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# **Keeping It Short and Sweet: Brief, Ungraded Writing Assignments Facilitate Learning**

the topic and discussion. The primary analyses tested whether students who wrote minute papers and had discussions would perform better on questions related to the minute-paper topics than students who had time to think and heard a discussion, but did not write about the topic.

## Method

### *Participants*

Nine hundred seventy-eight undergraduate students (37% men; 67% freshmen, 19% sophomores, 10% ju-

Table 1. Means and Comparison Statistics for Writing and Thinking Conditions

| Variable    | Writing Condition | Thinking Condition | Comparison Statistic | <i>p</i> |
|-------------|-------------------|--------------------|----------------------|----------|
| Sex (% men) | 37%               | 36%                | $\chi^2$             |          |

variables related to more efficient learning or more student satisfaction. For instance, writing about personal experiences may be more likely to stimulate student involvement (Counce, 1995). In addition, using a sequence of topics that is increasingly more challenging could allow students to take more responsibility over time for critically evaluating and supporting their own

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