**Minute Paper**

Give students three to five minutes to answer two questions:

1) “What was the most important thing you learned_____?” (you fill the blank: during today’s class, while doing the homework, while reading the assignment, etc.), and

2) “What important question remains unanswered?”

Students hand in their answers before they leave class. Use this information to find out if students are understating the material in the same way that you intend. If they are not, this information will help you make changes in what you present or how you present it.

**Muddiest Point**

This technique is similar to the minute paper. It follows the same procedure as the Minute Paper, but focuses on what students DO NOT understand. Near the end of the class ask students “What was the muddiest point in _____?” (you fill in the blank: today’s class, this week’s lectures, the reading assignment, etc.)

Allow students 2-3 minutes to write their answers on an index card or piece of paper, which they hand in to you before they leave class. Use this information to help you decide what to emphasize or how much time to spend when you review material with students in future sessions.

**Student-Generated Test Questions**

One of the best ways to find out how well students understand the material is to prepare test questions and model answers. Student-Generated Test Questions allow faculty to assess at least three aspects of student learning. In these questions, teachers see what their students consider the most important or memorable content, what they understand as fair and useful test questions, and how well they can answer the questions they have posed. This information not only provides direction for teaching, but can also alert the teacher when students have inaccurate expectations about upcoming exams.

Student-Generated Test Questions help students assess how well they know the material and faculty feedback can refocus their studying. This assessment is best-administered 2-3 weeks before a major test, such as a midterm or final exam, to allow time for feedback and for appropriate adjustments in teaching and studying. Let students know in advance whether the test will make any use of the questions they generate. If the test will not draw directly on student questions, students need feedback on how closely their questions parallel the kinds of questions they will see on the exam.

**Critical Incident Questionnaire**

Ask students to respond to the following questions on the last day of the week at the end of class. Note that students need to know that every comment is confidential and not evaluative. On the first day of class in the following week, summarize students’ responses. At the end of the term, ask students to do a thematic analysis of the responses.

1. At what moment were you most engaged as a learner?
2. At what moment were you most distanced as a learner?
3. What action was most helpful?
4. What action was most puzzling or confusing?
5. What surprised you?


**Developed by Stephen Brookfield, author of Becoming A Critically Reflective Teacher (San Francisco: Jossey Bass 1995)