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José María Menéndez* (jmenendez@math.arizona.edu). *Mathematics From Work and Home: Lessons Learned.*

In this presentation we report on our findings working with adults participating in mathematics workshops. We examine how the characteristics of nonformal settings (systematic, not for accreditation and promotion, adapted to the unique situation of the participants, voluntary attendance, and relatively flexible structure) impact adult mathematics education. Our data come from workshops with parents of Latino students in elementary and middle schools that we analyze from a cognitive-affective perspective. We find that adults become more engaged in exploring, learning, and teaching mathematics when their experiences are incorporated in the learning process and when the mathematical content is presented in contextualized situations. We outline our conceptual understanding of nonformal education and show how this particular nature of the workshops creates a favorable environment for learning mathematics in a participatory and reflexive way. (Received September 12, 2008)