

**BSRLM Conference, University of Nottingham, 19 June, 2010**  
**CONFERENCE PROGRAMME**

10.00 – 10.20 Tea/Coffee and Registration						
10.20 – 10.30 Welcome						
Room	A30	B37	B40	B43	B85	B19
10.30 – 11.00	<b>Küchemann, Hodgen &amp; Brown</b> <i>Teaching and assessing algebra: Lessons from the ICCAMS project</i> (Watson)	<b>Jones</b> <i>Geometry Working Group</i>	<b>Joubert</b> <i>Teacher Enquiries funded by the NCETM</i> (Back)		<b>Aydin &amp; Delice</b> <i>The influence of a teaching practice course on student teachers' perspectives on mathematics assessment</i> (Canakci)	<b>Sevimli, Aydin</b> <i>Adaptation of the Finney-Schraw statistics self-efficacy scale for use for Turkish mathematics student teachers</i> (Jaworski)
11.05 – 11.35			<b>Back</b> <i>Lesson Study as a form of professional development and action research</i> (Joubert)	<b>Peters</b> <i>Parsing mathematical constructs: results from a preliminary eye tracking study</i> (Griffiths)	<b>Akkoç</b> <i>Development of prospective mathematics teachers with regard to technology integration</i> (Delice)	<b>Matthews</b> <i>It's good to talk! (EAL as a medium for teaching and learning in mathematics lessons)!</i> (Davis)
11.40 – 12.10	<b>Attridge, Gilmore, Inglis</b> <i>The relationship between number sense and mathematics achievement in children and adults</i> (Barton)	<b>Sevimli &amp; Delice</b> <i>Influence of teacher candidates' spatial visualisation ability</i> (Barmby)	<b>Watson</b> <i>Discussion Group: Research Impact: the teacher and researcher interface</i> (Imrie)	<b>Griffiths</b> <i>What role can workshops play in student learning?</i> (Peters)	<b>Barton &amp; Rowlett</b> <i>Using an audience response system – what do the audience DO with the feedback?</i> (Hernandez-Martinez)	<b>Davis</b> <i>Long term impact of mental calculation sessions on primary PGCE students</i> (Matthews)
12.15 – 12.45	<b>Hernandez-Martinez</b> <i>A socio-cultural approach to resilience in students' mathematical transition to College and University</i> (Osmon)	<b>Barmby</b> <i>Working with visual representations of mathematical concepts</i> (Akkoç)			<b>Canakci &amp; Ozdemir</b> <i>The Construction of Mathematics Problem Solving Attitude Scale</i> (Aydin)	<b>Coles</b> <i>Using video for professional development: a case study of effective practice in one secondary mathematics department in the uk</i> (Hodgen)

**BSRLM Conference, University of Nottingham, 19 June, 2010  
CONFERENCE PROGRAMME**

**12.45 – 13.30 Lunch**

**13.30 – 14.30 Janet Duffin Memorial Lecture**

**Room C45/49 Andrew Noyes, University of Nottingham, UK**

<b>Room</b>	<b>A30</b>	<b>B37</b>	<b>B40</b>	<b>B43</b>	<b>B85</b>	<b>B19</b>
<b>14.35– 15.35</b>	<b><u>Osmon &amp; Thomas</u></b> <i>Discussion group: What mathematics do you need to get to University?</i>	<b>Watson</b> <i>Working Group: Trigonometry</i>	<b><u>Tanner, Jones &amp; Johnston-Wilder</u></b> <i>Working group: The future of subject-specific Masters programmes in mathematics algebra: the role of the lecture</i>	<b>Rogers</b> <i>Working group: History in the Mathematics Classroom</i>	<b>Jones, I</b> <i>Working group: Ranking mathematical tasks by difficulty using paired-comparisons</i>	<b>Hodgen, Askew, Hossain &amp; Bretscher</b> <i>Mathematics education in high-performing countries: What does the research say? (Küchemann)</i>
<b>15.40- 16.10</b>						<b>Jaworski &amp; Matthews</b> <i>How we teach: Analysing university teachers' presentations of their teaching (Coles)</i>

**16.00 Afternoon tea**