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Leonid Khazanov* (lkhazanov@bmcc.cuny.edu), 370 Ocean Parkway, apt. 9J, Brooklyn, NY 11218, and **Annette F Gourgey** and **Frederick Peskoff**. *Addressing Students' Misconceptions About Probability in an Introductory College Statistics Course: The Instructors' Perspectives*.

Research has documented that students often hold misconceptions about probability that are not resolved by traditional instruction. This study surveyed college professors of introductory applied statistics about their views on the importance and difficulty of various probability topics, their awareness of students' misconceptions, and their opinion on how to address them in instruction. Sixty-six college instructors filled out a multifaceted questionnaire. Most instructors felt that while students' misconceptions are widespread, they are resolvable by instruction. The majority favored teacher-centered over student-centered approaches. Many were unable to rate the difficulty of correcting various misconceptions, raising the question of how much instructors had worked with them. While the majority agreed that it was possible to correct misconceptions within the time allotted to teaching probability in introductory statistics, some instructors felt that the time is insufficient. In light of reforms toward reducing probability instruction in favor of data analysis, these findings suggest the need for faculty development and for research on which probability topics are essential to understanding inferential statistics. (Received September 11, 2007)