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How do we prepare today's introductory statistics students for a lifetime of consuming statistical information as reported in the media? Most of our students will never produce statistical studies or do hypothesis tests after they leave our classes. Some may see statistical analyses in a major course, and a few (in biology or psychology) may use statistics in their own research. All, however, will encounter statistics when they hear or read abbreviated media reports of polling outcomes, medical trials, surveys, and other studies. As informed citizens, they will need skills to interpret statistical reports critically. Developing those skills is one of the challenges for teachers of a modern statistics course. In this talk, I describe a set of activities to help students become critical consumers of media reports of studies. The activities combine classroom discussion with reading and writing assignments. Using a version of De Veau, Velleman, and Bock's "Six W" questions (Who, What, When, etc.), students analyze newspaper articles to determine a study's design, population, statistical analysis, outcomes, and conclusions. Activities include library assignments, comparisons of reports from different media, and a contrast of a media report with a journal article. (Received September 14, 2012)