

Student Perspectives on Mathematics Writing Assignments

Todd Cadwallader Olsker, California State University, Fullerton



Todd Cadwallader Olsker is an assistant professor at California State University, Fullerton. Cadwallader Olsker's research focuses on undergraduate students' understanding of mathematical reasoning, particularly on their understanding of mathematical proof.

Abstract

AMATYC's document, *Crossroads in Mathematics*, encourages mathematics faculty to "foster interactive learning through student writing," among other activities in its section on standards for introductory college mathematics. However, as Meier and Rishel (1998) point out, these student writing assignments must be carefully designed in order to successfully foster student learning and engagement. Without a connection to the class material, a writing assignment will be less en-gaging to students and will be less successful in achieving an increase in student understanding.