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**Elementary education pre-service teachers' development of mathematics technology integration skills in a technology integration course.**

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Summary: Preparing pre-service teachers to effectively integrate technology in the classroom requires rich experiences that deepen their knowledge of technology, pedagogy, and content and the intersection of these aspects. This study examined elementary education pre-service teachers' development of skills and knowledge in a technology integration course that focused on the design of technology-rich instruction and selection of technologies with no focus on mathematics content and mathematics pedagogies. Inductive qualitative analyses of pre-service teachers' lesson plans and unit plans indicate that all pre-service teachers demonstrated knowledge of technology in which the technology aligned with higher-order thinking skills. Further, although mathematics pedagogy and content were not addressed in the course, students' work reflected evidence of growth related to technology integration skills. Implications for the design of instructional design courses and teacher education programs are provided.

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