

# Models of Engaged Learning and Teaching

# MELT

## Workshop

Queensland universities, 25 November 2016



**Research Skill Development Framework**

	Practical Research	Statistical Research	Qualitative Research	Open-ended Research	Unbounded Research
<b>Facets</b>	<p><b>Problem Solving</b></p> <p>Communicate &amp; Apply</p> <p>Analyse &amp; Synthesise</p> <p>Organise &amp; Manage</p> <p>Find &amp; Generate</p> <p>Problem Definition &amp; Specification</p> <p>Evaluate &amp; Reflect</p>	<p><b>Critical Thinking</b></p> <p>ORGANISE &amp; MANAGE</p> <p>EVALUATE &amp; REFLECT</p> <p>ANALYSE &amp; SYNTHESISE</p> <p>COMMUNICATE &amp; APPLY</p> <p>PROBLEM DEFINITION &amp; SPECIFICATION</p> <p>ORGANISE &amp; MANAGE</p>	<p><b>School Education</b></p> <p>Research mountains</p> <p>What do you know about... why? How do you know?</p> <p>What are the key ideas? What are the key questions?</p> <p>What are the key terms? What are the key concepts?</p> <p>What are the key people? What are the key events?</p> <p>What are the key places? What are the key times?</p> <p>What are the key things? What are the key people?</p> <p>What are the key ideas? What are the key questions?</p> <p>What are the key terms? What are the key concepts?</p> <p>What are the key people? What are the key events?</p> <p>What are the key places? What are the key times?</p> <p>What are the key things? What are the key people?</p>		

### Researcher Skills

Table 1. Researcher Skill Development Framework, 2016

Researcher Skill	Practical Research	Statistical Research	Qualitative Research	Open-ended Research	Unbounded Research
1. Researcher Skill 1	...	...	...	...	...
2. Researcher Skill 2	...	...	...	...	...
3. Researcher Skill 3	...	...	...	...	...
4. Researcher Skill 4	...	...	...	...	...
5. Researcher Skill 5	...	...	...	...	...
6. Researcher Skill 6	...	...	...	...	...
7. Researcher Skill 7	...	...	...	...	...
8. Researcher Skill 8	...	...	...	...	...
9. Researcher Skill 9	...	...	...	...	...
10. Researcher Skill 10	...	...	...	...	...

### Work Skills

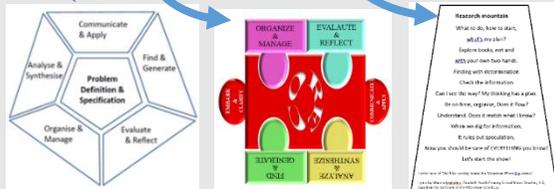
Table 2. Work Skills Development Framework, 2016

Work Skill	Practical Research	Statistical Research	Qualitative Research	Open-ended Research	Unbounded Research
1. Work Skill 1	...	...	...	...	...
2. Work Skill 2	...	...	...	...	...
3. Work Skill 3	...	...	...	...	...
4. Work Skill 4	...	...	...	...	...
5. Work Skill 5	...	...	...	...	...
6. Work Skill 6	...	...	...	...	...
7. Work Skill 7	...	...	...	...	...
8. Work Skill 8	...	...	...	...	...
9. Work Skill 9	...	...	...	...	...
10. Work Skill 10	...	...	...	...	...

### Clinical Reflection

Table 3. Clinical Reflection Development Framework, 2016

Clinical Reflection Skill	Practical Research	Statistical Research	Qualitative Research	Open-ended Research	Unbounded Research
1. Clinical Reflection Skill 1	...	...	...	...	...
2. Clinical Reflection Skill 2	...	...	...	...	...
3. Clinical Reflection Skill 3	...	...	...	...	...
4. Clinical Reflection Skill 4	...	...	...	...	...
5. Clinical Reflection Skill 5	...	...	...	...	...
6. Clinical Reflection Skill 6	...	...	...	...	...
7. Clinical Reflection Skill 7	...	...	...	...	...
8. Clinical Reflection Skill 8	...	...	...	...	...
9. Clinical Reflection Skill 9	...	...	...	...	...
10. Clinical Reflection Skill 10	...	...	...	...	...



Problem Solving  
Critical Thinking  
School Education

### The different adaptations of the RSD that comprise the MELT

Your MELT

Your Context

Would you like graduates of your programs to have developed deep understandings of subject matter *and* a research or problem solving mindset?

Do you want to foreground critical thinking and use technology to support its development, not have technology drive the agenda?

How can you help students to connect together the skills associated with problem solving, critical thinking, clinical reasoning and researching in ways that enable these skills to mutually reinforce across multiple semesters of a degree?

This workshop will help you address these questions and produce a draft MELT that suits your context. The idea of MELT comes from academics, tutors and librarians who have collaborated and adapted the six facets of Research Skill Development (RSD) framework to suit a range of contexts and in ways we didn't expect. Multiple uses of the MELT with context-appropriate terminology provides various opportunities for these facets to become student *thinking routines* that develop researching, critical thinking and problem solving mindsets by graduation. This workshop provides you with collaborative time to learn about others' models and adapt these so that you can MELT and mould your course or learning context:

- 🔥 learning sessions in lecture theatres, tutorials, labs, library, field, & online
- 🔥 formative and summative assessment for feedback within & between subjects
- 🔥 individual subjects or across degrees, face to face, fully online & blended
- 🔥 undergraduate, coursework Masters, research degrees & foundations.

Workshop 25th November 2016, 10.00am – 4.00pm, University of Queensland Learning & Innovation Building (#17), Room 202. Register & coffee 10.00 am.

**Part A 10.30-12.30:** Learn about or retune your understanding of the six facets of thinking in the MELT and collaboratively adapt these to your teaching context.

**Lunch 12.30 pm- 1.30 pm.**

**Part B 1.30- 4.00 pm:** Use your adapted version of MELT to plan specific learning and assessment activities.

**Facilitator** [Dr John Willison](#), University of Adelaide, National Senior Teaching Fellow.

**Registration** <http://tiny.cc/okqjgy> by COB 22 November, no charge.

**More details** [www.rsd.edu.au](http://www.rsd.edu.au) or email [john.willison@adelaide.edu.au](mailto:john.willison@adelaide.edu.au) #I-MELT

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