BSRLM Conference, Durham University (Saturday, 6 June 2015)
Morning Programme

	10:30-11:00	11:05-11:35	11:40-12:10	12:15-13:00
CG60	**Aysel*, Brady*, Corrigan*, Dooley*, Haines* & Rooney*** Using Lesson Study to explore primary/post-primary transitions in mathematics *Marks*		**Rowland** Teacher learning provoked by teaching: equal-area triangles *Foster*	Plenary (CG91) Janet Duffin Award Lecture by Dr. Rachel Marks Educational Triage: Ability grouping and the trajectory of the 'urgent', 'safe' and 'hopeless' cases in primary mathematics *(This plenary will be immediately followed by the BSRLM Open Forum from 13:00 to 13:30 – also in CG91)*
CG83	**Bretscher** Dominant practices in mathematics teachers' use of technology: using ICT to enhance pedagogic aspirations *Rowland*	**Borg & Hewitt*** Developing meaning for expressions with Grid Algebra: developing the CAPS framework *Clark-Wilson*	**Clark-Wilson* & Hoyles*** A developing methodology to research the impact of dynamic mathematical technologies on teachers' knowledge and emergent practices *Boylan*	
CG85	**Alanazi** Constructing a dialogic teacher's identity: a case study exploring the impact of community of practice *Forsythe*	~~**Adams*, Boylan*, Willis, Demack, Stevens & Verrier**~~ ~~Teacher professional learning: the experience of teachers involved in the Multiplicative Reasoning Project (MRP)~~ ~~*Lee*~~	**Lee* & Knights** Continuous Professional Development – enriching and engaging classroom teachers via a 'paired days' approach *Gray*	
CG91	~~**Clarke**~~ ~~Structure, relevance, realism, and inclusion: identifying factors for designing "real-world" mathematical tasks~~ ~~*Thouless*~~	**Kent** Cryptography and financial mathematics as foci for critical approaches to mathematics education: Developing a research agenda with a peculiar motivation *Trakulphadetkrai*	**Curtis** Challenge: always a good thing? *Hernandez-Martinez*	
CG93	**Darlington** Students' perceptions of A-level Further Mathematics as preparation for undergraduate mathematic *Alcock*		**Harth*, Jaworski & Robinson** The use of activity theory in conceptualizing the teaching of statistics at university *Cable*	
CG218	**Siedel* & Skilling*** "There's so much out there!" Facilitating the selection of instructional resources *Biza*	**Nardi*, Healy & Biza*** The CAPTeaM project – Challenging ableist perspectives on mathematics teaching: Preliminary findings *Clausen-May*		

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Afternoon Programme

	14:00-14:30	14:35-15:05	15:10-15:40	15:45-16:15
CG60	**Back*, Gifford* & Griffiths*** Making numbers - developing a teachers' guide to using manipulatives: initial thoughts from the literature *Trakulphadetkrai*		**Thouless** Using a single-subject research design to examine the effectiveness of a mathematical instructional activity *Gifford*	**Gray** How does children's competence in counting develop during the Nursery year in a primary school in where all children speak English as an additional language? *Thouless*
CG83	**Grasso** Using dynamic software effectively in secondary mathematics classrooms *Hewitt*	**Wright*, Clark & Tiplady** Design research in formative assessment with technology *Biza*		**Pomeroy** Is physical education the opposite of mathematics? Subject preferences, the mind/body dichotomy, and socio-economic status *Boylan*
CG85	**Peatfield** Affective aspects of mathematical resilience *Nardi*	**Otieno** Kenya secondary school students' intelligence beliefs - A case study in mathematics *Povey*		**Pampaka & Omuvwie*** Associations of teaching styles with students' mathematics dispositions in secondary education *Alcock*
CG91	**Kent* & Foster*** Distinguishing conceptual and procedural understanding in mathematics *Curtis*	**Karadeniz*, Tuğba*, Tuba & Funda*** Contextual examination of the middle school mathematics Turkish teachers' exam questions *Stewart-Brown*	**~~Clarke~~** ~~To relevant tasks and beyond: mainstreaming environmental sustainability in mathematics education~~ ~~WORKING GROUP~~	
CG93	**Hernandez-Martinez* & Harth** Exploring non-participation in undergraduate engineering mathematics *Bretscher*	**Dodd** Why mature students might have difficulties understanding mathematics in science: Evidence from their proportional reasoning *Jackson*	**Pettersson** University students' discourse on a threshold concept related to their approaches to study *Iannone*	**Major** Developing instructional and pedagogical design for the Cambridge Mathematics Education Project: A design-based research approach *Pope*
CG218	**Boylan*, Maxwell, Jay, Demack, Wolstenholme & Adams*** Policy, innovation and evidence in current mathematics education research *Alanazi*	**Farsani** What every BODY is saying: Primary and secondary students' patterns of proxemics behaviour in response to their mathematics teacher's hand gestures WORKING GROUP		**Styles** Extending students' conceptual understanding of area to incorporate formulae *Skilling*