

**BSRLM Conference, London South Bank University, 3rd March 2007 - CONFERENCE PROGRAMME (draft)**

<b>10:00-10:30</b>	<b>Coffee and Registration</b>				
	<b>Room 602</b>	<b>Room 603</b>	<b>Room 604</b>	<b>Room 605/6</b>	<b>Room 607/8</b>
<b>10:30-11:30</b>	<b>Mendick, Moreau, &amp; Epstein</b> Looking for mathematics ( <i>Cowley</i> )	<b>Borthwick &amp; Harcourt-Heath</b> Calculation Strategies used by Year 5 Children ( <i>Daniels</i> )	<b>Winbourne</b> Super-Ordinate Communities of Practice: Crossing boundaries, 'Transfer' and Identity ( <i>Goulding</i> )	<b>Working group</b>  <b>Sutherland &amp; Matthews</b> Developing a framework for researching CPD in mathematics	<b>Brown, Brown, &amp; Bibby</b> "I would rather die": Attitudes of 16 year-olds towards their future participation in mathematics ( <i>Hodgen</i> )
<b>11:30-12:00</b>	<b>Singleton</b> Pupil's characterisations of 'mathematical' -What elements do they take from the classroom? ( <i>Mendick</i> )	<b>Daniels</b> Home school mathematics ( <i>Lerman</i> )	<b>Kanes</b> Intermediate knowledge domains for teaching mathematics ( <i>Bibby</i> )		<b>Hodgen</b> Summative assessment by teachers: The particular case of mathematics ( <i>Küchemann</i> )
<b>12:00-13:00</b>	Plenary Presentation: <b>Dr Val Gillies, London South Bank University</b> Parents and education: exploring classed experiences of school involvement ( <b>Events Theatre, ground floor</b> ) ( <i>Lerman</i> )				
<b>13:00-14:00</b>	<b>Lunch</b>				
<b>14:00-15:00</b>	<b>Marcou</b> Coding strategic behaviour in Mathematical Problem Solving ( <i>Winbourne</i> )	<b>Voutsina &amp; Ismail</b> Issues in identifying children with specific arithmetic difficulties through standardised testing: a critical discussion of different cases ( <i>Sutherland</i> )	<b>Goulding &amp; Kyriacou</b> A systematic review on the use of ICT in teaching algebra ( <i>Matthews</i> )	<b>Working Group</b>  <b>Pope &amp; Edwards</b> ITE Mathematics	<b>Morgan</b> Variations on a theme: introducing new representations of fraction into two KS3 classrooms ( <i>M. Brown</i> )
<b>15:00-15:30</b>	<b>Stylianides</b> A conceptualisation of "proof" and "proving" in school mathematics: Implications for instruction ( <i>Marcou</i> )	<b>Batarce</b> Is my research a research? Looking at mathematics education research methods as a Derrida reader ( <i>Voutsina</i> )	<b>Biza</b> Is the tangent line tangible? Students' intuitive ideas about tangent lines ( <i>Kyriacou</i> )	-	<b>Edwards</b> Trainees' reflections on Mlevel research experience: genuine reflection or QTS-speak? ( <i>Morgan</i> )
<b>15:30-16:00</b>	<b>Clarke</b> Probing pupils' geometrical reasoning: questions arising from the Longitudinal Proof Project ( <i>Stylianides</i> )	<b>Pepperell</b> Studying the Developing Mathematics Teaching Practices of Primary Teachers ( <i>Batarce</i> )	<b>Brown, R</b> Graphing and Graphing Calculators in examinations, trends over time ( <i>Biza</i> )	-	<b>Bibby</b> Learning not to be interested in mathematics: the case of one primary school pupil ( <i>Edwards</i> )
<b>16:00-16:30</b>	<b>Küchemann</b> Which came first, 'angle at the centre' or the 'alternate segment' theorem? ( <i>Kanes</i> )	<b>Cowley</b> Personal Identity in the Mathematics Classroom ( <i>Pepperell</i> )	<b>Little &amp; Jones</b> Contexts for Pure Mathematics: an analysis of A-level mathematics papers ( <i>R. Brown</i> )	-	<b>Bibby (continued)</b>
<b>16:30</b>	<b>Afternoon Tea</b>				

