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**CHRISTOPHER EAGLE**, University of Victoria

*In-class formative assessment in proof-heavy courses*

Low-stakes formative assessments are a common feature of many lower-level mathematics courses. In proof-intensive courses, such assessments are less widespread. In this talk I will share some of my successes (both intentional and unintentional!) at incorporating collaborative in-class exercises into my proof-heavy courses. While designed as learning opportunities for the students, these exercises have also provided me with useful insight into unexpected sources of confusion for my students. I will describe some of the features that my more successful exercises have had in common, as well as student feedback about the inclusion of these exercises. Examples will be drawn from an upper-level linear algebra course and an introductory real analysis course.