

962-E1-350

Robert G Root* (robroot@lafayette.edu), Math Department, Lafayette College, Easton, PA 18042, and **Trisha Thorne**. *Service-Learning in Applied Statistics*.

Math professors everywhere strive to bring students to an appreciation of the value and import of the material they teach. This is especially important in an applied statistics course, one designed to introduce students to the basics of practical statistical thinking. The presenters have found that introducing a voluntary service project into the course is a particularly effective tool toward this end, one with a number of other positive ramifications. We describe service-learning, present our thoughts on its recent acceptance into the curriculum at large and its fit with this course. We offer an brief chronicle in the hope that the audience can discern good practice. Some observations on the applied statistics course that arise from our experiences follow, and we conclude with some thoughts on the paths service-learning could take in the mathematics curriculum more broadly. We believe that service-learning offers many unique opportunities in the teaching of mathematics, and we describe how our approach has begun to exploit those possibilities to enhance the teaching of descriptive statistics and statistical inference. (Received September 12, 2000)