**BSRLM Conference, University of Birmingham 11th November 2006 – CONFERENCE PROGRAMME**

### 10.00 – 10.30

<table>
<thead>
<tr>
<th>Time</th>
<th>Room 422 (4th floor)</th>
<th>Room 224 (2nd floor)</th>
<th>Room 423B (4th floor)</th>
<th>Room 408 (4th floor)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.00 – 10.30</td>
<td>Registration (ground floor foyer) and Coffee (Room G39 – ground floor)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Room 422 (4th floor)**
- **Hardy – 422 (4th floor)**: Participation and performance: Keys to confident learning in mathematics? (Chair: Bills)
- **Rowlands - 224 (2nd floor)**: A historical introduction to mechanics (Inglis)
- **Lacefield - 423B (4th floor)**: Methods of connecting mathematics to communication in the primary classroom (Barmby)
- **Pope & Edwards - 408 (4th floor)**: Working Group *ITE Mathematics*

**Room 224 (2nd floor)**
- **Al-Murani - 224 (2nd floor)**: The realistic research problems of a mathematics intervention project: teachers’ awareness of dimensions of variation (Küchemann)

**Room 423B (4th floor)**
- **Wilson - 423B (4th floor)**: The introduction of the Key Stage 3 National Strategy: its effect on Y8 pupils’ affective responses to mathematics (Pepin)

### 10.30 – 11.30

<table>
<thead>
<tr>
<th>Time</th>
<th>Room 422 (4th floor)</th>
<th>Room 224 (2nd floor)</th>
<th>Room 423B (4th floor)</th>
<th>Room 408 (4th floor)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.30 – 11.30</td>
<td><strong>Hardy – 422 (4th floor)</strong>: Participation and performance: Keys to confident learning in mathematics? (Chair: Bills)</td>
<td><strong>Rowlands - 224 (2nd floor)</strong>: A historical introduction to mechanics (Inglis)</td>
<td><strong>Lacefield - 423B (4th floor)</strong>: Methods of connecting mathematics to communication in the primary classroom (Barmby)</td>
<td><strong>Pope &amp; Edwards - 408 (4th floor)</strong>: Working Group <em>ITE Mathematics</em></td>
</tr>
</tbody>
</table>

**Room 224 (2nd floor)**
- **Al-Murani - 224 (2nd floor)**: The realistic research problems of a mathematics intervention project: teachers’ awareness of dimensions of variation (Küchemann)

**Room 423B (4th floor)**
- **Wilson - 423B (4th floor)**: The introduction of the Key Stage 3 National Strategy: its effect on Y8 pupils’ affective responses to mathematics (Pepin)

### 11.30 – 12.00

<table>
<thead>
<tr>
<th>Time</th>
<th>Room 422 (4th floor)</th>
<th>Room 224 (2nd floor)</th>
<th>Room 423B (4th floor)</th>
<th>Room 408 (4th floor)</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.30 – 12.00</td>
<td><strong>Pratt &amp; Woods - 422 (4th floor)</strong>: Understanding problem solving: PGCE students’ experiences of mathematical problem solving in primary schools (Harries)</td>
<td><strong>Al-Murani - 224 (2nd floor)</strong>: The realistic research problems of a mathematics intervention project: teachers’ awareness of dimensions of variation (Küchemann)</td>
<td><strong>Wilson - 423B (4th floor)</strong>: The introduction of the Key Stage 3 National Strategy: its effect on Y8 pupils’ affective responses to mathematics (Pepin)</td>
<td></td>
</tr>
</tbody>
</table>

**Room 422 (4th floor)**
- **Pratt & Woods - 422 (4th floor)**: Understanding problem solving: PGCE students’ experiences of mathematical problem solving in primary schools (Harries)

**Room 224 (2nd floor)**
- **Al-Murani - 224 (2nd floor)**: The realistic research problems of a mathematics intervention project: teachers’ awareness of dimensions of variation (Küchemann)

**Room 423B (4th floor)**
- **Wilson - 423B (4th floor)**: The introduction of the Key Stage 3 National Strategy: its effect on Y8 pupils’ affective responses to mathematics (Pepin)

### 12.00 – 13.00

**AGM (Room G39 – ground floor)**

### 13.00 – 14.00

<table>
<thead>
<tr>
<th>Time</th>
<th>Room 422 (4th floor)</th>
<th>Room 224 (2nd floor)</th>
<th>Room 423B (4th floor)</th>
<th>Room 408 (4th floor)</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.00 – 14.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Room 422 (4th floor)**
- **Mason - 422 (4th floor)**: Supporting & promoting continuing professional development in mathematics teaching (Pope)

**Room 224 (2nd floor)**
- **Petridou, Pampaka, Williams & Wo - 224 (2nd floor)**: Developmental assessment of measurement performance in KS2 (Hardy)

**Room 423B (4th floor)**
- **Bills & Rowland - 423B (4th floor)**: Examples in mathematics teaching and learning – the student teacher’s task (Edwards)

