

Three-minute monologues

Develop research writing skills by **talking** about the research. Through talk, we learn how link ideas together, and make them coherent for others.

The three-minute monologue is an effective way to develop your ideas.

Structure:

Introduce your topic, talk about it, sum up the key points, and ask for questions or feedback. Use relevant images or bullet points as visual stimuli.

Topic

Any topic related to your research is good. It can be useful to repeat the topic several times over the course of one or two years. You can be sure that you will never say the same thing twice! You will notice how your ideas develop and your thoughts and intentions become clearer. New possibilities will emerge.

Sample topics:

1. The three-minute thesis

- Introduce your research – why is the topic important
- What's been done before and what contribution will you make>
- How will you do it?
- What will be the implications of your work?

Source: Inger Mewburn, The Thesis Whisperer & School of Graduate research
<http://prezi.com/jwhwydfzqx0/how-to-talk-about-your-thesis-in-3-minutes/>

2. Key thinkers

- Introduce ONE key thinker or researcher/research team in your field.
- Say what they did, what their contribution was, and why the contribution is important in general.
- Explain how their work is relevant to your own research

3. Key themes, theories, ideas

- Introduce ONE key theme, theory or idea that underpins or informs your work
- Define and/or explain it, with reference to others.
- Explain how it relates to your own work.

4. The Knowledge Gap

- Describe some of the key research in your field and what it has covered.
Name the key researchers in your field.
- Explain why it is important
- Explain how and why *your research* adds to the body of knowledge.

5. The Research Methodology

Explain:

- what you intend to research
- how you intend to do it
- whose work you will build on (method-wise)
- why you chose these methods instead of others (justify your methods)
- possible problems or limitations and how you will deal/have dealt with them.

Note: In scientific thesis writing, much of the methodology section is likely to be written in **the past tense** (because it is assumed you have already conducted the research before you write it up. However, in the presentation, if you have not completed your research yet, you can speak about it in the present and future tenses as appropriate.

6. What I found and what it means (Findings and discussions)

Briefly explain the aims and objectives of the research and the methods used. Then:

1. Summarise the findings (in particular key findings; both significant and unexpected results).
2. Explain these results in the light of previous research and your particular research.
3. Outline the implications of your results for the current body of knowledge, future research, for industry, education and community.

7. I wonder...

For three minutes, discuss with your writing group a research issue that is interesting for you or puzzling:

1. Briefly explain the research
2. Identify your issue. Use question forms as a way to explore it in detail.
3. Suggest some possible answers or directions your research can take next.

8. It's like this...

(from words to figure/table; from figure/table to words)

Exercising ideas using different media can lead to innovation or to the consolidation of thinking and researching through design or other images.

Bring an image, table or figure (your own or one developed in a text) and talk about it for three minutes. Use the following questions as prompts for discussion:

1. What does the image represent or convey?
2. Why is it relevant to your research or your project?

Pia Ednie-Brown: "The Aesthetics of Emergence", PhD in Architecture, RMIT Architecture, 2007.

