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Catherine A Matos* (catherinematos@clayton.edu), Department of Mathematics, 2000 Clayton State Blvd, Morrow, GA 30260, and **Aprillya Lanz** (LanzAR@vmi.edu). *What works? An overview of several group and individual activities implemented in Introductory Statistics.*

An overview of class surveys, Calibrated Peer Review writing, Problem-based learning and collaborative learning activities that have been used in the presenters' classrooms will be given. Class surveys have proven to be an easy way to get students interested in the class, by allowing the instructors to use data that is personally relevant to the students both in class and on assignments. Data is collected and used for in-class discussions from the very beginning. It is challenging to get students to write about their understanding of statistical concepts. Calibrated Peer Review offers the opportunity for students to write about concepts through targeted questions and then evaluate the paragraphs from their fellow students, giving them multiple exposures to a concept through several viewpoints. Problem-based learning is used to describe a learning environment where the learning is driven by problems. Teams of students were given very open-ended problems, in stages, inspired from newspaper and journal articles. Over the course of the semester, groups had to develop their research skills and use their knowledge developed from class to devise solutions to the problems. While somewhat time-consuming, the students enjoyed the challenge of the problems and found them interesting. (Received September 20, 2007)