<table>
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<th>Time</th>
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<tr>
<td>10.00-10.30</td>
<td>REGISTRATION &amp; COFFEE</td>
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<td>10.30-11.00</td>
<td>Aktümen &amp; Kabaca&lt;br&gt;Constructing the concept of “area under the curve” in mind for introduction to Riemann sums with help of CAS</td>
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<td>11.05-11.35</td>
<td>Kabaca &amp; Erdoğan&lt;br&gt;Understanding the structure of a surface by plotting via CAS</td>
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<td>11.40-12.40</td>
<td>Little &amp; Halsall&lt;br&gt;On context and utility in algebraic word problems</td>
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<td>12.40-1.15</td>
<td>LUNCH</td>
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**Palmer**
Classroom management and dyslexic children in mathematics

**WORKING GROUP**
Hodgen & Williams
**Measurement**

**Hodgen & Brown**
A Rasch analysis case study: Children’s progression Y1 to Y7

**Mooi & Williams**
Predicting and validating Differential Item Functioning in test items

**Pampaka et al**
Construction of a ‘Transmissionism’ instrument

**Kyriacou & Issitt**
Is effective evidence-based mathematics teaching possible?

**Aydin**
Student teachers’ perspectives on mathematics assessment in the process of a curriculum reform
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| 1.50-2.20 | Wake  
*Applying mathematics: what’s the story?*  
Hernandez-Martinez & Williams  
*Ethics, performativity and Decision Maths*  
WORKING GROUP  
Nardi & Rowland  
*Research in Mathematics Education, BSRLM’s new international journal: the experience so far...*  
Alshwaikh  
*Mathematical visual forms and learning geometry: some preliminary results*  
Yeşildere & Akkoç  
*Prospective mathematics teachers’ practices of technology integration: a case of definite integral* |
| 2.25-2.55 | Burke  
*Mathematical modelling in the secondary mathematics curriculum*  
Williams  
*“But...”: signalling formation of a mathematical self-identity*  
Dodd  
*The mathematical competence of adults returning to learning on a University Foundation Programme: a selective comparison of performance with the CSMS study*  
Delice  
*Empathy through project; educating mathematics teachers as supervisors to their students’ projects* |
| 3.00-4.00 | PLENARY LECTURE: Etienne Wenger: *Learning and communities of practice: a journey of the self* |
| 4.00    | TEA |