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Dexter C. Whittinghill* (whittinghill@rowan.edu), Department of Mathematics, Rowan University, 201 Mullica Hill Rd., Glassboro, NJ 08028. *Not-Quite a Semester-Long Project for Getting Your Students to Look at Real Data That They Obtain Themselves.*

It was Cobb (1992) and contributors in "Heeding the Call for Change" who emphasized the importance of using real data in our statistics courses. Since then there have been numerous presentations at mathematical and statistical meetings about using real data, as well as presentations about labs and projects as the mode of getting students to look at real data. In my introductory and second-semester statistics courses I have successfully assigned 'short-term' labs where students have investigated real data that I provided. To have students investigate real data that they collect or obtain themselves, a semester-long, multiple deadline, team project is probably the best way to proceed. However, many of us teach four or even five sections a semester, and choreographing such a project in several sections is formidable if not impossible. Last spring I had the students in my introductory and second semester courses find data of interest to them and then do a course-appropriate analysis on that data in a two-step lab/project. I will present the good, the bad and the ugly of that successful activity, and how I plan to proceed this coming spring. (Received September 25, 2005)