

Differences in Beliefs and Teaching Practices between International and U.S. Domestic Mathematics Teaching Assistants

International Mathematics Teaching Assistants (MTAs) and U.S. domestic MTAs are an indispensable part of mathematics departments regarding teaching a substantial portion of undergraduate students. Because MTAs' beliefs are significant to their pedagogical methods, this study examines the contrast between international and U.S. domestic MTAs' beliefs and teaching practices. This research aims to answer the following questions: 1) What are the differences in beliefs and teaching practices between international and U.S. domestic MTAs? and 2) How are MTAs' different teaching practices shaped by their beliefs? The goals of this study are to help understand international and U.S. domestic MTAs' different approaches to education. The results indicate significant differences between the two groups centered on how they taught students to understand definitions and problems and how they motivated students to learn mathematics. The findings also describe MTAs' beliefs in relationship with their teaching practices.

Keywords: U.S. domestic mathematics teaching assistants (MTAs), international mathematics teaching assistants (MTAs), beliefs and teaching practices