



**BSRLM Conference Programme**  
**The Mathematical Institute, University of Oxford**  
**Saturday 10<sup>th</sup> June 2017**

**Morning Programme**

**10:00-10:30** Registration (By the entrance) / Tea & Coffee (Mezzanine\*)  
**10:30-11:15** The Janet Duffin Award Lecture by Julian Williams and Sophina Choudry (Lecture Room L1\*)

*RP = Research Paper, RW = Research Workshop, WG = Working Group*

|          | 11:20-11:50   | 11:55-12:25  | 12:30-13:00             |
|----------|---|--|-------------------------|
| Room C1* | <b>Simpson &amp; Wang*</b><br>Mathematics mastery: From subject leads' perspective [RP]<br><i>Watson</i>  | <b>Al-Murani, Kilhamn, Morgan &amp; Watson*</b><br>Observations about some UK primary teaching that has been influenced by the mastery agenda [RP]   | <i>Trakulphadetkrai</i> |
| Room C2* | <b>Ankers</b><br>Trainee teachers' perceptions of solving word problems and the bar-model as a strategy to support children in solving word problems [RP]<br><i>Clarke, L.</i>  | <b>Trubridge* &amp; Graham*</b><br>A case study to explore approaches that help teachers engage with students' development of mathematical connections [RP]  | <i>Guimaraes</i>        |
| Room C3* | <b>Coles* &amp; Hewitt*</b><br>On learning number: The strange case of 20 [RP]<br><i>Rickard</i>  | <b>Rickard* &amp; Earle*</b><br>Division: Exploring formal methods from the perspectives of primary children and trainee teachers [RP]   | <i>Lord</i>             |
| Room C4* | <b>Rostovtseva*, Walker*, Rauch*, Leung* &amp; de Asis*</b><br>All aboard: Studying the link between classroom dialogue and the implementation of rich tasks in post-16 mathematics with Underground Mathematics [RP]<br><i>Lewis</i> | <b>Joubert</b><br>The FaSMEd project in South Africa: A design research project [RP]   | <i>Jameson</i>          |
| Room C5* | <b>Curtis</b><br>Constructivist principles in mathematics lessons: Pi in the sky? [RP]<br><i>Sharma</i>   | <b>Rogers* &amp; Pope*</b><br>'History of Mathematics' Working Group - A cultural history of the Pythagorean Theorem: Opportunities for the curriculum [WG]  | <i>n/a</i>              |
| Room C6* | <b>Lyakhova</b><br>School students' experience of studying AS and A-level Further Mathematics via a blended learning option [RP]<br><i>Clark-Wilson</i>   | <b>Clark-Wilson* &amp; Hoyles*</b><br>Understanding the complexities of teachers' knowledge and practice for dynamic technology use in lower secondary mathematics: Implications for sustainability and scaling [RW] | <i>Lyakhova</i>         |
| Room L6* | <b>Sharkey</b><br>Completing the square: The cultural arbitrary of Oxbridge entrance preparation? [RP]<br><i>Mendick</i>  | <b>Gates, Ghosh &amp; Wright*</b><br>'Critical Mathematics Education (CME)' Working Group - including discussion on 'making pedagogical rationale explicit to mathematics learners' [WG]                             | <i>n/a</i>              |

