

1084-97-186

**Timothy C Boester\*** ([timothy.boester@wright.edu](mailto:timothy.boester@wright.edu)). *An example of using action research to help a pre-service teacher study pedagogical content knowledge.*

Pre-service secondary teachers tend to not see many connections between the mathematics courses required to earn a baccalaureate degree and the comparably brief investigation of the pedagogical knowledge necessary for high school math instruction. One way to alleviate this problem is to view college education not as a place where students only acquire factual information, but instead as a place where students can practice learning. By providing experiences for undergraduates as researchers, both in mathematics and in mathematics education, teachers will have the tools to continue learning once they reach their own classrooms. This alleviates the intractable problem of covering all the content and all the pedagogy necessary for teaching. This paper presents the details of an action research project, focused on promoting understanding of absolute value in an eighth grade classroom, conducted with a pre-service high school math teacher. The experiences of carefully considering how students might conceptualize absolute value, reading the relevant literature, designing an activity, implementing it in a classroom, and reflecting upon the results model the desired future behavior of a secondary teacher. (Received August 31, 2012)