# BSRLM Conference Programme

**University of Nottingham (Business School South Building, Jubilee Campus)**  
**Saturday 3rd March 2018**  

**Morning Programme**

10:00-10:30 Registration (By the entrance of the Business School South Building) / Tea & Coffee (The Foyer*)  

**Room A06**  
Gripton*, Clapham* & Woodford  
Hello from the other side: Teaching for Mastery and the Reception teacher [RP]  
Gifford  

**Room A07**  
Thouless  
Passionate about patterns: A space for inclusion of children with autism? [RP]  
Zerafa  

**Room A08**  
Jones* & Barmby*  
Do students make progress during Year 7? [RP]  
Saralar  

**Room A24**  
Dalby* & Noyes  
Mathematics in Further Education Colleges (MiFEC): An initial report [RP]  
Iannone  

**Room A25**  
Bamber, M.  
Year 12 problem-solving classes in mathematics: Student discourses, student identities and what they reveal [RP]  
Evans  

**Room A26**  
Ghosh  
Why do secondary mathematics teachers situate real world equity issues in their classroom? [RP]  
Wright  

**Room A26**  
Ghosh* & Wright*  
Critical Mathematics Education (CME) Working Group [WG]  

**WG = Working Group**  

<table>
<thead>
<tr>
<th>Time</th>
<th>Room A06</th>
<th>Room A07</th>
<th>Room A08</th>
<th>Room A24</th>
<th>Room A25</th>
<th>Room A26</th>
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</table>
| 10:30-11:00  | Gripton*, Clapham* & Woodford  
Hello from the other side: Teaching for Mastery and the Reception teacher [RP]  
Gifford  | Thouless  
Passionate about patterns: A space for inclusion of children with autism? [RP]  
Zerafa  | Jones* & Barmby*  
Do students make progress during Year 7? [RP]  
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Mathematics in Further Education Colleges (MiFEC): An initial report [RP]  
Iannone  | Bamber, M.  
Year 12 problem-solving classes in mathematics: Student discourses, student identities and what they reveal [RP]  
Evans  | Ghosh  
Why do secondary mathematics teachers situate real world equity issues in their classroom? [RP]  
Wright  |
| 11:05-11:35  | Gifford* & Trakulphadetkrai*  
Early Years and Primary Mathematics (EYPM) Working Group - Second meeting [WG]  | Zerafa  
Providing effective intervention for supporting children with Mathematics Learning Difficulties (MLD): The findings from six case studies [RP]  
Curtis  | Saralar*, Ainsworth & Wake*  
Middle school students’ errors in two dimensional representations of Polycubical shapes [RP]  
Wake  | | |
| 11:40-12:10  | | | | | | |
| 12:15-12:45  | | | | | | |

12:50-13:30 Open Forum (Room A25*)  
13:30-14:20 Lunch (The Foyer*)  

*Subject to change
# BSRLM Conference Programme  
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## Afternoon Programme

<table>
<thead>
<tr>
<th>Time</th>
<th>Room</th>
<th>Speaker/Group</th>
<th>Title</th>
</tr>
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<tbody>
<tr>
<td>14:20-14:50</td>
<td>A06^</td>
<td>Harvey-Swanston</td>
<td>Are we speaking fluently about fluency? Interpretations and implications for practice [RP]</td>
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<td>Godfrey</td>
<td>Overlapping circles: Using participant generated maps in a study of influences on teacher development [RP]</td>
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<tr>
<td>14:50-15:25</td>
<td>A07^</td>
<td>Baldry</td>
<td>The complexities of drawing on multiple representations when teaching fractions [RP]</td>
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<td>Barclay</td>
<td>Promoting productive mathematical contributions from lower attainers through a focus on mathematical awareness [RP]</td>
</tr>
<tr>
<td>14:55-15:25</td>
<td>A07^</td>
<td>Evans</td>
<td>Designed student responses to unstructured problems: A tool to support social metacognitive regulation [RP]</td>
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<tr>
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<td></td>
<td>Woodford</td>
<td>Design for teaching and learning that supports answering GCSE Mathematics questions - the case against “Hey Diddle Diddle” [RW]</td>
</tr>
<tr>
<td>15:25-16:00</td>
<td>A24^</td>
<td>Sullivan</td>
<td>Bringing theory and practice together to develop a mathematics-specific observation tool for use with mathematics trainee teachers [RP]</td>
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<td>Iannone &amp; Bartsch*</td>
<td>Factors facilitating or hindering change in the assessment of university mathematics [RP]</td>
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<tr>
<td>15:25-16:00</td>
<td>A25^</td>
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<td>15:25-16:00</td>
<td>A26^</td>
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\textsuperscript{15:25-16:00 Tea/coffee (The Foyer^*)}

\textsuperscript{*Subject to change}