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Revisiting the one-minute paper: Personal reflections, student engagement and assessing the assessment

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Revisiting the One-Minute Paper: Personal Reflections, Student Engagement and Assessing the Assessment

Rebecca Maniates

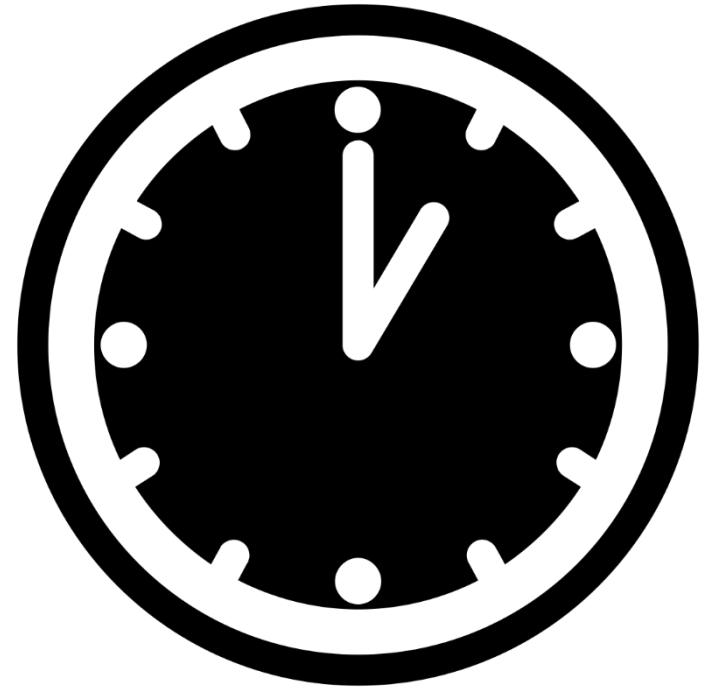
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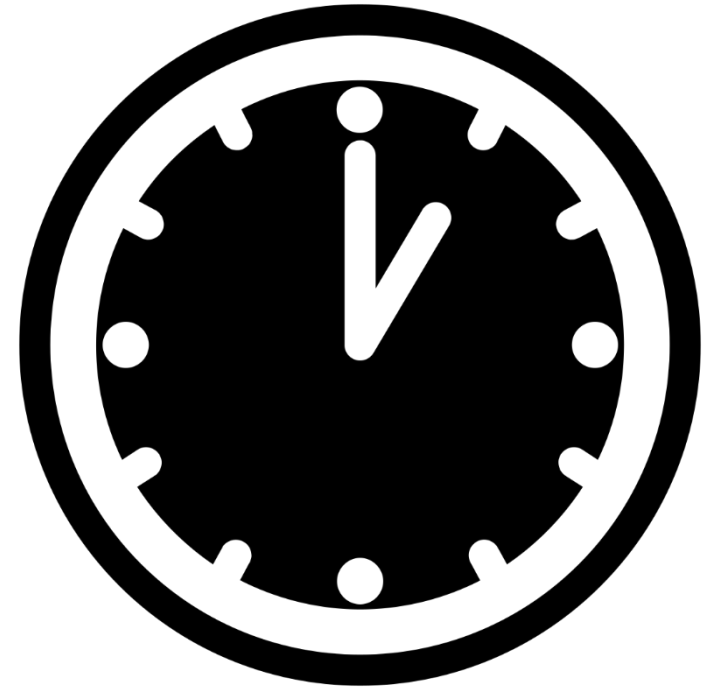
Outline

- One-Minute Papers
 - Definition
 - Application in Library instruction
- Research questions and methodology for this study
- Preliminary results and analysis
- Reflection and next steps



One-Minute Paper

- What is the most important thing you learned today?
 - Focuses on importance of concepts learned (Chizmar & Ostrosky, 1998)
 - Promotes active learning and reflection (Stead, 2005)
 - Requires students to evaluate learning before answering, not only recall (Angelo & Cross, 1993)
- What questions do you still have?
 - Progress of learning (Chizmar & Ostrosky, 1998)
 - Need for support (Chizmar & Ostrosky, 1998)
 - Encourages self-assessment (Angelo & Cross, 1993)



One-Minute Paper and Libraries

Early mentions for libraries focus on OMP role as a learner-centred assessment, encouraging students to reflect on their own learning (Grassian & Kaplowitz, 2001)

Empirical Research:

- Question 1: Outcomes-based assessment tool for one-shot sessions (Choinski & Emanuel, 2006)
 - Tailored four questions to specific assignment and outcomes; Students answered outside of class time
 - Reflections were scored, but study did not capture student questions.
- Question 2: Correlation between complexity of questions asked and demonstration of cognitive development (Vella, 2015)

General application:

- OMP focuses on assessment (not evaluation): “Improve student learning by improving instruction” (Pellegrino, 2010, p. 177)
 - Uses student responses to revise teaching approach for challenging tasks (e.g., locating bound journals)
 - Changes format of well-taught strategies to expand awareness: successful handout -> screencast
 - Shared results with teaching faculty to educate on students’ information literacy skills
- Stevens (2019) documents strategies for using OMP responses to scaffold IL skills throughout curriculum, enhance faculty collaboration, and modify teaching strategies for effectiveness

One-Minute Paper . . . Is it robust enough?

“The question of how best to assess often arises at this point. With many library instructors, many majors, unconventional library research assignments, and often only seventy-five minutes per semester with students, challenges of choosing thorough, informed assessments quickly outweigh ideals. The popular ‘one-minute paper’ starts to look enticing again.”

(Sobel & Wolf, 2011, p. 245)

One-Minute Paper . . . Is it robust enough?

*“The question of how best to assess often arises at this point. With many library instructors, many majors, unconventional library research assignments, and often only seventy-five minutes per semester with students, challenges of choosing thorough, informed assessments quickly outweigh ideals. **The popular ‘one-minute paper’ starts to look enticing again.**”*

(Sobel & Wolf, 2011, p. 245)

One-Minute Paper and my own teaching practice

- Introduced to OMP in 2007 at ACRL Immersion
- Used before or at the beginning of class to tailor sessions
 - Pre-session survey
 - On-the-fly before class starts (for smaller groups)
- Using consistently after classes for last 5 years

Question 2:

- Answer student queries individually
- Email classes with follow-up information

Question 1:

- Used primarily as an affirmation of content students learned
- Looking for a way to use the rich student reflections more fully and consistently

Evidence Based Practice Using Formative Assessment in Library Research Support (Wolstenholme, 2015)

