

1145-P5-807

**Margaret Smolinka Adams\*** ([margaret.adams@sgsc.edu](mailto:margaret.adams@sgsc.edu)), South Georgia State College, 2001 South Georgia Parkway W, Waycross, GA 31503. *Outcomes of Three Creative Math Art Projects Integrated into Undergraduate Probability and Statistics.*

Undergraduates learning statistics often portray an aura of fear, anxiety and social isolation observed by disconnectedness, reluctance to answer questions or problem-solve collaboratively. To enhance the classroom learning atmosphere and encourage more social collaborative involvement, three creative statistic art projects were developed with a social-constructivist theoretical framework and assigned for homework with easy to follow grading rubrics. All students designed their own statistics vocabulary crossword-puzzles with answers on decorated cardstock. Student pairs created large poster-size vocabulary word walls and imaginative graffiti art posters using paint, markers, glitter, and objects such as dice and marbles. Outcomes included qualitative feedback from students: therapeutic aspects of using artist tools; using their imagination; reduced math anxiety; relief from cell phone addiction; ignition of genuine interest and appreciation in statistics; enjoyment coming to class; and having learned to talk, collaborate and problem-solve with their partners. Evidence of success includes acceptable grades on the projects and in the course along; comments about life-time learning, and course ratings as positive, helpful and therapeutic. (Received September 15, 2018)