

BSRLM Day Conference
Sheffield Hallam University, 8 June 2013

	941	943	944	922	940
10:00-10:30	Registration and refreshments Owen 942				
10:30-11:00	Working group: Alcock, Gilmore, Inglis, Evans, Monaghan, Noyes & Pope <i>Using statistics in mathematics education research</i>	Working group: Clarke <i>Sustainability and Mathematics Education</i>	Jones <i>Diagrams in the teaching and learning of geometry</i> <div style="text-align: right;">Anne Watson</div>	NicMhuirí <i>Responsibility for Learning in a Mathematical Discourse Community</i> <div style="text-align: right;">Hall</div>	Dalby <i>The connections and contradictions for students of contextualised tasks</i> <div style="text-align: right;">Mendick</div>
11:05-12:05			Ayalon, Lerman & Watson, Anne <i>Development of students' understanding of functions throughout school years</i> <div style="text-align: right;">Joubert</div>	Cable <i>Rank order and how-many-ness - a first draft for discussion</i> <div style="text-align: right;">Forsythe</div>	Alshwaikh & Morgan <i>Analysing Palestinian school mathematics textbooks: A multimodal perspective</i> <div style="text-align: right;">Griffiths</div>
12:10-13:05	Janet Duffin lecture: Aron Samkoff <i>On the different ways that mathematicians use diagrams in proof construction</i> Owen 1028				
13:05-14:00	Lunch				
14:00-14:30	Joubert <i>Mathematics education: messages from "official" reports</i> <div style="text-align: right;">Evans</div>	Inglis & Aberdein <i>The Personality of Mathematical Proofs</i> <div style="text-align: right;">Jones</div>	Cockerham, Dickinson, Pawlik & Timlin <i>University Schools: A Collaborative Approach to ITT</i> <div style="text-align: right;">Steve Watson</div>	Parish <i>Mathematics Teachers and use of ICT</i> <div style="text-align: right;">Walters</div>	Didis, Erbas, Cetinkaya & Cakiroglu <i>Prospective Secondary Mathematics Teachers' Interpretations of Students' Thinking</i> <div style="text-align: right;">Adams</div>
14:35-15:05	Working group: Mendick, Morgan & Smith <i>Curriculum, Assessment and Society</i>	Working group: Archer, Wake & Ryan <i>Lesson study in research and CPD in mathematics education</i>	Warburton <i>'Mathematical Knowledge for Teaching': do you need a mathematics degree?</i> <div style="text-align: right;">Rempe-Gillen</div>	Clark-Wilson, Hoyles & Noss <i>Cornerstone Maths – Designing for scale</i> <div style="text-align: right;">Clarke</div>	Hough & Dickinson <i>Exploring the challenges for trainee teachers in using a Realistic Mathematics Education (RME) approach to the teaching of fractions</i> <div style="text-align: right;">Alcock</div>
15:10-15:40					Fielding <i>Fractions: A Piece of Cake? An Exploration of Student Teachers' Understanding, Attitudes and Beliefs in Relation to Fractions</i> <div style="text-align: right;">Cable</div>
15:45-16:15			Trubridge <i>Exploring the features of a collaborative connected classroom</i> <div style="text-align: right;">NicMhuirí</div>	Rempe-Gillen <i>'It's not my place': lesson observation in the professional development of mathematics teachers</i> <div style="text-align: right;">Warburton</div>	Forsythe <i>Linking dragging strategies to levels of geometrical reasoning in a Dynamic Geometry Environment</i> <div style="text-align: right;">Clark-Wilson</div>
16:15	Tea Owen 942				