

---

**DAN KRAUSE**, University of Saskatchewan  
*On Assigning Meanings in Mathematics Education*

There are two broad categories of mathematics taught in school that differ in how meaning is assigned to them by researchers of mathematics. Mathematics that are discovered which possess inherent meaning, and mathematics that are collectively decided upon, i.e. decided meaning. Both inherent and decided meaning become the assigned meaning in the field, as determined by mathematics researchers. In contrast, researchers of mathematics education have additional factors to contend with as meanings are discovered, decided, and assigned within mathematics education. As math education researchers engage in both theoretical and empirical research within the field, particularly, external groups, organizations, and narratives have an influence on the process of assigning meaning to the discoveries and discussions in mathematics education. This talk will discuss the assignment of meaning in mathematics education and examine how some of the external influences are shaping the meaning of concepts in the field of mathematics education.