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Why numeracy should have a life of its own

In this talk I will discuss the design and teaching of my university-level numeracy course “Numbers for Life,” to outline the benefits of viewing numeracy as an entity separate from (but of course, tied to) mathematics. Whereas mathematics involves thinking *about* numbers, numeracy (guided by the context of the situation) involves thinking *with* numbers. To support my arguments, I will contrast numeracy tasks with mathematical tasks, and emphasize the importance of the transfer from “school mathematics” to “real-world” problems.