

BSRLM Conference, University of Birmingham 11th November 2006 – CONFERENCE PROGRAMME

10.00 – 10.30	Registration (ground floor foyer) and Coffee (Room G39 – ground floor)			
	Room 422 (4th floor)	Room 224 (2nd floor)	Room 423B (4th floor)	Room 408 (4th floor)
10.30 – 11.30	Hardy – 422 (4th floor) Participation and performance: Keys to confident learning in mathematics? (Chair: Bills)	Rowlands - 224 (2nd floor) A historical introduction to mechanics (Inglis)	Lacefield - 423B (4th floor) Methods of connecting mathematics to communication in the primary classroom (Barmby)	Pope & Edwards - 408 (4th floor) Working Group <i>ITE Mathematics</i>
11.30 – 12.00	Pratt & Woods - 422 (4th floor) Understanding problem solving: PGCE students' experiences of mathematical problem solving in primary schools (Harries)	Al-Murani - 224 (2nd floor) The realistic research problems of a mathematics intervention project: teachers' awareness of dimensions of variation (Küchemann)	Wilson - 423B (4th floor) The introduction of the Key Stage 3 National Strategy: its effect on Y8 pupils' affective responses to mathematics (Pepin)	(as above)
12.00 – 13.00	AGM (Room G39 – ground floor)			
13.00 – 14.00	Lunch (Room G39 – ground floor)			
14.00 – 14.30	Mason - 422 (4th floor) Supporting & promoting continuing professional development in mathematics teaching (Pope)	Petridou, Pampaka, Williams & Wo - 224 (2nd floor) Developmental assessment of measurement performance in KS2 (Hardy)	Bills & Rowland - 423B (4th floor) Examples in mathematics teaching and learning – the student teacher's task (Edwards)	Küchemann - 408 (4th floor) Observations on the development of structural reasoning in a four-phase teaching sequence (Pepin)
14.30 – 15.00	(as above)	(as above)	(as above)	Witt - 408 (4th floor) Do different mathematical operations involve different components of the working memory model? (Pratt)
15.00 – 15.30	Watson - 422 (4th floor) Towards classifying qualities of questions and prompts in mathematics classrooms (Ruthven)	Inglis & Mejia-Ramos - 224 (2nd floor) What type of arguments do mathematicians find persuasive? (Mason)	Gilmore - 423B (4th floor) Profiles of understanding and profiles of development in early arithmetic (Al-Murani)	Barmby & Harries - 408 (4th floor) What does multiplication look like: exploring representations with pupils (Pepin)
15.30 – 16.00	(as above)	(as above)	Griffiths - 423B (4th floor) Young children counting at home (Rowland)	(as above)
16.00	Afternoon Tea (Room G39 – ground floor)			