



**BSRLM Conference Programme
Liverpool Hope University (EDEN Building)
Saturday 11th November 2017**

Morning Programme

10:00-10:30 Registration (By the entrance) / Tea & Coffee (EDEN Arbour Room[^])

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

	10:30-11:00	11:05-11:35	11:40-12:10	12:15-12:45
Room 004 [^]	White The relationship between an affective instructional design, mathematical attitudes, and learning for early years [RP] <i>Cameron</i>	Kirkland The experience of mathematics anxiety in primary school [RP] <i>Parish</i>	Cameron A study of the impact of setting and mixed ability grouping upon eight- and nine-year-old pupils' mathematical self-perception [RP] <i>Marks</i>	Asghari Historical phenomenography of equivalence and its lessons for teaching number [RP] <i>White</i>
Room 006 [^]	Barmby*, Wheadon & Jones Using comparative judgement to assess conceptual understanding in mathematics: An overview of findings from recent data collections [RP] <i>Alderton</i>	Lee*, Saker & Baldwin Universities as a driver of AS/A level uptake: The case of Mathematics and Further Mathematics [RP] <i>Tasara</i>	Oakes Connections: Deepening A-level Mathematics through curriculum design and support. How best to develop and research? [RW] <i>Lee</i>	
Room 008 [^]		Inglis How should research be communicated to teachers? A critique of the Sutton Trust Teaching and Learning Toolkit [RP] <i>Mendick</i>	Clark-Wilson*, Wake* & Wright* Building and Sustaining Active Research Collaborations with Teachers of Mathematics Working Group [WG] <i>n/a</i>	
Room 013 [^]		Helliwell Learning the use of verbal metacommunication as a mathematics teacher educator [RP] <i>Brown, L.</i>	Alderton*, Donaldson, Ineson*, Rowland*, Voutsina & Wilson* Pre-service primary teachers' approaches to mathematical generalisation [RP] <i>Gifford</i>	
Room 101 [^]	Parish Teachers and digital technology: A view from the past [RP] <i>Joubert</i>	Tuna & Akkoc* Exploring mathematics teachers' practices of technology integration from a socio-cultural perspective: A Zone Theory approach [RP] <i>Evans</i>		

12:50-13:30 Annual General Meeting (EDEN Lecture Theatre[^])

13:35-14:20 Lunch (EDEN Arbour Room[^])

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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 004 [^]	Gifford* & Trakulphadetkrai* Early Years and Primary Mathematics (EYPM) Working Group - First meeting [WG] <i>n/a</i>		Cantley*, O'Meara, Prendergast, Harbison & O'Hara A cross-national comparative study of teachers' views on the transition from primary to post-primary mathematics education [RP] <i>Trakulphadetkrai</i>	Küchemann Enlarging a tangram ... An account of an interview and its use in the design of a lesson on multiplicative reasoning [RP] <i>Inglis</i>
Room 006 [^]	Joubert* & Mostert Maintaining student interest in whole class discussions: The use of 'big cards' [RP] <i>Ineson</i>	Evans In what ways can designed student responses act as a mediating tool to help students practice metacognition within groups? [RP] <i>Clark-Wilson</i>	Tasara A commognitive analysis of a teacher's mathematical discourse on the derivative [RP] <i>Wright</i>	Ramirez Does a mathematical modelling task change the behaviour of the student and teacher in a lesson? [RW] <i>Brown, L.</i>
Room 008 [^]	Brown, L. What does what is done in first lessons tell about cultural practices and beliefs? [RP] <i>Brown, J.</i>		Brown, J. Teacher awareness of awareness in a mathematics classroom [RP] <i>Coles</i>	
Room 013 [^]	Croft* & Fisher* Supporting the reconstruction of identity within subject specialism transition: Shaping the roles of tutor and coach within the TSST programme [RW] <i>Kirkland</i>		Haunch The variation of emotional affect in subject knowledge enhancement (SKE) students when undertaking problem solving exercises [RP] <i>Barnby</i>	Özdemir & Ergene* Investigation of prospective elementary mathematics teachers' knowledge about convergent series by harmonic series [RP] <i>Coles</i>
Room 101 [^]	Gates*, Povey*, Ghosh* & Wright* Critical Mathematics Education (CME) Working Group - including discussion on 'What next for critical mathematics education?' [WG] <i>n/a</i>			

16:35-17:00 Tea/coffee (EDEN Arbour Room[^])

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