1125-AG-1250   **Jennifer J Kaplan*** (`jkaplan@uga.edu`) and **Kristen E Roland** (`kristen.roland25@uga.edu`). *Fostering Active Learning in Statistics: Research on Students and Graduate Teaching Assistant.* Preliminary report.

Statistical literacy is crucial to an educated citizenry and statistics has one of the fastest growing course enrollments of the undergraduate STEM disciplines. Many statistics courses are taught by Teaching Assistants (TAs). Little is known, however, about the training needs of TAs to foster active learning, a critical recommendation to improve undergraduate STEM education. Active-learning experiences were developed using underlying principles and lessons learned from similar work at NC State University. The TAs associated with the project attend weekly training sessions to prepare to facilitate the experiences in labs. The training sessions and some of the labs are observed by a researcher. In addition, the TAs provide feedback through weekly surveys and periodic focus groups. We describe the lessons learned from the first year of piloting and discuss how the lessons are being translated into revisions of the GTA training. We found that TAs appreciate time spent doing the activities as students and reviewing the content of the activities. They have difficulty connecting the activities to the content and in providing closure for the activities. We will discuss modifications in our training plans, such as sharing sample student responses to the assessment items with the TAs. (Received September 15, 2016)