Making connections using Table-driven analysis:
identify the important ideas,
connect ideational threads
move facts to long-term memory, &
structure your arguments

A little Learning is a dang’rous Thing;
Drink deep, or taste not the Pierian Spring:
There shallow Draughts intoxicate the Brain,
And drinking largely sobers us again.

-Alexander Pope, An Essay on Criticism, 1709
Growing/shaping your mental Model

Figure 1. Concept Maps as a Tool for Representing Mental Models

(McLauren, Vuong and Grant, “Do you know what you don’t know?”, Communications of the AIS, vo. 20, 2007 pp. 892-908.)
The discipline of the TLD technique will...

- Help you retain key ideas by helping you:
  - learn to extract key issues from readings
  - Connect key issues
  - Summarize and synthesize complex ideas
  - Move short-term concepts to long-term memory and into a conceptual framework of your making

- Provide the structure for an essay, presentation or logical argument
  - Rows are the section heads, Cell contents are the paragraph points under the topic section
  - The function of the table set the stage for an introduction paragraph
  - Then generate a conclusion synthesizing your insights
Name the table and declare it as compare or contrast

<table>
<thead>
<tr>
<th>Analytic criterion (the criteria used in making the analysis. How are you analyze across the material according to each of these criteria for analysis?)</th>
<th>1st Article to be analyzed</th>
<th>2nd article to be analyzed</th>
<th>Nth article to be analyzed</th>
</tr>
</thead>
<tbody>
<tr>
<td>... the intellectual heavy-lifting. <strong>1st criterion for analysis</strong>-by which you compare/contrast bit of the papers</td>
<td>Populate with....a short terse sentence as to how the article meets the criteria to the left</td>
<td>How does this article either support/reinforce or how does it differ from your criteria relative to the other articles</td>
<td>What, in light of the criteria, distinguishes this paper from the others you are analyzing?</td>
</tr>
<tr>
<td><strong>2nd criterion.</strong> Each should be clear, self-describing &amp; not too general</td>
<td>• be clear, concise and make the point you will develop in the essay.</td>
<td>The cell contents can be populated with quotes from the text.</td>
<td>Careful of redundancy! 1. Each row should address a discrete idea.</td>
</tr>
<tr>
<td><strong>3rd criterion</strong> Each criterion needs to be principally analytic vs. being merely descriptive</td>
<td>The cell could be populated with simple key phrases or notes or mnemonics from your reading notes</td>
<td>Do NOT leave blank cells!</td>
<td>The cell could be populated with simple bullet points you wish to make in the write up</td>
</tr>
<tr>
<td><strong>4th Factor</strong> Four or five elements are typically sufficient</td>
<td>Blank cells –say three things: 1) You don't know; 2) that there are no distinct differences or agreements; or, 3) that you have your analysis criterion at too high or too low a level of abstraction.</td>
<td>Q: So, if it is a good criterion for analytics what is one to do, especially when an article is 'silent' on an exact point?</td>
<td>A: You found the point relevant, so then interpret and infer the author's point on that criterion you have identified.</td>
</tr>
</tbody>
</table>

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Preparing an executive summary (written or oral) using Table-Driven (Compare or Contrast tables) Analysis.

1. DECLARE your table’s intent and label it.
   • is it a Comparison or a Contrast table? It can be only one or the other. COMPARE or CONTRAST the readings.
   • this requires answering one of the two following questions.
     • These readings are similar in the following ways...
     • These reading differ in the following areas...

2. Name the table
   • This provides boundary and helps focus the analysis

3. The comparing or contrasting needs to be done IN LIGHT OF and in the context of the readings and general topics being prepared for class.

4. Use the Table to structure your analysis
   • Always create the analysis table first. It is often good to include the table to your document for your and the reader’s reference.

5. Write up.
   • Write a good introduction.
     • give your reader a clear notion of what the paper will do, where it is going and a glimpse into the criteria for analysis.
     • Next, each of the following sub sections should map clearly to the table. Each first row cell is the heading of the sub section. Then each cell in the row is a paragraph typically in the essay.
     • Conclude with a good, synthesis and identification of your key take-away or decision point.