



## **TSG 6      Adult learning of mathematics – lifelong learning**

### **Co-chairs:**

Pradeep Kumar Misra (India)  
Jürgen Maaß (Austria)

pradeepkmisra@yahoo.com  
juergen.maasz@jku.at

### **Team members:**

Terry Maguire (Ireland)  
Katherine Safford-Ramus (USA)  
Wolfgang Schlöglmann (Austria)  
Evelyn Süss-Stepancik (Austria)

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

TSG 6 brings together Congress participants who are interested in presentations and discussions of important new trends and developments in research and practice in adult mathematics education. The Study Group encompasses all mathematics and numeracy education undertaken by adults for the purposes of personal, social, political or economic development, and as a course of study in its own right, or in support of learning another subject, developing a skill or furthering an activity. 'Adult' is interpreted as referring to people who start, resume or continue their education in formal, informal or non-formal settings, beyond the normal age of schooling in their societies. Whereas, the concept of lifelong learning stresses that learning and education are related to life as a whole – not just to work – and that learning throughout life is a continuum. In this backdrop, the focus of this TSG will be to provide both an overview of the current state-of-the-art in adult learning of mathematics, and expositions of significant recent contributions to the field, as seen from various international perspectives. The TSG 6 sessions will provide numerous opportunities to participants to deliberate on new trends and developments in research or practice in adult learning of mathematics from lifelong learning perspective. There will be oral talks, poster sessions, workshops with hands-on sessions, group discussions and other enjoyable learning activities. In nutshell, TSG 6 sessions will follow both formal and non-formal approach of learning and will focus on specified areas and questions to come up with certain fruitful recommendations, e.g.

- What is "the" basic mathematical knowledge each person should have?
- What is the difference of learning (and teaching) younger students and adults?
- Thinking about special groups of learners like handicapped people, engaged ageing seniors, ...
- Being teacher for adults learning mathematics (qualification, competence, ...)