

Models of Engaged Learning and Teaching

MELT

Workshop

New South Wales universities, 2 Dec. 2016



RSD Research Skill Development Framework

	Practical Research	Statistical Research	Qualitative Research	Open-ended Research	Unbounded Research
Facets	Highly structured, routine and replicable research in a specific area.	Structure set by, and limited by, the statistical methods used in the research.	Structure based on, and limited by, the research question.	Structure limited by the research question, but the process is guided by the researcher.	Structure determined by the researcher, but the process is guided by the researcher.
Problem Solving	Students respond to questions, identify the problem, and apply their knowledge to solve it.	Students respond to questions, identify the problem, and apply their knowledge to solve it.	Students respond to questions, identify the problem, and apply their knowledge to solve it.	Students respond to questions, identify the problem, and apply their knowledge to solve it.	Students respond to questions, identify the problem, and apply their knowledge to solve it.
Critical Thinking	Students identify & assess relevant information, identify assumptions, and use critical thinking to evaluate the information.	Students identify & assess relevant information, identify assumptions, and use critical thinking to evaluate the information.	Students identify & assess relevant information, identify assumptions, and use critical thinking to evaluate the information.	Students identify & assess relevant information, identify assumptions, and use critical thinking to evaluate the information.	Students identify & assess relevant information, identify assumptions, and use critical thinking to evaluate the information.
School Education	Students identify & assess relevant information, identify assumptions, and use critical thinking to evaluate the information.	Students identify & assess relevant information, identify assumptions, and use critical thinking to evaluate the information.	Students identify & assess relevant information, identify assumptions, and use critical thinking to evaluate the information.	Students identify & assess relevant information, identify assumptions, and use critical thinking to evaluate the information.	Students identify & assess relevant information, identify assumptions, and use critical thinking to evaluate the information.

Researcher Skills

Table 1. Researcher Skill Development Framework, 2016

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

Work Skills

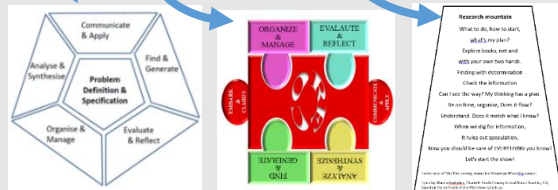
Table 2. Work Skills Development Framework, 2016

Work Skill	Practical Research	Statistical Research	Qualitative Research	Open-ended Research	Unbounded Research
Work Skill 1
Work Skill 2
Work Skill 3
Work Skill 4
Work Skill 5
Work Skill 6
Work Skill 7
Work Skill 8
Work Skill 9
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
Clinical Reflection Skill 1
Clinical Reflection Skill 2
Clinical Reflection Skill 3
Clinical Reflection Skill 4
Clinical Reflection Skill 5
Clinical Reflection Skill 6
Clinical Reflection Skill 7
Clinical Reflection Skill 8
Clinical Reflection Skill 9
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 2 December 2016, 10.00am - 4.00pm, UNSW Library, Level 10, Room 1025. Registration and coffee from 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- 1.30

Part B 1.30- 4.00: 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 <https://teaching.unsw.edu.au/melt-models-engaged-learning-and-teaching> at no cost by COB 29 November.

More details www.rsd.edu.au or email john.willison@adelaide.edu.au #I-MELT
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