

1106-A5-1129      **Elizabeth Brondos Fry\*** (fryxx069@umn.edu) and **Joan B. Garfield** (jbg@umn.edu). *What do we know about best practices in teaching the introductory course?*

This paper presents results from a national survey administered during summer and fall 2013. Data were collected using online versions of the Statistics Teaching Inventory (STI), as part of the larger e-ATLAS study funded by the NSF. The survey was taken by 492 instructors across 315 institutions in the United States. Four versions of the survey were given based on self-selected instructional format: (1) face-to-face class with a sole instructor, (2) face-to-face class taught in a lecture/recitation format, (3) online, and (4) hybrid. The survey contains between 63 and 67 items, depending on the version. Overall, results indicate widespread use of technology and many beliefs aligned with reform recommendations, although pedagogical methods tended to be more traditional. Results from the STI will be described and discussed according to what they reveal about pedagogical methods, curricular emphasis, technology use, assessment practices, and beliefs about teaching and learning introductory statistics. (Received September 10, 2014)