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Laura R. Van Zoest* (laura.vanzoest@wmich.edu), Department of Mathematics, 5248, Western Michigan University, Kalamazoo, MI 49008-5248. *Developing preservice teachers' understanding of linearity.*

Research on the use of videocases in mathematics teacher education has documented a number of positive outcomes in terms of teachers' focus on student thinking, consideration of multiple interpretations of classroom events, use of evidence, ways of reflecting on classroom events, and abilities to unpack familiar mathematical ideas and accurately analyze student thinking. This session focuses on what preservice teachers learn about linearity from using a videocase curriculum centered on linear functions in a mathematics methods course. Findings from analyzing preservice teacher written work and class discussions from this course will be shared and used as the basis for a discussion about the extent to which what the preservice teachers are learning contributes to the mathematical knowledge they need for teaching. (Received August 26, 2008)