

1014-X1-1639

John D McKenzie* (mckenzie@babson.edu), Mathematics and Science Division, Babson College, Babson Park, MA 02457-0310. *Two Steps Forward and One Step Back: This Kind of Implementation of the Guidelines for Assessment and Instruction in Statistics Education (GAISE) Can Ever Last.*

Implementing GAISE requires numerous steps forward and some steps back. This paper will first explain a few steps successfully incorporated into an introductory statistics course for business students. Among these are using real data of interest to students, fostering active learning through class participation and index cards, and effectively using software, such as Minitab, for analysis, both in and out of the classroom. Next some innovations which were modified or eliminated will be described. An example of the former is replacing a conceptual software package with only three applets. An example of the latter is removing a comprehensive project from the course's assessment measures. Finally, we will consider three reasons why it was necessary to back-step or not even implement some of the GAISE recommendations. First, there is a perceived need for this required course to emphasize methods and to exclude topics such as data production because it is a prerequisite for other courses. A second reason is that all sections of the course are taught with the same textbook and software, which may not be best for a GAISE course. Third, the institution may not support such innovation. Still, implementing the guidelines is a worthy task to enhance introductory statistical education. (Received September 28, 2005)