Logical Sequencing of Concepts

Appropriate Student Level: Any Level
Suggested Class Size: 3 – 100+
Ease of Use Rating: Easy – Moderate

Activity Description:

Students must show how the concepts would be shown in a sequence from simplest to most complex, in a hierarchical manner. This exercise is designed to demonstrate to students how concepts interrelate and build on each other and the order in which one must learn these concepts to best understand how they work. This sequence can be shown in a written or graphic format. The sequencing can be done in small or large groups of students. The 'problem' or leading concept must have sequential steps or ideas. The steps should be obvious or resources should be available to help students discover the answer on their own. By helping students understand the sequential order of why things happen may encourage a deeper understanding of the more complex concepts.

References:

Stephens, Pamela Geiger. ; Shaddix, Robin K. (2000) "Sequencing events: exploring art and art jobs." Arts & Activities v. 127 no3 pp. 52-3

Alderson, Charles; Percsich, Richard; Szabo, Gabor (2000) "Sequencing as an item type", Language Testing, 17(4) pp. 423-447

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
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