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Robert Lee Nichols* (rob_nichols@bullis.org), 10601 Falls Road, Potomac, MD 20854. *The Effectiveness of Inquiry-based vs. Didactic Teaching Methods on Student Performance in Undergraduate Statistics.*

This study explored the impact of instructional style in the teaching of introductory statistics on students' attitudes towards statistics and on students' academic outcomes in statistics courses. Four university statistics instructors were surveyed to identify their instructional style. In addition, their students' (n=313) mean course scores and mean scores on the Learning Outcomes for Statistical Methods instrument were analyzed. Based on an independent measure of learning outcomes for students, the data indicate instructional styles that are more inquiry-based may be more effective overall for student achievement on the Learning Outcomes for Statistical Methods instrument. (Received July 19, 2017)