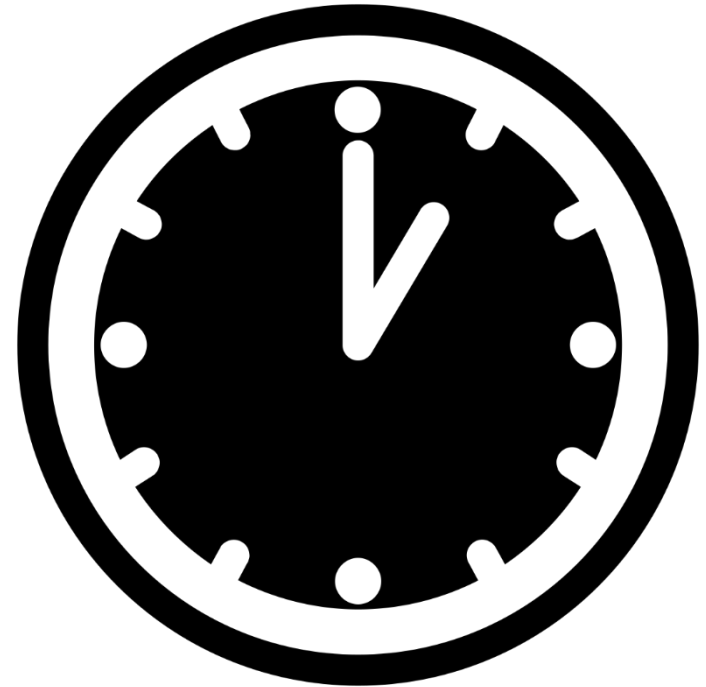
- Administered “polling” and “reflective”: complementary OMPs
 - POMP: Stimulate interest, design session, identify learning needs, snapshot of current understanding
 - ROMP: Traditional, post-session OMP
 - Gain feedback about learning
 - Demonstrated achievement of learning outcomes
 - Opportunity to continue conversation with students after the session
 - Used responses to improve session content / future workshops
 - Reflection on teaching
 - Address learning gaps
- Categorized ROMP in one of five categories:
 - Topic named
 - Positive statement
 - Reflective statement
 - Reflective statement with further insight
 - Reflective question

Evidence Based Practice Using Formative Assessment in Library Research Support (Wolstenholme, 2015)

Response Category	Category Definition	Example Responses from this Study
Topic named	Students list topics learned without additional insight into learning	<p>"I learned how to search effectively and how to use database"</p> <p>"How to follow citations."</p>
Positive statement	Students provide a positive statement about session or librarian, without additional insight into learning	<p>"Thank you for the sharing today!"</p> <p>"Thank you!! It was a really effective and eye-opening session."</p>
Reflective statement	Students repeat details of content learned, along with an example	"Making connections within articles is important. Important to engage in research & finding & engaging in the 'conversation'"
Reflective statement with further insight	Students repeat details of content learned with an example, along with how they might specifically use that information in their own work	"The most important thing I learnt from today's presentation was the functionality of other research sites. I often use SMU libraries but was not aware that we could search "databases" specifically. This will definitely help facilitate more productive research for our project. :-)"
Reflective question	Students show critical thinking about content learned, posing additional questions showing additional insight	<p>"Question: As mentioned during the session, there are some junks in google scholar. Is it okay to consider sources that has higher number of being cited as credible source?"</p> <p>"I hope it's not rude, but what is the value of having so many citation formats, and the precision to the fullstops? As long as the four elements appear, why is that not enough?"</p>

Research Questions

- Using Wolstenholme's categorizations, what insights can be made about student learning generally and within individual sessions using the one-minute paper?
- How can one-minute paper responses be used to effectively extend instruction beyond the one-shot classroom?



Singapore Management University

City university, Est. 2000

Bachelor's, Master's, & PhD

Six schools:

- Accountancy, Business, Computing & Information Systems, Economics, Law, Social Sciences
 - 9,580 undergraduates
 - 3,086 postgraduates
 - 388 faculty



Teaching Context

- Research Librarian Role
 - Primary liaison for students and faculty within the School of Social Sciences
 - Support research and teaching needs
 - Sociology, Political Science, Psychology, Politics/Law/Economics
 - Office of Core Curriculum
 - 12 courses across capabilities, communities and civilisations
 - OCC faculty research and teaching aligns with SOSS
 - History, philosophy, urban studies, etc.
- Course-integrated information literacy instruction
 - Initiated by research librarian and faculty
 - Scaffold skills throughout curriculum, but courses may vary student to student

Methodology

Collected OMPs from students who attended in-person instruction for 10 sessions (7 courses)

- Term 2, AY 20-21 (January-April 2021)
- 342 OMPs collected

Sessions averaged 90 minutes (50 minutes – 140 minutes)

- Sessions are tailored to individual course assignments and project
- Learning objectives are introduced to students at the start of each session
- Hands-on activities throughout each session

Research techniques focused on ACRL frames:

- Searching as strategic exploration
- Research as inquiry
- Scholarship as conversation

Methodology continued

- Transcribed all OMPs into Dedoose (<http://dedoose.com>)
- Assigned descriptors to each class session: faculty member, course code, session number
- Wolstenholme Coding:
 - Question 1: Topic named, Reflective statement, Reflective statement with insight, Null
 - Question 2: Reflective question, Course-related question, Null
- Additional codes for 'Positive statement' and 'Contact information provided'
- Thematic codes developed using open coding

Thematic Coding

Question 1

- Assignment focused statement / scoping
- Citing and referencing
- How to get help
- Search Platform
 - General mention of resources
 - Specific platforms (11 platforms mentioned)
- Search Strategies
 - General mention
 - Specific strategies (6 strategies mentioned)
- Tools for accessing information
- Understanding information

Question 2

- Access issues / tools
- Advice with research
- Citing and referencing
- Evaluation of information
- How to use other databases
- Reading / writing strategies
- Search-specific queries

One-Minute Papers

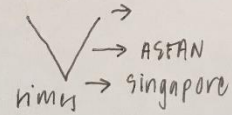
I think searching subject heads and related citations to generate more keywords/articles that are relevant has been the greatest takeaway.

