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Assessing and Improving Learning in an Introductory Proof Course

A required course for most mathematics majors at UBC is “MATH 220 – Mathematical Proof.” This course is intended to provide students with fundamental proof skills, including knowledge of the different types of proof and the ability to compose these so that they are clear, concise, correct and complete. However, performance in this and in subsequent courses suggests that the learning achieved is less than desired and that transfer of key skills to other contexts is not achieved. I will present our attempts to study and improve learning in this course and seek input from the audience about innovative methods that may be used in the future.