Using Classroom Opinion Polls in Active Learning
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Since active learning involves interaction among facilitators and participants in a learning context, using polls allows a course instructor to combine instruction and dynamic feedback with current student affinity for bringing their technology—phones, tablets, and 2-in-1's—into the classroom on a regular basis.

Below is list of best practices and applications when integrating Classroom Opinion Polls into just about any course.

1. Determine Your Delivery Method: Some open ended polls (like Kahoot!) are game-based ways to attain feedback on student knowledge and perspectives while applications like Mentimeter.com© are better at real-time feedback that is more typical Likert-scale. Still you can utilize polling through social media (Twitter© polls, Facebook© polls, and Polls In Instagram© Stories) which are more ubiquitous and user-friendly for students. All of the aforementioned methods are especially effective because they are mobile-based and work quickly and effectively with iOS or Android devices, tablets or mobile phones. To keep things more concentrated, Blackboard© has a polling component, but it is more PC/Mac-based than mobile-based. Microsoft Office 365© Outlook© has a polling feature, but works better for pre or post classroom opinion polling rather than real-time. If you prefer even slower (but more analytical and statistically malleable and ductile flexibility), then you could use SurveyMonkey©, Microsoft Forms©, or Google Forms©.

2. Determine Your Purpose: Are you canvassing your class to see if they understand a convergent question? Do you want to explore their divergent answers to a more open-ended question? Are you using it as a more formative assessment? Do you wish to use it to activate their prior knowledge? It depends on what you wish to do with the poll and its relation to your lesson objective.

3. Determine Your "Pacing Fit": Not every lesson or concept needs a classroom opinion poll, but the initial innovativeness can cause a facilitator to overuse them. Students then get board and it gets monotonous and a gimmick. Use them when necessary. For example, use them when breaking up a unit into "chunks" to assess each chunk of concepts or canvass how they would respond to a particular application or set of synthesized concepts.

4. Determine If They Help Increase Student Learning: Make sure that every question asked can be mapped back a learning objective or concept for the course—nothing should be unrelated. If you cannot use opinion polls with this strictness, it would be best to abstain from using them until a natural fit for them is possible in your classroom.

If you need me to help you one-on-one using these (and perhaps other resources), please feel free to contact me at rwill19@scsu.edu or at 803.533.3805.