

Teaching and Assessing Graphing using Active Learning

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Abstract

As a college biology instructor, I often see graphs in lab reports that do not meet my expectations. I also observe that many college students do not always adequately differentiate between good and poor (or misleading) graphs. The activity described in this paper is the result of my work with students to improve their graphing literacy. The process has benefited from my involvement in Summer Institutes and projects designed to help faculty integrate Mathematics Across the Curriculum (MAC), engage students in active learning in biology courses and develop student self-assessment strategies.