

## Graduate Research Fellowship (GRF) Learning Plan

This ~~graduate~~ are  
ented in a thesis. A researcher must  
ust be able to respectfully engage  
also learn how to be an effective and  
ship of a research effort

ect upon, ~~the~~ activities that will be  
ivities will contribute to the degree  
uld be ~~submit~~ the Graduate  
nic year

Graduate Program Name:

Supervisor's Name:

Graduate Student's Name:

Department/Program Contact:

Nature of activities, goals and relevant learning outcomes (approx. 3-4):

(Examples of activities and goals could include, but are not limited to: performing a literature review, acquiring a specific technical skill, completing coursework, giving a conference presentation, participating in a professional development workshop or event, completing the qualifying/comprehensive examination).

(The learning outcomes listed below, organized according to the Queen's Learning Outcomes Framework, provide a possible list of knowledge, skills and habits of mind that a student might gain by the end of their graduate degree. The list is meant to promote reflection and discussion about the activities that the student will undertake during a given academic year, and how they contribute to the student's mastery of some of these degree level expectations. For example, the student may be reading the literature to learn more about a new area and will thus improve their ability to critically evaluate and synthesize the research literature, identifying

**K**      **A**      **C**      Knowledge in Area of Specialization | Creative Thinking |  
Problem Solving | Critical Thinking | Quantitative Literacy | Information Literacy

Synthesize and critically evaluate scholarly literature and data to fill gaps in knowledge and make informed decisions.

Integrate concepts and ideas from other disciplines into my area of research.

Accurately interpret and analyze different forms of evidence for the purpose of constructing well-reasoned conclusions and predict implications.

Draw sound evidence-based conclusions from their research, and the research of others, based on best practices that recognize scope for potential uncertainty arising from underlying assumptions, alternative interpretations, and gaps in knowledge.

Evaluate, integrate and apply appropriate information from various sources to create cohesive, persuasive and logical arguments and conclusions.

Demonstrate mastery of theoretical, mathematical, numerical and experimental techniques needed for their research plan.

Operate and maintain complex pieces of lab equipment or code, and help others achieve the same level of proficiency.

**R**      **T**      **P**      **A**      Foundations for Lifelong Learning | Application of Knowledge  
| Knowledge Creation and Dissemination | Inquiry and Analysis

Define a research question or issue in the field and devise a plan for investigating it using appropriate approaches to inquiry (s)-d and e iFc.k (r)-1 ( -d)2 I( <0706>TjTc 0.011 Tw 0.ooTc 0.0v)



## Collaboration | Oral and written communication

Collaborate effectively and respectfully with peers and key stakeholders to enable knowledge exchange and productive engagement.

Build knowledge collaboratively by: listening carefully and respectfully to others' viewpoints; articulating your own ideas and questions clearly; and situating your own ideas in relation to other voices, ideas and viewpoints.

Clearly and confidently communicate information, ideas, research outcomes in an