Summary of the One-Minute Paper

The basic premise of the One-Minute Paper (OMP) tool (traditionally paper-based) centres upon asking students variations of the following three questions:

1. What was the most important thing you learned during today's class?
2. Was there something you did not understand that you would like explained more clearly?
3. Was there anything you wanted to find out more about, that was or was not covered?

The OMP is a formative classroom assessment and feedback technique that benefits both students and lecturers. It can be used by lecturers to identify instances where they have not been clear in their teaching or where the topic covered has been difficult for students to grasp. It allows students to reflect briefly on the topic that has been covered and assess their own learning. Ultimately, it enables lecturers to address swiftly the issues that need further clarity (Draper, 2003; Stead, 2005).

If you wish to do more detailed reading, please consult these sources, of which the first one covers many different question formats:

- Draper, S. (2003) *One-minute papers.* January, Department of Psychology, University of Glasgow. Available at: http://www.psy.gla.ac.uk/~steve/resources/tactics/minute.html
- Stead, D.R. (2005) 'A review of the one-minute paper.' *Active Learning in Higher Education*, 6(2), 118-131. Available at: http://journals.sagepub.com/doi/abs/10.1177/1469787405054237

Testing the DOMP

Now that you have seen our brief introduction presentation to the DOMP, we believe it is best if you go and play around with the software so that you can get a real flavour for how it might work for you.

We would like you to user test both the *student application* and the *staff application* of the software, and in doing so provide us with feedback on the DOMP (which will be used for research purposes), via one open-ended question:

- **Please provide feedback on the DOMP:** We would welcome feedback on any aspects of the DOMP method or the software we use, and we are especially interested to hear your comments on e.g. if there is anything we could improve further or change; and whether you could see yourself using this in your own teaching – why/why not?

The test software is at http://playground.yacrs.net/ where you can leave your feedback by choosing the option "Click here for anonymous guest access", and the **session number is 10.** There is no need to include a nickname. This is effectively what the students see when they participate in a DOMP exercise.

The participant information sheet will be displayed within the software.

When you play around with the *staff application* of the software, you will notice that it looks a little bit different and requires you to choose the "Log in with Microsoft" option. Detailed instructions for setting up a DOMP exercise are below:
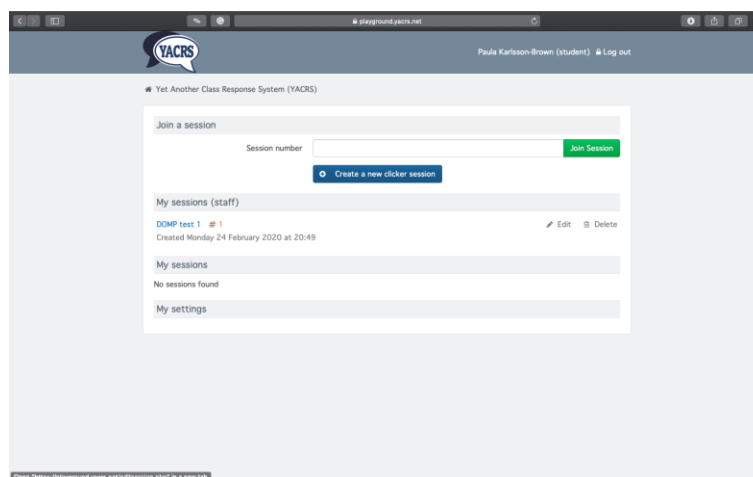
SUPPLEMENTAL MATERIAL – The Digital One Minute Paper (DOMP) 2.0: A teaching innovation delivering improved student engagement in modern, multi-cultural classroom environments
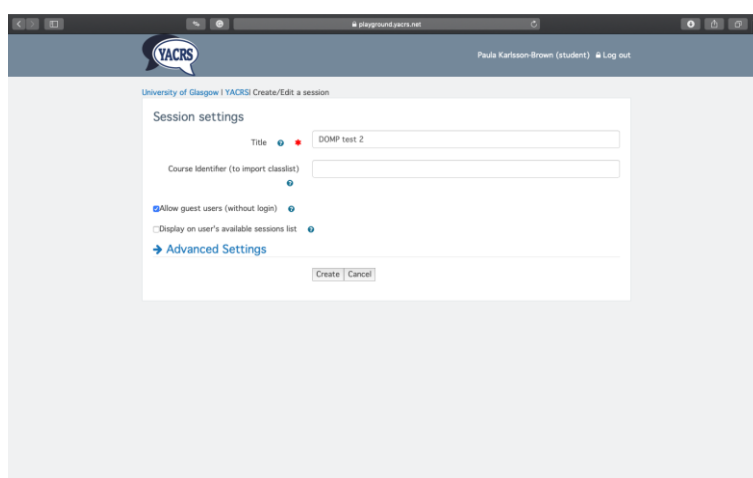
Quick guide for using the Digital One Minute Paper

