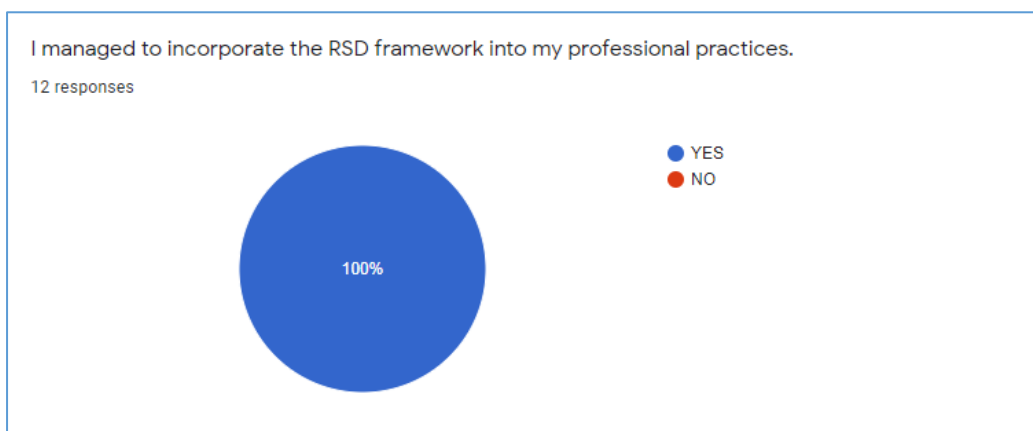
Additional comments in regards to experience with the RSD

RSD has been a good framework for year 3 students to foster their research skills and develop their higher order critical thinking. I strongly encourage my other colleagues to also adopt this RSD framework in their units.
I think that the RSD can be further utilised in all classes particularly in students' self-learning and is a very useful tools in the teaching & learning agenda.
Good experience as the Librarians are well-versed.
I am not sure whether this is open to all students or not. It should be a regular feature in the student's activities/curriculum
I think the RSD though admirable and significant in objectives, needs to be revised and further tailored to authentic learning situation facing students in their research projects. My opinion is that though general principles are fine, it needs to be tailored for requirements of specific schools and disciplines. So more contextualisation and connection with actual research assignments / projects. The excellent staff at LLC are superbly poised to do this together with school / discipline stakeholders - both lecturers and students.
The library did play an important role in supporting any collaboration. The framework itself is useful but it is also something we do in other units during final year research project. Perhaps, first year or second year, RSD will be still new for them.
Students should also receive RSD training in order to match lecturers' expectations and modus operandi
It is malleable and fits into different subject-matters e.g. law, ethics.
After attended the RSD workshop, I am now thinking to incorporate this in the assessment of my unit next year.
RSD may not be applicable to certain units which are highly technical and requires accurate and objective assessment
Very useful especially in designing a marking rubric and being transparent
My experience with RSD is indirect through ALTG where I used it to guide interested lecturers to transform part of their units to active learning. I also used ALTG to redesign FET modules.
I wish to commend the Library and Learning Commons for driving this initiative.
It's not always useful to guide assessment settings with frameworks like these

8.2. Evaluation (Library Staff Survey)

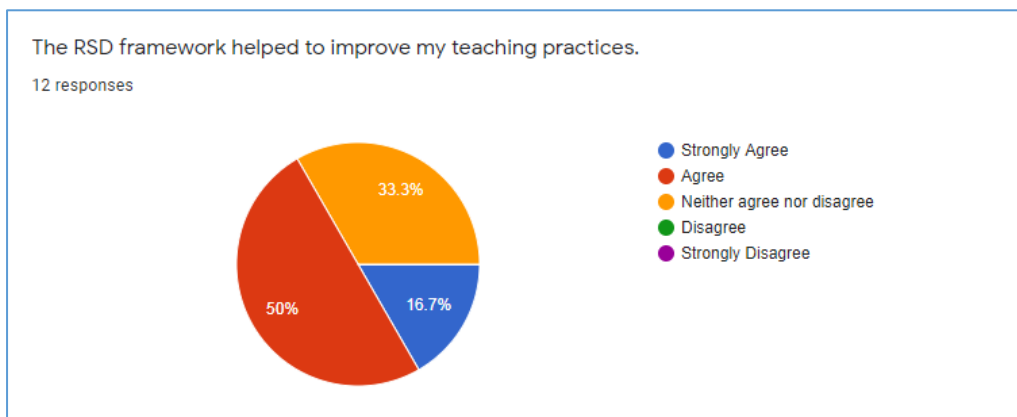
In November 2019, the Library conducted a survey among 12 Library staff to gauge the effectiveness of RSD framework as perceived by the library staff involved in the RSD dissemination and adoption initiatives. All staff responded to the survey. The results of the survey suggest that RSD framework was well received as a tool to improve professional practices and teaching practices. While staff's level of confidence in approaching and engaging with academics in RSD application varied, all staff agreed that the RSD was a relevant framework to develop students' skills.

