Memo to the Faculty

Faculty Teaching Excellence Program
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Getting Feedback on Your Teaching:
The One-Minute Paper

Q. What is the One-Minute Paper?
A. The One-Minute Paper is a brief, anonymous feedback instrument given randomly during the semester. It can be administered several times during the semester at the end of any class. It supplies you with a local response to that day’s course material.

For the One-Minute Paper, simply dictate these two questions to your students:

1. What is the most important information that you have learned in today’s class period?
2. What question about the material in today’s class is uppermost in your mind?

Q. When should I administer the One-Minute Paper?
A. Use of the One-Minute Paper is appropriate whenever your goal is to check comprehension and effectiveness of your presentation of material. Responses might point to terminology that wasn’t understood, or a comment might suggest a more complex concern.

It is important to discuss the results of the One-Minute Paper at the beginning of the following class. Take the opportunity to let the students know that you have read the minute papers and that you are going to respond.

Q. What benefits derive from giving the One-Minute Paper?
A. Normally, you receive student feedback on their instructional methods and choices only well after the end of a semester when your FCQ results arrive. By that time, of course, it is too late to apply anything learned from student ratings to the teaching of the particular course from which they originated.

The One-Minute Paper, on the other hand, provides reactions to the class and your teaching that can be applied during the same semester. In addition, it is a very time-efficient method. Even in the largest classes it takes just a few minutes to scan through the papers looking for patterns of responses. Students perceive that you care about teaching and care about their opinions.

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