



X-MINUTE PAPER

Purpose	In writing an <i>X-Minute Paper</i> at the end of a thematic unit, students engage with and reflect on the specific content of a lesson. In practice, this means that students answer guiding questions or prompts within a short time frame as determined by the instructor (usually three to five minutes, i.e. “5-Minute Paper”). The exercise is intended to foster students’ active acquisition and processing of the thematic content, and thereby a more effective retention of new knowledge, through writing.								
Directions	<p>To assess student learning at the end of a thematic unit, the instructor designs questions or prompts that students have to answer in writing.</p> <p>Guiding questions or prompts often take the following shape:</p> <ul style="list-style-type: none"> — Which argument is the most convincing? Why? — What was new? What questions remain? — My main takeaway from the three models presented is... — I’m still wondering... ... <p>The maximum time limit for answering the questions is five minutes. Within these five minutes, students can compare and discuss their answers with their seatmate(s). Additional time should be reserved afterward to discuss remaining questions with the whole class.</p>								
Parameters	<table border="0"> <tr> <td style="padding-right: 20px;">Group size:</td> <td>flexible</td> </tr> <tr> <td>Time required:</td> <td>3-5 minutes for writing and 5-10 minutes for discussion in the whole group (for questions and clarifications)</td> </tr> <tr> <td>Setup:</td> <td>flexible</td> </tr> <tr> <td>Materials:</td> <td>writing implements (pen and paper / laptop); prompt sheet with main questions or directions, where necessary</td> </tr> </table>	Group size:	flexible	Time required:	3-5 minutes for writing and 5-10 minutes for discussion in the whole group (for questions and clarifications)	Setup:	flexible	Materials:	writing implements (pen and paper / laptop); prompt sheet with main questions or directions, where necessary
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Helpful Tips	This strategy is very efficient and can be used with ease even in larger groups. Participants write down their own thoughts (Think), which helps them notice what they do and do not know; gaps in knowledge or understanding can be addressed afterward. Their understanding can be deepened through the exchange of ideas with classmates (Pair). The instructor does not have to collect or check individual answers since students are engaging with their own learning process and noting down their results. By giving students the opportunity to ask and discuss questions in the whole group afterward (Share), the instructor gains valuable feedback about student progress regarding a specific thematic unit.								
Online Implementation	— via padlet.com or Moodle								

Adapted from:
Wendorff, J. A. (2017). *Das LEHRbuch Trainerwissen auf den Punkt gebracht*. Bonn: ManagerSeminare Verlags GmbH.



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