

## BEYOND FINANCIAL LITERACY AND FINANCIAL MATHEMATICS: CONCEPTUALIZING FINANCIAL NUMERACY

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### Short description of the Workshop Groups: organizers, aims and underlying ideas

This workshop aims to engage participants in an inquiry-based environment to conceptualize the role played by mathematics education in regard to financial literacy both **in elementary and secondary schools**. Our main goal is to introduce a conceptual framework that allows researchers and teachers to move beyond financial literacy and financial mathematics. The international efforts to incorporate financial literacy in schools have also penetrated the community of mathematics educators in several countries (Savard & Cavalcante, in press; Savard, Cavalcante, Turineck & Javaherpour, 2020; Caprioara, Savard & Cavalcante, 2019; Savard, 2018; Sawatzki, 2017, Bansilal, 2016), however the role played by mathematics in this topic has been undertheorized, leaving practitioners without proper support to integrate these concepts in mathematics classes.

The concept of financial numeracy refers to the intersection of mathematics and everyday practices in the realm of finance (Camiot & Jeanotte, 2016). In that sense, it comprises more than simple arithmetic operations in financial contexts (a role that has been proposed by scholars in the field of financial literacy). We believe that financial numeracy involves the wider scope of mathematical concepts, tools and procedures instead of referring to financial mathematics (which is a specific subfield of applied mathematics). In this workshop, participants will define their vision of the role played by mathematics educators in regard to the teaching of financial numeracy by exchanging their thoughts, categorizing tasks and by analysing some data.

### Planned structure:

Planned timeline	Planned activity	Working format /Responsible person
15 minutes	Introduction + Developing a shared vision of financial numeracy	Participants will identify some links between financial literacy and mathematics education. They will answer questions about their motivation and understandings of financial numeracy.
20 minutes	Comparing and contrasting financial tasks	Participants will be presented with financial tasks that portray money in different ways. In groups (elementary and secondary schools), they will find similarities and differences between these tasks and identify the mathematics and financial literacy.
15 minutes	Moderated discussion of the findings	The presenters will moderate a discussion on the findings from participants' group discussions.
15 minutes	Presentation of a theoretical framework	The presenters will present their conceptual framework. They will also provide some readings for

		participants to be familiarized with the notion of financial numeracy.
15 minutes	Critical discussion on financial numeracy in schools	Participants will have the opportunity to share their concerns, challenges, perspectives and experiences regarding financial numeracy in schools around the world.
10 minutes	Conclusion	We aim to create a community cantered around financial numeracy internationally. We will share resources and contact information for expanding these financial numeracy ideas.

**Venue requirement:**

*Indicate the requirement of the venue capacity and facilities here.*

*It can be written in English or Chinese.*

*We will use ZOOM, because the presenters will all by online.*

**References**

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