Question

What do I do when I find a long reading but it does not have the option to search within for specific ~~chaps~~ chapters?
Is ctrl+F reliable



- Start your research using an INVERSE PYRAMID
↳ general → specific
- Take note how many times an author has appeared
- Track your keywords
- Track your searches



THANK YOU ♡

learned

querying with structure and different keywords

question:

need more practice trying to craft a better search term in the databases, possible to give more ~~examples~~ examples online or in handouts? e.g how " " works or () or AND

! B16

E6

Analysis of OMP reflections

Search Strategy

- Topic named:

Allintitle search domain name search -> site limit cool stuff :)

- Reflective statement:

*How to learn how to cite and how to find relevant information from appropriate sources through the use of keywords and the libraries we have access to. I have also learn to narrow down my search through the use of (: & *) and key terms*

- Reflective statement with insight:

Really appreciated the other alternatives to the keywords such as child vs. children. You can use this instead child and I think this is the best hack I've heard and it would have been really helpful if I found out about it earlier.*

- Reflective question:

What's the difference between researching using the usual keywords and searching using the subject? (worldcat.org)

Analysis of OMP reflections

Search Strategy

- Topic named:

Allintitle search domain name search -> site limit cool stuff :)

- Reflective statement:

*How to learn how to cite and how to find relevant information from appropriate sources through the use of keywords and the libraries we have access to. I have also learn to narrow down my search through the use of (: & *) and key terms*

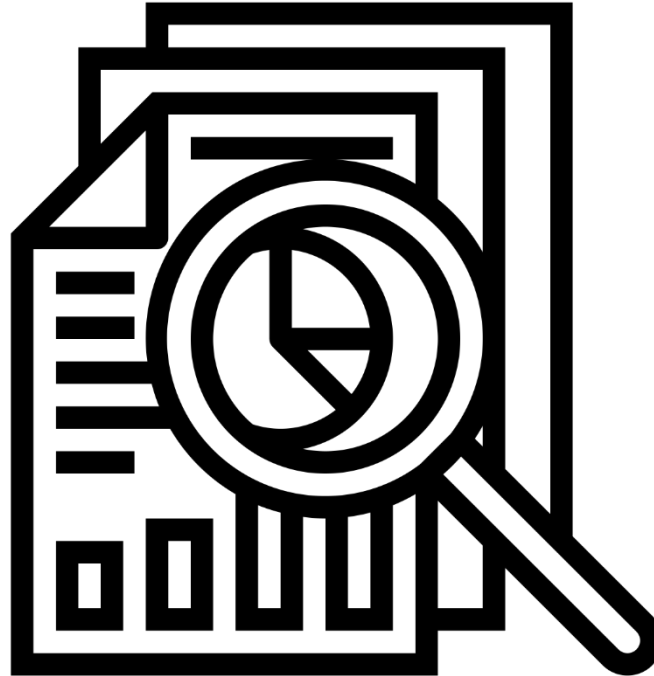
- Reflective statement with insight:

Really appreciated the other alternatives to the keywords such as child vs. children. You can use this instead child and I think this is the best hack I've heard and it would have been really helpful if I found out about it earlier.*

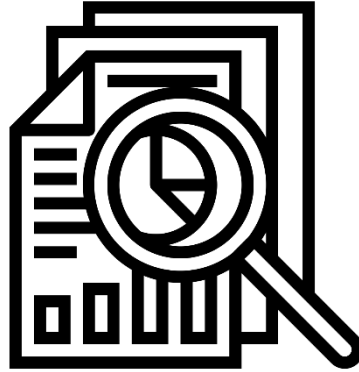
- Reflective question:

What's the difference between researching using the usual keywords and searching using the subject? (worldcat.org)

Results & Analysis



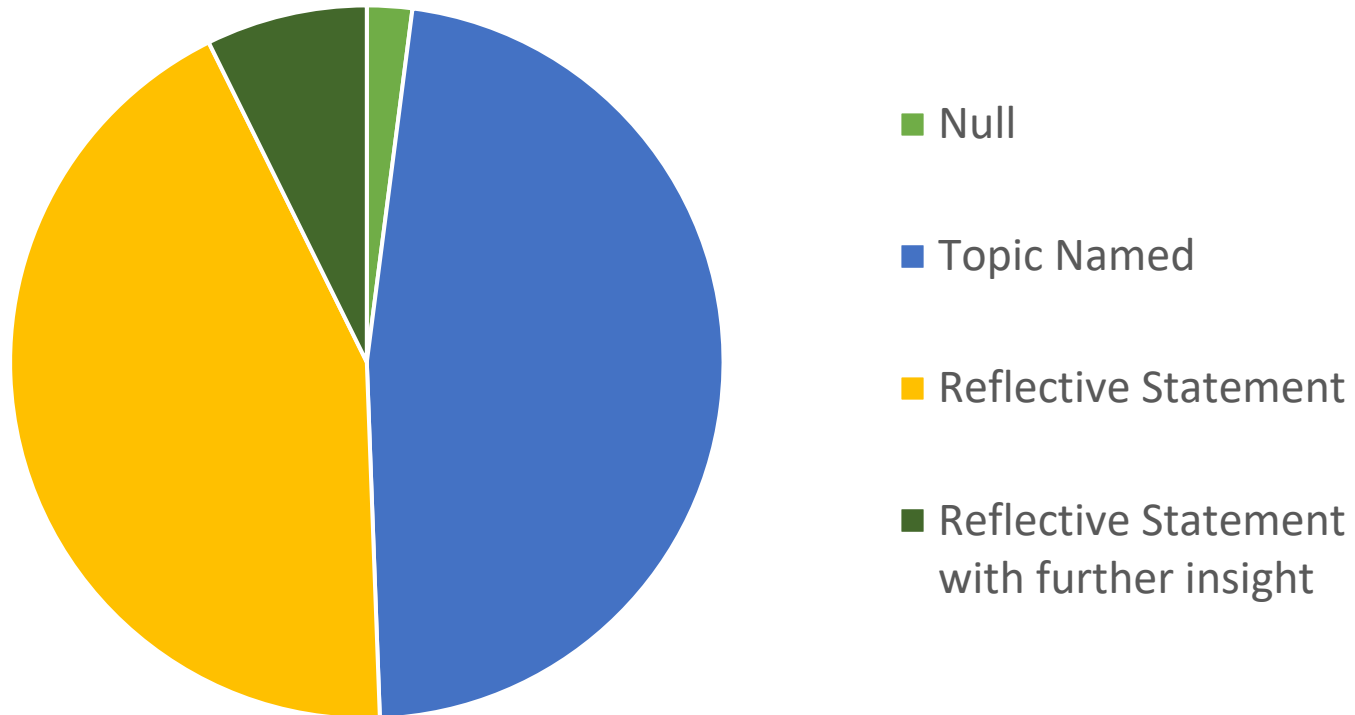
Results & Analysis



Using Wolstenholme's categorizations, what insights can be made about student learning generally and within individual sessions using the one-minute paper?

