

Departmental Colloquium

A Collaborative Evolution to Studying the Development, Implementation, and Impact of a Student-Centered Introduction to Proof Course

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Abstract: An "introduction to mathematical reasoning" or "Transition to mathematical proof" course is widely offered as an essential part of the undergraduate mathematics curriculum at most institutions of high learning. The importance of such a course cannot be overstated, as the concepts and skills learned in this course are foundational to any subsequent mathematics course. However, research suggests that undergraduate students continue to struggle understanding the function of mathematical proof and proving. This talk will report on the journey to a currently NSF-funded project examining the impact of a student-centered Intro to Proof course. I will detail both the empirical research work and the course design work that went into informing and influencing the current project.

Friday, April 8 at 3:00 PM in Zoom