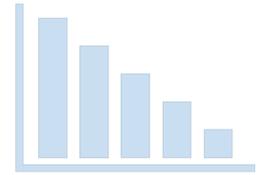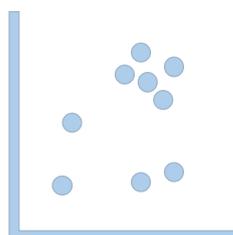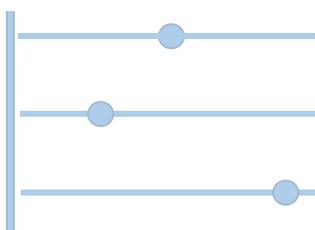# ONLINE POLLING TOOLS
- ## TYPES OF QUESTIONS

CREATING DISCUSSION

Effective questions are often the key to an effective discussion. A knowledge-based question placed at the beginning of class can be an effective warm-up but that same question in the middle of class can feel disruptive or out-of-place.

Consider how the timing and sequence of your questions can help elevate your students' level of understanding and lead to more productive discussions.

| TYPE	DESCRIPTION	ACTIONS	POLLS
Knowledge	Questions that test content knowledge	List, name, identify, show, define	Multiple choice, open-ended, ranking, word cloud
Comprehension	Questions that require interpretation,examples, or summarizing	Interpret, explain, summarize, compare, restate	Open-ended, 2x2 matrix, image choice. word cloud
Application	Applying conceptual understanding of rules, theory, or principles	Illustrate, relate, apply, classify	Clickable image, open-ended, image choice
Analysis	Apply knowledge critically in new contexts	Analyze, organize, choose, compare and contrast	Clickable image, short answer, ranking,
Synthesis	Combining ideas and concepts	Support, create, construct, hypothesize	Open-ended, short answer

ONLINE POLLING TOOLS

- BEST PRACTICE TIPS

WHAT THE RESEARCH SAYS

Studies have shown that when used appropriately polling tools can improve student interaction, participation, and attention *(Hinde & Hunt, 2006; Bergtrom, 2006)*, encourage active learning and class discussion *(Pelton & Pelton, 2006)*, boost learning outcomes *(Kaleta & Joosten, 2007),* as well as help tutors collect feedback, identify misconceptions, and adjust lessons in real time *(Caldwell, 2007; Cline, 2006; Hinde & Hunt, 2006)*. These results, however, depend on how you craft your questions and incorporate them into your lesson.

Below are some simple but effective tips to help you get started

1. Use polling tools sparingly.

2. Keep questions and surveys short and simple.

3. Start simple with an ice-breaker activity.

4. Use a variety of polling activities and pedagogical approaches.

5. Run your polling question then organize students into small discussion groups before running it again to discuss why some answers may have changed.

6. Give students time to think when answering questions.

7. Align polling questions with learning objectives.

8. Keep polls anonymous for genuine responses.

9. Hide the results until everyone has participated for greater effect.

10. Consider how the data you capture could feed into new activities or discussions
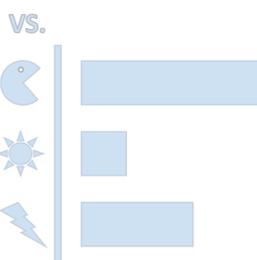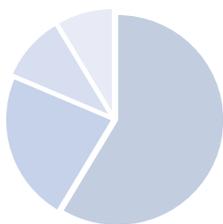
ONLINE POLLING TOOLS

- POSSIBLE ACTIVITIES

Ice-Breaker

Start class with a fun personal question potentially unrelated to the lesson

Challenge Assumptions

Ask a question with a surprising result to challenge your students expectations

Feedback

Collect classroom feedback or have students assess each other's work

Open Discussion

Encourage students to share their thoughts with an open-ended question

Silent Debate

Allow students to reply anonymously in favour or against a statement. Break them up into groups to discuss and vote

Socratic Method

Have students interrogate a statement with questions. Use the upvote function to select a few questions for discussion in small groups or as a class

Test Comprehension

Ask a diagnostic question at the beginning, middle, or end of a lesson to assess how well students understand the material. Questions might target previous lessons or that week's required reading.

Vote

Allow the students to vote on how topics or videos

Review Material

Review content from a previous lesson at the beginning of class to test comprehension and retention. Consider repeating the question later in the term as a reflective test of retention.

Peer Instruction

Have students respond to a question. Reveal the results and then split the students into groups to explain their reasoning. Repeat the poll, compare results then discuss as a class.