

1014-X1-1678 **Anand L. Pardhanani*** (pardhana@southwestern.edu), 806 East Dean Keeton Street, Austin, TX 78705. *Comparison of two different project-based strategies for teaching introductory statistics.*

The use of project-based teaching and assessment in introductory statistics courses is often recommended by experts, and it also provides a framework for implementing some of the GAISE recommendations of the American Statistical Association. In this work we discuss our findings from the use of two completely different project strategies in a statistics course at Southwestern University. One strategy consisted of multiple "mini" projects, each of which was relatively narrowly focused on one or two topical themes. In addition, students were given more precise guidelines regarding statistical tasks to explore and to discuss. The second strategy consisted of a single, more comprehensive, open-ended project, in which several topical themes were integrated. The emphasis was on the overall process of planning and carrying out a complete statistical investigation from start to end. Key ideas for this approach were adapted from the work of Beth Chance. Each project strategy was implemented in different sections of the same course, with the same textbook, covering the same syllabus. There were also other sections of this same course that were taught in the more traditional way without the use of projects. We will discuss the implementation issues and outcomes of this experiment. (Received September 28, 2005)