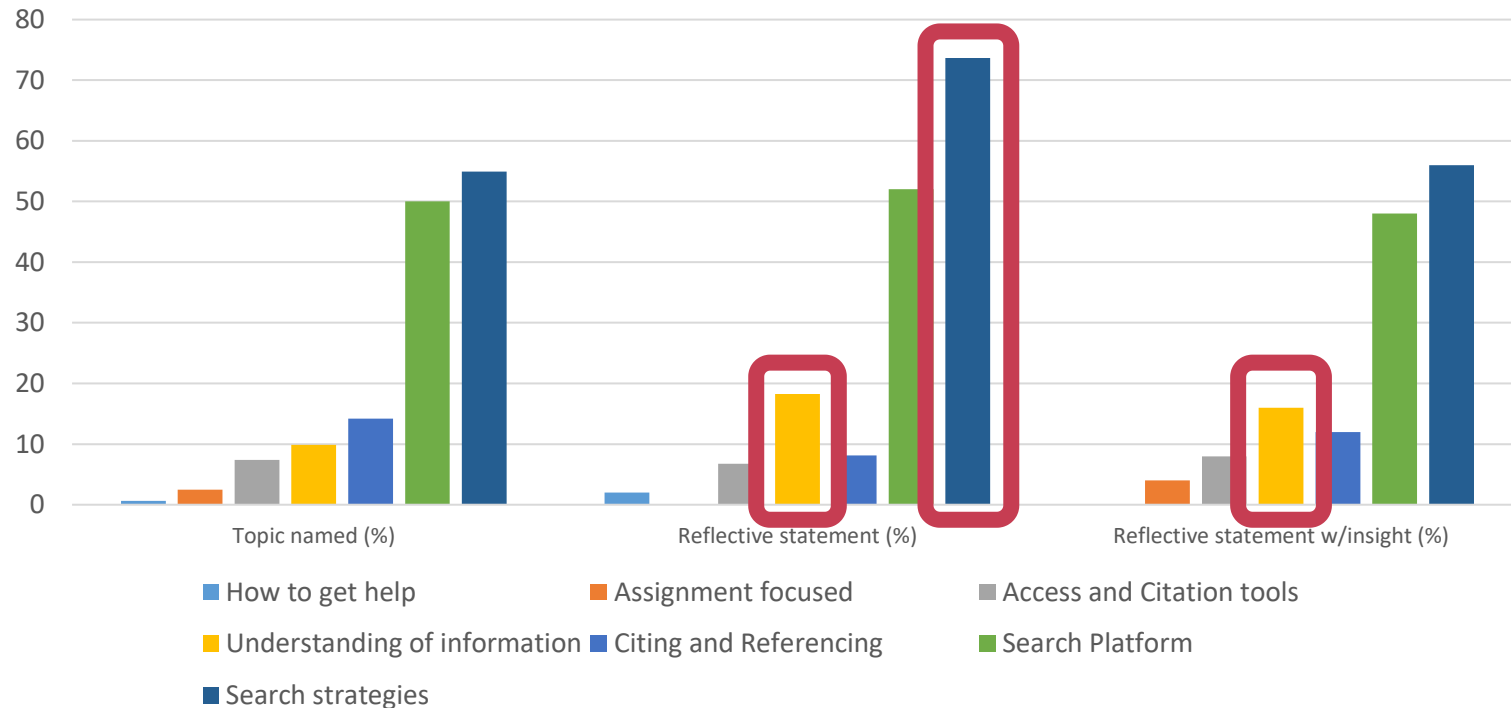
Summary results for Q1

Question 1: What is the most important thing you learned today? (n=342)



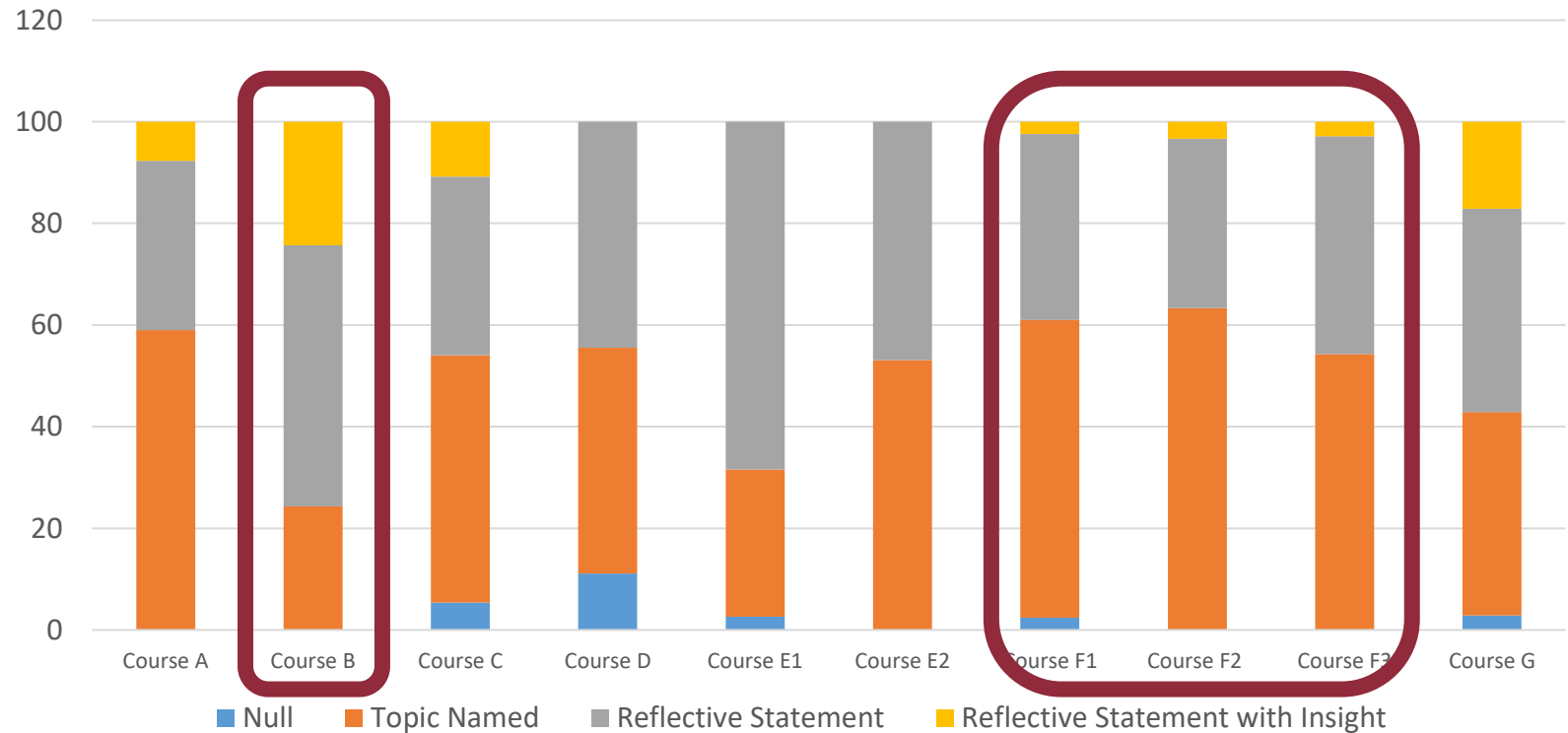
Summary results for Q1 by theme

What was the most important thing you learned today:
by theme



Summary results for Q1: by class

Question 1 response categories: by class



Course B

- Upper-level sociology course
- Document analysis project
- No scholarly/peer-reviewed literature
- Find 'grey literature' about a particular migration-related issue
 - Newspapers
 - Long-form journalism
 - Government/organization reports
 - Policy documents
 - Research reports
 - Academic blogs
 - Social media

Course B: Reflective Statements with insight

Insights focus on information and concepts new to students:

“How to conduct grey lit research & what grey lit is in the first place (before I thought it was just newspapers)”

Understanding
of information

“I’ve learnt that twitter can be a useful source of information that can be valid as well.”