**13:05-13:35** Open Forum (Lecture Room L1\*)

**13:35-14:20** Lunch (Mezzanine\*)



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**Afternoon Programme**

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|          | 14:20-14:50   | 14:55-15:25   | 15:30-16:00  | 16:05-16:35  |
|----------|---|---|--|--|
| Room C1* | <b>Brown</b><br>How to look and what to see [RW]<br><br><i>Coles</i>  |   | <b>Zhang*, Cai* &amp; Wang*</b><br>Mathematics teaching in China: Recent developments in curriculum design, assessment and teaching methodology [RP]<br><br><i>Wallis and Denny</i>              |  |
| Room C2* | <b>Clarke, L.</b><br>Singapore bar models appear to be the answer, but what then was the question? [RP]<br><br><i>Gifford</i>   | <b>Sharma* &amp; Connor</b><br>Developing a concrete-pictorial-abstract model for negative number arithmetic [RW]<br><br><i>Ankers</i>  | <b>Küchemann</b><br>Sharing chocolate: Year 8 students' use of narrative, visual and symbolic representations of fractions [RP]<br><br><i>Marks</i>  | <b>Ingram*, Andrews* &amp; Pitt</b><br>Words and contexts: Teaching mathematics vocabulary [RW]<br><br><i>Hewitt</i>   |
| Room C3* | <b>Huntley* &amp; Hurst</b><br>Algorithms ... Alcatraz: Are children prisoners of process? [RP]<br><br><i>Ineson</i>  | <b>Lord</b><br>Developing calculation fluency: How do pupils check their work? [RP]<br><br><i>Huntley</i>   | <b>Trakulphadetkrai</b><br>Where are the girls and women in mathematics-focused picturebooks? Preliminary pilot findings [RP]<br><br><i>Clarke, K.</i>   | <b>Mendick</b><br>Mathematics education and the General Election result [RW]<br><br><i>Homer</i>   |
| Room C4* | <b>Barichello* &amp; Guimaraes*</b><br>Replication of a British study in Brazil: How do teachers describe mathematical tasks? [RP]<br><br><i>Inglis</i>   | <b>Jameson*, Kathotia*, Macey &amp; Rycroft-Smith</b><br>Between the framework and the classroom: Designing a tool for curriculum development in mathematics [RP]<br><br><i>Rostovtseva</i> | <b>Lewis</b><br>Teachers' perception of mathematical tasks: What secondary mathematics teachers 'saw' in a published task, and how this changed following enactment [RP]<br><br><i>Trubridge</i> | <b>Rempe-Gillen</b><br>The process of reconceptualising lesson observation for the development of reflective practice [RP]<br><br><i>Townsend</i>  |
| Room C5* | <b>Ghergu</b><br>Difficulties in teaching calculus concepts in undergraduate service courses: The notion of limit of a sequence [RP]<br><br><i>Duah</i>   | <b>Homer*, Mathieson*, Banner &amp; Tasara*</b><br>The early take-up of Core Maths project: Emerging national findings [RP]<br><br><i>Pope</i>  | <b>Inglis* &amp; Mejia-Ramos</b><br>'Explanatory' talk in mathematics [RP]<br><br><i>Barichello</i>  | <b>Lew* &amp; Mejia-Ramos</b><br>Investigating the linguistic conventions of proof writing in university mathematics [RP]<br><br><i>Ghergu</i>   |
| Room C6* | <b>Nur*, Akkoc*, Gulbagci-Dede &amp; Yazici*</b><br>Examining prospective mathematics teachers' pedagogical content knowledge of limit and continuity using vignettes [RP]<br><br><i>Rempe-Gillen</i> | <b>Akkoc*, Gulbagci-Dede &amp; Seker</b><br>Prospective mathematics teacher noticing: A focus on students' difficulties with Function concept [RP]<br><br><i>Wang</i>                       | <b>Helliwell</b><br>Mathematics teacher educator noticing: A methodology for researching my own learning [RP]<br><br><i>Wright</i>   | <b>Duah</b><br>Mathematics resilience: What is known in the pre-tertiary mathematics education research and what we have found researching non-mathematics-specialist tertiary students [RP]<br><br><i>Brown</i> |
| Room L6* | <b>Clark-Wilson*, Wake*, Wright* &amp; Adams</b><br>'Building and Sustaining Active Research Collaborations with Teachers of Mathematics' Working Group [WG]<br><br><i>n/a</i>                        |   | <b>Townsend</b><br>Authoring oneself as a teacher of mathematics: Interpretations of the symbolic figure of 'The Good Mathematics Teacher' [RP]<br><br><i>Joubert</i>                            | <b>Clarke, K.</b><br>How primary trainee teachers' beliefs change about mathematics education during their first term of a PGCE course [RP]<br><br><i>Helliwell</i>  |

**16:35-17:00** Tea/coffee (Mezzanine\*)

*\*Subject to change*