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Katherine G Johnson* (katherine.johnson@metrostate.edu), 700 East Seventh Street, St Paul, MN 55106-5000. *Inclusion of Write to Learn Activities in an Elementary Statistics Course: Are they beneficial for non-traditional students?*

Research on writing in statistics courses has shown writing is an effective tool for student's learning. A study was carried out to determine if including write to learn activities in a statistics course would benefit nontraditional students and to obtain feedback on students' perceptions of the write to learn activities. The objectives were to determine if the inclusion of writing activities improved students' ability to set up accurate hypotheses; carry out a hypothesis test; and interpret in context the results of a hypothesis test. Also, to determine if students' perceptions of their learning were impacted by the write to learn activities; and if students' perceptions of their level of statistics anxiety were affected by the write to learn activities.

The study shows an increase in the proportion of students who correctly calculate the z-statistic, and an increase in the proportion of students who interpret the results of a hypothesis test in context. The results also show the majority of students had positive impressions of the writing activities, claiming that the writing exercises were helpful in their learning. In addition, students' anxiety levels were reduced from the beginning of the course. (Received September 15, 2015)