

1135-J5-682

Thorsten Scheiner* (t.scheiner@auckland.ac.nz). *On the dialectic of extracting meaning and ascribing meaning.*

Previous research in mathematics education has distinguished between various forms of mathematics cognition, often contrasting between processes of extracting meaning from mathematical objects and processes of ascribing meaning to mathematical objects. The purpose of this presentation is to argue that such dichotomist views cannot adequately address the complex emergence of evolving forms of meaning. A new theoretical framing is discussed that acknowledges mathematics cognition as entangled processes of extracting meaning and ascribing meaning. (Received September 12, 2017)