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Aubrey Kemp* (akemp2@csu.edu). *Promoting Reading Comprehension of Proofs in Undergraduate Mathematics.*

Since Fall 2016, a group of mathematicians and mathematics educators from two large universities in the United States have implemented educational-research-based methods for teaching and assessing learning of proofs in undergraduate mathematics. Using a framework proposed by Mejia Ramos et. al (2012) that describes an assessment model for proof comprehension, multiple activities, worksheets, and surveys were developed. These materials were given to students in introduction to proof courses and other selected upper level math courses such as Linear Algebra, Analysis I and II, etc. These activities and the responses from students were analyzed and some interviews were conducted with a subgroup of students. In this presentation, the framework that is used to assess proof comprehension is described, examples are provided of how this research group is using the framework to facilitate student learning, and some results and implications will be presented that have emerged from this collaboration. (Received March 02, 2020)