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Joan B Garfield* (jbg@tc.umn.edu), 315 Burton Hall, 178 Pleasant S.E., Minneapolis, MN 55455. *Innovation in the teaching of introductory statistics: results of a survey.*

This paper describes a survey of statistics instructors who teach in a variety of disciplines, including mathematics departments. This "Snapshot of the Introductory Statistics Course" asked a variety of questions about uses of technology, teaching methods, and student assessment; changes made or to be made to the introductory course, the impact of changes made, and views regarding reform efforts. A total of 243 people responded to the survey. Results were analyzed according to the following categories: mathematics departments in two-year colleges (n=56), mathematics departments that offer undergraduate or graduate degrees (n=91), statistics departments (n=65) and other departments (n=31). The results of this survey suggest that major changes are being made in the introductory course, that the primary area of change is in the use of technology, and that the results of course revisions generally appear to be positive, although they require more time of the course instructor. Case studies of a few innovative teachers will also be shared. (Received September 11, 2000)