1116-VK-1876 **Geillan Dahab Aly*** (geillan@email.arizona.edu). *Goals and Conflicts in a Computer-Centered Mathematics Class.*

Too often, students in mathematics classes are directed to focus on final answers of a problem rather than conceptual understanding, or deriving mathematical theorems and formulas. Some students learning goals may not be focused on getting answers but on understanding. This paper presents the case of a remedial-level mathematics student in a community college. The class limited mathematical agency but provided enough student agency where students could focus on their definition of learning. The class' didactic approach regulated solution methods, answers, and opportunities to demonstrate learning. This limited the mathematical agency of students by giving them problems with limited entry points, requiring multiple-choice or short answers with no consideration given to students' written work. However, the course gave students enough flexibility to work at their own pace. As such, while students could study when, where, and as much as they wanted, WHAT they studied and what they had to do to succeed was quite narrowly defined. This paradox of limited mathematical agency and unlimited student agency provides a setting where students who focus on understanding can do so even if the priority is correct answers. This tension is explored using goal theory from educational psychology. (Received September 21, 2015)