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Mark L Daniels* (mdaniels@math.utexas.edu), University of Texas - Austin, 1University Station G2550, Austin, TX 78712. *What is the effect of implementing a content/methods Calculus I course into a university science and mathematics secondary teacher preparation program?* Preliminary report.

A preliminary report will be presented concerning the results of a study conducted at the University of Texas that explores the possibility of creating effective content/methods mathematics courses out of pure content mathematics courses in the mathematics or science major degree plans. These courses would be taken by mathematics and science majors who also seek secondary teaching certification. The content/methods course would be designed to both enhance content knowledge and further build the pedagogical content knowledge of the preservice student.

The research question was, "Is there a statistically significant difference between the achievements as measured by grades of students taking the Calculus I content/methods class versus a representative group of students taking the normal Differential and Integral Calculus class in the next mathematics course (Multivariable Calculus) taken in the degree sequence?" The results of the study could contain broad implications for the planning of preservice teacher preparation programs. (Received May 04, 2006)