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José María Menéndez*, Department of Mathematics and Statistics, PO Box 6942, Radford, VA 24142, and **Laura Jacobsen**. *Development of the appreciation of mathematics via teaching mathematics education for the public interest*. Preliminary report.

In this presentation we will share preliminary results from a study on how pre-service teachers (PST) for elementary and middle school react to a semester long course in mathematics for the social analysis. In particular, we will focus on identifying the most influential components of the course that change students dispositions and what perceptions of teaching and learning mathematics are affected and how. Preliminary results point at progress made in PSTs' (a) understanding of how to integrate mathematics and social issues, (b) appreciation for mathematics as a tool to understand “non mathematical” problems, and (c) a sense of agency to create mathematical learning opportunities that students will find interesting and relevant. A brief explication of the course syllabus and its placement in the context of the students' plan of studies will precede the research itself and the findings discussion. (Received September 17, 2010)