



University
of Glasgow

One Minute Paper Case Study

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Subject: Management

Class/ course: Project Management (PM), Research Methods (RM)

Student numbers: 2 PM classes on 130 and 80; 2 RM classes of 40 and 22

Technology: YACRS

Learning Benefits:

- Teachers get immediate insight into how the class is performing and can adjust their teaching accordingly.
- Students have to articulate any issues they have. This means that they will then have a better idea of what they need to do in order to succeed in the class.

Academic staff: Paula Karlsson-Brown

The issue

- To ensure that all students understand key concepts/threshold concepts
- To reflect on, and thus improve, teaching without waiting for end of course evaluation process.

The method

Students were asked to respond to questions in class using either paper based or electronic formats (YACRS). In the traditional paper-based OMP format, students were asked to answer the following three questions, or slight variations of these:

1. What's the most important thing you learned from me?
2. What did you want to find out more about? (that I did or did not cover)
3. Was there one thing you did not understand that you would like me to explain better?

For YACRS, a multiple choice (MCQ) format was used.

The results

Students gave feedback on various aspects of the course, such as wanting more practical examples. Paula was able to reflect on this and incorporate more practical work into future classes.

What worked well?

Students in once class were asked (using YACRS) about the different methods used to collect feedback. The key reasons that were given on the popularity of using YACRS were: honesty (being able to give anonymous answers); comparison (being able to compare answers with their peers); instantaneous (getting instant feedback for wrong answers).

What could have worked better?

Check the wifi capability before use

Related literature

Draper, S.W. (2003) 'One Minute Papers'. Online:
<http://www.psy.gla.ac.uk/~steve/resources/minute.html> [20/12/2016].

Stead, D.R. (2005) A review of the one-minute paper. *Active learning in higher education*, 6(2), pp. 118-131.



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