

BSRLM Day Conference
University of Manchester, 3 March 2012

	3.210	3.211	3.212	3.213	3.214
10:00-10:30	Registration and refreshments				
10:30-11:00	Working Group: Rogers <i>History in the Mathematics Curriculum</i>	Working Group: Clarke <i>Sustainability and Mathematics Education</i>	Osmon <i>Modelling as a driver for the Level 3 curriculum</i>	Pampaka & Williams <i>Measuring Pedagogies from Secondary School to University and Implications for Mathematics Education (in UK and abroad)</i>	Working Group: Coles & Farsani <i>Mathematics Education and the Analysis of Language</i>
11:00-11:30			Smith <i>'Going it alone' within further mathematics</i>		
11:30-12:00	Evans, Jones & Dawson <i>Do subject specialists produce more useful feedback than non-specialists when observing mathematics lessons?</i>	Hall <i>Investigations of Motivation and Engagement in Mathematics with Vocational Students</i>	Williams <i>Class room or class struggle? Next steps in unification of Bourdieu's sociology with cultural psychology</i>		
12:00-13:00	Janet Duffin Lecture – Tom Lowrie: <i>Using realistic artefacts to promote mathematics sense making: A framework for monitoring engagement</i>				
13:00-14:00	Lunch				
14:00-14:30	Working Group: Wake, Williams & Pope <i>From research to practice: making an impact?</i>	Jay & Xolocotzin <i>The mathematics in children's out-of-school economic activity</i>	Drury <i>What do teachers need in order to ensure that students in English schools master mathematics?</i>	Clarke <i>Exploring the relationships between argumentation and reasoning: designing tools for the analysis of classroom conversation</i>	
14:30-15:00			Harrison <i>The multi-part lesson structure and the implications for attainment and assessment</i>		
15:00-15:30	Badger, Pope et al. <i>Problem-Solving in Undergraduate Mathematics</i>	Golding <i>'You weren't expected to be creative': policy-practice tensions</i>			
15:30-16:00	Breen, O'Shea & Pfeiffer <i>Undergraduate Students' Reactions and Approaches to Example Generation Exercises</i>	Warburton <i>Continuous and discrete knowledge: Analysing trainee secondary teachers' mathematical content knowledge change through 'knowledge maps'</i>		Sangster <i>The rise and fall of an investigative approach to mathematics in primary education- a discussion opportunity</i>	
16:00	Tea				