1035-K1-1043   **Penelope H Dunham*** (pdunham@muhlenberg.edu), 2400 Chew St., Allentown, PA 18104. *Show Me Your Data: Statistics for Millennials.*

To make statistics relevant and interesting for a generation devoted to updating profiles on MySpace and Facebook, I say "Use their own data as often as possible!" On Day 1, students anonymously submit data on 20+ items (e.g, eye color, height, number of CDs). We first use the list to discuss vocabulary (variable types, population/sample), sampling, and data collection issues. Then we summarize the class data for CD ownership (often outliers) and haircut cost (interesting back-to-back stemplot by gender). I enter the data in Excel and, every few days, print slips with different data sets that I use to introduce graphs, define and compute statistics, and motivate EDA. Later in the term, their data provide examples for associations (height & weight, costs of books & haircuts), probability (the birthday problem), sampling distribution of means, and confidence intervals. For hypothesis tests, I compare their data to classes in prior years or to parameters from published studies. Of course, there are issues with using class data that I must address: e.g., these aren't random samples. I believe, however, that a focus on students' own information at the beginning of a topic catches their interest and keeps them involved in the class long enough to learn some statistics. (Received September 18, 2007)