

This summer I have the privilege of working with Joyce (Ju Hye) Park, a peer-student, and Hyunyi Jung, a professor in the Department of Mathematics and Statistics. We have been working on a research project called “Pre-service teachers’ views on their opportunities to learn about algebra.” This project aimed to investigate opportunities that preservice mathematics teachers remember from their teacher education program in terms of learning and teaching algebra.

Our research team reviewed several research articles about algebra learning and teaching, opportunities to learn, and teacher knowledge. We also analyzed transcripts of interviews about algebra in five teacher education programs conducted with 10 groups of pre-service teachers (PSTs) by looking at different aspects of each line and coding these aspects in a spreadsheet. After individually and collaboratively analyzing the data, we are reporting patterns and narratives describing similarities and differences in PSTs’ opportunities. Currently, we are writing a research paper aimed to submit it to a peer-reviewed journal, *Mathematics Teacher Educator*.

The work I have been doing this summer has shown a type of mathematical research. I hope to do more research in the future, so seeing what mathematical research could look like has been helpful. I have also been able to improve my skills of working with others. Writing a paper with other people takes good communication and teamwork. I am thankful that I have been given this opportunity.