



ONE- MINUTE PAPER



ONE-MINUTE PAPER

One-minute paper is an inexpensive, instant, insightful and informative classroom assessment technique and a simple way to collect written **feedback on students' learning**. It encourages active learning that is recognized as best practice teaching increasing engagement with course content.



This tool is **especially useful in large lecture groups** where it can be difficult to achieve significant lecturer-student interaction. Students' replies reveal what concepts have not been fully understood, and what points were perceived as being of greatest importance. If needed, the instructor can clarify these issues in the next class, before misconception becomes deeply lodged (Harwood, 1996).

In one-minute paper, students are given 60 seconds (or more depending on the complexity of the question they need to respond) to reflect on an aspect of that day's session. The rationale behind this activity is to get a **“quick” measurement** that you can refer to at the beginning of your subsequent session.

Instructors can use One-Minute paper to assess **what students have learned** in various settings such as a lab session, field trip, group project, or homework assignment.



How do I incorporate One-Minute Paper in my lessons?

You can use one-minute paper not only at the end of the class and during the class but also at the beginning of the class.

1. Firstly, decide **what you want to focus** on when using One-Minute Paper. The last few minutes of class may be the best time to focus on students' knowledge of a lecture. If your focus is on prior knowledge, the first few minutes may be more appropriate.
2. Plan to save **five to ten minutes** of your class time to use the one-minute paper and discuss the results with your class.
3. Allow students to **stay anonymous** until it is necessary for them to write their names.
4. Tell students to pull out a paper to jot down their answers, inform them about how much time they will have (two to five minutes for each question is generally enough), what types of answers you are looking for (words, phrases, or short sentences), and when they can expect your **feedback**.



Bear in mind that responding to students' answers in one-minute papers may take longer than you think. Therefore, you are advised to **set a limit** for how much time you will spend giving feedback.

Letting students know that it will not be possible for you to remark on every comment made or question asked by them will prevent disappointment. Telling them that you will comment on the **three most common comments or questions** will make the process more manageable.



You can use some of most frequently used one-minute paper questions listed below.

- What was the most important point you learned in today's class?
- What personal experience do you have with this topic or content?
- What was the most confusing point in today's class?
- Can you list the key concepts from today's class?
- What examples did I use today that helped you the most? The least?

According to Menges (1988), if students engage in a **short review of material** presented to them at the end of a class period, they retain **almost twice as much of its factual** and conceptual content when tested for it two months later.

Although flexible, this technique is not universally applicable. Not everything you teach can be assessed by one-minute paper that asks learners to write down critical points from course content or remaining questions regarding a lecture.

Use the technique responsibly.



References

Harwood, W. S. (1996). 'The One-Minute Paper: A Communication Tool for Large Lecture Classes', *Journal of Chemical Education*, 73(3), 229-30.

Menges, R. (1988). Research on teaching and learning: The relevant and redundant. *Review of Higher Education*, 11(3), 259-268.

Stead, D. R. (2005). A review of the one-minute paper. *Active Learning in Higher Education*, 6(2), 118-131.

The One-Minute Paper, University of Rochester, Center for Excellence in Teaching and Learning, <https://www.rochester.edu/college/cet/faculty/one-minute-paper.html>

One-Minute Paper: Assess Through Student Expression, University of San Francisco, <https://myusf.usfca.edu/usfteach/assessing/one-minute-paper>

Minute Paper, University of Wisconsin, Academic Technology, <https://blendedtoolkit.wisc.edu/wp-content/uploads/2016/09/Minute-Paper.pdf>

On-Course Workshop: One-Minute Paper, <https://oncourseworkshop.com/self-awareness/one-minute-paper/>

Further Reading and Resources

- [One-Minute Papers: A way to Further Design Thinking \(Edutopia\)](#)
- [Sample Form: The Minute Paper. Center for Enhancement of Learning and Teaching, Tufts University.](#)
- [Remote Active Learning Activity: One-Minute Papers](#)
- [Minute Paper](#)
- [One-Minute Paper Feedback Digital Project](#)