The test software is at http://playground.yacrs.net/
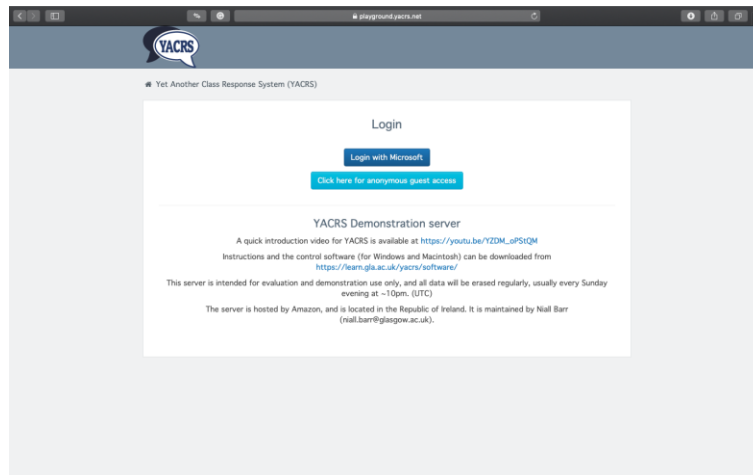
Step 1. Log in with a Microsoft email (e.g. Microsoft based staff email)


Step 2. Click 'Create a new clicker session'

