BSRLM Day Conference
University of Oxford, 19 November 2011
Morning Programme

10.00 - 10.30	**Tea/coffee and Registration**			
Room\Time	**10:30-11:00**	**11:00-11:30**	**11:30-12:00**	**12:00-12:30**
A	**Lacefield** *Standards for Mathematical Practice: Research and Insight into Characteristics of Effective Problem Solvers* (Hickman)	**Wright** *The 'Math Wars': Tensions and power struggles in the development of school mathematics curricula in the USA and UK* (Tennant)	**Mason** *Explicit & Implicit Variation Theory* (Rodd)	
B	**NicMhuirí** *Teacher, do you know the answer? Initial attempts at the facillitation of a mathematical discourse community* (Ragatz)	**Barmby** *Assessing young children's understanding of multiplication* (Debbie Morgan)	**Corcoran** & **Moffett,** *Fractions in Context: the use of ratio tables to develop understanding of fractions in two different school systems* (Hough)	
C	**Watson, S.** *The impact of teachers' career stages and self-efficacy on their engagement with professional development* (Ian Jones)		**Working Group: Wake** & **Hernandez-Martinez** *From research to practice: making an impact?*	
D	**Farsani** *What are the factors that influence the frequency of mathematics register in one linguistic code than in another?* (Hewitt)	**Morgan, C., Tang** & **Sfard** *Grammatical structure and mathematical activity: comparing examination questions* (Ingram)	**Hewitt** *Movement, language and mathematics: an interplay on the journey towards solving linear equations* (Candia Morgan)	
E	**Breen, McCluskey, Meehan, O'Donovan** & **O'Shea** *Reflection on Practice, in Practice: The Discipline of Noticing* (Mason)	**Yang** *Mathematics teachers make statistical inference based on sample distributions* (Lacefield)	**Sevimli** & **Delice** *The investigation of the relationship between cognitive styles and preferences of the representation of definite integral problem* (O'Shea)	**Tasova** & **Delice** *An Analysis of Pre-Service Mathematics Teachers' Performance in Modelling Tasks in Terms of Spatial Visualization Ability* (Gomes)
F (lab stools)	**Kul** *Professional development of Turkish mathematics teachers within a computer-supported learning environment: changes in beliefs* (Zagorianakos)	**Gomes** *Portuguese pre-service elementary teachers knowledge of geometric transformations: An exploratory study* (Hodgen)	**Zagorianakos** *The construction of knowledge by prospective teachers of mathematics in a non instructional environment* (Wright)	**Valentin** *Impact of the Mathematics Lesson Structure reform in Seychelles on pupils' achievement* (Barmby)
G	**Dowker** & **Holmes** *Catch Up Numeracy: An Intervention for Children Who Struggle With Mathematics+* (Newton)	**Kay** *Does training in finger gnosis and other non-symbolic representation of number improve symbolic number skills?* (Inglis)	**Williams** *To what extent might role play be a useful tool for learning mathematics?* (Dooley)	
H	**Attridge** & **Inglis** *The development of deductive reasoning skills in A level mathematics students* (Osmon)	**Jones** *Exploring algebraic thinking at AS level: the interpretation of letters* (Attridge)	**Osmon** *Applied mathematics = Modelling > Problem solving?* (Hall)	**Darlington** *Approaches to Learning of Undergraduate Mathematicians* (Crisan)
12:30 – 14:00	**Lunch (with AGM 13:15-14:00)**			

BSRLM Day Conference
University of Oxford, 19 November 2011
Afternoon Programme

Room\ Time	14:00-14:30	14:30-15:00	15:00-15:30	15.30-16.00
A	**Tanner, Jones, Cooze** & **Lewis** *Developing Mathematical Literacy* (Hyde)	**Finesilver** *Pulling out the layers: non-routine counting strategies and recognition of multiplicative structure by students with difficulties in mathematics* (Kay)	**Spencer** & **Edwards** *A data collection process for an embedded case study focusing on the teacher-teaching assistant partnership in the mathematics classroom* (Steve Watson)	**Hyde** & **Edwards** *Pre-service teachers' understandings of learning to use digital technologies in secondary mathematics teaching* (Yang)
B	**Dooley** *The affordances of ethical constraints: Brenda's 'voice' in research on the construction of mathematical insight by primary pupils* (Hunter)	**Bellamy** *Exploring and Encouraging Metacognitive Behaviour in Problem Solving* (Tanner)	**Working Group: Coles** & **Turner** *Mathematics education and the analysis of language*	
C	**Morgan, D.** *The Mathematics Specialist Teacher Programme (MaST)* (Smith)		**Johnson** *Developing Mathematical Knowledge for Teaching (MKT) in Teacher Education* (Ruth Edwards)	
D	**Campton** & **Edwards** *Relationships between the influences of primary teachers' mathematics knowledge* (Huntley)	**Huntley** *Lower Attaining Primary Trainee Teachers' Choice of Examples: The Cases of Naomi and Victor* (Edwards)	**Hickman** *Talk Framework for Primary Problem Solving* (Monoghan)	**Hunter** *Developing teacher understanding of early algebraic concepts using lesson study* (Andrews)
E	**Dickinson, Hough**, **Searle** & **Barmby** *Evaluating the impact of a Realistic Mathematics Education project in secondary schools* (Corcoran)	**Ragatz** *Teachers' Use of Questioning in the Classroom* (NicMhuirí)	**Colloff** & **Tennant** *The 'algebra as object' analogy: a view from school* (Anne Watson)	**Inglis, Crisp, Mason** & **Watson, A.** *Eye gaze in generalising sequences* (Martin Jones)
F	**Crisan** & **Rodd** *Teachers of mathematics to mathematics teachers through a TDA Mathematics Development Programme for Teachers* (Hernandez-Martinez)	**Andrews** *The Tri-polar Attention Space* **(**Campton)	**Lewis** *Mixed methods in studying the voice of disaffection with school mathematics* (Delice)	**Hall** *Investigations of Motivation and Engagement in Mathematics amongst Post-16 Vocational Students and Adults* (Lewis)
G	**Ruthven** *The epiSTEMe pedagogical approach: essentials, rationales and challenges* (Hodgen)	**Hodgen** & **Kuchemann** *The ICCAMS project: Designing lessons to facilitate formative assessment* (Kent)	**Kent, Altendorff** & **Kent** *An Evaluation of Complex Instruction in Secondary Mathematics Classrooms* (Ruthven)	**Ruthven, Hodgen, Kuchemann** & **Kent** *Research-informed pedagogy in early-secondary mathematics: three innovative approaches* (Pope)
H	**Newton** & **de Abreu** *"We don't do it like that": parents´ experiences of supporting their children's school mathematical learning at home* (Dowker)	**Working group: Rogers** *History in the mathematics curriculum*		
16:00	**Afternoon tea**			