

## Tables and Charts

Charts and table can be purchased commercially or hand-made by teachers, assistants or students. The purpose of the charts and tables is to help the learner see patterns or ideas formed by a concept. It is a 'visual manipulative' that helps students who must see a concept to better understand its meaning.

**Appropriate Student Level:** Any

**Suggested Class Size:** 3 – 100+

**Ease of Use Rating:** Easy

### Activity Description:

Charts and diagrams have been used during lectures in thousands of classes. The instructor creates the chart and displays it on an overhead projector or at the front of the class and continues to talk for the remainder of the time, referring to the chart as a prop in the lecture. By changing this method only slightly, the chart can be come an interactive part of the lesson and increase students' collaboration and interest.

In order to activate a lesson using charts and diagrams:

- Allow students to work together to create a new chart or table for reference or further explanation of ideas and concepts presented in the lecture.
- Provide students with a chart and ask them to describe what they see, essentially, providing the students can provide the lecture with guidance from the instructor.
- Accept charts and diagrams in lieu of written words for some essay assignments.
- Use charts and diagrams as just one example of manipulatives used the classroom.

### References:

Bonwell, Charles C. and Eison, James A. Active Learning: Creating excitement in the Classroom. ASHE-ERIC Higher Education Report No.1, 1991.

Halpern, Dianne F. Changing College Classrooms, San Francisco. Jossey-Bass, 1994

Meyers, Chet and Jones, Thomas B. Promoting Active Learning: Strategies for the College Classroom. San Francisco. Jossey-Bass, 1993.

### The Core Competencies are:

1. Writing, speaking and/or other forms of self-expression
2. Information gathering, such as the use of the library, computer/electronic resources, and experimentation or observation
3. Synthesis and analysis in problem solving and critical thinking, including, where appropriate, the application of reasoning and interpretive methods, and quantitative thinking
4. Collaborative learning and teamwork
6. Activities that promote the understanding of issues pertaining to social behavior, scholarly conduct, and community responsibility
7. A significant alternative competency for active learning designed for and appropriate to a specific course