Polling Questions

By using polling questions, you are helping students stay engaged. It also can also lessen stress around cold/warm calling by helping to reveal whether the class is prepared for discussion. Below are sample polls you can consider using:

Sample Survey Strategies	Specific Examples / Language

Ask administrative questions - to make sure students are keeping up on course milestones.	● "The next review session is:
	   (1) Wed at 5pm
	   (2) Fri at noon"

Ask about personal experiences - helps you to get confidential/sensitive/personal information anonymously (debt, income, etc.) for class discussion that places the students' own data into context so they can internalize the discussion.	● "How would you generally rate your flying experience on Jetblue?" .

Ask preparation questions - helps determine the extent to which you will have to review information before jumping into the discussion.	● "I am prepared & ready to discuss the Walmart case." (Yes/No)
	● "Last class, we learned that when the yield on a firm's bond is increasing, the liability is:
	   (1) Decreasing
	   (2) Unchanged
	   (3) Increasing
	   (4) Cannot tell from info provided"

Ask content and decision questions - helps you gauge student comprehension of key course concepts.	● "What equity value does your DCF show?"
	● "When using accrual accounting, revenues should be recognized when they are:
	   (1) Realized (or realizable)
	   (2) Earned
	   (3) Either earned or realized (or realizable)
	   (4) Both earned and realized (or realizable)
	   (5) Any time after they are earned and realized (or realizable)"
	● "Shall we lend to this company?"
	● "Should Mountain Man beer launch a light beer regionally?"

Solicit feedback and/or conduct pulse checks - check in on pacing and students' connection to learnings.	● "This is class is going:
	   (1) Too slow
	   (2) Too fast
	   (3) Just right"
	● "The midterm exam allowed me to demonstrate what I have learned in the class so far (scale of 1-5)."

Ask dynamic questions - amplify changes in opinion before and after discussion.	● Ask a question: "Are you willing to give me a loan?" ● Facilitate an open discussion. ● Then see how answers change: "On second thought, are you willing to give me a loan?"

Co-create questions - acts as an open question, calling on student feedback.	● "What should the tax expense be?"
	   (1) ___
	   (2) 18
	   (3) ___
	   (4) 24
	   (5) ___