Step 3. Give you session a title (this will be visible to students). Click the box for 'allow guest users'. Don't touch any of the other settings (these are not required for the OMP question)
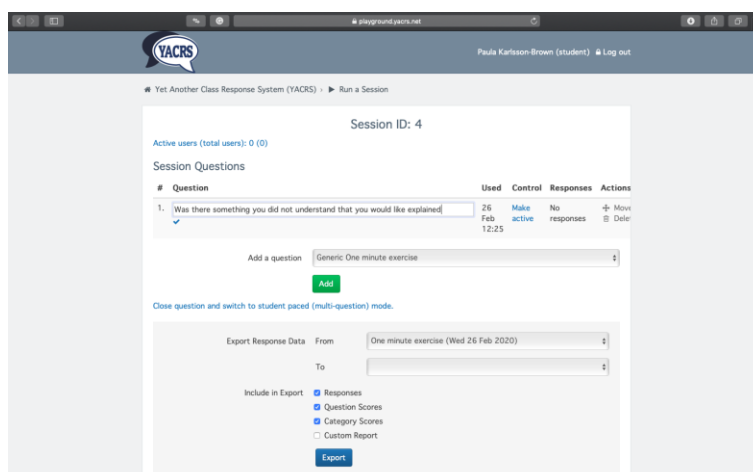
SUPPLEMENTAL MATERIAL – The Digital One Minute Paper (DOMP) 2.0: A teaching innovation delivering improved student engagement in modern, multi-cultural classroom environments
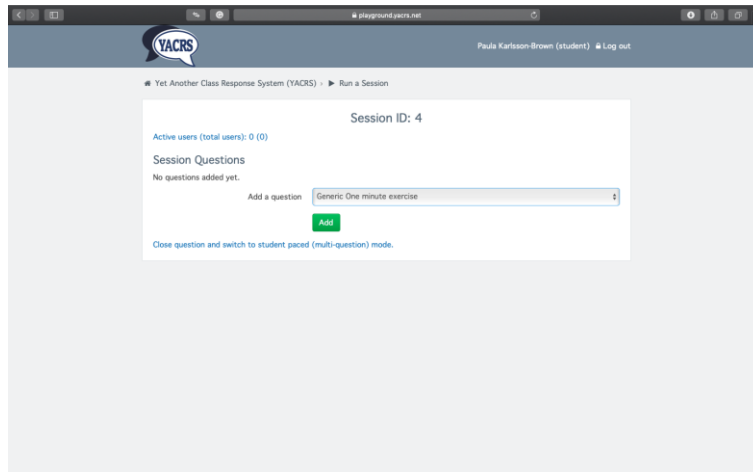
Step 4. Choose from 'add a question' drop down, the option for 'Generic One Minute Exercise'
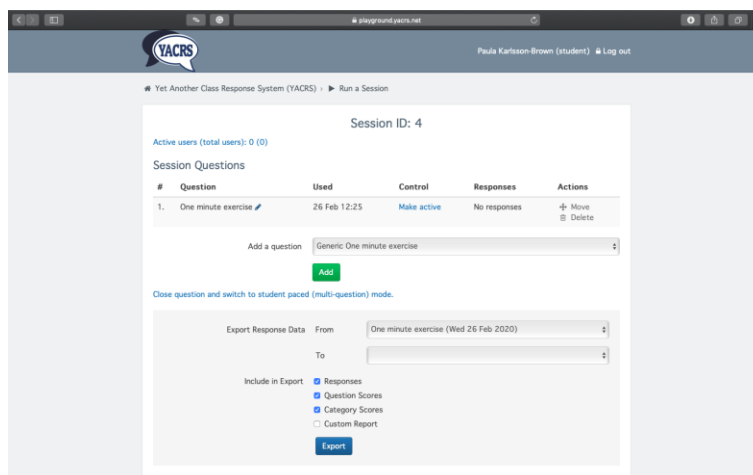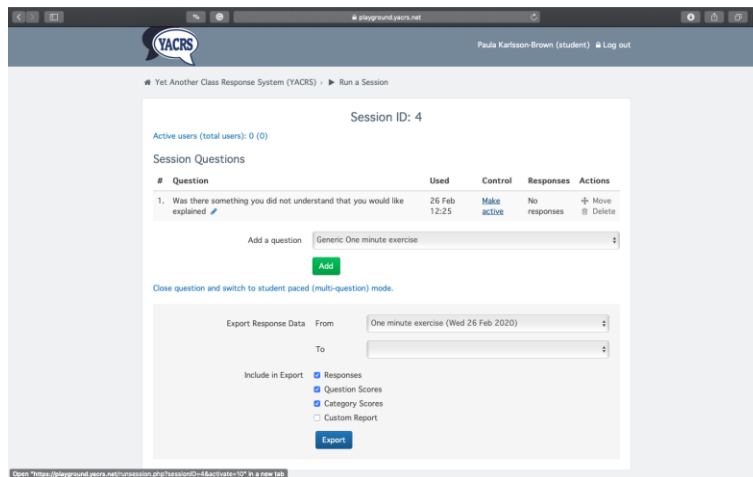

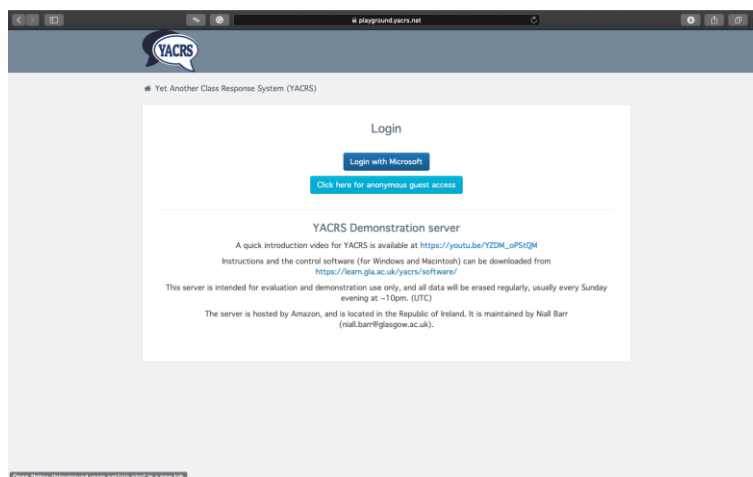Step 5. Hover over '1. One Minute Exercise' and click the pencil icon

