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# One Minute Assessments to Promote Responsive Library Instruction

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# ONE MINUTE ASSESS- MENTS

## To Promote Responsive Library Instruction

### Purpose

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Course-integrated library instruction (or one-shot instruction) can be challenging to assess. Subject librarians often meet with a group of students only once during a semester and so are not able to observe student learning over time. When subject librarians choose methods to assess student learning in one-shot instruction, we struggle to balance the need to have students complete the assessment quickly during the class period and our need for evidence about student learning that we can use to improve future sessions.

This semester, two Libraries faculty piloted a short, summative assessment during one-shot instruction sessions to evaluate the following:

- Does the assessment method fit within the time constraints of the session?
- Does the assessment method provide useful information to librarians about student learning?

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### Methods

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Based on our one-shot instructional scenarios, we chose the minute paper as the primary assessment tool for this project. Minute papers, or short student assessments that take only a minute or two of class time, are popular in higher education. Detailed by Angelo and Cross (1993), minute papers “provide a quick and extremely simple way to collect written feedback on student learning” (p. 148).

We chose two course-integrated library sessions for this assessment project. One was an upper division Economics course, the other was a lower division Art course. Despite variations in student populations and disciplines of these courses, both Libraries faculty members used the same questions:

- What is one thing you learned today?
- What is one thing you still have questions about?

We then used the following process to implement the minute paper assessment:

1. identify learning objectives for the session
2. teach students based on learning objectives
3. assess students using minute papers
4. analyze student responses
5. revise second session to respond to student learning needs

### Results

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After the sessions, we were able to quickly analyze student responses. Based on what we found, we were immediately able to make changes to improve future sessions. Our assessment revealed the following:

*Lower Division Art:*

**81%** of students identified a learning outcome in response to one thing they learned today

Most common question **Prospector**

Second session involved more in-depth discussion about finding and requesting materials from other libraries

*Upper Division Economics:*

**75%** of students identified a learning outcome in response to one thing they learned today

Most common question **Citations**

Began second session by talking about tools for generating citations

### Take-Aways

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Minute papers as assessment tools:

- require minimal time and fit well within a class period
- provide useful feedback on what concepts students understand and what remains unclear
- adapt easily to multiple disciplines and teaching styles
- make students reflect on and recall their learning experiences
- show students your interest in their learning
- enable teaching that is responsive to student learning needs
- provide opportunities for more individualized instruction

what is one thing you  
learned today?

what is one thing you still  
have questions about?

### References

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Angelo, T. A. & Cross, P. K. (1993). Techniques for assessing course-related knowledge and skills: Minute paper. In *Classroom assessment techniques: A handbook for college teachers* (2nd ed., pp. 148-153). San Francisco, CA: Jossey-Bass.

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