



**BSRLM Conference**  
**University of Reading (Saturday, 7 November 2015)**  
**Morning Programme**



Building L22	10:30-11:00	11:05-11:35	11:40-12:10	12:15-12:45
Room 102	<b>Gray</b> Tracking nursery children's counting  <i>Ormesher</i>	<b>Mamede</b> Exploring young children's reasoning and naming of fractions  <i>Ormesher</i>	<b>Barnes</b> Creating the conditions for children in Year 6 to persevere in mathematical reasoning  <i>Marks</i>	<b>Barros*, Nunes* &amp; Lars-Erik</b> Can multiplicative reasoning and arithmetic help children understand fractions?  <i>Skilling</i>
Room 103		<b>Townsend</b> Issues of contingency in teaching for 'mastery'  <i>Clark-Wilson</i>	<b>Duckworth*, Lawley*, Siddiqui* &amp; Stevenson*</b> Maths Hub, mastery and messy research  <i>Townsend</i>	
Room 108	<b>Barichello</b> Possible parallels between visual representations and informal knowledge  <i>Foley</i>	<b>Nunes*, Bryant*, Evans, Gottardis &amp; Terlektsi</b> The use of diagrams to promote additive reasoning in primary school  <i>Foley</i>	<b>Trakulphadetkrai</b> Formatively assess Key Stage 2 students' conceptual understanding of multiplication visually, symbolically and contextually  <i>Nunes</i>	<b>Fielding* &amp; Spencer*</b> Using the Singapore Bar method to support the interpretation and understanding of word problems in Key Stage 2  <i>Alderton</i>
Room 109	<b>Rostovtseva* &amp; Walker*</b> Evaluating mathematical thinking: Developing a framework for students "deep" understanding in Key Stage 5 mathematics  <i>Hodgen</i>	<b>Golding* &amp; Smith*</b> Wider effects of introducing Further Mathematics  <i>Hodgen</i>	<b>Küchemann* &amp; Hodgen</b> A look at two algebra tasks involving sequential data, that seem to prompt a recursive rather than functional approach to the underlying linear relation  <i>Povey</i>	
Room 113	<b>Akkoç* &amp; Gülbağcı-Dede*</b> A case study of a prospective upper secondary mathematics teacher's professional identity: Who does he want to be? What does he do in practice?  <i>Karadeniz</i>	<b>Guimaraes</b> A secondary mathematics teacher changing her practice: An exploration of the reasons  <i>Dalby</i>		<b>Edwards, Hyde*, O'Connor* &amp; Oldham</b> The importance of subject knowledge for mathematics teaching: An analysis of feedback from Subject Knowledge Enhancement courses  <i>Pope</i>
Room 110	<b>Vazquez Monter</b> Analysis of classroom discourse from a Bakhtinian perspective: A case of digital incorporation technology in a pre-calculus lesson in a private school in Mexico  <i>Coles</i>		<b>Karadeniz</b> Mathematics teachers' perspectives on students' use of graphing calculators  <i>Pope</i>	<b>Lo*, Edwards*, Bokhove &amp; Davis</b> Communicating mathematically on the web: What difference does handwriting recognition software make?  <i>Mendick</i>
Room 111	<b>Rogers &amp; Pope*</b> Using the history of mathematics in education  <i>Working Group</i>		<b>Clark-Wilson</b> BSRLM and BERA: Maximising the opportunities for our affiliation  <i>Working Group</i>	<b>Kent</b> A critical analysis of financial literacy in mathematics education in England  <i>North</i>

**12:45-13:30** Annual General Meeting (Lecture Theatre G01) - *optional*  
**12:45-14:00** Lunch (Room G03)



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**Afternoon Programme**



#BSRLMNov15

Building L22	14:00-14:30	14:35-15:05	15:10-15:40	15:45-16:15
Room 102	<b>Tutcher</b> To chunk or not to chunk: Learning division - the 'why' before the 'how' <i>Coles</i>	<b>Kenna</b> The impact of mathematics game based learning on children's higher order thinking skills <i>Townsend</i>	<b>Bryant*, Terezinha, Evans, Terlektsi &amp; Gottardis</b> Teaching primary school children about probability <i>Majid</i>	<b>Gifford* &amp; Alderton*</b> Teaching children with mathematics difficulties <i>Trakulphadetkrai</i>
Room 103	<b>Pratt</b> Playing the levelling field: Managing mathematics assessment in English primary schools <i>Gifford</i>	<b>Ormesher</b> Interpreting and constructing lesson observation data of primary mathematics teacher trainees <i>Coles</i>	<b>Denny</b> Teaching problem solving to primary teacher trainees <i>Golding</i>	
Room 108		<b>Foley</b> Girls, mathematics and identity: Creative approaches to gaining a girls'-eye view <i>Smith</i>	<b>Viika* &amp; Edwards*</b> Mathematics anxiety, progress and attainment: Does gender still make a difference? <i>George</i>	<b>Alam</b> Bangladeshi rural secondary school girls' participation in higher mathematics optional course: What are the influences? <i>Bokhove</i>
Room 109	<b>Shinno* &amp; Fujita</b> An analysis of the inherent difficulties with mathematical induction <i>Hyde</i>	<b>Bokhove</b> Opportunity to learn secondary mathematics: A curriculum approach with TIMSS 2011 data <i>Golding</i>	<b>Skilling</b> Teacher practices for promoting cognitive engagement in low and high achieving secondary mathematics classrooms <i>Bokhove</i>	<b>Smith* &amp; Golding*</b> Teaching A-level in Early Career <i>Hyde</i>
Room 113	<b>Akkoç</b> Reflections on a legitimate peripheral participation activity in a community of practice and implications for secondary mathematics teacher education <i>Gulbagci-Dede</i>	<b>Bisson*, Gilmore, Camilla, Inglis* &amp; Jones</b> Measuring the impact of teaching interventions using comparative judgement <i>Walker</i>	<b>Hodgen*, Inglis*, Simpson* &amp; Styles*</b> Standardised effect sizes in education research: Useful or misleading? <i>Working Group</i>	
Room 110	<b>Headlam</b> The use of podcasts to support teaching and learning in undergraduate mathematics programmes <i>Vazquez Monter</i>	<b>Dalby* &amp; Swan</b> The functionality of digital technology in formative assessment <i>Karadeniz</i>	<b>Coles</b> Facilitating the professional learning of teachers of mathematics through a video club <i>Dalby</i>	
Room 111	<b>Gates, Kent*, Ghosh &amp; Wright*</b> Opportunities for Critical Mathematics Education in a world rediscovering socialism <i>Working Group</i>		<b>North</b> In pursuit of an orientation for life preparation: A case study of the subject mathematical literacy in South Africa <i>Küchemann</i>	

16:15-16:45 Tea/coffee (Room G03)