

BSRLM Day Conference
King's College, London, 1 March 2014
Morning Programme

10.00 - 10.30 Tea/coffee and Registration			
Room\Time	10:30-11:00	11:05-11:35	11:40 – 12:40
1.10		Akkoç, Balkanhoğlu & Yeşildere-İmre, Exploring Prospective Mathematics Teachers' School Placement Induction through Communities of Practice <i>Winbourne</i>	Burke, Jablonka & Olley Mathematical modelling: providing valid description or lost in translation? <i>Joubert</i>
1.14	Mavrikis, Geraniou & Hansen Promoting primary children's verbal reflections on fraction tasks in an exploratory learning environment <i>Clark-Wilson</i>		Borthwick, Harcourt-Heath & Keating Calculating: What can Year 8 children do? <i>Barmby</i>
1.17	Lacefield Teaching and Learning the Common Core State Standards for Mathematical Practice <i>Onion</i>	Finesilver Key representation types for students struggling with multiplicative thinking <i>Lacefield</i>	Turvill "Arithmetic is being able to count up to twenty without taking off your shoes." - Mickey Mouse <i>Pennant</i>
1.20	Winbourne & Ghosh Democratic Participation in the Mathematics Classroom <i>Adams</i>	Ghosh Real World Issues in the Mathematics Classroom <i>Gade</i>	Coles "Take care of the symbols and the sense will take care of itself": the challenge of Dick Tahta, Caleb Gattegno and Bob Davis <i>Weber</i>
1.21	Quaye Exploring Academic Achievement in Mathematics and Attitude towards Mathematics: The role of Bourdieu's elusive habitus <i>Marks</i>	I. Jones, Inglis, Wheadon & Humphries Has A-level Mathematics got easier over time? <i>Noyes</i>	Noyes & Adkins Rethinking the Value of Advanced Mathematics Participation <i>Brown</i>
1.67	Ingram, Baldry & Pitt The interactional treatment of mathematical errors and the role of errors in the learning of mathematics <i>Rowland</i>	Baldry, Ingram, Pitt & Elliott Measuring the Attainment Gap in Mathematics <i>C.Smith</i>	Rogers Assessment and evaluation of project material <i>Osmon</i>
1.68	Lake Looking for Goldin: Can adopting student engagement structures reveal engagement structures for teachers? The case of Adam <i>J-A.Edwards</i>	Biza, González-Martin, Gueudet, Nardi & Winsløw Institutional, sociocultural and discursive approaches to research in (university) mathematics education: (Dis)connectivities, challenges and potentialities Working group	
12:40 – 13:50 Lunch (with the Open Forum from 12:45-13:15 in 1.10)			

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Afternoon Programme

Room\Time	13:50-14:50	14.55-15.25	15.30-16.00
1.10	Gade Analysing two group-tasks and a collaborative classroom practice with Engeström's activity theory <i style="text-align: right;">Ghosh</i>	Clark-Wilson, Hoyles & Noss Cornerstone Maths – Scaling for sustainable success <div style="text-align: right;"><i>Nardi</i></div>	
1.14	Jablonka, Bergsten, & Ashjari "Arbitrary numbers and much palaver": Engineering students' recognition of university mathematics <i style="text-align: right;">Mendick</i>	Mali, Biza & Jaworski Use of generic examples in university mathematics tutoring <i style="text-align: right;">Thomas</i>	
1.17	Pennant What do primary teachers perceive as the effective elements of a specialist-coaching approach when developing their classroom practice in mathematics? <i style="text-align: right;">Rodd</i>	Adams "It doesn't have to be like this": Women mathematics teachers' experiences of professional learning <i style="text-align: right;">Povey</i>	Gates & Abdul Rahman Culture and disadvantage in learning mathematics <div style="text-align: right;"><i>Burke</i></div>
1.20	Aldalan & Rowland Responding to students' contributions in the mathematics classroom: the case of Saudi trainee primary teachers <i style="text-align: right;">Lake</i>	Edwards Peer talk and helping activity in mathematical problem-solving groups <i style="text-align: right;">Borthwick</i>	Hodgen, Brown & Küchemann Understanding and addressing low attainment <div style="text-align: right;"><i>Coles</i></div>
1.21	Weber Using mental imagery exercises to produce and exploit visualisations in secondary school mathematics <i style="text-align: right;">K.Jones</i>	K. Jones Research on the teaching and learning of geometric constructions in secondary school mathematics <i style="text-align: right;">Rogers</i>	Foster & Inglis Analysing teachers' descriptions of mathematical tasks in school mathematics <div style="text-align: right;"><i>I. Jones</i></div>
1.67	Hall Preparing students for the extended numeracy demands of the modern workplace <i style="text-align: right;">Forsythe</i>	Osmon Mathematical modelling in a reformed curriculum <i style="text-align: right;">Quaye</i>	Joubert The perceived causes of the 'problem' of mathematics education in England <div style="text-align: right;"><i>Akkoç</i></div>
1.68	Evans, Monaghan, Noyes & Pope Using statistics in mathematics education research: The use of surveys - international performance surveys <div style="text-align: center;">Working group</div>		
16.00	Afternoon tea		