“I always thought the SMU Library search was sufficient. I did not know there were other databases we could use.”

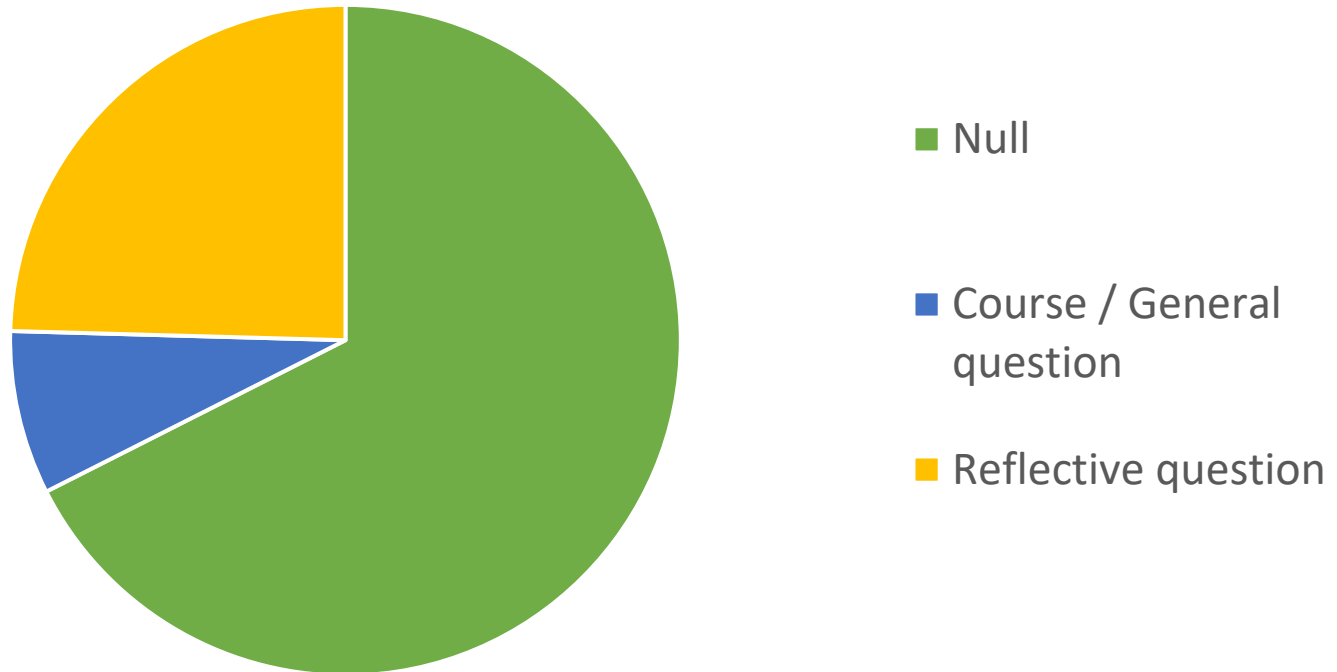
“I learned about searching in twitter. I never realised that their searches were sensitive to all the searching tips like “___” “

Search strategies

“ !!! And how search engines aren’t the only option. Never considered searching on the source itself.”*

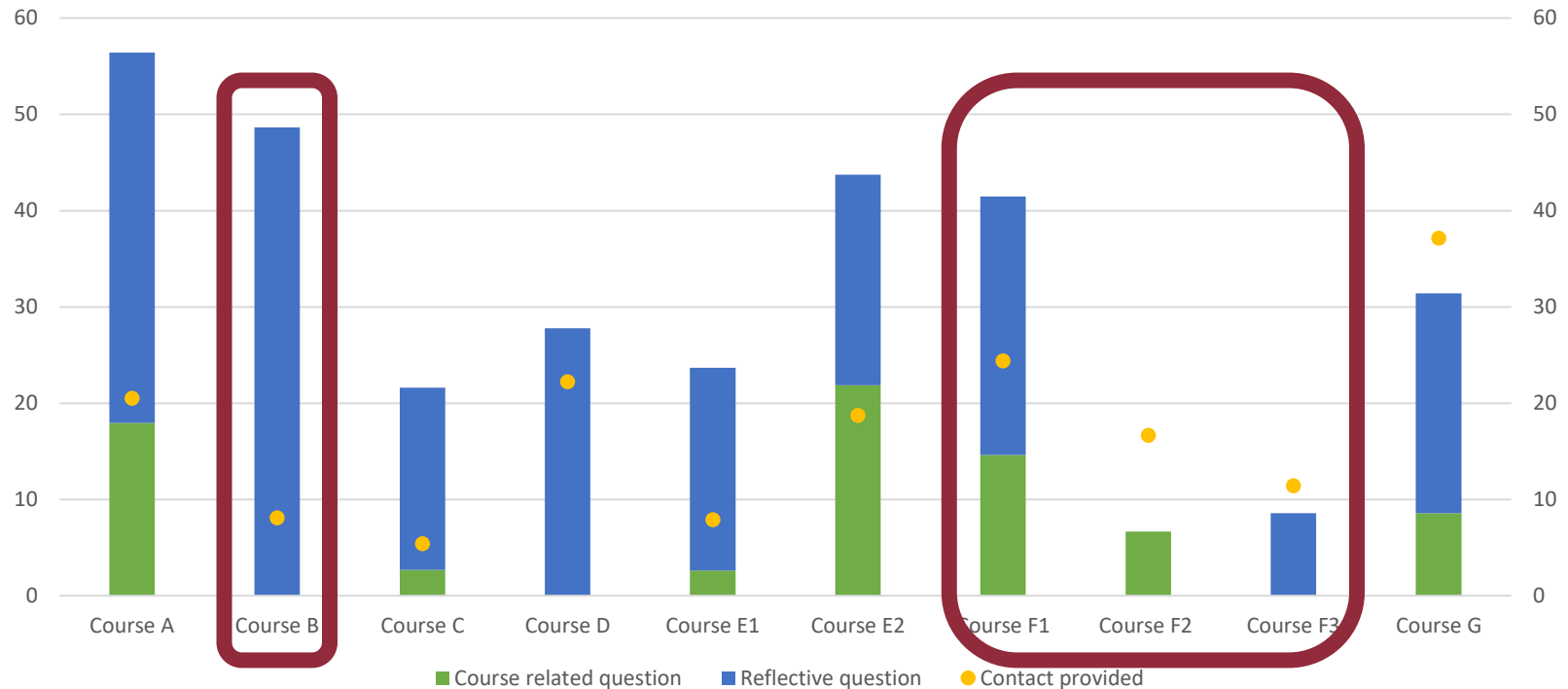
Summary results for Q2

Question 2: What is one thing you still have a question about? (n=342)



