

Obstacles to Teacher Education for Future Teachers of Post-Secondary Mathematics

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The purpose of this study was to uncover issues and difficulties that come into play as mathematics graduate students develop their views of their roles as university teachers of mathematics. Over a six-month period conversations were held with mathematics graduate students exploring their experiences and perspectives of mathematics teaching. Using hermeneutic inquiry and thematic analysis, the conversations were analyzed and interpreted with attention to themes and experiences that had the potential to influence the graduate students' ideas about and approaches to teaching. Using Lave and Wenger's notion of legitimate peripheral participation, themes that are explored in this paper are the replication of mathematics teaching practice and identity, and resulting feelings of resignation. It is hoped that this research will contribute to the understanding of teaching and learning in post-secondary mathematics as well as provide guidance in structuring post-secondary teacher education in mathematics.