METHODOLOGY

Conducted a teaching experiment in two one-year, discrete ructures undergraduate courses (n=70) emphasizing mathematical oof. Participants were math or computer science majors.

Class sessions were videotaped and small groups were audiotaped.

Written data were collected from students throughout the year in
e form of (1) pre-, mid-, and post-tests on studentsʼ proof nstructions, (2) written class work and exams, (3) online journal signments on proofs, and (4) individual interviews.

Data and Participants

nalysis

rrently, analysis has focused on transcripts of teacher and student