Summary results for Q2 by class

Question 2 by section with contact provided (%)



Course B: Reflective questions

Queries show insight into connections between new and previous knowledge:

- *Is there any way to search through Facebook or Youtube posts or comments?*
- *What about searching other social media sites? (but not an important question!)*

Social media

- *If research is done by a third-party research group is the publisher considered the govt that paid for it?*
- *Would online journalism sites count as grey literature (considering it really has a lot of public discourse), like Reddit?*

Understanding
of information

- *What is the diff between using google search and databases (e.g. factiva)*
- *Will methods such as snowball searches apply to grey literature as well?*

Search strategies

- *Considering that Grey Lit has no "abstract", is there an efficient way to know the source found can be useful for research?*

Evaluating
information

Using Wolstenholme's categorizations, what insights can be made about student learning generally and within individual sessions using the OMP?

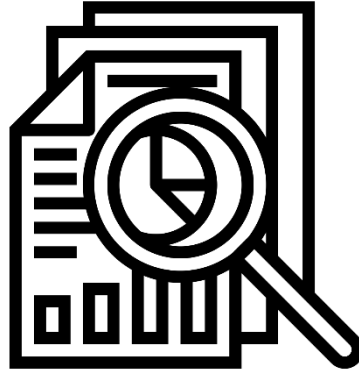
- **OMP Question 1:**

- Reflective statements and reflective statements with insight show in-depth understanding of content learned, compared with topic named
- Session-level results suggest topics that resonated with students, as well as strengths and possible weaknesses, in the concepts covered, lesson planning and breadth of session

- **OMP Question 2:**

- Reflective questions help to identify topics that challenge and change the way students think about research, as well as areas of confusion and opportunities for instructional improvement
- Queries provide opportunities for connection with whole class and individual students

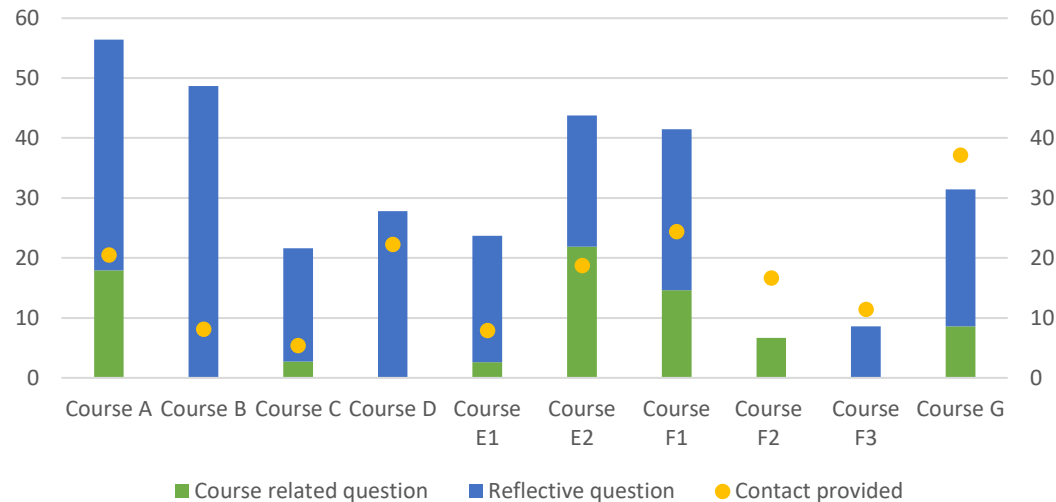
Results



How can one-minute paper responses be used to effectively extend instruction beyond the one-shot classroom?

Students who provide contact information

Question 2 by section with contact provided (% of students)



Total students= 342

Total contact
information= 58

17%

Extension of learning outside the one-shot classroom:

Whole-class email

Greetings POSC 215,

Many thanks for your participation and attention this morning. If you haven't already, please take **ONE MINUTE** and [fill out this short survey](#), to let me know what you got out of the session. Thanks to those of you who already answered! If you have questions (and leave your contact information), please note that I will answer your query personally. (I already responded to a couple of your peers!)

A couple of things:

1. **Handout:** The handout for the research session is attached to this message (POSC 215 Research Session.docx). It has all the activities we did, as well as links, sources, recommended videos, and more.
2. **Slides:** I have also included the slides as a PDF document (POSC 215 AY2021 T2_for students.pdf).
3. **Zotero and Citation Management:** A couple of you asked about using a citation manager. Citation managers are programs that help you collect and organize citations. You can also store copies of your readings in this program/database. The best part is that it works with Word to help you create in-text citations and a bibliography as you're writing your paper. My favourite citation manager is [Zotero](#). It is free and easy to use. I attached the handout from my Zotero workshop to help you get started (Zotero handout 1_21 update.pdf). There is a Zotero workshop next week (17 February, 4-5pm). [Register to learn the basics!](#)
4. **LibKey Nomad browser extension:** Since many of you use Google Scholar when you search, you might find the browser extension, [LibKey Nomad](#), useful for accessing articles through the Library. This tool will help you get past paywalls (when a publisher wants you to buy articles!) More instructions can be found [here](#).
5. **Newspapers:** We discussed the SMU Libraries newspaper subscriptions. Most of our news content is available through the database, [Factiva](#). However, you can also download the 'real' apps for: [New York Times](#) (register [here](#)), [Financial Times](#) (register [here](#)) and [Wall Street Journal](#) (register [here](#)). Make sure to use your SMU email when registering.
6. **Interlibrary Loan:** It's possible that we may not have access to some of the articles you need for your assignment. I mentioned contacting me if you couldn't access books – but forgot to mention it for articles. Contact me if you have difficulty accessing what you need. I'll either try to get it for you, or discuss alternatives with you.

And as I mentioned, please contact me as you get started with your research if you get stuck, can't access materials you need, or if you simply want to chat about your progress. I am happy to communicate via email or set up a Zoom meeting to discuss your research process.

Best regards,
 Rebecca

- Provide handouts, slides, links
- Emphasize or reiterate points
- Clarify points of confusion
- Include material that was missed
- Answer student queries that are relevant to everyone
- Provide another opportunity for students to answer OMP

Extension of learning outside the one-shot classroom: Whole-class email

Greetings COR 2212,

Thank you for your participation in this morning's research session. If you haven't already, please fill out this **1 minute survey** to share your take-aways and any questions you might still have: <https://forms.gle/rzceVUXkQ6fgUgP98>. (Thanks to those of you who already provided feedback!)

