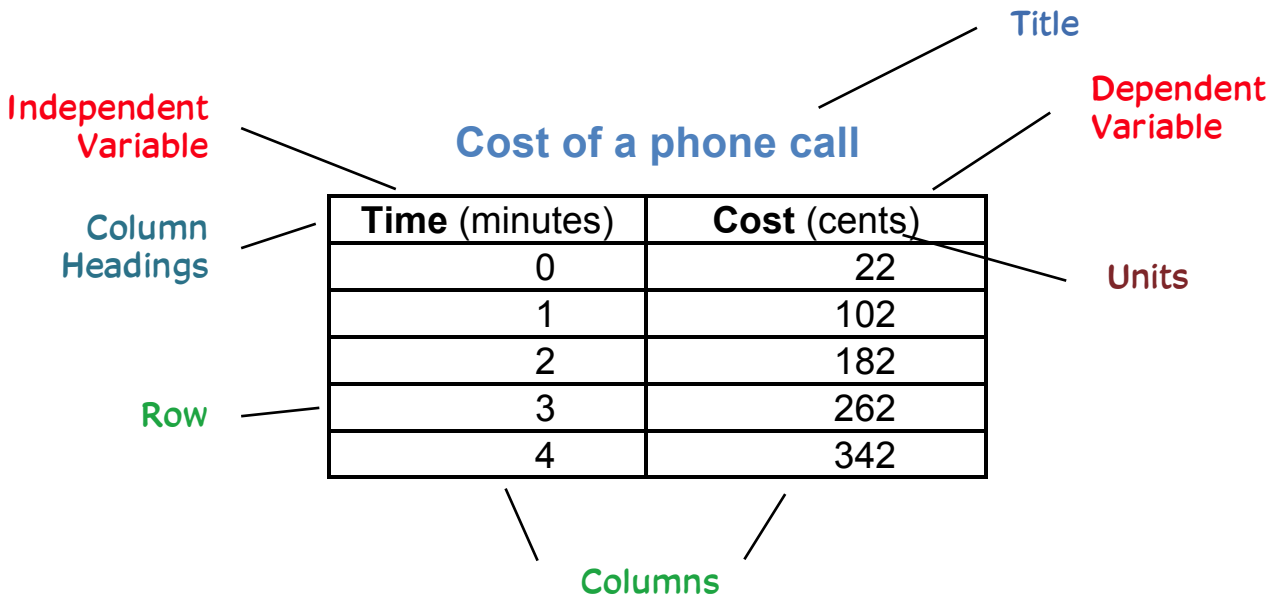
Tables

A table organises data collected in a concise and visual manner.

Features of a table



Time (minutes)	**Cost** (cents)
0	22
1	102
2	182
3	262
4	342

A **TITLE** or heading which tells you what the information in the table is about.

COLUMNS and **ROWS** which need to be drawn neatly with a ruler. The number of columns and rows depends on how many groups or types of information there are.

At the top of each column are **COLUMN HEADINGS**. These headings identify firstly the **INDEPENDENT** (information that was set before the readings were taken) then the **DEPENDENT** (what was measured) variable.

> *In the example above, the cost of the call depends on the length of the phone call, so **Cost** is the dependent variable and **Time** is the independent variable.*

The **UNITS** for any measurement needs to be placed in brackets and in the appropriate column. *For example, Time (minutes)*

Data needs to be placed in the correct columns directly below each other with all missing values recorded as zero.

Often, the rows and columns are translated forming a horizontal table. The first row becomes the independent variable and the second row the dependent variable.

Cost of a phone call

Time (minutes)	0	1	2	3	4
Cost (cents)	22	102	182	262	342

Constructing a table

① Think of a heading for your table.
(This should tell you what the data in the table is about)

② Identify the two variables (**Independent** and **Dependent**) in the data and include the units of measurement for each variable in brackets.

③ Identify how many rows and columns you need. Place the independent variable with a short title in the left column of the table. Place the dependent variable with a short title in the right column of the table.

④ Draw the table neatly with a ruler with the correct number of rows and columns.

⑤ Fill in the table with the information you have collected.

Interpreting information in a table

Read more here: http://bit.ly/interprettables

When teaching students how to identify and interpret information from tables, it is important that teachers guide students to determine the context of the table using probing questions such as:

- What is the title?
- What is the heading for each column?
- What is the heading for each row? …

Here

This will give students clues as to what the table is about and the focus of the information to:

- identify the units of measurement or types of data used in the table
- consider the date and source of the data to determine reliability
- read data and find information within the table
- use mathematical methods, such as calculating maximum, minimum, total, range, rank and averages.

Hidden

- Discuss with the class the validity of each type of calculation in light of the data presented.

Head

Teaching Strategies

- Explicitly teach when interpreting a table.
- In your teaching, make sure you present data in well constructed tables.