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Kedar M Nepal* (knepal@math.okstate.edu), 401 MSCS, Oklahoma State University, Stillwater, OK 74078. *An Investigation of Mathematics Graduate Teaching Assistants' Teaching Philosophies*. Preliminary report.

This is an investigation of the evolution of beginning mathematics graduate teaching assistants' teaching philosophies. Three teaching philosophy statements from each participant were collected at different stages of a semester long course 'Seminar and Practicum in the Teaching of Collegiate Mathematics' in the fall 2012 semester; this course was designed as a pre-service preparation program for graduate teaching assistants (TAs). The participant TAs did not teach or assume any other TA duties during the semester. The teaching philosophy statements were coded and then two follow up interviews were conducted with each participant after they began to teach and assume other TA duties. The first and second round interviews were conducted during the summer 2013 and the fall 2013 semesters, respectively. Principal elements found in their teaching philosophies and how their philosophies evolved over time during the pre-service and in-service phases will be discussed. The factors that influenced the teaching assistants' beliefs and their evolving teaching philosophies will also be discussed. (Received September 10, 2013)