MELBOURNE'S SCHOLARLY & DIGITAL LITERACY FRAMEWORK

Building critical capabilities for learning, research and work in a digital world

CAPABILITIES	DIRECTED RESEARCH	GUIDED RESEARCH	SELF-DIRECTED RESEARCH
	Students engage with technologies and undertake learning and research within specified parameters	Students explore technologies and undertake some self-determined learning and research within broad guidelines	Students/ researchers undertake research with a high degree of autonomy, utilising a range of technologies to create new scholarship
1. Search Finds the right type of information using the right tools	Clarifies understanding of the task, identifies key concepts, and establishes the type and scope of information required Uses essential search tools and strategies to seek information and reviews results for relevance Revises search tools and strategies as required	Develops manageable research questions within set guidelines and uses basic disciplinary knowledge to determine the type and scope of information required Uses some discipline-specific and multidisciplinary tools and advanced search strategies to seek information and reviews results for relevance Refines tools and strategies as required	Formulates a complex line of scholarly inquiry and employs strong disciplinary knowledge to determine the type and scope of information required Uses a wide variety of discipline-specific and multidisciplinary tools to seek a diverse range of information Regularly refines and updates strategies as new information is discovered to ensure ongoing currency
2. Evaluate Analyses information and the strategies used to find it	Examines information for relevant facts, concepts, insights and evidence to develop understanding and respond to the task Evaluates the suitability of information using task-specific criteria and reflects on how the tools, strategies and results suit the task	Analyses a diverse range of information for relevant concepts, themes, methodologies and evidence to extend and challenge understandings Evaluates the suitability of information using discipline-specific criteria and reflects on how the tools, strategies and results suit the task	Explores a comprehensive range of information for relevant themes, trends, relationships, methodologies and evidence to extend knowledge and identify gaps in existing research Evaluates the suitability of information using both discipline-specific and self-defined criteria and reflects on the efficacy of the research process
3. Organise Manages information collected and generated	Uses basic principles, systems and digital tools to manage data and information	Uses appropriate digital tools and applies systematic, standardised principles to manage data and information Considers preservation issues when evaluating formats and technologies	Critically evaluates the affordances and limitations of various technologies and makes informed decisions about information and data management and preservation Establishes standards-based information and data management practices across all aspects of the research process
4. Create Uses and communicates information using appropriate conventions and technologies	Creates and communicates scholarly outputs for specified audiences, adhering to academic and professional conventions and using appropriate information and technologies Demonstrates a basic understanding of ethical and legal issues (eg. academic integrity and copyright) associated with using and creating scholarly outputs	Explores a range of technologies to create, communication and curate scholarly outputs for a range of audiences and purposes, following appropriate conventions Demonstrates a deep understanding of ethical and legal issues associated with using and creating scholarly outputs	Creates and communicates scholarly outputs that follow established and emerging disciplinary conventions and uses a range of technologies to communicate and curate content in innovative ways Integrates an extensive understanding of cultural, ethical and legal issues associated with the research process and makes outputs available for use and reuse via open access platforms
5. Connect Builds networks to collaborate and connect	Demonstrates a basic understanding of the role of social media and online collaboration tools in fostering collaboration and scholarship Engages with the concept of a digitial identity and demonstrates an understanding of key issues such as online safety, privacy and security	Co-produces scholarly outputs through a range of social media and online collaboration tools Establishes and manages own digital identity, making decisions underpinned by a sophisticated understanding of context, privacy and security	Uses social media and online collaboration tools to connect and collaborate with an extensive network of researchers to create and share new disciplinary knowledge Establishes an active online profile and manages own research identifiers, track record and impact

/unilibrary
@unilibrary

library.unimelb.edu.au/teaching

University Library