

Examining a Students' Resource for Reconstructing the Limit Concept at Need: A Structural Abstraction Perspective

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This presentation examines a student's learning of the limit concept of a sequence compatible with his strategy of making sense, through which the structural abstraction framework evolves and is further refined. The attention is focused on a student's generic representation of the limit concept that allows him to generate meaningful components specific to particular contexts. Further, a sketch of the basic ideas of structural abstraction is given, and the use of the generic representation as a resource to reconstruct the meaning of the concept at need is discussed. Additionally, the importance of structural abstraction for learning mathematics is elaborated.