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Laurie A. Dunlap* (dunlap1@uakron.edu), The University of Akron, Mathematics Department, College of Arts and Sciences, Akron, OH 44325-4002, and **Antonio R. Quesada** (aquesada@uakron.edu), The University of Akron, Mathematics Department, College of Arts and Sciences, Akron, OH 44325-4002. *The Preparation of Secondary Mathematics Teachers on Nontraditional Content, Tools, and Methods, Which are Facilitated by Technology- Part II.*

For the last five years we have studied how hand-held graphing technology (HHGT) is being integrated in the teaching and learning of mathematics. Our ultimate goal was to determine if we are we preparing our pre-service secondary teachers to properly use the capabilities that hand-held graphing technology (HHGT) provides. To answer this question, we first established criteria on how the integration of HHGT, without CAS, expands the depth and breadth of the study of mathematics at the secondary level. We have looked at concepts, mathematical tools, representations, and problem solving approaches being taught beyond traditional secondary mathematics, as well as to didactical methods that technology facilitates and research favors. In this presentation we will share some of the results obtained from a workshop for inservice secondary mathematics teachers over discrete mathematics and statistics. This will include a discussion of the content, test results, and pedagogical strategies. (Received September 04, 2012)