Jimmy Edward Miller* (jmille54@utk.edu), 1317 Chatam Ridge Lane, Knoxville, TN 37932.


The purpose of this study was to determine significant similarities and differences among post-secondary mathematics instructors with a focus on how they teach and engage students in learning mathematics. Prior research confirms that some of the similarities and differences among post-secondary mathematics education practices fit within categories that include teaching preparation, academic background, and cultural issues. Therefore, the study sought to explore these characteristics and to possibly identify others, with the intention of improving the overall effectiveness of mathematics teaching at the post-secondary level. Data were collected from a sample of post-secondary mathematics instructors through a screening survey and narrative interviews in order to answer the following questions: What are the similarities and differences among the teaching philosophies of post-secondary mathematics instructors? What are the specific teaching practices identified by post-secondary mathematics instructors as critical to the teaching and support of students learning abstract mathematics? How do the teaching philosophies of post-secondary mathematics instructors influence their teaching practices which are used to teach and support students learning abstract mathematics? (Received September 08, 2019)