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Incorporating student-perspective resources into a proofs course

The Mathematical Proof course at UBC is known amongst students to be a particularly challenging course, since many will have their first encounter with writing proofs. The main goal of our project was to bridge the gap between the perspective of the instructor and that of students currently in the course. This was achieved via the creative input of undergraduate student collaborators who had succeeded in the course in the past. As a team of student-faculty collaborators, we observed that the approach of building student intuition by discussing common misunderstandings and errors is sometimes underserved in mathematical materials, and we sought to redress this balance. This is a joint talk with Nia Tzvetkova.