



TSG 50

MATHEMATICS EDUCATION IN AND FOR WORK; CONTINUOUS MATHEMATICS EDUCATION INCLUDING ADULT EDUCATION

The Organizing Team

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Topic study group 50 at ICME-14 aims to bring together researchers, practitioners and policy makers for the exchange of ideas and knowledge with regards to two related themes: mathematics in and for work, and continuous mathematics education including adult education¹. These two themes are often related and TSG 50 combines them to consider mathematics education from the *different contexts* of where mathematics is either related to work or other important aspects in the lives of adults.

TSG 50 focuses on *lifelong mathematics learning* and is concerned with mathematics education that takes place in *formal education settings*, such as formalised adult education; *semi-formal settings*, such as part of vocational education organized for example by employers or by workers' associations; and *informal settings*, that may be part of the daily activities of adults in and outside work.

TSG 50 views *mathematics* to be inclusive of the formal academic discipline of mathematics and mathematical processes such as modelling and problem solving in addition to many other informal forms of quantitative and spatial reasoning that arise in a wide range of settings and situations.

The study group will mainly focus upon empirical, theoretical and methodological issues related to combinations of themes, and also questions like:

- How is mathematics embedded in out-of-school practices; what is this mathematics like and how is it learned?
- What can formal education learn from ‘out-of-school mathematics’?
- How can we understand and describe mathematical competence for adults; how can we use various kinds of assessment to understand such competence; and which cultural and political questions are involved in the ways of analyzing adult mathematical competences and in the uses of different kinds of assessment?
- What mathematics do people currently learn in preparation for work and/or in adult education; how could/should this be improved?
- How is mathematics/numeracy valued in different societies, and how do cultural and social values structure adult’s numeracy practices?
- How does mathematics learning meet people's mathematical needs in work and other domains of their lives?
- How can technologies impact lifelong mathematics learning of adults?

As a lively forum for learning and networking, TSG 50 will involve different modes of exchange, including oral presentations, posters, workshops and discussion and invites contributions emphasizing different theoretical perspectives.

ⁱ The term “adult education” is used to indicate that the focus of learning is on content that is usually learnt in compulsory schooling