Step 6. Now you can write a question that suits you (but there is a character limit, so not too long)
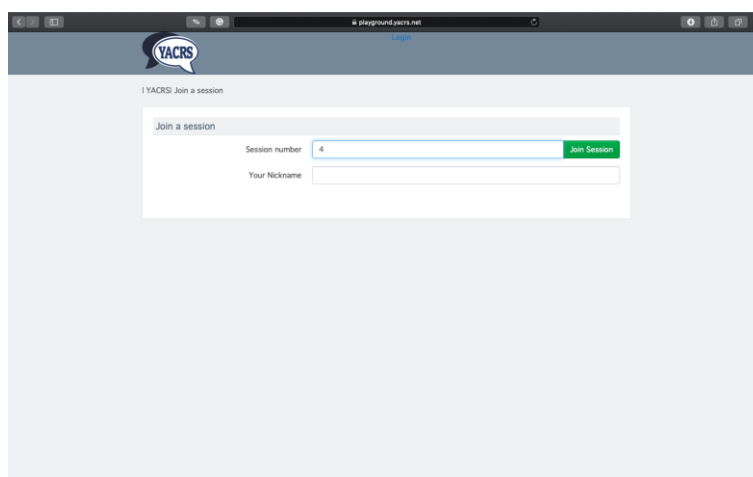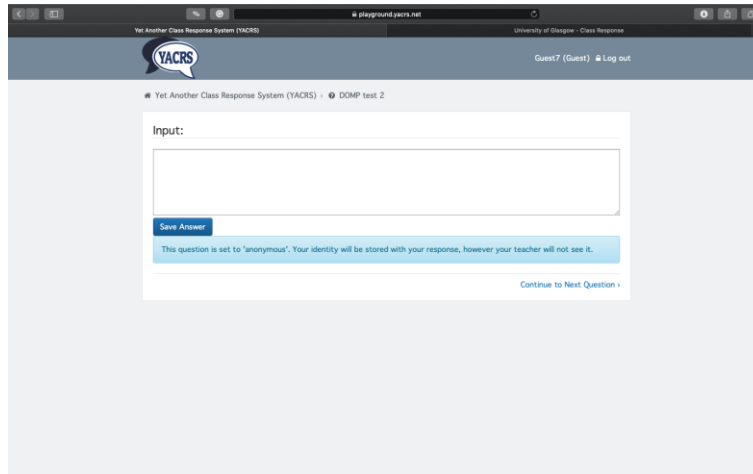
Step 7. Click 'Make active'

Step 8a. Ask your students to go to http://playground.yacrs.net/

Step 8b. Ask students to type in the session ID for your session (in this example it is 4)

