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**Instead of the circle ... what?**

Saézn-Ludlow, Adalira (ed.) et al., Semiotics as a tool for learning mathematics. How to describe the construction, visualisation, and communication of mathematical concepts. Rotterdam: Sense Publishers (ISBN 978-94-6300-336-0/hbk; 978-94-6300-335-3/pbk; 978-94-6300-337-7/ebook). Semiotic Perspectives in the Teaching and Learning of Mathematics Series 3, 127-153 (2016).

Summary: Using a semiotic perspective based on Peirce's triadic sign theory, we try to capture part of the complexity that teacher and students encounter during the transition from an empiric procedure used to solve a geometric problem to a mathematical procedure needed to validate the construction, within a theoretic system for Euclidean geometry.

*Classification:* E40 C30 G40 F50

*Keywords:* Peirce; semiotics; signs; Euclidean geometry; circle; length measurement; line; real numbers; contextualization

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