

BSRLM Conference, University of Bristol, 20 June, 2009
REVISED CONFERENCE PROGRAMME

10.00 – 10.20 Tea/Coffee and Registration						
10.20 – 10.30 Welcome						
Room	401	402	406	407	408	410
10.30 – 11.00	Watson <i>Working Group: Trigonometry</i>	<u>Jones and Sinclair</u> <i>Working Group: Geometry</i>	Rogers <i>Working Group: History in the mathematics classroom</i>	<u>Osmon and Hodgen</u> <i>Working Group: Consultation on QCA proposals for AS/A-level maths</i>	Sunderlik <i>Contrasting pre-service teacher education and school practice in two countries (Kleanthous)</i>	<u>Black, Mendick, Rodd and Solomon</u> <i>Mathematical relationships: insights using psychoanalytic tools (Witt/Mansergh)</i>
11.05 – 11.35					Joubert <i>Professional development for teachers of mathematics: dimensions of change (Back)</i>	
11.40 – 12.10					Burke <i>Subject knowledge or teaching practice(s): well qualified mathematicians' engagement with lesson planning (Wilson)</i>	
12.15 – 12.45	Russell <i>Why do parents help their children with mathematics? (Coles)</i>		Georgiou <i>Teaching Pythagoras' theorem through an historical perspective: ideas and students' reactions (Rogers)</i>	<u>Hernandez-Martinez and Farnsworth</u> <i>Students' expectations and the double-edged sword of liminality in mathematics educational transitions (Hodgen)</i>	Ribeiro <i>Analysing the relations between teachers' cognitions: differences and similarities in the teaching modes of two primary teachers (Billingham)</i>	Kleanthous <i>The influence of parental aspirations on students' dispositions to study further mathematics in HE (Chua)</i>
12.50 – 13.45 Lunch						
13.50 – 14.00 Room 410 Introduction to Janet Duffin Memorial Lecture by Adrian Simpson						

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14.00 – 15.00 Janet Duffin Memorial Lecture						
Room 410 Nathalie Sinclair, Simon Fraser University, Canada						
Room	401	402	406	407	408	410
15.05 – 15.35	<u>Inglis and Mejia-Ramos</u> <i>Language and proof: can a non-proof prove?</i> (Jones)	<u>Edwards and Wilson</u> <i>Trainee teachers' perceptions of paired placements: Maslow's hierarchy in evidence</i> (Ampah-Mensah)	<u>Chua and Hoyles</u> <i>Generalisation and perceptual agility: how teachers fared in a generalising problem</i> (Georgiou)	Osmon <i>Towards a mathematics A-level curriculum for the 21st century</i> (Little)	Billingham <i>Using learning styles to build rapport and promote mathematical thinking in primary learners</i> (Ainley)	Coles <i>The ethics of learning within a research context</i> (Mendick/Black)
15.40 – 16.10	Ampah-Mensah <i>Teachers' use of language in teaching mathematics in Ghana</i> (Hunter)	<u>Witt and Mansergh</u> <i>Breaking the anxiety spiral: the impact of innovations in trainee teachers' subject knowledge instruction</i> (Rodd)	<u>Ioannou and Nardi</u> <i>Cognitive and emotional aspects of second year mathematics students' encounter with abstract algebra: the role of the lecture</i> (Inglis/Mejia Ramos)		Hunter <i>Facilitating productive discourse in primary mathematics classrooms</i> (Edwards)	
16.05 Afternoon tea						