A few things:

1. You can get to the [History of Science Research Guide](#) quickly now – by just searching 'history of science' into the main [library search](#) box. A link will show at the top of the results.
2. I have attached today's slides, as well as a guiding handout, to this message.
3. A few of you asked questions in the feedback form – but didn't leave your names. Please see below my signature for the Q&As.

I look forward to working with you as the term progresses. Please don't hesitate to contact me if you have question about your research.

Best regards,
Rebecca

Rebecca Maniates
Research Librarian, Social Sciences
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Tel: +65 6828 1973

Q: How do we cite photos?

- Image citations vary by citation style.
 - Here are some resources for APA (It depends on whether the image comes from a website vs. a museum/repository):
 - Images and videos: <https://researchguides.smu.edu.sg/c.php?g=421741&p=6627446>
 - Archival resources: <https://researchguides.smu.edu.sg/c.php?g=421741&p=6637119>
 - Here are some resources for citing images in Chicago style:
 - <https://libguides.dickinson.edu/c.php?g=56088&p=360209>
 - <https://guides.lib.monash.edu/citing-referencing/chicago17th-visual-material-and-captions>

Q: Can we trust the citation for the source provided by databases? How about the Zotero app?

- No, you definitely cannot trust the generated citations from the library and other websites. The generated citations are a good starting point – but often have errors. You'll need to refer to the templates for whatever style you choose to edit them.
- [Zotero](#) is a bit different – as it is a citation management tool. You can grab and store citations in this personal database. You can edit the citations within your database so when you generate a bibliography they display correctly. You have much more control of Zotero! It's a tool I use often and recommend to students engaged in research. Let me know if you want more information and I can send you a handout on how to get set up.

Q: Are many sources exclusive to certain archives? Do we have to search these archives individually or is it safe to search sites like world cat?

- This is less about what is exclusive and more about what is 'searchable' on the internet. Library catalogues are often closed to crawling by Google spiders. What you can try, however, is to do some focused 'site' searching to tap into archives. For instance, I did the following Google search: `mclintock watson site:csli.edu . . .` I then clicked on 'images' and got a lot of the great images of Barbara McClintock from Cold Spring Harbor Laboratory. You'll need to play around with this. But, if you know that a particular archive might have what you need, do some 'site:' searching to see if you can tap into those collections.
- You won't find images and archives easily on WorldCat. This is more a catalogue of books and articles. So, if you want to find primary sources, focus on the repositories and archives on the History of Science research guide.

Q: Electronic delivery copies?

- This question wasn't really clear to me; however, I will use it as an opportunity to mention Interlibrary Loan. If you need particular journal articles that aren't available in our collection, please let me know. It is likely that you might have difficulty finding some articles that are medical-focused, as our collection does not cover medicine. So, do send me a message if you need an article that isn't available through SMU Libraries.

Extension of learning outside the one-shot classroom: Student reflective questions

- Use each question as a new engagement opportunity
- Validate students' questions and challenges
- Meet students in virtual space (via email)
- Begin dialogue
- Opportunity for research consultations

Hi [REDACTED]

Many thanks for taking the time to ask a question following the COR 2212 research session on Monday. You asked the question: Is there an easier method to narrow our searches instead of Boolean search terms and phrases?

This really all depends where you are searching and what information you need. If you are using a library database (like Historical Abstracts, Academic Search Ultimate, or even some of the business sources like Business Source Ultimate), you can do a basic keyword search – and then use the limits within the databases we talked about to narrow further. I'm thinking about publication type, date, and if available, subject. If you are looking for data in a database like CERIC or Passport, then you are going to have to learn how to use that database to get what you need. Most sites have a 'help' section that will help you get to know the basics of how 'best' to search. It is often worth taking a look at the help so you don't go in without essential information on how to search.

For Google, I really like to target my searching to particular sites, using the site: limit. For instance, I could perform the following search:

History of polio site:who.int

The site:domain phrase needs to be all together without spaces. This will limit my results to the World Health Organization website only. I find this method of searching Google quite effective if I am looking for credible information from large organizations.

Keywords are a big consideration as well. You really want to make sure that you are using the BEST keywords for your topic. Sometimes different sources prefer different keywords too. So, you'll have to 'get to know' your topic in different sources to see how you can search best. After you get comfortable with a search engine, you might want to add additional concepts to help focus your search.

For scholarly literature, following citations (in the bibliography of what you are reading, and using Google Scholar's 'cited by' feature) – are excellent ways to find related literature if you have one or two good articles to start with.

Also, I think it is valuable to add that you should be searching numerous sources as you are starting. Where is there information about your topic? What words should you be using? How can these search engines help you narrow down. Each source will be a bit different – so, you will have to change your method of searching.

When doing research, there really is no 'one right way' to find information. You will need to use different strategies, different search engines, and think strategically about the information you need. Sometimes you will need to use Boolean – and other times you won't. Being flexible throughout the process will allow you to find more and better information about your topic.

Please let me know if you have any additional question moving forward. I am happy to help!

Best regards,
Rebecca

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library.smu.edu.sg

Thank you very much for your detailed response to my question Rebecca! It is really helpful, I'll be trying out the methods that you've suggested to curate my sources in the upcoming assessment.

If I stumble onto further questions I'll be sure to ask you again!

Once again thank you very much for your time, I hope you have a great week ahead!

Yours sincerely,
[REDACTED]

Extension of learning outside the one-shot classroom: Student reflective questions

Hi [REDACTED]

Thank you for taking the time to ask a question after the POSC 101 research session on Wednesday.

You asked a question about where to begin if you don't have a specific policy in mind. Are there resources you can use that will help you decide on a particular direction?

I would suggest following your interests and heart, so to speak. This is a fairly short assignment – so, you'll want to get started soon exploring a topic that interests you. For instance, what are your hobbies? Do you love nature? Are you an avid bike-rider? How have the COVID restrictions been for you? Do you agree or disagree? Do you have any friends or family that are supported or adversely impacted by policies in Singapore or abroad?

Remember that this is a piece of persuasive writing – where you are meant to take a side. So, think about things in your life that you feel strongly about – and run with it!

There are a number of blogs, think tanks and news sites out there that might help you . . . but again, I would go with your passions. But here are a few that might be of interest:

<https://www.eastasiaforum.org/>
<https://www.csis.org/blogs>
<https://asiasociety.org/blog/asia>
<https://www.newmandala.org/>
<https://thedi diplomat.com/>
<https://foreignpolicyblogs.com/category/region>

Please let me know if you have any questions

Best regards,
 Rebecca

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Hi Rebecca,

Thank you for the comprehensive advice and taking the time to write the email. I apologise for this late reply as I spent the week thinking about and researching on my topic. I'm happy to say I have a topic and have some form of content and research done 😊 I have some questions regarding the sources I currently have.

