Whereas a strong conception of function is important to the study of much of undergraduate mathematics including calculus, it is particularly significant for prospective secondary mathematics teachers (PSMTs). Research studies indicate that practicing teachers’ conceptions about and experiences with function influence how they teach function. Although various studies describe function conceptions of undergraduate students and teachers, there is limited research on changes in PSMTs’ function conceptions. This study draws on Tall and Vinner’s (1981) concept definition and concept image as a theoretical framework to investigate how seven PSMTs’ function concept images evolved after ten weeks of engaging in research-based tasks designed to elicit function related cognitive conflicts. We collected individual, open-ended, task-based, pre- and post-interviews designed to evoke components of PSMTs’ function concept images. Using thematic analysis methods on pre- and post-interviews, we identify and compare aspects of their function concept images. We discuss identified aspects including beliefs about function and equation, non-numerical functions, function and graphs, and the vertical line test. We also discuss how their course experiences may have influenced their concept images. (Received September 12, 2019)