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In spring 2015 the authors taught an intensive seminar for undergraduate students preparing to teach secondary mathematics, which addressed the transition problem from school to university mathematics by making students aware of concept-changes in mathematical history. In this presentation the authors will first briefly introduce a theoretical framework, which relied on the thesis that broaching the issue of differing natures of school and university mathematics will support students in overcoming the transition problem. The focus of the presentation is to share results of qualitative analysis of several data sources collected during and after the seminar, including surveys, participant interviews, and participant essays. The data analysis and construction of six case studies (developed from the 20 seminar participants) revealed that students who were able to actively reflect on their own beliefs might be more likely to succeed in bridging the gap between school and university mathematics. We conclude with implications for mathematics teacher preparation programs with an emphasis on particular uses of history of mathematics within mathematics teacher preparation programs. (Received September 18, 2015)