



## TSG 3 Mathematics education in and for work

### Co-chairs:

Geoff Wake (UK) [Geoffrey.Wake@nottingham.ac.uk](mailto:Geoffrey.Wake@nottingham.ac.uk)  
Diana Coben (New Zealand) [dccoben@waikato.ac.nz](mailto:dccoben@waikato.ac.nz)

### Team members:

Burkhard Alpers (Germany)  
Keith Weeks (UK)  
Peter Frejd (Sweden)

**IPC Liaison person:** Mellony Graven (South Africa)

TSG 3 aims at ICME-13 to bring together researchers, practitioners and policy makers for the exchange of ideas related to **Mathematics education in and for work**. We wish to be inclusive in our endeavours by involving those interested in this area from mathematics education, adult education, workplace education, adult numeracy education, citizenship education, social movement education and other fields.

We view *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 reasoning that arise in a wide range of work settings and situations.

We view *education* to be inclusive of formal, informal and non-formal learning, that is, in educational settings (e.g. adult community education, vocational and further education) as well as in the community and workplaces; and to involve both individual and collective learning.

We view *work* to be inclusive of paid work and unpaid work such as work in the home, and activist work in social movements. We recognise that work has very different meanings in the full range of different social and cultural settings and in many cases is evolving rapidly.

The focal topics of the group will include empirical, theoretical and methodological issues related to questions like:

- How is mathematics embedded in work practices; what is this mathematics like and how is it learned?
- How can we define and model competence in work-based mathematics? How can we use diagnostic assessment to understand such competence?
- What mathematics do people currently learn in preparation for work? How could/should this be improved?
- How is mathematics/numeracy valued for and in employment in different societies?
- How does the mathematics learning in and for work meet people's mathematical needs in other domains of their lives?

We plan a lively forum for debate that will involve different modes of exchange, including presentation, posters and discussion and wish to encourage contributions from a range of different theoretical perspectives and research backgrounds.