

1014-P1-27

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A three-semester effort to integrate quantitative literacy into Religion courses is described in this talk. The authors outline tentative initial efforts where they had to use fictional data. The use of fictional data was a serious limitation which was changed for the second semester along with the introduction of a set of top/bottom student poster presentations. The top/bottom posters led to a more successful integration of quantitative ideas with religion. During the third semester the authors improved the top/bottom poster process and enhanced the weaving of quantitative ideas into religion content.

Student groups complete the top of the poster by selecting data appropriate to their own concerns. A different student group designs the bottom of the poster by asking topical questions. The students create questions, conjectures and observations relative to data selected by others. This top/bottom poster procedure forces students to pose content-oriented questions and is appropriate to non-mathematical disciplines.

The reactions of students are analyzed and the presenters outline a process others interested in bringing QL to non-mathematical disciplines may find helpful. Handouts include class activities and examples of top/bottom posters will be displayed. (Received June 07, 2005)