



British Society for  
Research into  
Learning Mathematics

# QUEEN'S UNIVERSITY BELFAST

## NOVEMBER 2019



	PFC/0G/007 - lecture theatre	PFC/02/013	PFC/02/011	PFC/02/017	PFC/02/025	PFC/02/026
10:30 to 11:30	The context of Mathematics Education in Northern Ireland and the Republic of Ireland Dr Patricia Eaton, Stranmills University College, Belfast, Dr Aisling Twohill, Dublin City University, Dr Therese Dooley, Dublin City University					
11:40 to 12:10		<b>Zhang, Chengkang</b> - A Comparative Analysis of Examples Used in Textbooks between the United Kingdom and China ( <i>Chair: Tope</i> )	<b>Simms, Victoria;</b> <b>McKeaveney, Clare;</b> <b>Sloan, Seaneen;</b> <b>Gilmore, Camilla</b> - Evidence-based primary mathematics interventions: A systematic review ( <i>Chair: Baker</i> )	<b>Predergast, Mark and Howie, Jackie *</b> - Teaching problem solving in mathematics in technology rich environments ( <i>Chair: Pope</i> )	<b>McGill, Shauna</b> - Primary Mathematics Technological Anxiety: a mixed methods exploratory case study of primary pre-service teachers. ( <i>Chair: Golding</i> )	<b>Foster, Colin</b> - Confidence Assessment to Support the Learning of Mathematics ( <i>Chair: Baldry</i> )
12:15 to 12:45	<b>Rumbelow, Michael</b> - Musical bar-modelling: using Cuisenaire rods to reconnect mathematics with music ( <i>Chair: Kinnear</i> )	<b>Tope, Clare</b> - What do beginner teachers notice about examples presented in textbooks? ( <i>Chair: Zhang</i> )	<b>Rodd, Melissa</b> - Art in maths ( <i>Chair: Xolocotzin</i> )	<b>Godfrey, Alison</b> - Early career primary teachers' perceptions of the influences on their teaching of mathematics – a new theoretical model ( <i>Chair: Howie</i> )	<b>Curtis, Fiona</b> - Money: The manipulative in your pocket ( <i>Chair: Simms</i> )	<b>Wright, Pete</b> - Metacognition and visible mathematics pedagogy ( <i>Chair: Nyama</i> )
12:50 to 1:20	AGM					
1:20 to 2:20	Lunch					



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2:20 to 2:50		<p><b>Thouless, Helen*</b>; <b>Ruttenberg-Rozen, Robyn</b> - A metasyntesis of mathematics education research into mathematics learning difficulties <i>(Chair: Rumbelow)</i></p>	<p><b>Kinnear, George</b> - Reliable classification of classroom practices using lecture recordings <i>(Chair: Foster)</i></p>	<p><b>Portter, Andrew and Golding, Gerry*</b> - Developing “use value” mindsets to combat undergraduates’ negative perceptions of learning mathematics in a first-year service mathematics environment <i>(Chair: Wright)</i></p>	<p><b>Medrano Moya, Ana*</b>, <b>Xolocotzin, Ulises*</b> and <b>Inglis, Matthew*</b> - Promoting children’s functional thinking with diagrams <i>(Chair: Curtis)</i></p>	<p><b>Helme, Rachel*</b> - What are the implications for identity positioning of forefronting the low attaining student’s own narrative data? <i>(Chair: Rodd)</i></p>
2:55 to 3:25					<p><b>Baldry, Fay*</b> - Teaching high and low attaining sets: What changed for three teachers, and it was not more ‘drill and practice’ <i>(Chair: Helme)</i></p>	<p><b>Nyama, Joyce</b> - Bouncebackability: Getting back from maths setbacks: Subjectivity and Educational Interventions to develop Mathematical Resilience <i>(Chair: Thouless)</i></p>
3:30 to 4:00		<p>Early Years and Primary Mathematics (EYPM) Working Group – 7th meeting</p>	<p>Online assessment working group</p>	<p>Didactics working group</p>	<p><b>Brown, Martin; Gibson, Kevin &amp; Pope, Sue*</b> - Higher in Applications of Mathematics - developing a new qualification in Scotland to increase participation and achievement <i>(Chair: Godfrey)</i></p>	<p><b>Baker, Janet</b> - “The question is ... are feelings as important as learning?”: Assessing mathematics anxiety in young learners. <i>(Chair: McGill)</i></p>