

Classroom Opinion Poll (Assesses Awareness of Attitudes & Values)

WHEN USING TECHNOLOGY: Estimated level of time/energy required to prepare, to respond (students) and to analyze is **LOW**

Description: Instead of raising hands to poll students, a written poll assures anonymity and more accurate data. Students can be polled about material they will encounter in the course.

Purpose: Assists in determining an effective starting point and the appropriate level of a lesson.

Procedure:

1. Examine questions or issues about which student opinion may affect learning.
2. Prepare 1 or 2 issues for a classroom poll.
3. Decide type of response required. Will “yes” or “no” be sufficient or will a scale running from “strongly agree” to “strongly disagree” be needed? Will multiple choice be more appropriate?
4. Prepare the poll to be display-ready by writing it on the board, a transparency, or digitally projected.
5. Hand out answer sheet, with or without questions. It is best if students do not write their names, unless there is a very good reason to know who wrote which comments.
6. Share results with students, telling them how you will use the info to guide your lessons.

Examples:

Course: Native American Cultures in North America

Students were polled on the following statement at the beginning and near the end of the semester:

Native Americans who stay on the reservation are better off than those who leave.

Strongly disagree Disagree Don't know Agree Strongly agree

Course: Energy and the Environment

If I found a great house at a great price, close to work and near good schools, that was within 5 miles of a nuclear power plant, I would (circle ONLY one):

- a. be absolutely willing to consider buying it & not worry about the plant
- b. be somewhat willing to consider buying it, but concerned about the plant
- c. be very skeptical about buying it & worry about the plant
- d. be absolutely unwilling to consider it because of the plant

Adaptations/Extensions:

- 1) Ask students to justify their answers.
- 2) Ask students to respond to an opinion opposite of their own opinion.

Suggestions: Respond to students' feedback the very next time class meets. Responding to students' feedback may take longer than anticipated because questions lead to other questions. Set clear time limits. To temper expectations and disappointment, let students know you will not comment on everything.

References and Resources:

Angelo, T.A, and Cross, K.P. (1993). *Classroom assessment techniques: A handbook for college teachers* (2nd ed.). San Francisco: Jossey-Bass.