



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[^])

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 A06 [^]	Gripton*, Clapham* & Woodford Hello from the other side: Teaching for Mastery and the Reception teacher [RP] <i>Gifford</i>		Gifford* & Trakulphadetkrai* Early Years and Primary Mathematics (EYPM) Working Group - Second meeting [WG] <i>n/a</i>	
Room A07 [^]		Thouless Passionate about patterns: A space for inclusion of children with autism? [RP] <i>Zerafa</i>	Zerafa Providing effective intervention for supporting children with Mathematics Learning Difficulties (MLD): The findings from six case studies [RP] <i>Curtis</i>	
Room A08 [^]		Jones* & Barmby* Do students make progress during Year 7? [RP] <i>Saralar</i>	Saralar*, Ainsworth & Wake* Middle school students' errors in two dimensional representations of Polycubical shapes [RP] <i>Wake</i>	Karima Structure resource system, articulation betlen dynamic and static aspect [RP] <i>Wake</i>
Room A24 [^]	Dalby* & Noyes Mathematics in Further Education Colleges (MiFEC): An initial report [RP] <i>Iannone</i>	Bamber, M. Year 12 problem-solving classes in mathematics: Student discourses, student identities and what they reveal [RP] <i>Evans</i>		
Room A25 [^]			Inglis*, Jones* & Foster Statistics Working Group: A hands-on introduction to Bayesian statistics [WG] <i>n/a</i>	
Room A26 [^]		Ghosh Why do secondary mathematics teachers situate real world equity issues in their classroom? [RP] <i>Wright</i>	Ghosh* & Wright* Critical Mathematics Education (CME) Working Group [WG] <i>n/a</i>	

12:50-13:30 Open Forum (Room A25[^])

13:30-14:20 Lunch (The Foyer[^])

[^]Subject to change



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Afternoon Programme

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	14:20-14:50	14:55-15:25
Room A06 [^]	Harvey-Swanston Are we speaking fluently about fluency? Interpretations and implications for practice <i>[RP]</i> <i>Gripton</i>	Godfrey Overlapping circles: Using participant generated maps in a study of influences on teacher development <i>[RP]</i> <i>Baldry</i>
Room A07 [^]	Baldry The complexities of drawing on multiple representations when teaching fractions <i>[RP]</i> <i>Barichello</i>	Barclay Promoting productive mathematical contributions from lower attainers through a focus on mathematical awareness <i>[RP]</i> <i>Harvey-Swanston</i>
Room A08 [^]	Evans Designed student responses to unstructured problems: A tool to support social metacognitive regulation <i>[RP]</i> <i>Trakulphadetkrai</i>	Woodford Design for teaching and learning that supports answering GCSE Mathematics questions - the case against "Hey Diddle Diddle" <i>[RW]</i> <i>Sullivan</i>
Room A24 [^]	Sullivan Bringing theory and practice together to develop a mathematics-specific observation tool for use with mathematics trainee teachers <i>[RP]</i> <i>Ineson</i>	Iannone* & Bartsch* Factors facilitating or hindering change in the assessment of university mathematics <i>[RP]</i> <i>Jones</i>
Room A25 [^]		
Room A26 [^]		

15:25-16:00 Tea/coffee (The Foyer[^])

[^]Subject to change