Step 8c. Now students can input their answer (which in the One minute paper answer can be many sentences long). 'DOMP test 2' is what in this example is the 'session title' from an earlier step. The question (in this example 'Was there something you did not understand…?') does not show up on the students' screen, so you should include the question on your power point slide with the website link and session ID
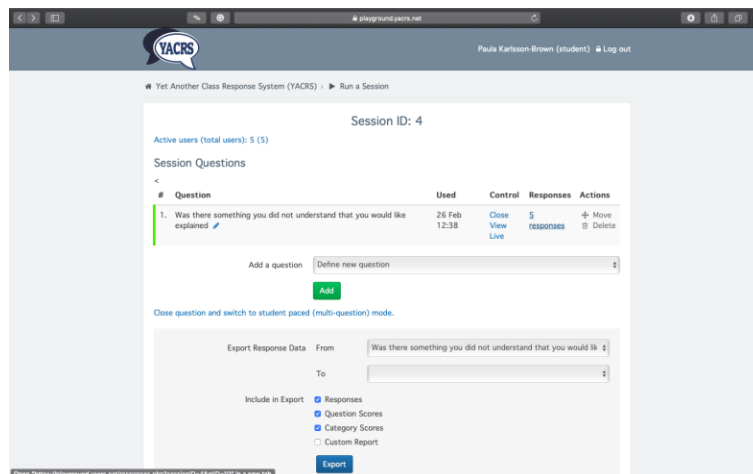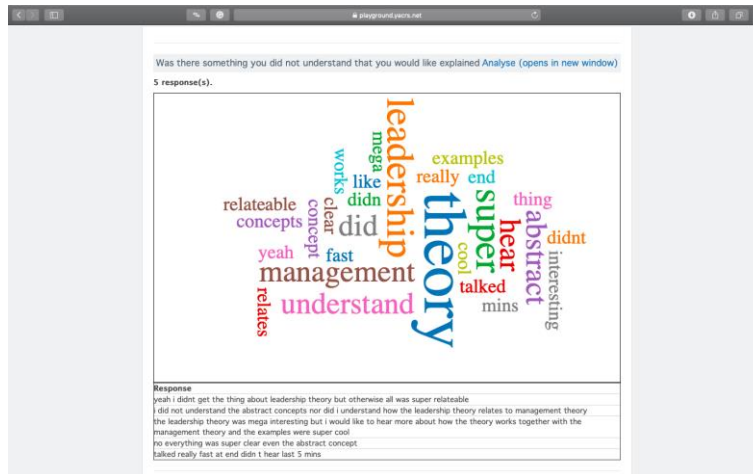

Step 9. If you refresh your screen, you will see 'Responses' go up
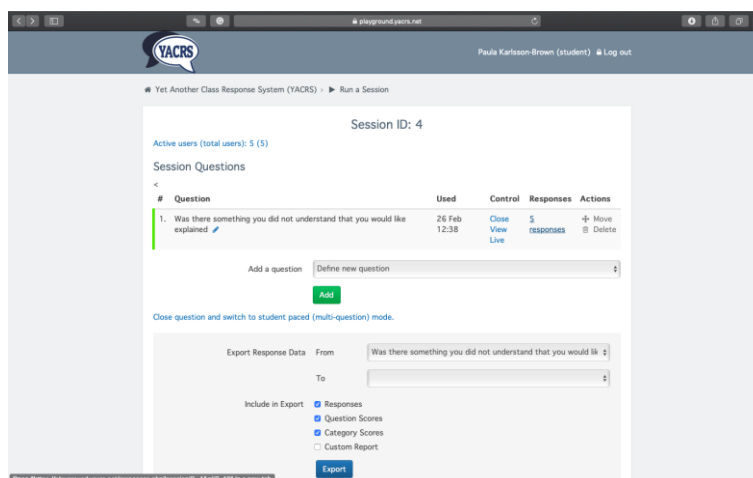
Step 10. When you want to see the responses, click the '0 responses' option (which obviously will need to have some responses to show anything, in this example '5

responses'). You can do this with the session still active (under the Control tab) or you can choose to 'Close' the question first


Step 11. A page like this will appear, with responses listed and also included in a word cloud

