Satish C. Bhatnagar* (bhatnaga@unlv.nevada.edu). Making Proofs Palatable!

This paper is about the following three pedagogical features pertaining to the teaching of proofs: 1. VIDEO. In the first week, students are encouraged to watch the Mathematical Mystery Tour and submit its critique within a week. The video has beautiful narratives on what proof in mathematics is, verification not being a proof, and the types of problems mathematicians tackle. Not even a single student has ever felt that his/her time was wasted in watching it. On the contrary, they are wowed and inspired. 2. LET US DO IT. In the class, students are actively engaged in the writing of short proofs of the statements. The Document Camera lets me write my proof in a way that students cannot see it. After a few minutes, I project my proof on the screen for the students to see and compare. I check the proofs of a couple of students. They are urged them to re-do these proofs without looking at the class notes - in the comfort of their study, preferably on the same day. 3. PEER LEARNING. The i-gadgets have been creating both physical and psychological isolation amongst the humans. Therefore, before any peer learning begins, the students have to speak with each other! This is inculcated by team quizzes given once a week. Also, study groups are encouraged for doing homework too. (Received September 17, 2019)