

10:00								Welcome							
Opening plenary: Mathematics Education in Scotland <i>Pamela DiNardo (Education Scotland) and Sue Pope (SQA)</i>															
Chair		Room 1	Room 2	Room 3	Room 4	Room 5	Room 6	Room 7							
Chair		Dave Hewitt	Rachel Marks	Sue Pope	Aif Coles	Fiona Curtis	Julie Alderton	Helen Thouless							
11:00 to 11:40		Agostino, Luca <i>Pedagogical walls: an effective pedagogical activity to foster the oral competence in Math classes. (Workshop)</i>	Barmby, Patrick; Foster, Colin; Jones, Ian; Kelley, Joel; Milinkovic, Jasmina <i>Using a comparative judgement approach to assess the problem-solving skills of primary school pupils</i>	Macey, Darren <i>Characterising teachers' and expert statisticians' internal representations of the concept of statistical distribution</i>	Crisan, Cosette <i>Making mathematics the focus of mentor-mentee conversations</i>	Golding, Jennie*; Barrow, Ellen; Grima, Grace <i>A pandemic summer: Impact on teaching and learning for mastery in Power Maths primary schools</i>	Yardley, Fiona*; Cooper, Charlotte <i>Training Teachers of Mathematics virtually: opportunities and threats</i>	Lord, Ems <i>Going deeper: Exploring ways to achieve greater depth in the mathematics classroom</i>							
11:50 to 12:30		Goodwin, Sian; Iannone, Paola; Tanswell, Fenner <i>What do mathematicians really mean by 'diagram'?</i>	Rycroft-Smith, Lucy <i>Evaluating research summary materials for mathematics teachers using comparative judgement</i>	Bustang, Bustang; Foster, Colin; & Morsanyi, Kinga <i>Misconceptions of Probability: Susceptibility to The Representativeness Heuristic and Equiprobability Bias Among Secondary School Students and In-Service Mathematics Teachers in Indonesia</i>	Lee, Stephen*; Rainbow, Tom; Van Saarloos, Catherine & Landon, Rebecca. <i>Teacher engagement with online professional development – a case study of a 'Core Maths Festival'</i>	Hodgen, Jeremy & Jacques, Laurie <i>The nature of mathematical interactions in Y7 during remote teaching as a result of school closures in response to the 2020 Coronavirus Pandemic in England: Stories from Heads of Maths</i>	Skilling, Karen <i>Using vignettes to investigate preservice mathematics teachers' beliefs</i>	Makramalla, Mariam <i>A contextualised socio-political perspective on mathematics education in modern Egypt</i>							
12:40 to 13:20		AGM													
13:20 to 14:00		Lunch													
Chair		Room 1	Room 2	Room 3	Room 4	Room 5	Room 6	Room 7							
Chair		Gwen Ineson	Alison Clark-Wilson	Marie Joubert	Jeremy Hodgen	Jennie Golding	Tim Rowland	Nancy Barday							
14:00 to 14:40		Gripton, Catherine <i>Pattern as powerful knowledge? The story of pattern in the early years curriculum in England</i>	Townsend, Vivien <i>Reconceptualising the 'good' mathematics teacher</i>	Wenderlich Maja <i>Crystallizing experiences in developing mathematical skills of the Polish winners of IMO international Olympiads</i>	Hatisaru Vesife <i>The Analogies in the Writing of Secondary Mathematics Teachers about the Concept of Function: An Application of the Structure-mapping Theory</i>	Lyakhova Sofya and Oakes Dominic <i>From emergency remote teaching to quality remote teaching: a case study of Covid-19 FMSPW high school mathematics outreach.</i>	Tiflis, Ozdemir <i>How do students' errors and their causes help us to develop teaching approaches for ratio and proportion?</i>	Awortwe, Peter Kwamina & Wake, Geoffrey. <i>Understanding the content, pedagogical and technological knowledge of Beginning Teachers using technology in relation to geometric constructions using dynamic software</i>							
14:50 to 15:30		Mbogo Harrison Njiru <i>Building Mathematical Resilience: A Case Study of Grade Three Children Experiencing Mathematics Anxiety in Kenya</i>	Saralar-Aras, Ipek and Tiflis, Ozdemir <i>A literature Review on Technology Use of British and Chinese Pre-Service Mathematics Teachers</i>	Mendick, Heather, Berge, Maria, Otteno, Andrea & Sifner, Eva <i>Popular culture geeks, suffering, revenge and mathematics</i>	Zhang, Kim <i>Culture and Conflicts: Examining England and China's Secondary Mathematics Teaching through Teacher Questioning around Errors</i>	Redmond Ben *, Dr Jennie Golding*, Dr Grace Grima <i>Covid 19: Impacts on teaching, learning and progression for A Levels in Mathematics</i>	Kinnear, George*; Foster, Colin <i>Lecturers' use of questions in undergraduate mathematics lectures</i>	Mashiyane, Nokuthula Nardi, Elena <i>Exploring primary school teachers' narratives about mathematical ability through a MathTASK activity</i>							
15:40 to 16:30		Gifford, Sue*; Ineson, Gwen* and Marks, Rachel <i>Early Years and Primary Mathematics (EYPM)</i>	Angier, Corinne* & Wright, Pete <i>What opportunities and constraints are experienced by those committed to teaching for social justice in English compared with Scottish classrooms?</i>	Wake, Geoff and Foster, Colin <i>Didactics Working Group</i>	Black, Laura*; Coles, Aif*; Ingram, Jenni*; Smith, Kyla* (workshop) <i>Writing and reviewing for "Research in Mathematics Education"</i>	Mbogo Harrison Njiru *, Professor Ciumwari Gatumu Jane*, Thiongo Mwangi John* <i>Mathematical pedagogy and classroom climate simulation methods antidote to low mathematics attainment: Is this supported by multiple intelligence (MI)</i>	Kinnear, George*; Sangwin, Chris; Jones, Ian <i>Towards a shared research agenda for computer-aided assessment of university mathematics</i>	Hatisaru Vesife (workshop) <i>Using Drawings to Investigate the Image of Mathematics</i>							
16:35 to 16:45		Closing													