

1067-V1-1998

Hortensia Soto- Johnson (hortensia.soto@unco.edu), CO, **Sarah Rozner*** (sarah.rozner@unco.edu), CO , and **Kristin Noblet** (kristin.noblet@unco.edu), CO.

Comparing geometry curriculums: The impact on pre-service elementary teachers' pedagogical content knowledge. Preliminary report.

To gain an understanding of how pre-service elementary teachers understand geometry content, pedagogy, and PK-8 geometry curriculum we compared two different curriculums that four instructors implemented over six sections. We conducted a mixed method study in order to explore this phenomenon. All six instructors implemented a pre-test and administered common questions on their final exams, which allowed for a comparison across instructors and curriculums. Additionally, some students participated in interviews in order to triangulate our findings and gain insight into these pre-service teachers understanding of their PK-8 pedagogical content knowledge in geometry. This will be a preliminary report of our findings. (Received September 22, 2010)