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**Kathleen M Clark\*** ([kclark@fsu.edu](mailto:kclark@fsu.edu)), School of Teacher Education, 1114 West Call Street, Tallahassee, FL 32303. *The contributions of a history and philosophy of mathematics course on undergraduate students' mathematical thinking*. Preliminary report.

This talk presents initial findings from a research study conducted in 2012 in which the contributions of a history and philosophy of mathematics course on the mathematical knowledge of undergraduate students were investigated. The primary research question was: In what ways does the study of the history and philosophy of mathematics change undergraduate students' mathematical thinking about "essential" mathematics concepts? Although research exists that describes how history of mathematics contributes to the development of mathematical knowledge for teaching, it is also of interest to examine the potential impact of a history of mathematics course on the more general undergraduate population. The present study employed mathematical task interviews with four participants (two mathematics majors, two non-mathematics majors), both pre- and post-instruction, on the topics of the complex number system, the concept of infinity, and the axiomatic structure of mathematics. Initial analyses indicate positive impacts on the students' mathematical knowledge and that comparisons among different undergraduate majors may reveal opportunities for future research. (Received August 10, 2013)