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The presenters, three mathematicians and two mathematics educators from four different schools, are involved in an on-going project designed to deepen our understanding of how students learn to construct proofs. We have developed a collection of think-aloud videos of students working in groups to prove theorems for use as case-studies in transition courses, with the theory that students' proof-skills will improve through reflection on students in the video. Qualitative data on use of these video-case studies in classrooms includes videos of classroom use, individual and group interviews with teachers and students, written records of student work, and video records of discussions among the research team. The presenters will show one of the case-study videos and report on what they have learned about the use of this video as well as the videos in aggregate. (Received September 12, 2008)