

**BSRLM Day Conference**  
**King's College London, 15 November, 2008**

**Morning Programme**

<b>10.00 - 10.30 Tea/coffee and Registration</b>				
Room\Time	<b>10.30</b>	<b>11.00</b>	<b>11.30</b>	<b>12.00</b>
<b>1.62</b>	<b>Huntley</b> <i>Primary trainee teachers' choice of examples – research design and early findings</i> (Adler)	<b>Nardi, Biza &amp; González-Martín</b> <i>Introducing the concept of infinite sum: Preliminary analyses of curriculum content and pedagogical practice</i> (Bills)	<b>Ruthven, Deaney &amp; Hennessey</b> <i>Practitioner use of graphing software to teach about algebraic forms</i> (Hyde)	<b>P Johnston-Wilder</b> <i>Children's understanding of randomness as a model</i> (Kanes)
<b>1.63</b>	<b>Bretscher</b> (60 mins) <i>Dynamic geometry software: the teacher's role in facilitating instrumental genesis</i> (Lu)		<b>Morgan &amp; Alshwaikh</b> (60 mins) <i>Imag(in)ing three-dimensional movement with gesture: 'playing turtle' or pointing?</i> (Jones)	
<b>1.64</b>	<b>Minards &amp; Prestage</b> (60 mins) <i>How hard is the GCSE exam?</i> (Morgan)		<b>Venkat</b> (60 mins) <i>Mathematical proficiency without mathematics? The case of mathematical literacy in South Africa</i> (Joubert)	
<b>1.69</b>	<b>Joubert, Back, DeGeest, Hirst, Sutherland</b> <i>Effective CPD for Teachers of Mathematics</i> (Edwards)	<b>Edwards &amp; Eacott</b> <i>The impact of Masters level study on teachers' professional development</i> (Kaye)	<b>Coben &amp; Hodgen</b> (60 mins) <i>Numeracy for nursing</i> (Winter)	
<b>1.12</b>	<b>Monaghan</b> <i>Short talk, big opportunities? Teacher-student dialogue in the EAL/maths classroom</i> (Perks)	<b>Pepin &amp; Williams</b> (90 mins) <b>Working Group</b> <i>Mathematics learning, identity and educational practice: the transition into higher education- the TransMaths project</i>		
<b>1.14</b>	<b>Witt &amp; Mansergh</b> <i>Breaking the maths anxiety spiral: What can ITT providers do?</i> (Lee)	<b>Sangster</b> <i>Undergraduate students' perceptions of their ability to teach in the primary school</i> (Ainley)	<b>Ribeiro, C</b> (60 mins) <i>From modeling the teaching practice to the establishment of relations between the teacher actions and cognitions</i> (Back)	
<b>WBW 3/7</b>	<b>Rogers</b> (60 mins) <i>History of Mathematics: Cinderella no More?</i> (Povey)		<b>Burke &amp; Olley</b> (60 mins) <i>Seeing the wood for the trees – as easy as MNO?</i> (Rogers)	
<b>WBW 3/8</b>	<b>Watson</b> (90 mins) <b>Working Group</b> <i>Trigonometry</i>			<b>Coles</b> <i>An analysis of three classroom episodes</i> (Sutherland)
<b>12.30 – 13.15 AGM Room 1.62</b>				

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**Afternoon Programme**

<b>13.15 – 14.00 Lunch</b>				
Room/Time	<b>14.00</b>	<b>14.35</b>	<b>15.10</b>	<b>15.40</b>
<b>1.62</b>	<b>Brown, Hodgen, Kuchemann &amp; Coe</b> (60 mins) <i>Children's understandings of algebra 30 years on: what has changed?</i> (Prestage)		<b>Smith</b> (60 mins) <i>Choosing more mathematics: how further maths network students construct themselves via relationships between happiness and work</i> (Nardi)	
<b>1.63</b>	<b>Lavicza, Hohenwarter &amp; Lu</b> <i>Establishing a professional development network with an open-source dynamic mathematics software – GeoGebra</i> (Smith)	<b>Lu</b> <i>Linking geometry and algebra: a cross-cultural study of teachers' conceptions and practices of GeoGebra in England and Taiwan</i> (Fujita)	<b>Jones &amp; Fujita</b> (60 mins) <b>Working Group</b> <i>Geometry Working Group: proof and proving in current classroom materials</i>	
<b>1.64</b>	<b>Dickens</b> (60 mins) <i>Modelling the Mental Number Line</i> (Murphy)		<b>Brodsky</b> <i>The use of mathematics in KS3/KS4 science</i> (Hodgen)	<b>Little</b> <i>Real world contextual framing in assessing post-16 mathematics</i> (Lavicza)
<b>1.69</b>	<b>Sutherland &amp; Matthews</b> (90 mins) <b>Working Group</b> <i>Communicating research to practitioners and policy makers</i>			<b>Prestage &amp; Perks</b> <i>Some thoughts on the recent HMI Ofsted report</i> (P Johnston-Wilder)
<b>1.12</b>	<b>Kaye</b> <i>Maths is not just maths: the aims of and responses to a history of mathematics videoconferencing project for schools</i> (S Johnston-Wilder)	<b>Lee &amp; S Johnston-Wilder</b> <i>What existing evidence is there that increasing pupils' articulation of ideas increases mathematical learning?</i> (Burke)	<b>Kent, Pratt, Levinson &amp; Yogui</b> <i>Promoting teachers' understanding of risk in Key Stage 4 &amp; 5 science and mathematics</i> (Biza)	<b>Livneh</b> <i>Students at Risk of Underachievement at the Beginning of Algebra Studies - Detection and Intervention</i> (Williams)
<b>1.14</b>	<b>Ineson</b> <i>Learning backwards: trainee teachers learning mental mathematics</i> (Kuchemann)	<b>Kilshaw</b> <i>Auditing mathematical subject knowledge of primary teacher trainees</i> (Olley)	<b>Pepperell</b> (60 mins) <i>The (re)construction of primary mathematics teacher knowledge by new teachers</i> (Sangster)	
<b>WBW 3/7</b>	<b>Adler</b> (60 mins) <i>Worrying about research in/on mathematics teacher education</i> (Ruthven)		<b>Hossain &amp; Adler</b> (60 mins) <i>Revisiting Curriculum Knowledge as an important component of PCK</i> (Osman)	
<b>WBW 3/8</b>	<b>Dacam</b> <i>Secondary mathematics teacher shortage</i> (Coben)	<b>Tan</b> <i>Examining the potential of game-based learning through the eyes of maths trainee teachers</i> (Croft)	<b>Watson</b> (60 mins) <i>Researching how successful teachers structure the subject matter of mathematics</i> (Coles)	
<b>WBW 2/1</b>	<b>Osman</b> <i>Causal Graphs capture answers to "Why?"</i> (A Ribeiro)	<b>Ribeiro, A</b> <i>The multimeanings of equation in teacher education courses</i> (Little)	<b>Murphy</b> <i>Contrasting pedagogies in England and the Netherlands: The use of the Empty Number Line</i> (Pepin)	<b>Kanes</b> <i>The scope of activity theory in mathematics education</i> (DeGeest)
<b>16.10 Afternoon tea</b>				