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The use of multiple choice questions with classroom response systems can actively engage students in working toward conceptual understanding. Furthermore, the technology (handheld transmitters, receivers, proprietary software) offers the potential for immediate feedback to students and the instructor. The effectiveness of the technology use depends on the quality of the questions asked and writing good questions can be a daunting task for busy instructors. We are developing an annotated set of starter question for use in introductory statistics courses. The questions can be modified for use by individual instructors. The annotations provide explanations for correct and incorrect responses, experiences with field-testing the questions, and suggestions for instructional decisions. This presentation will offer examples of our questions and annotations, different ways that we have used the questions, and our preliminary results in terms of student learning and attitude. As with all education research, it is difficult to determine the exact causes of student performance. Even though we can't (yet?) attribute learning gains specifically to the use of the clickers, we have used the Statistics Concept Inventory as a pre-/post-test and we can discuss the gains we have seen. (Received September 13, 2007)