

Can you hear the students? The use of student one minute papers to enable agile module delivery and facilitate student success



Brett Wilkie SFHEA (Principle Lecturer Sports & Exercise Sciences)
Andreas Liefelth SFHEA (Senior Lecturer Sports & Exercise Sciences)

One Minute Papers have been defined as versatile pedagogical assessment tools that can enable: student reflection on course content and material; achievement of learning objectives to be evaluated; and provide insight on improvement of subsequent learning instruction.

b.wilkie@yorksj.ac.uk a.liefelth@yorksj.ac.uk



Aims & Key Findings

Aims:

- Explore ways of making the student voice heard on large undergraduate programmes.
- Understand how employing contemporary modular feedback strategies may positively impact upon an academic's own teaching, learning and assessment practices.
- Appreciate the positive impact such strategies can have on student success.

Key Findings:

- OMP's facilitate a responsive and flexible module delivery
- Greater ownership and involvement in taught programme through 'having a voice'
- Valuing student opinion and opportunity for dialogue
- Engages students in deep learning and the learning process

Introduction: Rationale to the employment of minute papers

In Higher Education programmes, the learning of future topics typically builds upon understanding of earlier concepts. Consistent effort is viewed as more effective than concentrated focus. Too often students attend formal teaching unprepared, sit as passive observers and dedicated effort is often delayed until immediately before key points of assessment.

One minute papers (OMP) reportedly encourage students to seek deeper understanding of topic materials and content by engaging them more in their learning. Often lectures and similar didactic sessions lack effective learner based opportunity for feedback and reflection. Anderson and Burns (2013) are clear that utilising OMPs: helps the tutor learn what students are thinking, what additional support they require, highlight points for clarification and identify gaps in content.

Minute Papers: Rationale

The characteristics of OMPs make them a useful tool in augmenting the effectiveness of lectures (Anderson & Burns 2013). Described as a 'thinking centred assessment tool' (Ashakiran & Deepthi 2013) they encourage an 'active learning' approach which is recognised as best practice (Harwood 1996, Barnes 2008, Machemer & Crawford 2007).

The employment of OMPs in obtaining module feedback has the capacity to enhance the student learning experience. Literature identifies: completion rate as a significant predictor of student performance (Erickson & Erickson 2013); improved performance on tests of understanding (Das, 2010); and higher overall course grades (Stowe 2010) for those students that completed them.

Motivation & Methodology

- Response to National Student Survey (NSS) – faculty action plan
- Change in university policy - no online evaluation at the end of modules
- Innovate pedagogical practice

Engaging students with their taught programmes of study remains a primary objective and OMP provide the potential for a flexible, efficient multipurpose instrument that captures students understanding of core module material (Singh, Lawrence & Headrick 2011). Consequently such a model creates opportunities for cycles of change within what may otherwise be static programmes of learning.

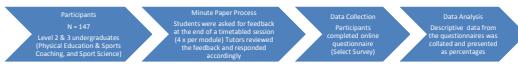
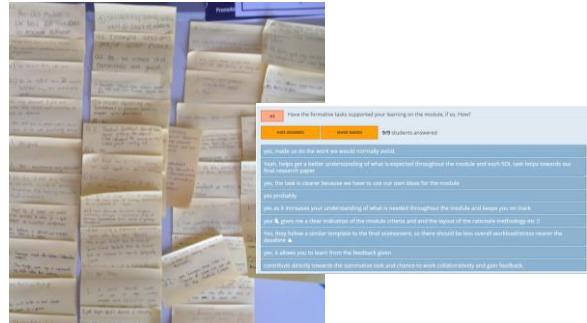


Figure 1. Methodology schematic.

How we used it: Collecting & responding to student commentary



Results: the impact of the strategy

68% of respondents agreed that minute papers are valuable in providing the opportunity to offer an individual's views on modules related to the teaching and learning taking place.

87% of respondents agreed that it is better to ask for module feedback 'during' the module.



