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WHAT IS IT?

The one-minute paper is a versatile and easily employable assessment technique that involves asking learners one or two quick, but deep, questions on the material covered. This task takes about one-minute to complete and is usually conducted before class time ends, which prompts students to reflect and identify the most significant (useful, meaningful, challenging etc.) points they have learned during a particular session. Through these questions, students may be able to self-assess their learning. An advantage of one-minute papers is that they provide manageable amounts of timely and useful feedback.

WHY USE IT?

- As a mode of feedback, the one-minute paper, provides a level of input and control to the students encouraging motivation and active engagement (Chizmar and Ostrosky 1998).
- It is more than mere recall, it is a useful way to evaluate decision making where students are required to select the most important or significant information. Students must also self-assess asking themselves how well they understand what they have just learned (Angelo and Cross 1993).

WHAT COULD I USE?

- Go Soap Box
- NearPod
- Socrative
- One Note
- Online tools to allow for reflection e.g. vUWS Journal or Blog tools

CONSIDERATIONS

- Works well at the end, or the beginning, of class sessions, serving either as warm-up or wrap-up activities.
- Well suited for use in large classes because it is quick to administer and analyse.
- Can be used to assess what students have learned from discussions, lab sessions, study-group meetings, field trips or watching video content.
- Provide clear and explicit information as to what is expected of students, including, how much time they will have, what kinds of responses you are looking for (words, bullets, short sentences), and when they can expect feedback.

HOW DO I DO IT?

1. Set aside 5-10 minutes to facilitate, as well as time later to discuss the results.
2. Share the question/s with students.
3. Before the session ends, invite students to record their response (paper or tool).
4. Collect the responses before students leave.
5. Tabulate the responses and make note of useful comments
6. Respond to the students' feedback during the next class session.

WANT TO KNOW MORE?

- [One-Minute Papers: A way to Further Design Thinking](#) (Edutopia)
- [One-Minute Paper](#) (Glasgow University)
- Angelo TA, Cross KP. (1993). *Classroom assessment techniques: A handbook for college teachers*. 2nd ed. San Francisco; Jossey-Bass Publishers: 148-53.
- Chizmar, John F.; Ostrosky, Anthony L. (1998). The One-Minute Paper: Some Empirical Findings, *Journal of Economic Education*, 29(1):3-10.
- Stead, David R. (2005). A review of the one-minute paper, *Active Learning in Higher Education*, 6(2):118-131
- Vonderwell S. (2004). Assessing Online Learning and Teaching: Adapting the Minute Paper. *TechTrends*. 48(4):29-31.