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Description:

Minute Papers are a simple and effective way to help students focus on content and to obtain immediate feedback on student's reactions. At the end of class sessions, the instructor poses several questions and directs students to respond in writing. The exercise is timed for one to five minutes.

Uses:

The Minute Paper is useful for assisting students to reflect on concepts discussed in class. It is most often used for larger class settings (lecture/discussion), but can also be adapted for other settings especially where students might have problems speaking up and asking question during class.

Minute papers are also useful to the instructor in that they provide immediate feedback to the content covered in a particular class session. Questions concerning procedures, content, materials, activities, or other specific information the instructor wants reactions to can be posed.

Responses and questions posed by students can be used to open the next class session's discussion. Minute Papers can also be used at the beginning of class as a warm-up activity.

Materials:

- Sheets of paper can be used, but 3 x 5 index cards may prove more useful and easier to organize.
- Chalk or white board, overhead projector, or flip chart on which to write questions and writing implement for your particular choice.
- Clock or watch to time activity

Instructions:

Stop class a few minutes early. Hand out 3 x 5 index cards. Write 2 or 3 questions on the board. Questions should be simple but reflective. Examples might be:

- What was the most important thing you learned about in today's class?
- What are two major questions that you have about the material that was discussed today?
- What would you like to know more about?

Ask students to respond quickly in words, phrases, or sentences keeping their answers brief. Be sure to inform them of their time limit. One to five minutes is usually adequate. Students do not have to sign their name to the card or paper.

Tips:

- Hold students to the time limit.
- Be ready for positive and negative reactions.

- If you ask for student's input, make sure you are ready to respond. If you don't know how you plan to use the information, don't ask for it.
- It is often more difficult than it may seem to pose questions for your particular purpose that can be answered clearly and quickly. Be prepared.

References:

NTLF's Frequently Asked Questions (FAQ) on College and University Teaching and Learning <http://www.ntlf.com/html/lib/faq/cl-utenn.htm>

Cross, K. Patricia and Thomas A. Angelo. "One Minute Papers" from *Classroom Assessment Techniques: A Handbook for Faculty*.

<http://www.etsu.edu/WRITING/MATERIAL/1MINUTEPAPER.HTM>