1135-J5-312   **Daniel L Reinholz*** (`daniel.reinholz@sdsu.edu`), Department of Mathematics & Statistics, Department of Mathematics & Statistics, San Diego, CA 92115. *Support mathematical proofs through peer annotations.*

This talk focuses on the application of peer assessment to the teaching and learning of mathematical proof. Students in an analysis course annotated the work of their peers and revised their work based on feedback received. This structured review process was based on Peer-Assisted Reflection (PAR), a process previously used for mathematical problem solving. Students used a modified version of two-column proofs for the PAR process, and also applied this structure to their other proofs in the class. Analyses showed that this structure afforded students opportunities to engage in a variety of practices related to proof comprehension. Student conversations further indicated that students were still grappling with a number of proof-related ideas that one would normally take for granted in advanced courses. Finally, this process afforded students with agency, helping to make the proof process feel more personal. This contrasted their prior experiences of feeling alienated by proof-based courses. (Received August 22, 2017)