See mock example below with some responses:
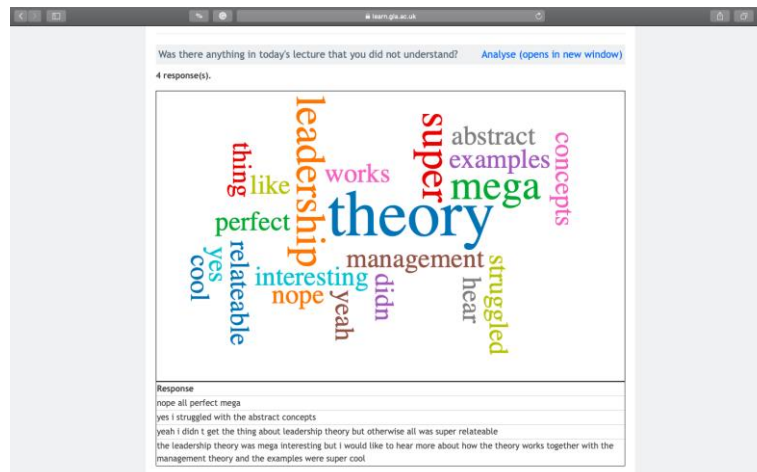
Step 11 example. 5 responses listed, and a word cloud with the key words (it removes filler words like the, I, and). If you click the 'Analyse (Opens in new window)' in the top right

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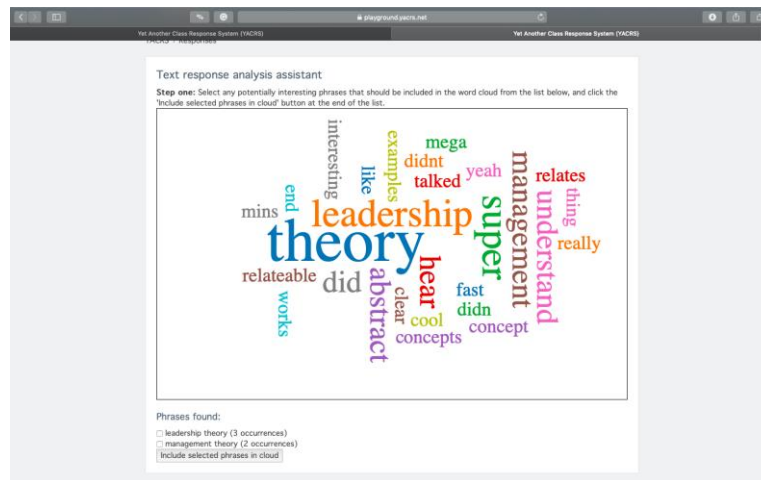
Step 12 example. By clicking on a word of interest to yourself (in this example 'leadership'), the following word cloud opens up below the first one:
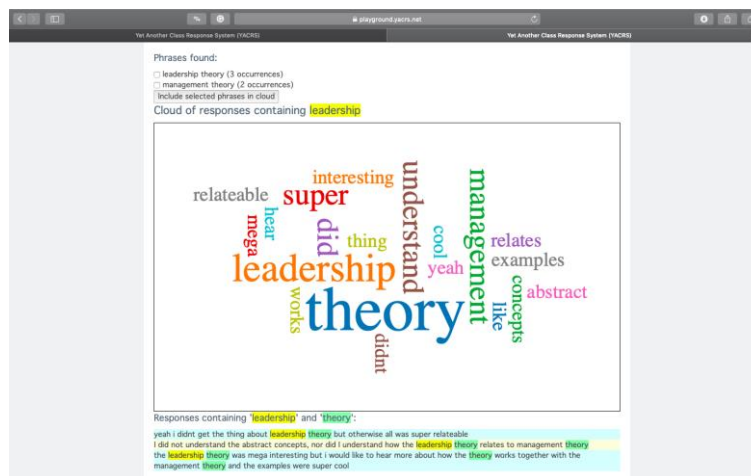
Step 13 example. This second word cloud includes all responses with your selected word. If you now click on another word in this second word cloud (in this example 'theory'), it will list all responses below that contain your selected words ('leadership' and 'theory'), and colour coding these so that you can easily see the different kinds of responses and in what context your selected words appear. You can select any word you want to combine with the first selected word, so the responses list below the word cloud can be updated multiple times. You can go back to Step 12 and select another word entirely

Notes:

Step 1-7 can be done ahead of a class, e.g. when preparing your lecture slides. If you add the web link, the session ID and your question in your slide, then everything is ready to go when you are in the class.

If you don't want students to see Step 9 and onwards, you should probably take the computer screen off from sharing to the lecture room screen.