

1067-B1-2220 **Chris J Malone*** (cmalone@winona.edu), PO Box 5838, Winona, MN 55987, **Tisha L Hooks** (thooks@winona.edu), PO Box 5838, Winona, MN 55987, and **April T Kerby** (akerby@winona.edu), PO Box 5838, Winona, MN 55987. *Consequences of Resequencing Topics in an Introductory Statistics Course.*

Malone et al. (2010) discussed the need for the resequencing of topics in an introductory statistics course. One consequence of this resequencing is the introduction of sampling distributions which are often introduced midway through the semester and centered around normal theory methods. The research of Holcomb et al. (2010) and the attendance at a recent CATALYST workshop motivated the current approach for introducing sampling distribution and statistical inference. This approach involves the use of hands-on activities and simulations which lead to commonly known statistical tests (e.g. binomial and Fisher's exact test). These changes have improved our students' understanding of sampling distributions and the use of a p-value as a measure of extremeness. (Received September 22, 2010)