1116-97-2853   **Rachel M Bates*** (`rachel.bates@redlandscc.edu`), 19112 Meadows Crossing Drive, Edmond, OK 73012. *An Exploration of A Non-Traditional Introductory Statistics Course.*

Calls for comprehensive innovative curriculum and pedagogical changes to mathematics courses and introductory statistics courses have been documented within multiple national reports during the last several decades. In recent years, research studies in statistical education aimed at the teaching of introductory statistics have emerged in the literature (see, e.g., Cobb, 1993, Garfield, 1995, Hoaglin & Moore, 1992, Moore, 1997). The essence of the introductory statistics reform movement promotes statistical literacy and quantitative reasoning rather than calculations, procedures and formulae. Although there is a plethora of research on reform based statistics, there has been little research that describes the characteristics of a problem-based introductory statistics course at the college level or on how students respond to a more conceptually-based introductory statistics course. The purpose of this study is to describe the approaches to learning statistical concepts as the student engaged in problem-based learning activities and to focus on the perceived student learning experiences and emerging statistics understanding as a result of engaging in various problem-based learning activities within the course. (Received September 22, 2015)