The topic I've chosen to do is in the digital divide in Singapore, particularly how while we pride ourselves on being digitally advanced with a slew of policies and initiatives to help businesses go digital, we have left out a segment of our community in this push. This has been exacerbated by the COVID-19 pandemic through the Circuit Breaker that led us to see the stark differences between families that had the infrastructure in place (sufficient WiFi, laptops/PCs, digital know-how), and those without. While we have some policies in place to help these families and individuals catch up, they are insufficient, and the government should do more, especially considering how the "new normal" post-pandemic will be heavily reliant on technology. If we do not act now and fast, the divide will only serve to widen the inequality faced as 1 group continues to benefit extensively from technology, while the other is left behind.

However, since it is a fairly recent event, there is not much research done, especially in the context of Singapore. The evidence I've found so far highlights the difficulties faced are in the form of articles (such as [here](#)), commentaries by an expert (such as [here](#) and [here](#)) and [a report published by NUS FASS](#). For key statistics mentioned, it is mostly referencing the [Household Expenditure Survey 17/18](#) on the discrepancies in ownership of PCs/laptops, and WiFi access within different income groups. I'm not sure if these sources are sufficient, or should I be sourcing for more. If I should, I'm not sure what would be appropriate, and where to look for them.

Best Regards,
 [REDACTED]

Extension of learning outside the one-shot classroom: Student reflective questions

Hi [REDACTED]

Many thanks for your note. I'm happy you are making such great progress on your assignment! It sounds like you have a solid topic. The sources are good – but too many 'commentary' articles might not necessarily be strong enough. So, as you write, be thinking about what type of information would be best to persuade your reader. Although your opinion will be throughout - remember that you need evidence to back your views.

Also, it seems that you are focusing only on readings from Singapore – I might encourage you to look at publications outside of Singapore as well. This phenomenon of the digital divide increasing due to COVID is found throughout the world. So, there are a lot of other publications out there that discuss this. Using publications from outside Singapore might strengthen your argument that this is something that makes it even more urgent to consider within Singapore. Here are some potentially useful articles – but keep looking. There's a lot out there! Make sure to follow links to find original sources – particularly if a report or data is referred to:

<https://www.un.org/sustainabledevelopment/blog/2020/05/covid-19-makes-universal-digital-access-and-cooperation-essential-un-tech-agency/>

<https://www.theguardian.com/commentisfree/2020/jun/04/covid-19-internet-universal-right-lockdown-online>

<https://www.eifl.net/blogs/covid-19-intensifies-calls-end-digital-divide>

<https://reliefweb.int/report/world/how-many-children-and-young-people-have-internet-access-home-estimating-digital>

<https://data.unicef.org/resources/children-and-young-people-internet-access-at-home-during-covid19/>

Please let me know what you think. I look forward to hearing back from you.

Best regards,
Rebecca

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Hi Rebecca,

Thank you so much for quick reply and the links! I do agree that it would be good to include evidence from outside of Singapore. On that note, I have a few questions regarding the sources we can use.

I was searching for some papers/reports on studies on how the digital divide have long-term consequences on those left out. Such statements are mentioned in both local articles, and the articles/reports that you've sent me. However, they're just statements made (by I assume, authority figures?), but they do not have any statistics or research to back them up. To me, they are like statements that have been accepted as logical and true, but I'm not sure if it is acceptable to cite them. However, I have yet to find any studies that clearly states that there are negative consequences on digital inequality (but I'm still looking!). I thought that if it were okay to just cite the statements from articles, it would be unnecessary to search for the academic papers/reports.

The other question I have whether I'm allowed/advised to cite papers from some time back. There is a [paper](#) discussing digital literacy as the long-term and sustainable solution to digital inequality, and I was hoping to bring this paper up for one of the recommendations. The paper was in 2006, I'm not sure if the 5 years duration applies to sources as well.

Finally, I wanted to ask if papers/news articles behind the SMU paywall could be used as sources. They are not "publicly" available, but available to us if we use our SMU credentials to log in. Is that acceptable?

Thank you so much for your thoughts and advice so far, I look forward to hearing back from you 😊

Regards,
[REDACTED]

Extension of learning outside the one-shot classroom: Student reflective questions

Hi [REDACTED]

Regarding your questions:

1. Hmmmm . . . I guess I would try to keep searching to find evidence for the statements. Perhaps determine who said them? See if you can trace the statements? It's always tricky just to 'accept' broad sweeping statements without any evidence.
2. It seems that the issue you are discussing needs to be within the last 5 years (which likely then means all your sources will be within the last few years too). If the older article you have is THE ONLY article on your topic – then that presents a conundrum. You want to cite it because it's useful . . . but also – why is it the only source that talks about those solutions? It's a journal article – so, one strategy is to look at the [56 papers that have cited it](#) since it was written. This way, you can trace forward to see who else is using these ideas – and maybe cite one of those instead. Also, you might want to try to ask Prof Ishani before class is over today if using a 2006 article is okay (hopefully you are checking your message!)
3. Nope – you can't use anything behind a paywall for this assignment. Everything must be freely available. (For the next assignment you can use subscription materials – but not for this assignment.)

Best of luck!

Best regards,
Rebecca

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Hi Rebecca,

Thank you again for the comprehensive and quick reply. I managed to read your email during class break and catch Prof to ask about the source citing. I wanted to send you another email to thank you again for your advice and help! I do think my Op-ed is better after incorporating your advice, and I am happy with the piece 😊

Thank you again for your help!
 [REDACTED]

Reflections

- OMP is still very relevant to assess student learning
- Wolstenholme categorizations provide framework for deeper analysis
 - Less useful collectively, greater insight at course-level analysis
 - Reflective comments and questions signal deeper engagement with material
 - Higher percentage of 'Topic named' may signal a need to engage students differently
 - Flipped classroom
 - Two or more sessions
- In the classroom: OMP highlights what works well
 - Students respond positively to highly tailored sessions
 - Students become engaged when something new or surprising is introduced
 - Strong faculty engagement energizes student to engage with the content more thoughtfully
- Outside the classroom: OMP provides opportunities for extending learning and engagement
 - Compile relevant questions/answers for class in follow-up email
 - Personal responses to queries have impact through extending and reinforcing learning, building connections, and increasing student confidence

Next steps

- **Scalability**: In-depth analysis of course-level responses to determine if Wolstenholme categorizations can be applied quickly to gain session-level insights during teaching season
- **Modification of Q1 and Q2**:
 - Q1: Add a 'why' component
 - Q2: Engage students in queries beyond those related to assignment
- **Themes and categories for Q1 and Q2**: More thorough analysis of Wolstenholme categorizations and themes within class sessions
- **Extension of research for Question 2**: Combine Wolstenholme categorizations and methodology of Vella (2015) to gain greater insight into demonstration of cognitive development for student queries

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