Incorporate the RSD framework in professional practices:



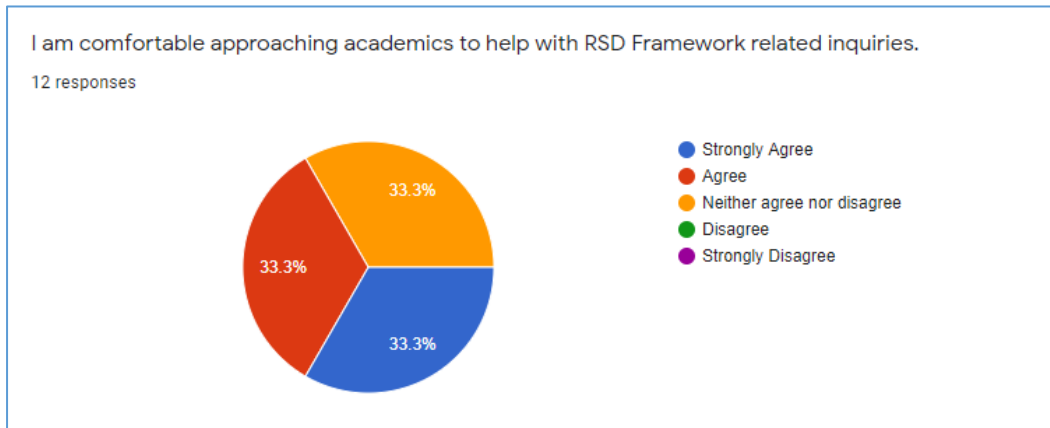
Improve teaching practices:

About 66.7% respondents (Strongly Agree + Agree) indicated that RSD framework helped them improve their own teaching practices.



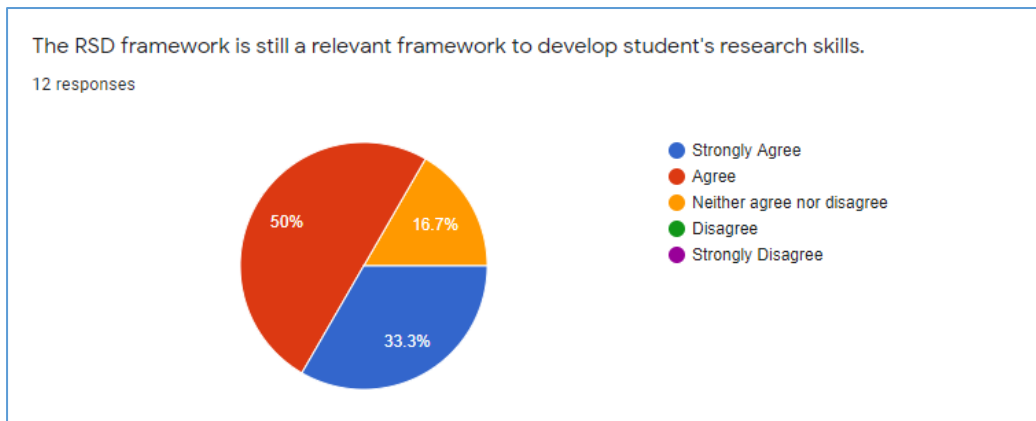
Approaching academics with RSD Framework:

About 66.6% respondents (Strongly Agree + Agree) indicated that they were comfortable approaching academics about the RSD Framework and its application.



Relevant framework to develop student's research skills:

About 83.3% respondents (Strongly Agree + Agree) indicated that the RSD framework is relevant to develop student's research skills.



Additional comments in regards to Library staff's experience with the RSD

The RSD is a theoretical framework that has its relevance and learning applications at a broad level and through the activities in the session. Depending on where they are at, each may have different learning experiences and revelations. Some disciplines have developed their own frameworks and tools (eg. RRI Framework) which will relate to students in IT better, because it uses terminology (eg. Anticipate, Reflect, Engage and Act) and maps it against the research journey (ie. Process, Product, Purpose and People). Essentially these frameworks provide guidance to students as they work through their individual "hooks and anchors" in their learning and research journey and activities.

The RSD framework is an integral part of the students and teaching librarians.

The RSD has been embedded within all workshops and classes.

Like it or not, the idea of the RSD is still about developing students research skills, which is always a necessity.

As a librarian RSD facets were not new to me as they form the basis of information literacy that we learned in Library School. What was new and struck me as innovative was to incorporate these facets (research skills) in a framework and use it for assessment rubric. For academics it was something new and was helpful in improving their marking rubrics and at the same time building research skills among the students.

I also always link RSD to the services the library provides. The workshops offered by the library are linked to the skills on RSD framework. Hence academics could approach us to embed workshops in their units to develop students' research skills.

From its introduction till date, I have witnessed a definite shift in the perceptions by Library staff about their roles and how they contribute to student learning through library-faculty partnerships. More importantly, it changed the perceptions by academic staff of the Library's role in education. The RSD helped put the Library back on the campus map as a credible partner