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Coping with Coercion in Logic

The ability to make a logical inference is at the heart of mathematical experience. However, a personal reasoning does not always follow the rules of formal logic. In this study we focus on the responses of one participant to scenarios involving coercive logic (the construct will be defined and exemplified). This allows us to take a detailed look into what guides and what influences the participant's approaches to various scenarios. I will argue for the relevance of coercive logic to mathematics education, in particular, in exploring mathematical reasoning of students.