**Activity 6: Scholarship as Conversation—Minute thesis**

 **Purpose of this assignment:** The goal of this activity is to be able to describe the concept of Scholarship as Conversation and explain how key activities that are part of the research process connect to the concept of Scholarship as Conversation.

**How does it fit within the entire project?** This activity will help you make connections between Scholarship as Conversation and actions that you complete as part of the research you are undertaking in this class, such as reviewing the literature and providing citations

**Tasks required:** Complete the activity below.

**Deliverable:** Completed version of this handout uploaded to [LMS] by [deadline] (one per person).

**Estimated time:** [to determine based on the number of videos and the number of concepts and actions given to the students]

**Group work or individual work?** Individual work [can be also used for group work].

**Notes to instructor:**

* This activity was modified from an activity developed by [Jane Hammons](https://library.osu.edu/people/hammons.73), itself originally derived from the Minute Thesis activity described by James Lang in *Small Teaching: Everyday Lessons from the Science of Learning* (2016), pp. 106-108.
* You should customize the list of concepts and actions for your discipline/CURE.
* You may wish to select only one or two of the three videos provided below.
* This activity is intended as an in-class assignment associated with a class-wide conversation after question three.

**Step-by-step:**

1. Watch the following video [pick one of the videos or more]:
	1. [Scholarship as Conversation](https://youtu.be/hBcEVH1e_rE)
	2. [How Library Stuff Works: Scholarship as Conversation](https://youtu.be/A9DA1BucczM)
	3. [Research is a Conversation](https://youtu.be/DmbO3JX5xvU)
2. Consider the following list of concepts:
	1. Citations
	2. Developing a Research Question
	3. Literature Review
	4. Peer Review

Select two of the items on the list [depending on your goals, you could have students select the concepts themselves, or divide students into groups or pairs and assign concepts. You can also adjust the number of concepts students work with.].

1. For each concept you selected, write for one minute [or two or three] explaining how the concept connects to the broader concept of Scholarship as Conversation. How, for example, does providing citations part of engaging in the scholarly conversation?

You should be prepared to present your work to the classroom.