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Groups have long been used to accomplish tasks in organizations and to facilitate learning in classrooms. The authors will report on an ongoing study which is designed to assess how group process variables affect the motivation of students who are working together to construct mathematical proofs. Students in a transition course were videotaped as they worked in groups. These tapes will provide the data for the study. The assumption is that group process variables affect the level of effort and persistence that group members exert on each proof. Variables such as group efficacy, cohesion, satisfaction and persistence will be measured to assess the extent to which they are related to performance. (Received September 14, 2000)