

BSRLM Day Conference
University of Bristol, 2 March 2013

	4.10	4.08	4.07	4.02	4.09	4.01
10:00-	Registration and refreshments					
10:30-11:00	Lacefield <i>Nurturing Mathematical Practices in Primary School Teachers: Results of a University Course in Problem Solving</i> Kathotia	Gonzalez-Calero, Arnau, & Puig <i>Solving word problems algebraically with a spreadsheet in primary school</i> Ineson	Brown <i>Learning as a mathematics teacher educator through narrative interviewing</i>	Kazak, Wegerif; & Fujita <i>Two Year 7 Students' Understanding of Measures of Average in the Context of Informal Inference</i> Ainley	Darlington <i>The Use of Bloom's Taxonomy in Advanced Mathematics Questions</i> Thomas	Zagorianakos <i>The study of intuitions and their implications for the approach on learning and teaching of a pre-service teacher</i> K.Jones
11:05-11:35	Ismail <i>Teaching mathematics problem solving to student teachers in a Malaysian context</i> Lacefield	Ineson & Babbar <i>Exploring Approaches to Calculations: A comparison between primary and secondary trainee teachers</i> Golding	Smith	Jones, Fujita & Miyazaki <i>Learning congruency-based proofs in geometry via a web-based learning system</i> Rogers	Iannone & Simpson <i>Oral assessment in mathematics: an opportunity for learning?</i> Osmon	Working Group Evans, Monaghan, Noyes & Pope <i>Using statistics in mathematics education research</i>
11:40-12:40	Kathotia <i>The Nuffield Foundation and mathematics education</i> Forsythe			Working Group Kent & Coles <i>Mathematics Education and the Analysis of Language</i>		
12:40-	Lunch				Open forum from 13:20 Room 4.10	
14:00-14:30	Kristinsdóttir <i>Teacher development in a community of inquiry</i> Ismail	Joubert <i>The 'official' view of mathematics education in the UK</i> Iannone	Clarke <i>Now you see it, now you don't: the epistemology of visual reasoning in the secondary school geometry curriculum</i> Gates	Coles <i>Metacommunication and listening</i>	Rowlands <i>Some thoughts on encouraging creativity in the mathematics classroom</i>	Pratt & Ainley <i>Active graphing with uncertainty</i>
14:35-15:05	Golding <i>'In this game you don't stand still': curriculum reform as a catalyst for teacher learning</i> Allen	Sovičová & Joubert <i>A relationship between professional development and problem-solving resources</i> Watson	Andrews <i>Teaching a sequence of lessons on geometrical constructions: what aspects of the topic are emphasised, how do learners encounter them, and when?</i> Maiduang	Kent	Trakulphadetkrai	Evans
15:10-15:40	Watson <i>An historical analysis of policy in relation to mathematics teachers' professional development in England</i> Joubert	Rogers <i>Proof in History - Proof in the Classroom</i>	Maiduang <i>Dynamic geometry environment and its relation to Thai students' higher-order thinking: reasoning in Euclidean geometry</i>	Kent <i>Intersubjectivity and Groupwork in School Mathematics: A Perspective of Communicative Action and a discussion of networking and complementarity of theoretical approaches</i> Pratt	Working Group Clarke <i>Sustainability and Mathematics Education</i>	Osmon <i>A-level mathematics reform: issues, principals, proposals</i>
15:45-16:15		R. Edwards	Andrews			Rowlands
16:15	Tea					