

**BSRLM Day Conference**  
University of Leeds, 11 June 2011

	<b>G02</b>	<b>G03</b>	<b>G11</b>	<b>G15</b>
10:00-10:30	Registration and refreshments			
10:30-11:30	<b>Working Group: Wake &amp; Williams</b> <i>From research to practice: making an impact?</i>	<b>Working Group: Rogers</b> <i>History in the mathematics curriculum</i>	<b>Workshop: Turner</b> <i>A workshop on data analysis: coding</i>	<b>Goulding</b> <i>Secondary mathematics teacher education: how does research feature in feedback on observed lessons?</i> Joubert
11:30-12:00		<b>Georgiou</b> <i>Connections between motivational patterns and the social/cultural/historical approach to teaching mathematics</i> Hall	<b>Huntley</b> <i>Researching primary trainees' choice of examples - the findings</i> Turner	<b>Wilson</b> <i>Disposition to mathematical engagement</i> Osment
12:00-13:00	Janet Duffin Lecture – <b>Cathy Smith</b> <i>"Not knowing and not being too safe": happiness, work and further mathematics 1.17</i>			
13:00-14:00	lunch			
14:00-14:30	<b>Trenholm</b> <i>Mathematics lecturing in the digital age</i> Hosein	<b>Jones</b> <i>Using paired comparisons to assess mathematical ability</i> Pope	<b>Osment</b> <i>An assessment of the impact of games on the teaching and learning of mathematics.</i> Tanner	<b>Ingram</b> <i>The discursive construction of mathematics</i> Mendick
14:30-15:00	<b>Hosein &amp; Harle</b> <i>Students' prior mathematical attainment and confidence in evaluating their performance</i> Wilson	<b>Marks</b> <i>Ability ideology and its consequential practices in primary mathematics</i> Huntley	<b>Osmon</b> <i>Paperless classrooms: a networked tablet PC in front of every child</i> Goulding	<b>Hall</b> <i>The use of conversation analysis in identifying creative approaches to mathematical problem solving</i> Ingram
15:00-15:30	<b>Hernandez-Martinez, Williams &amp; Farnsworth</b> <i>Transition to university mathematics: learning, identity and educational practices</i> Osmon	<b>Pope</b> <i>The English assessment regime: how consistency and standards stifle innovation and improved validity for the assessment of mathematics</i> Jones	<b>Joubert</b> <i>Developing a research agenda: mathematics and ICT</i> Trenholm	
15:30-16:00		<b>Mendick</b> <i>Is progress good for mathematics education?</i> Farnsworth	<b>Jean-baptiste Lagrange</b> <i>How do context and theoretical frameworks influence research about classroom use of technology?</i> Monaghan	
16:00	Tea			