

**BSRLM Conference, University of Northampton 17<sup>th</sup> November 2007**  
**CONFERENCE PROGRAMME**

During many time slots, there will be **six** sessions running **simultaneously** as shown in the tables on **both** sides of this page.

10.00 – 10.30	<b>Coffee and Registration</b>		
<b>Morning themes</b>	<b>Primary mathematics teachers and teaching</b>	<b>Students' mathematical perspectives and identities</b>	<b>Analysing and improving learning and teaching</b>
10.30 – 11.00	Hamlett <i>Content knowledge of pre-service primary teachers</i>	Mendick, Moreau, Hollingworth & Epstein <i>Being a sumbody: stories of choosing mathematics</i>	Witt <i>Can working memory training affect mathematical performance?</i>
11.00 – 11.30	(cont.) <i>Content knowledge of pre-service primary teachers</i>	(cont.) <i>Being a sumbody: stories of choosing mathematics</i>	Wylie <i>Observing use of images via gestures and gazes</i>
11.30 – 12.00	Lacefield <i>Primary teachers' methods and dispositions</i>	Diego-Mantecón <i>Assessing students' maths-related belief systems</i>	Kyriakou & Issitt <i>Teacher-pupil dialogue in mathematics lessons</i>
12.00 – 12.30	Back & Beauchamp <i>Improving learning in mathematics at KS2</i>	Little <i>Student opinion on A-level coursework assessment</i>	Rizvi <i>Taxonomies/frameworks to analyse curriculum</i>
12.30 – 13.15	<b>AGM</b>		
13.15 – 14.00	<b>Lunch</b>		
<b>Afternoon themes</b>	<b>Primary maths teaching &amp; teachers (cont.)</b>	<b>Theoretical/methodological critique and development</b>	<b>Teachers' subject knowledge, beliefs and practice</b>
14.00 – 14.30	Turner <i>Beginning teachers' use of representation</i>	Coles <i>'A field in disarray'? The search for a methodology</i>	Akkoç, Özmantar & Yesildere <i>Pedagogical content knowledge of definite integral</i>
14.30 – 15.00	(cont.) <i>Beginning teachers' use of representation</i>	Rowlands <i>Reflections on the philosophy of mathematics education</i>	Da Costa <i>Perceptions of 3-D descriptive geometry education</i>
15.00 – 15.30	Ainley <i>Williams Review of primary mathematics teaching</i>	Watson <i>Adolescent learning and the mathematics curriculum</i>	Xenofontos <i>Primary teachers' beliefs about problem solving</i>
15.30 – 16.00	(cont.) <i>Williams Review of primary mathematics teaching</i>	(cont.) <i>Adolescent learning and the mathematics curriculum</i>	Lam <i>Mathematics education in Barbados and Trinidad</i>
16.00	<b>Afternoon Tea</b>		

**MORE OVERPAGE**

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10.00 – 10.30	<b>Coffee and Registration</b>		
<b>Morning themes</b>	<b>Professional development</b>	<b>Geogebra</b>	<b>ICT and tool use</b>
10.30 – 11.00	<b>WORKING GROUP</b> RECME team <i>Researching professional development</i>	<b>WORKING GROUP</b> Hohenwarter & Jones <i>Linking geometry and algebra with Geogebra</i>	
11.00 – 11.30	(cont.) <i>Researching professional development</i>	(cont.) <i>Linking geometry and algebra with Geogebra</i>	
11.30 – 12.00	(cont.) <i>Researching professional development</i>	(cont.) <i>Linking geometry and algebra with Geogebra</i>	Hosein <i>Student strategies to solve problems</i>
12.00 – 12.30	Shepherd <i>NCETM self evaluation tools</i>	Hohenwarter & Lavicza <i>An international Geogebra institute</i>	Joubert <i>Mediational effects of computer, teacher and task</i>
12.30 – 13.15	<b>AGM</b>		
13.15 – 14.00	<b>Lunch</b>		
<b>Afternoon themes</b>	<b>Professional development (cont.)</b>	<b>Geogebra (cont.)</b>	<b>ICT and tool use (cont.)</b>
14.00 – 14.30	Doerr <i>Teacher learning and student writing</i>	Kokol-Vojjc <i>Geogebra in pre-service teacher training</i>	George & Monaghan <i>Student choice of tool</i>
14.30 – 15.00	(cont.) <i>Teacher learning and student writing</i>		(cont.) <i>Student choice of tool</i>
15.00 – 15.30	Stylianides <i>Tasks influencing students' mathematical experience</i>		Kent <i>Pseudo-mathematical practices and techno-mathematical literacies</i>
15.30 – 16.00	(cont.) <i>Tasks influencing students' mathematical experience</i>		(cont.) <i>Pseudo-mathematical practices and techno-mathematical literacies</i>
16.00	<b>Afternoon Tea</b>		

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