



ROOM	GS1	GS3	2S3	2S4	2S5	2S8	GS5
10:30 - 11:15	John Mason Plenary Room GS 4						
11:15 - 11:55	<p>Asghari, Amir</p> <p>Practising Signed Numbers at the Cost of Negative Variables</p> <p><i>Wright</i></p>	<p>Barmby, Patrick*</p> <p>Comparative judgement of understanding in primary mathematics: A pilot study</p> <p><i>Sayers</i></p>	<p>Brown, Julian</p> <p>Characterising patterning of teacher-learner interactions in mathematics classrooms through classroom observations</p> <p><i>Jameson</i></p>	<p>Lee, Stephen*; Walker, Matthew* & Straw, Suzanne</p> <p>The challenges facing schools and colleges engaging with post-16 mathematics support: findings from a national survey and in-depth case studies</p> <p><i>Helme</i></p>	<p>Fitzsimons, Aidan*; Ní Fhloinn, Eabhnat</p> <p>Problem-solving with Highly-able Second-level Students</p> <p><i>Chancer</i></p>	<p>Wong, Vicky* & Ingram, Jenni*</p> <p>Student teachers' understanding of randomness</p> <p><i>Parish</i></p>	<p>Thoma, Athina* & Iannone, Paola*</p> <p>University students' proof writing and LEAN theorem prover: the case of the abundant number task</p> <p><i>Tiflis</i></p>
12:00 - 12:40	<p>Golding, Jennie</p> <p>Financial literacy and the mathematics curriculum</p> <p><i>Asghari</i></p>	<p>McAllister, James*; Cantley, Ian</p> <p>Gender differentials in mathematical achievement: Insights from a multilevel analysis of high-stakes examination results</p> <p><i>Njare Mbogo</i></p>	<p>Jameson, Ellen*, Horsman, R; Macey, D;* Gould, T; Rycroft-Smith, L;* Majewska, D*, McClure, L</p> <p>Learning to use a map of mathematics: Case study contributions to formative evaluation of the Cambridge Mathematics Framework</p> <p><i>Brown</i></p>	<p>Helme, Rachel</p> <p>"I do it in my head and it is hard to explain": Issues around showing working for one low attaining student in a GCSE resit mathematics classroom.</p> <p><i>Lee</i></p>	<p>Chancer, Libby</p> <p>A design-based research project: Exploring pedagogies that develop abstract and algebraic thinking within secondary school mathematics.</p> <p><i>Fitzsimons</i></p>	<p>Parish, Alison</p> <p>Teachers of school mathematics; developing and learning knowledge and skills as illustrated by the case of digital technology.</p> <p><i>Foster</i></p>	<p>Tiflis, Ozdemir*</p> <p>Using errors to identify teaching approaches for ratio and proportion problems</p> <p><i>Kinnear</i></p>
12:40 - 14:00	Forum (Room GS4) and lunch						



ROOM	GS1	GS3	2S3	2S4	2S5	2S8	GS5
14:00 - 14:40	Golding, Jennie*; Grima, Grace, Redmond, Ben* Teaching and learning for 'moving goal-posts': reformed A Levels in mathematics <i>Makramella</i>	Ingram, Jenni*; Neale, Vicky; Funada, Natsuno Mindset and undergraduate mathematicians <i>Wenderlich</i>	Gratwick, Richard*; Kinnear, George*; Wood, Anna An online course promoting wider access to university mathematics <i>Thoma</i>	Joubert, Marie; North Marc; Wake, Geoff; Fletcher, Shobhna Centres for Excellence in Mathematics: Perspectives on the implementation of a programme of interventions <i>Mathiesaan</i>	Kate Mackrell*; Sue Johnston-Wilder; Janine Brindley* Human needs in the mathematics classroom: the case of mathematics anxiety <i>Papadaki</i>	Paschalis, Yiannis Finding a remedy for illusions of linearity through TPACK. <i>Rycroft-Smith</i>	Woollacott, Bethany*; Inglis, Matthew; Alcock, Lara A Level Students' Perceptions and Self-reported Use of their Mathematics Textbooks <i>Lord</i>
14:45 - 15:25	Makramalla, Mariam The Influence of Power Dynamics in relating to Mathematical Problem Solving: A case study of Egyptian Teachers <i>Redmond</i>		Kinnear, George Investigating the effect of example generation and classification tasks on the learning of a new concept <i>Gratwick</i>	Mathieson, Rachel*; Homer, Matt "Core Maths should prepare students for vocational and academic study." Does it? <i>North</i>	Njaru Mbogo Building Mathematical Resilience: A Case study of Grade Three Children Experiencing Mathematics Anxiety in Kenya. <i>McAllister</i>	Rycroft-Smith, Lucy*; Macey, Darren Developing a comparative judgement model of assessment for knowledge mobilisation evaluating research summaries for mathematics teachers <i>Paschalis</i>	Lord, Ems 'I want to help others': Why female A-Level Mathematics students reject undergraduate mathematics <i>Woollacott</i>

ROOM	GS1	GS3	2S3	2S4	2S5
15:30 - 16:30 for working groups, 15:30 - 16:10 for papers and workshops	Ineson, Gwen*; Gifford, S*; Marks, Rachel* Early Years and Primary Mathematics (EYPM) Working Group - 8th meeting	Foster, Colin*; Wake, Geoff* & Baldry, Fay Didactics working group	Wright, Pete* Critical Mathematics Education (CME) Working Group - discussion on 'What are the implications of Bourdieu's ideas for the mathematics classroom?'	Papadaki, Evi* & Biza, Irene* Conceptualising the 'discourse at the mathematical horizon': Looking at one teacher's actions beyond the "mathematics of the moments" <i>TBC</i>	Sayers, Judy*; Pettersson, Jöran; Rosenqvist, Eva; Andrews, Paul. Estimation: An inadequately operationalised national curriculum competence <i>Jameson</i>