



Minute Paper

What it is:

Questions that require short responses from students. The “Minute Paper” is sometimes called “Muddiest Point” or “Daily Check-In” depending on how it is used.

Implementation:

- Pose a question.
- Students respond
 - May be anonymous.*
 - May be collected on notecards.*
- Collect responses and review
 - Read with an open mind. You may learn students are unsure about a concept you believe was explained clearly.*
- Address student responses
 - You may choose to do this at the start of the next lesson or electronically via email or a class website*

Advantages:

- Provides immediate feedback
- Students self-assess: they must mentally review before they can respond
- Facilitates student reflection which increases retention
- Allows all students to have a “voice” in the class

Examples of common questions:

- What was the most important point discussed in today’s class?
- What question do you have about today’s class/reading/discussion?
- What was the muddiest point in today’s class?
- What would you like to learn more about?

More examples and information at

<http://serc.carleton.edu/introgeo/interactive/oneminwrite.html>

References

- Almer, E. D., Jones, K., & Moeckel, C. (1998). The Impact of One-Minute Papers on Learning in an Introductory Accounting Class. *Issues in Accounting Education*, 13, 485-497.
- Angelo, T. A. & Cross, K. P. (1993). Classroom assessment techniques: A handbook for college teachers. 2nd edition. San Francisco: Jossey-Bass Publishers, p.148-153.
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- National Association of Geoscience Teachers. One-Minute Write. *Starting Point Teaching Entry Level Geoscience*.
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- Stead, D. R. (2005). A review of the one-minute paper. *Active Learning in Higher Education*, 6, 118-131.