



BSRLM Conference Programme
University of Birmingham, School of Education
Saturday 8th June 2019

Morning Programme

9:30 -10:00 Registration

10:00 – 11:15 Janet Duffin Lecture and Award + Open Forum G33

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

	11:30-12:00	12:05-12:35	12:40-13:10
EDUC 423B	<p>Wright</p> <p>The Visible Maths Pedagogy Project: Challenging inequity through making teachers' pedagogical rationale more explicit to learners [RP]</p> <p style="text-align: right;"><i>Oakes</i></p>	<p>Barclay, Harvey-Swanston & Marks</p> <p>Examining Newly Qualified Teachers' use of Textbooks to Support a Mastery Approach to Mathematics Teaching in Primary Schools [RP]</p> <p style="text-align: right;"><i>Gifford</i></p>	<p>Harvey-Swanston</p> <p>How can we improve 8-9 year olds' fluency in mental multiplication? [RP]</p> <p style="text-align: right;"><i>Duckett</i></p>
EDUC 107	<p>Jacques</p> <p>Interpreting a primary Shanghai Showcase lesson through a 'variation' lens [RP]</p> <p style="text-align: right;"><i>Morgan</i></p>		<p>Simsek, A</p> <p>Integrating dynamic digital technology into the actual classroom: a multiple case study of secondary mathematics teachers teaching geometric similarity [RP]</p> <p style="text-align: right;"><i>Saralar</i></p>
EDUC 139	<p>Saralar, Ainsworth & Wake</p> <p>Improving middle school students' understanding of geometrical shapes: An experimental study of the RETA model [RP]</p> <p style="text-align: right;"><i>Johnston-Wilder</i></p>	<p>Bokhove</p> <p>The role of 'opportunity to learn' in the geometry curriculum: A multilevel comparison of six countries [RP]</p> <p style="text-align: right;"><i>Jones</i></p>	<p>Parish</p> <p>Digital technology and secondary mathematics in England, have we moved on from the Cockcroft vision of 1982? [RP]</p> <p style="text-align: right;"><i>Pope</i></p>
EDUC 224	<p>Sutherland</p> <p>Using Research Problems Rather than Research Questions to Aid Working Across Disciplines [RW]</p> <p style="text-align: right;"><i>Foster</i></p>	<p>Kinnear, Bennet, Bolt & Zheng</p> <p>Reliably classifying the skills assessed in school and university exams [RP]</p> <p style="text-align: right;"><i>Lyakhova</i></p>	<p>Oakes, Joubert & Lyakhova</p> <p>Exploring teachers' use of time gained due to the use of a flipped classroom approach in mathematics [RP]</p> <p style="text-align: right;"><i>Sutherland</i></p>



EDUC 422	Lord Developing curiosity in the classroom: The case of the four triangles [RP] <i>Joubert</i>	Staples Inservice teachers' evaluations of students' arguments: Results from a professional development project focused on mathematical argumentation [RP] <i>Wake</i>	
EDUC 408	Simsek, Jones, Xenidou-Dervou & Huntwer Teacher Knowledge Predicts Students' Understanding of Mathematical Equivalence [[RP] <i>Duckett</i>	Capraro*, Lee & Yujin A cross-cultural differences in motivation and affective mathematics engagement [RP] <i>Johnston-Wilder</i>	Johnston-Wilder & Mackrell Nonviolent communication, compassion and mathematical resilience [RP] <i>Brown</i>



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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
EDUC 423B	Gifford & Marks Early Years and Primary Mathematics (EYPM) Working Group – 6 th meeting [WG]	<i>Working Group</i>	Oakes, Birch & Lyakhova Researching a 3D Curriculum [RW] <i>Capraro</i>	Lyakhova & Neate Further Mathematics, students' choices and transition to university for non-maths STEM degree students. [RP] <i>Bokhove</i>
EDUC 107	Brown & Wyllie Teacher questioning and teacher attention in a mathematics classroom [RW]	<i>Parish</i>	Mayorga Understanding Student Teachers' Knowledge of Fractions for Teaching [RW] <i>Rogers</i>	
EDUC 139	Makar Collaborative research with teachers over time to operationalise and adapt mathematical inquiry pedagogies [RP]		Gripton "The tricky table": Young children's lived experiences of 'ability' in mathematics [RW] <i>Marks</i>	Ramirez Observing the historicity of a mathematics teacher [RP] <i>Sutherland</i>
EDUC 224	Wake & Morgan Didactics Working Group [WG]	<i>Working Group</i>	Homer & Mathieson Can Core maths solve the post-16 maths problem? [RP] <i>Wake</i>	Francome, Hewitt & Jones Intrinsic interleaving via Practice-through-progress: results of an exploratory randomized controlled field trial [RP] <i>Homer</i>
EDUC 422	Venkat & Askew Studying the possibilities for scaling up success: Working with district advisers [RP]	<i>Jacques</i>	Davies, Jones & Alcock What makes a good proof summary? An interview study with mathematicians in a comparative judgment context. [RP] <i>Kinnear</i>	Mujiasih Mathematical Communication on Divergence Problems Solutions Viewed from the Geometric Analogy Reasoning Type of Student [RW] <i>Kinnear</i>
TBC	Rogers & Pope History of Mathematics Working Group : Tools and Processes for Using Historical Materials in the Classroom [WG]		Duckett The use of a bar model in developing children's understanding of ratio and proportion in a primary school [RP]. <i>Harvey-Swanston</i> <i>Harvey-Swanston</i>	