IN ADVANCED MATHEMATICS COURSES, STUDENTS SPEND A SUBSTANTIAL AMOUNT OF TIME READING PROPOSITIONS AND THEIR PROOFS. YET RESEARCH SUGGESTS THAT STUDENTS OFTEN LEARN LITTLE FROM READING THESE PROOFS.

1. WHAT DOES IT MEAN TO UNDERSTAND A PROOF AND HOW CAN THIS UNDERSTANDING BE ASSESSED?

2. WHY DO STUDENTS HAVE SO MUCH DIFFICULTY UNDERSTANDING A PROOF?

3. WHAT STRATEGIES SHOULD STUDENTS USE WHEN READING A PROOF TO FACILITATE COMPREHENSION?

4. WHAT BELIEFS DO STUDENTS HOLD ABOUT THEIR RESPONSIBILITIES IN PROOF READING?

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