<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Room Ref</th>
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<tbody>
<tr>
<td>10.00 – 10.30</td>
<td>Tea/Coffee and Registration</td>
<td>1095</td>
<td>1097</td>
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</table>
| 10.30 – 10.30 | Rowland & Turner  
How shall we talk about “subject knowledge” for mathematics teaching? (Drake) | 1177     | 1163     |
| 10.30 – 11.30 | Working group  
Back, Hirst, De Geest, Sutherland & Joubert  
Researching effective CPD in mathematics education (RECME) project | 1173     | 1163     |
| 11.35 – 12.05 | Stevenson  
Development of “profound understanding of fundamental mathematics”: MEC (Rowland) | 1095     | 1097     |
| 11.35 – 12.05 | Voutsina & Ismail  
Young children’s approaches to solving conceptually linked addition problems (Sangster) | 1177     | 1163     |
| 11.35 – 12.05 | Kertil, Delice, & Aydin  
Two perspectives: traditional versus modelling problems (Little) | 1173     | 1163     |
| 11.35 – 12.05 | Chua et al  
Exploring the link between task features and generalisation (Mejia Ramos) | 1095     | 1097     |
| 11.35 – 12.05 | Clausen-May  
The impact of ICT on mathematical content (Fujita) | 1177     | 1163     |
| 12.10 – 12.40 | Sangster  
Year 2 ITE students’ confidence in teaching primary mathematics (Voutsina) | 1095     | 1097     |
| 12.10 – 12.40 | Doğan  
Mathematics trainee teachers’ attitudes to computers (Clark-Wilson) | 1177     | 1163     |
| 12.10 – 12.40 | Forrester  
NQT beliefs about the teaching and learning of mathematics (Yu) | 1173     | 1163     |
| 12.10 – 12.40 | Fujita  
Learners’ understanding of the hierarchical classification of quadrilaterals (Peters) | 1095     | 1097     |
| 12.10 – 12.40 | Little  
Dynamic geometry in the classroom: old barriers and new opportunities (Clausen-May) | 1177     | 1163     |
| 12.40 – 13.15 | Lunch | 1095     | 1097     |
### CONFERENCE PROGRAMME

<table>
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<tr>
<td>13.15 – 13.30</td>
<td>Tribute to Brian Griffiths, Room 1097. Guest: Catherine Griffiths. Speakers include Geoffrey Howson, Tim Rowland, and others.</td>
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<tr>
<td>13.30 – 14.00</td>
<td>Open forum Room 1097</td>
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<tr>
<td>14.00 – 14.30</td>
<td>Clark-Wilson&lt;br&gt;Teachers researching their own practice: evidencing student learning using TI-Nspire (Dogan)&lt;br&gt;Delice Empathy through projects (Stevenson)&lt;br&gt;Back Primary practice and active learning: engaging the teachers (Turner)&lt;br&gt;Little The role of context in linear equation questions: utility or futility? (Alshwaikh)&lt;br&gt;Peters The development of a semantic model for the learning of mathematics (Morgan)</td>
</tr>
<tr>
<td>14.35 – 15.35</td>
<td>Drake&lt;br&gt;Evaluating Mathematics Pathways (Edwards,R)&lt;br&gt;Morgan &amp; Alshwaikh Learning about motion in a multisemiotic environment (Imafidon)&lt;br&gt;Turner Growth in teacher knowledge: individual reflection and community participation (Back)&lt;br&gt;Geraniou et al Towards a constructionist approach to mathematical generalisation (Chua)&lt;br&gt;Mason Who is attending to what, and who is aware of what? (Inglis)</td>
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<tr>
<td>15.35</td>
<td>Afternoon tea</td>
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</tbody>
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**Brian Griffiths, 1927-2008, Professor Emeritus, University of Southampton**

Brian was a pioneer in many ways. He was a founding editorial board member for *Educational Studies in Mathematics* (1968-78) and wrote a number of books and monographs with teachers in mind (for example, the ATM monograph on *Topology*). Brian, along with Geoffrey Howson, pioneered work on the relationship between mathematics and society; their book “*Mathematics: society and curricula*” remains important. At Southampton, Brian pioneered and supported the development of undergraduate mathematics options that were influential in undergraduate mathematics education nationally and internationally. Above all, Brian was a supremely nice person always willing to share his expertise. Brian contributed significantly to mathematics education and will be sadly missed.