BSRLM Day Conference
Loughborough University, 14 November, 2009
Morning Programme and AGM

10.00 - 10.30 Tea/coffee and Registration **N.B. Bag deposit Room CC113**				
Room\Time	**10.30-11.00**	**11.05-11.35**	**11.40-12-10**	**12.15-12.45**
CC013	**Hewitt** (60 mins) *The role of attention in the learning of formal algebraic notation and solving equations: the case of a mixed ability Year 5 using the software Grid Algebra* (Gilmore)		**Attridge**, **Gilmore** & **Inglis** *Is non-symbolic "number sense" necessary for exact symbolic arithmetic?* (Murphy)	**Hunter** *Relational or operational: primary students' understanding of the equal sign* (Wilson)
CC014	**Badger** *Determining the effectiveness of a Moore Method course at improving mathematical performance* (Hunter)	**Clarke** (60 mins) *Varieties of warrant in geometrical argumentation from KS4 students with low prior attainment in mathematics* (Edwards, J)		**Murphy** *Talk and mathematics at Key Stage one* (Ingram)
CC109	**Adler, Hossain, Stevenson, Grantham, Clarke & Archer** (60 mins) *Interpretations and orientations to 'understanding mathematics in depth' among teacher educators and ITE students* (Turner)		**Pournara** *Pre-service teachers learning the mathematics of annuities with spreadsheets* (Grantham)	**Rowlett** *Using Art Gallery Problems to teach mathematical and employability skills* (Hossain)
CC110	**Weston** *Is the mathematics curriculum in the secondary schools of Antigua and Barbuda preparing school leavers for the workplace?* (Chick)	**Ainley** (90 mins) *Workshop for new reviewers*		
CC111	**Forsythe & Jones, K** (60 mins) *Working Group: Geometry: tasks that support the development of geometric reasoning at KS3*		**Pfeiffer** *The role of group validation in students' mathematical learning* (Jones, K)	**Stylianides & Demosthenous** *What might be involved in a credible picture of students' understanding of proof?* (Forsythe)
D102	**Osmon** *Post-16 and university courses: numbers and subject interpretation* (Wake)	**Bond, Green & Jaworski** *(60 mins)* *Motivating Years 12 and 13 study of mathematics: researching pathways in Year 11* (Osmon)		**Ward-Penny** *What might we learn from the prodigals of mathematics?* (Küchemann)
D002	**Hodgen, Brown, Coe & Küchemann** (60 mins) *What do Key Stage 3 students think about school mathematics? Evidence from the ICCAMS project* (Bretcher)		**Geraniou** *Design decisions: a microworld for mathematical generalisation* (Furse)	**Furse** *Computer-based revision* (Geraniou)
12.45 – 13.30 Lunch Atrium area				
13.30 – 14.15 AGM Room CC013				

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Afternoon Programme

Room/Time	**14.20 – 14.50**	**14.55 – 15.25**	**15.30 – 16.00**	**16.05 – 16.35**
CC013	**Zagorianakos** *An exploration of mathematics students' distinguishing between function and arbitary relation* (Headlam)	**Headlam** *Initial findings from a study of children's work on the order of arithmetic operations* (Stylianides)	**Gooding** (60 mins) *Children's difficulties with mathematical word problems* (Hewitt)	
CC014	**Ingram** *Simon says: direction in dialogue* (Clarke, N)	**Watson** (90 mins) *Working Group: Trigonometry*		
CC109	**Rickard** *Students' beliefs about best practice in the teaching of primary mathematics* (Stevenson)	**Ryve & Hemmi** *Discourses of mathematics teacher education in Finland and Sweden: organising school practice as a resource for prospective teachers' learning* (Rickard)	**Turner** (60 mins) *Summary of findings from a 4 year multiple case study of the development of mathematical apprehension in beginning primary teachers* (Adler)	
CC110	**Breen, O'Shea & Cleary** *Measuring students' persistence on unfamiliar mathematical tasks* (Hodgen)	**Rogers** (90 mins) *Working group: History in the mathematics curriculum*		
CC111	**Kleve** (60 mins) *Aspects of a teacher's mathematical knowledge in a fraction lesson* (Clarke, J)		**Nortvedt** (60 mins) *Working on multistep arithmetic word problems when being a struggling reader: the case of Billy* (Kleve)	
D102	**Berg** *A mathematical task as insights into collaboration between in-service teachers and researchers* (Jaworski)	**Williams, Wake, & Hernandez-Martinez** (90 mins) *Working group: Transition to mathematics at A-level and University*		
D002	**Chick** *Knowledge for teaching mathematics: game, unset, and mismatch* (Jay)	**Jay** *The relationship between number knowledge and strategy use: what we can learn from the priming paradigm* (Berg)	**Bretcher** (60 mins) *Ordinary teachers' use of technology in their classroom practice: networking frameworks to gain new insights* (Pfeiffer)	
16.35	**Afternoon tea**			