

## **CERME 11: Thematic Working Group 07 Adult Mathematics Education**

**Leader:** Kees Hoogland (The Netherlands), [keeshoogland1@outlook.com](mailto:keeshoogland1@outlook.com)

**Co-leaders:** Beth Kelly (UK); Fiona Faulkner (Ireland); Javier Diez-Palomar (Spain)

### **Scope and focus of the Thematic Working Group**

The domain of Adult Mathematics Education discusses the depth of challenges faced by adults learning mathematics in different contexts and the breadth of their motivations to engage with those challenges. Many adults have had to deal with barriers to learning mathematics, whether cultural, political, emotional, educational, psychological, economic or social. The topics to be addressed in this TWG will include, mathematics for the reflective citizen (e.g., mathematical literacy), mathematics in and for work (e.g., technological literacies), mathematics and societal effects (e.g., critical mathematics, PIAAC research), teaching and learning mathematics with adult learners (curriculum, pedagogies, didactics) and good practices in adult mathematics education and lifelong learning. Therefore, this working group welcomes research papers on adults learning mathematics as seen from various international and theoretical perspectives using a variety of methodological frameworks in diverse contexts.

### **Call for papers and poster proposals**

In TWG07 we welcome empirical, theoretical, methodological, and developmental papers and poster proposals addressing (but not necessarily limited to) the following themes: challenges adults are facing in learning mathematics, motivation of adult learners in the learning of mathematics; differences in the approach of adults learning mathematics as opposed to children learning mathematics; mathematics needed for the contemporary and future workforce; workplace mathematics; mathematics in vocational education; educational interfaces between Industry and mathematics; assessment of adults' mathematics and numeracy levels (e.g., PIAAC); the relationship between literacy, numeracy, technology, and citizenship to empower adults in modern times; policies to enhance societal numeracy levels; theoretical approaches and methodological frameworks which are especially well-suited for researching adult mathematics education; the relationship between specific literacies (financial, computational, data, statistical, technological, and mathematical).

Papers and poster proposals should use the CERME template, and conform to the guidelines at the [guidelines website](#). CERME 11 uses a [submission website](#). 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**

- **15<sup>th</sup> July 2018:** Early bird submission (please refer to the [early bird website](#))
- **15<sup>th</sup> September 2018:** Initial submission by authors in the submission system.
- **3<sup>rd</sup> November 2018:** Initial decisions on papers and posters sent.
- **24<sup>th</sup> November 2018:** The authors submit a revised version if needed.
- **5<sup>th</sup> December 2018:** Final decisions sent.
- **12<sup>th</sup> December 2018:** Final version uploaded.
- **13<sup>th</sup> January 2019:** Papers available on CERME 11 website.