Morning Programme

	10:30-11:00	11:05-11:35	11:40-12:10	12:15-13:00
Room CC014	**Skevington** Not everyone talked about cats: Learning from Year 5 learners' responses to lessons using Numicon *Tuvill*	**Ergene*, Masal, Masal & Takunyacı** The creation of problems by prospective teachers: Origami activities *Skevington*	**Boylan** Developing frameworks for evaluating and researching the Shanghai mathematics teacher exchange: Practices or assemblage *Lee*	Plenary (Room CC021)

The Janet Duffin Award Lecture by Professor Christine Howe

Rational number and proportional reasoning in early secondary school: Towards principled improvement in mathematics |
Room CC021	**Foster** Developing procedural fluency: Exercises or rich tasks? *Golding*	**Biza*, Nardi*, Thoma*, Kayali*, Cook*, Hughes*, Wolsey, Joel & Jagdev** Working atmosphere in the secondary mathematics classroom: When things do not work according to the lesson plan *Asghari*		
Room CC029a	**Lee*, Stevens, Boylan* & Demack** The fragility of A level Further Mathematics in schools/colleges in England *Alcock*	**John** Prompting for progress: Using teacher voice for the implementation of Realistic Mathematics Education with low-achieving mathematics students *Coles*	**Alam** Influence of parents' socioeconomic status and level of education on children's mathematics education at secondary schools: Pilot study findings from rural Bangladesh *George*	
Room CC109	**Kouvela** Transition to university mathematics *Anastasakis*	**Anastasakis*, Robinson & Lerman** Tools, conceptions of mathematics and goals in undergraduate engineering courses *Kouvela*	**Harth** Defining learning outcomes for statistical modules: A repertory grid technique *Kouvela*	
Room CC110	**Katmer Bayraklı*, Delice & Ertekin** Pre-service mathematics teachers' strategies to find the general term of sequences: Discovering the unseen beyond the seen *Thoma*	**Rogers* & Pope** Using the history of mathematics in education *Working Group*		
Room CC111	**Coles** Sustainability and Mathematics Education Working Group *Working Group*	**Clark-Wilson* & Wake*** Building and sustaining active research collaborations with teachers of mathematics *Working Group*		

13:00-14:00 Lunch (James France Exhibition Area)

Afternoon Programme

	14:00-14:30	14:35-15:05	15:10-15:40	15:45-16:15
Room CC014	**Forsythe** What effect can using a new textbook scheme have on teachers? A local evaluation of the National Textbook Trial *Boylan*	**Tuvill** Bending over backwards: Developing appropriate flexibility in primary mathematics *Ineson*	**Kleve* & Aanestad*** From informal strategies to the use of standard algorithm: Is anything lost? *Rogers*	**George** A tale of two fraction sub-constructs: The part-whole and quotient *Kleve*
Room CC021	**Clark-Wilson* & Hoyles*** Researching the teaching of geometric similarity with dynamic technology: The influences of teacher knowledge and pedagogic practices *Küchemann*		**Küchemann* & Hodgen** Using dot patterns to model multiplication *Foster*	**Asghari** Algebraic nature of negative numbers *Forsythe*
Room CC029a	**Kalelioğlu & Akkoç** Prospective upper secondary mathematics teachers' levels of statistical thinking *John*	**Wake** Artefacts, boundaries and classrooms: The ABC of Lesson Study *Alam*	**Keiichi** Lesson Study at the upper secondary level in Japan: Focus on the 'Problem Solving Approach' *Wake*	**Garcia** Interpreting Lesson Study as a professional praxeology to uncover the influence of epistemological and didactical models on teachers' learning *Wake*
Room CC109	**Thoma* & Nardi*** Engagement with mathematical discourse in closed-book examinations: Lecturers' perspectives and student responses to a Probability question *Mathias*		**Golding* & Smith** Beginner teachers assessing semi-structured problems *Biza*	**Mathias** Deep and shallow approaches to learning mathematics are not mutually exclusive *Harth*
Room CC110	**Adams* & Povey** Using data from recollections of SMILE to overcome 'historic loneliness' *Rogers*		**Morris*, Gilmore & Inglis** 'Do more number activities with your child': Is this the right advice to be giving parents? *Anastasakis*	
Room CC111	**Homer*, Evans* & Alcock*** What is the future for quantitative educational research methods? *Working Group*			

16:15-16:45 Tea/coffee (James France Exhibition Area)