

Semiotic approaches to the teaching and learning of mathematics have often made reference either to Vygotskij or to Peirce - depending on whether they were more psychologically or more philosophically oriented. The seminar will first focus on a comparison between Peirce and Vygotskij and their specific contribution to a semiotic perspective on learning. It is concluded that while the applications of Peircean ideas are well documented in educational theory and research, the impact of Vygotskij is still waiting get the attention it deserves. Starting from his famous example of the development of the pointing gesture, a critical appraisal of Vygotskij's contribution is given. His approach is taken up by recent studies on shared intentionality in evolutionary anthropology done by Michael Tomasello. In closing, it is sketched what can be gained for educational thinking from the reappraisal of the fundamental importance of shared intentionality.