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**Christina Starkey\*** ([c.starkey@snhu.edu](mailto:c.starkey@snhu.edu)), School of Arts and Sciences, 2500 N. River Rd.,  
Manchester, NH 03106. *Reflective Journaling as a Tool to Support Learning Mathematical Proof.*

This presentation will discuss a study that investigated how reflective journaling supported students' transition to advanced mathematics and learning to prove in an Introduction to Advanced Mathematics course. Students submitted weekly journal entries that were composed of unstructured prompts and structured, proof-related prompts. Students' reported benefits from the journals were coded using Borasi and Rose's (1989) classification of student benefits from journaling in mathematics, and their journals were coded according to Raman's (2003) framework of ideas about proof writing. In the unstructured journals, students demonstrated primarily therapeutic, problem solving, and content benefits. However, students reported experiencing mostly problem solving and content benefits, as well benefits related to dialoguing with the instructor. There was a significant positive correlation between the number of journals completed and course grade. Over half the students felt the journals influenced their learning to prove by helping them pin down their understandings and write about proof ideas in their own words, which they then connected to the more formal writing in their proofs. (Received July 17, 2017)