Figure 2. response to "The minute paper process is valuable in terms of developing dialogue with module tutors about the teaching & delivery taking place"



Figure 3. response to "Students are more engaged with the module (content, delivery, and organisation) as a result of minute papers & tutor responses"

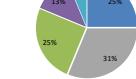


Figure 4. response to "Tutors have responded effectively to the student feedback through the minute paper system"

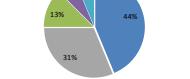


Figure 5. response to "Tutors have rationalised module structure (timetable, delivery schedule, formative tasks and assessment strategy) in response to student feedback"

Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

Results: the impact of the strategy

Verbal

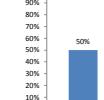


Figure 6. responses to "In your modules identify how tutors have collected student opinion through the minute paper activities"

Screen Casting

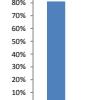


Figure 7. responses to "Identify the different ways in which tutors have communicated their responses to your minute paper feedback"

PowerPoint

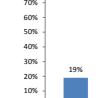


Figure 8. responses to "Identify the ways in which minute paper responses have aided your success on the module"

Discussion

- The utilisation of minute papers as practical instruments that provide manageable amounts of feedback has been positive and constructive. Students highlighted "*The effectiveness of getting our point of views/ worries/ questions to the tutor*" and "*gives a chance of (for) all of the students to give their feedback*" as central to the success of the strategy.
- Where understanding is limited OMPs identify issues that need to be addressed and started to create effective dialogue between tutor and student (Lucas, 2010). Salient aspects of the process acknowledged that feedback was non-judgemental and unintimidating. "*Privately asking questions. As to avoid being singled out by peers*" and "...*helps that they are anonymous so you have no shame in asking the questions*".
- Students commented "*being able to give feedback during the module (and) also seeing the tutors change and adapt their sessions to the feedback they have received*" demonstrates flexible, responsive employment of OMP to suit a range of purposes. This capacity to assess the impact of change *within* modules rather than simply reviewing student experience following the cessation of the taught components is highly beneficial. Further student comments acknowledged "*Tutor has responded and used the feedback to improve lectures from student feedback...*" and "*the change in format of some of the psychology seminar meant that we could peer view previous work to give us an understanding of what is required for the assessment*".

Discussion

- Furthermore this approach has also seen an increase in the perceived student ownership of modules differentiating the learning experience for all involved in addition to personalising the nature and content of academic delivery. This key benefit of OMPs was described by students as "*seeing the tutors change and adapt their sessions to the feedback they have received*". Finally, students propose OMPs "*gives me a voice in my own learning*" presenting opportunities for self assessment, reflection and deep learning (Ashakiran and Deepthi, 2013).

- Although the minute papers allowed for modification / flexibility in delivery etc. It should also be pointed out that as much of the feedback to students was to correct /address their perceptions, which were inappropriate or ill-conceived.

Conclusion:

- OMP's are a responsive and manageable tool for creating a dialogue with students, seemingly generating ownership and a greater involvement in the students own learning. Ultimately this strategy has been shown to facilitate improvements in student achievement and their individual progress.

TAT2016 Minute Paper



Using Socrative (student app), lets ask you 3 questions:

- What was the most important thing you learnt from our workshop?
- What questions remain unanswered from our workshop?
- Reflecting upon your own programme delivery, what could you take forward from our workshop?

We'll respond with a screencast, and make this available, through the HML.

References

Anderson, D & Burns, S. (2013) One minute paper: student perception of learning gains. *College Student Journal*, 47(1)

Ashakiran, S & Deepthi, R. (2013) One Minute Paper: A thinking centred assessment tool. *Internet Journal of Medical Update*, 8(2)

Barnes, E. (2008). The one minute paper an assessment innovation at third level: A teaching note. *Irish Accounting Review*, 15(2)

Das, A. (2010). Econometric assessment of 'one minute' paper as a pedagogic tool. *International Education Studies*, 3(1), 17-22.

Erickson, L. E & Erickson, P. A. (2013) Predicting student performance using online one minute papers. *Journal of Economic Educators*, 13(1)

Harwood W, S. (1996) The one-minute paper: a communication tool for large lecture classes. *Journal of Chemical Education*, 73(3)

Lucas, G.M. (2010) Initiating student teacher contact via personalised responses to one minute papers. *College Teaching*, 58(2)

Macpherson, P. L. & Crawford, P. (2007). Student perceptions of active learning in a large cross-disciplinary classroom. *Learning in Higher Education*, 8, 9-30.

Singh, M.A; Lawrence, R & Hendrick L. (2011) Expanding Educators Medical Curriculum tool chest: Minute papers as an underutilized option for obtaining immediate feedback. *Journal of Graduate Medical Education*, 3(2)

Stowe, K., 2010. A Quick Argument For Active Learning: The Effectiveness of One-minute Papers. *Journal for Economic Educators*, 10(1)