



## One Minute Paper

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### Explanation

The one-minute paper/summary technique is an in-class writing assignment given to students in response to a question or topic from the professor. Students have one minute to complete the exercise. This activity provides rapid feedback to the professor and can be used in a variety of ways to assess the students' learning and retention of knowledge. One-minute papers are the chance for the student to individually display the knowledge that they have gained/retained as well as any difficulties with concepts. This technique could be used anonymously as well. The one-minute papers can be given at the start of class to trigger student reflections, before another point is introduced. If given during class, this technique could be used to keep the students mentally active/engaged during the class. At the end of class, the minute papers could be used to help provide insight on concepts that may need to be emphasized/ reviewed during the next class meeting or a quick assessment to see if the student was attentive and engaged during the class. The one-minute paper could also potentially be used to promote class attendance and engagement.

### Example 1: The end of the topic and/or chapter

When using the one-minute paper in this way it provides instructional feedback and assessment of the student's retention of core concepts. I do not do this anonymously. After a challenging concept/chapter, I give one-minute questions (no more than 3-5). Students must answer each question (one minute per question). If they do not understand or do not know the answer, they are required to write that, as they are not allowed to leave any question blank. This provides insights on what topics may need to be reviewed. This provides me feedback to potentially schedule recitation/review sessions for the class. *The questions will vary depending on the concepts covered.*

### Example 2: Exit strategy

Students will have to do a reflective writing assignment in order to exit the class, which serves as an indicator of comprehension. After the introduction of a new concept/topic the students must write a minute summary of something that they learned during the class period or how they have connected the current topic with other concepts we have previously discussed in the class. The students must hand it in and I will review it before they are allowed to leave the class.

Examples of one-minute exit questions: *What are the two most significant things that you have learned during this session? Based on your previous knowledge, how has the concepts introduced today relate to the complexity and hierarchical organization of living organisms?* The answers provide immediate feedback of the students who were engaged in the topic discussion and those who were not. At your discretion, based on the answers given, you can allow the student to leave or revisit their response.