



BSRLM Conference Programme
Birkbeck College, University of London
Saturday 4th March 2017

Morning Programme

09:30-10:00 Registration / Tea & Coffee (Room MAL B04*)

10:00-10:45 Joint BSRLM-CFEM Plenary Panel (Room MAL B33*)

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

	10:50-11:20	11:25-11:55	12:00-12:30	12:35-13:05
MAL 252*	Dowker* & Esmail Development of components of mathematics in 7-to-11-year-old children: A study using Dynamo Assessment [RP] <i>Watson</i>	Craig*, Ehren, Wollaston, Goodwin & Newton The mathematical potential of teaching strategies used to prepare pupils for problem-based questions in high-stakes testing in England [RP] <i>Dowker</i>	Al-Murani, Kilhamn, Morgan & Watson* Observations about some UK primary teaching that has been influenced by the mastery agenda [RP] <i>Craig</i>	
MAL 351*	Jaworski*, Treffert-Thomas & Hewitt Student-partners in teaching design and tutorial teaching in university foundation mathematics [RP] <i>Nardi</i>	Voutsina*, George* & Jones* Exploring changes in children's mathematical task and strategy conceptualisation using microgenetic research designs [RP] <i>Jones</i>	Nardi*, Biza*, Thoma, Kayali & Stylianidou CAPTeaM activities for supporting teachers towards attuning and resignifying in inclusive mathematics classrooms: 'Feeling' the mathematics of disabled learners [RW] <i>Jaworski</i>	
MAL 353*	Komatsu*, Fujita, Jones* & Sue Unification by proofs: The case of star polygon [RP] <i>Golding</i>	Shinno* & Fujita A framework for reading comprehension of structures of proof by mathematical induction [RP] <i>Crisan</i>	Pericleous The role of defining in pre-proving activity [RP] <i>Jones</i>	
MAL 354*	Helliwell Missed opportunities? Learning the role of the teacher educator [RP] <i>John</i>	Yesildere-Imre & Akkoc* Investigation of identity formation of a novice mathematics teacher [RP] <i>Helliwell</i>	Smith* & Golding* Teaching A-level mathematics in early career [RP] <i>Crisan</i>	
MAL 355*	Bellamy Forced GCSE mathematics resits: Students' voices [RP] <i>Mendick</i>	Alam* & Morgan* Why do few children at rural secondary madrasas in Bangladesh choose to study an optional course in higher mathematics? [RP] <i>Mendick</i>	Francome*, Hodgen* & Taylor* Best practice in mixed attainment: Challenges, outcomes and opportunities [RP] <i>Marks</i>	
MAL 633*		Iannone* & Simpson Measuring students' epistemic beliefs: A question of methodology [RP] <i>Kinnear</i>	Evans*, Inglis, Hodgen, Monaghan, Noyes & Pope Have statistics lost their power in public policy discussions? [WG] <i>n/a</i>	

13:05-14:00 Lunch (Room MAL B04*)

*Subject to change



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Afternoon Programme

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	14:00-14:30	14:35-15:05	15:10-15:40	15:45-16:15
MAL 252*	Eymard* & Demeusois* Teaching mathematics in English: Examples of mathematics activities in French European classes in lycée [RW] <i>Povey</i>	Küchemann An account of three 13 year old students' attempts to solve 'a quarter plus an eighth' [RP] <i>Barichello</i>	Barichello Implications of Giaquinto's epistemology of visual thinking to the teaching and learning of fractions [RP] <i>Küchemann</i>	Coles An observation about a misconception involving division [RP] <i>Komatsu</i>
MAL 351*	Crisan* & Geraniou* Emergent pedagogies from an online course on digital technologies for mathematical learning [RP] <i>Joubert</i>	Akkoc Development of prospective mathematics teachers' knowledge of assessment in technology-enhanced environments [RP] <i>Geraniou</i>	Clark-Wilson*, Abboud* & Jones* Analysing teachers' activity in mathematics classroom with dynamic geometry software: Contrasting two approaches [RW] <i>Akkoc</i>	Vandebrouck Supporting teaching and learning functions with the use of technologies [RW] <i>Clark-Wilson</i>
MAL 353*	Hall* & Slaney Mathematical modelling as a motivating activity [RP] <i>Nardi</i>		Kosyvas Describing the circles of a modeling activity: The drug concentration by the human body [RP] <i>Hall</i>	
MAL 354*	John Sharing perspectives on mathematical methods: A dialogic investigation [RW] <i>Coles</i>		Morrison A learner's experience of flow when engaged with mathematics [RP] <i>Voutsina</i>	Lake Models of mediation between students and mathematics in secondary classrooms [RP] <i>Morrison</i>
MAL 355*	Clark-Wilson*, Adams* & Wake* Building and sustaining active research collaborations with teachers of mathematics [WG] <i>n/a</i>		Joubert Collaborative teacher projects in mathematics: Teachers in charge [RP] <i>Smith</i>	
MAL 633*	Golding* & Smith* Beginner teachers' preparation for teaching and assessing for semi-structured questions [RP] <i>Pericleous</i>		Kinnear Measuring learning from two-stage collaborative exams in mathematics [RP] <i>Iannone</i>	

16:15-16:45 Tea/coffee (Room MAL B04*)

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