# BSRLM February 2016 Conference

**Manchester Metropolitan University, Faculty of Education**

**Saturday 27 February 2016**

## Morning Programme

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<tr>
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| 2.04   | 10:30-11:00| Exploring differences and development in primary mathematics teaching in South Africa  
Venkat & Askew  
Pratt |
| 2.04   | 11:05-11:35| Developing South African primary learners' multiplicative reasoning: The impact of a short teaching intervention  
Askew & Venkat  
Coles |
| 2.04   | 11:40-12:10| Improving children's place value understanding using the Japanese abacus  
Freeman  
McCullough |
| 2.04   | 12:15-12:45| Mathematical communication through a game: What do "I spy" with?  
Sür, Delice & Hacıömeroğlu  
Kenna |
| 2.07   | 11:05-11:35| Problem solving and educational interactive games: A case study of Year 6 children  
Kenna  
Sür |
| 2.07   | 11:40-12:10| 'It was all led by them': Opening up opportunities for making mathematics through a children's exhibition  
Povey, Adams & Jackson  
Ineson |
| 2.07   | 12:15-12:45| How to improve Key Stage 3 students' abilities to create mathematical proofs: An action research study in a British international school in Spain  
Webb  
North  
Jones |
| 2.10   | 10:30-11:00| Developing South African primary learners' multiplicative reasoning: The impact of a short teaching intervention  
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| 2.15   | 12:45-13:30| Open Forum (Room 2.18) - optional  
12:45-14:00 Staggered lunch served at 12:45 and 13:30 (Room 2.19) |
| 2.18   | 10:30-11:00| Improving children's place value understanding using the Japanese abacus  
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Povey, Adams & Jackson  
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McCullough |
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<td>14:00-14:30</td>
<td>2.04</td>
<td>Palmer &amp; Lister: Using a second language to develop mathematical understanding</td>
<td>Timlin</td>
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<td>2.07</td>
<td>Pratt: Assessment in primary mathematics: what, and who, matters?</td>
<td>Marks</td>
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<td>2.10</td>
<td>Kosyvas: The students' involvement in a workplace inquiry activity: Solution of the solar panel problem</td>
<td>North</td>
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<td>2.18</td>
<td>Ergene &amp; Delice: The weakest link of Polya's stages through integral problem solving process: What to check</td>
<td>North</td>
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<td>3.78</td>
<td>Ingram, Andrews &amp; Pitt: Patterns of interaction that encourage student explanations in mathematics lessons</td>
<td>Inglis</td>
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<td>3.79</td>
<td>Karadeniz: Teachers' perspectives on using graphing calculators in advanced mathematics</td>
<td>Inglis</td>
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<td>3.80</td>
<td>Nikolakopoulou: Implementing multi-touch tables into classroom: In what ways are students engaged in an interactive mathematical activity &quot;around the table&quot;?</td>
<td>Say</td>
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<td>3.81</td>
<td>Broderick: Vernacular numeracies: Exploring the everyday numeracy events and practices of students in further education on pre-level 2 functional skills mathematics programmes</td>
<td>Jay</td>
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<td>14:35-15:05</td>
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<td>McCullouch: 'If good enough' is sufficient for primary mathematics teaching, do we need excellence?</td>
<td>Naik</td>
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<td>Back, Gifford &amp; Griffiths: Making Numbers: An update and some questions</td>
<td>Povey</td>
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<td>15:10-16:10</td>
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<td>Jay &amp; Rose: Research at the boundaries of home and school: Working with or against the 'system'?</td>
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<td>Curtis: Concrete materials for learning algebra</td>
<td>Gifford</td>
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<td>Jones: A conceptual approach to assessing achievement and progress in mathematics</td>
<td>Povey</td>
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<td>Lortie-Forgues: Why is students' understanding of arithmetic with numbers below one so poor?</td>
<td>Bamber</td>
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<td>Black, Harris, Hernandez-Martinez, Joogaghan, Pampaka, Wake &amp; Williams: Transmaths special issue of five papers for 'Teaching Mathematics and its Applications'</td>
<td>Williams &amp; Black</td>
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<td>Andrews, Ingram &amp; Pitt: Mathematics teachers working on pauses</td>
<td>Timlin</td>
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<td>de la Fuente, Deulofeu &amp; Rowland: Developing algebraic language in a problem solving environment: The role of teacher knowledge</td>
<td>Palmer</td>
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<td>Say &amp; Akkok: Mediating role of technology: Prospective upper secondary mathematics teachers' practice</td>
<td>Karadeniz</td>
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<td>Chonchaiya, Russ &amp; Beynon: Blending classroom and computing activities for mathematical resilience by making construals</td>
<td>Nikolakopoulou</td>
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<td>Choudry: Ethnic and EAL measures or underlying migrant history: Impact of English as an additional language on secondary mathematics attainment across ethnic, gender and social class differences</td>
<td>Pickard-Smith</td>
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<td>Pickard-Smith: Performatics</td>
<td>Webb</td>
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<td>Bellamy: Effective teaching of GCSE Mathematics in Further Education colleges</td>
<td>Broderick</td>
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<td>Clarke &amp; Coles: Sustainability and mathematics education</td>
<td>Working Group</td>
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16:10-16:40 Tea/coffee (Room 2.19)