

CERME 14: Thematic Working Group 07
Mathematics for Work, Society and Personal Development: Lifelong Learning

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Scope and focus of the Working Group

The domain of Mathematics for Work, Society and Personal Development: Lifelong Learning studies the breadth and depth of mathematical challenges that people of all ages face in a wide array of contexts. These contexts can be at home, in workplaces, in vocational education, in adult education (e.g., evening classes and prison education), in leisure activities, when coping with digital technology and media, and so forth. Throughout their lives, people encounter mathematical challenges for a variety of reasons, such as making informed decisions regarding personal finance and health, quality control in workplaces, or debates on global issues. The challenges can lead to vulnerability, frustrations, or avoidance, but also to finding ways of overcoming barriers. TWG-07 concerns mathematical literacy, numeracy, critical mathematics education, using mathematics productively and reflectively in different environments, mathematics in and for work, large-scale surveys about mathematics for work and society (e.g., Programme for the International Assessment of Adult Competencies, PIAAC), and teaching and learning mathematics with adult learners (e.g., curriculum, pedagogy, and didactics).

Call for papers and poster proposals

TWG-07 welcomes papers and poster proposals describing empirical, theoretical, critical, methodological or developmental research. We invite papers and posters that address, but are not necessarily limited to, the following foci: challenges that people face in learning and using mathematics; motivation of adults in the learning of mathematics; qualities in approaches when using mathematics in out-of-school settings; intergenerational learning of mathematics; mathematics needed in and for work; mathematics in vocational education; frameworks and assessments of adults' mathematics and numeracy levels (e.g., Common European Numeracy Framework, CENF); policies to enhance numeracy levels across society; theoretical approaches and methodological frameworks suited for mathematics education beyond compulsory education as well as the relationship between specific types of mathematical literacies (e.g., financial, computational, statistical, and techno-mathematical literacies, and numeracy).

Papers and poster proposals *must use the CERME template*, and conform to the guidelines at <https://www.cerme14.it/>. CERME 14 uses an electronic submission system <https://www.conftool.pro/cerme14/>. The authors submit the initial version of their paper on the website (uploading it both as a .doc and a .pdf file, and providing the required information, in particular the TWG number).

Reviews and decisions

Each paper will be peer-reviewed by two persons from among those who submit papers to this TWG. Please expect to be asked to review up to two papers yourself. The group leaders will decide about the acceptance of posters.

Important dates

- See www.cerme14.it/ for important dates