**Room 408 (4th floor)**
- **Küchemann - 408 (4th floor)**: Observations on the development of structural reasoning in a four-phase teaching sequence (Pepin)

### 14.00 – 14.30

<table>
<thead>
<tr>
<th>Time</th>
<th>Room 422 (4th floor)</th>
<th>Room 224 (2nd floor)</th>
<th>Room 423B (4th floor)</th>
<th>Room 408 (4th floor)</th>
</tr>
</thead>
<tbody>
<tr>
<td>14.00 – 14.30</td>
<td><strong>Mason - 422 (4th floor)</strong>: Supporting &amp; promoting continuing professional development in mathematics teaching (Pope)</td>
<td><strong>Petridou, Pampaka, Williams &amp; Wo - 224 (2nd floor)</strong>: Developmental assessment of measurement performance in KS2 (Hardy)</td>
<td><strong>Bills &amp; Rowland - 423B (4th floor)</strong>: Examples in mathematics teaching and learning – the student teacher’s task (Edwards)</td>
<td><strong>Küchemann - 408 (4th floor)</strong>: Observations on the development of structural reasoning in a four-phase teaching sequence (Pepin)</td>
</tr>
</tbody>
</table>

**Room 422 (4th floor)**
- **Mason - 422 (4th floor)**: Supporting & promoting continuing professional development in mathematics teaching (Pope)

**Room 224 (2nd floor)**
- **Petridou, Pampaka, Williams & Wo - 224 (2nd floor)**: Developmental assessment of measurement performance in KS2 (Hardy)

**Room 423B (4th floor)**
- **Bills & Rowland - 423B (4th floor)**: Examples in mathematics teaching and learning – the student teacher’s task (Edwards)

**Room 408 (4th floor)**
- **Küchemann - 408 (4th floor)**: Observations on the development of structural reasoning in a four-phase teaching sequence (Pepin)

### 14.30 – 15.00

<table>
<thead>
<tr>
<th>Time</th>
<th>Room 422 (4th floor)</th>
<th>Room 224 (2nd floor)</th>
<th>Room 423B (4th floor)</th>
<th>Room 408 (4th floor)</th>
</tr>
</thead>
<tbody>
<tr>
<td>14.30 – 15.00</td>
<td>(as above)</td>
<td>(as above)</td>
<td>(as above)</td>
<td><strong>Witt - 408 (4th floor)</strong>: Do different mathematical operations involve different components of the working memory model? (Pratt)</td>
</tr>
</tbody>
</table>

**Room 422 (4th floor)**
-  (as above)

**Room 224 (2nd floor)**
-  (as above)

**Room 423B (4th floor)**
-  (as above)

**Room 408 (4th floor)**
- **Witt - 408 (4th floor)**: Do different mathematical operations involve different components of the working memory model? (Pratt)

### 15.00 – 15.30

<table>
<thead>
<tr>
<th>Time</th>
<th>Room 422 (4th floor)</th>
<th>Room 224 (2nd floor)</th>
<th>Room 423B (4th floor)</th>
<th>Room 408 (4th floor)</th>
</tr>
</thead>
<tbody>
<tr>
<td>15.00 – 15.30</td>
<td><strong>Watson - 422 (4th floor)</strong>: Towards classifying qualities of questions and prompts in mathematics classrooms (Ruthven)</td>
<td><strong>Inglis &amp; Mejia-Ramos - 224 (2nd floor)</strong>: What type of arguments do mathematicians find persuasive? (Mason)</td>
<td><strong>Gilmore - 423B (4th floor)</strong>: Profiles of understanding and profiles of development in early arithmetic (Al-Murani)</td>
<td><strong>Barmby &amp; Harries - 408 (4th floor)</strong>: What does multiplication look like: exploring representations with pupils (Pepin)</td>
</tr>
</tbody>
</table>

**Room 422 (4th floor)**
- **Watson - 422 (4th floor)**: Towards classifying qualities of questions and prompts in mathematics classrooms (Ruthven)

**Room 224 (2nd floor)**
- **Inglis & Mejia-Ramos - 224 (2nd floor)**: What type of arguments do mathematicians find persuasive? (Mason)

**Room 423B (4th floor)**
- **Gilmore - 423B (4th floor)**: Profiles of understanding and profiles of development in early arithmetic (Al-Murani)

**Room 408 (4th floor)**
- **Barmby & Harries - 408 (4th floor)**: What does multiplication look like: exploring representations with pupils (Pepin)

### 15.30 – 16.00

<table>
<thead>
<tr>
<th>Time</th>
<th>Room 422 (4th floor)</th>
<th>Room 224 (2nd floor)</th>
<th>Room 423B (4th floor)</th>
<th>Room 408 (4th floor)</th>
</tr>
</thead>
<tbody>
<tr>
<td>15.30 – 16.00</td>
<td>(as above)</td>
<td>(as above)</td>
<td><strong>Griffiths - 423B (4th floor)</strong>: Young children counting at home (Rowland)</td>
<td>(as above)</td>
</tr>
</tbody>
</table>

**Room 422 (4th floor)**
-  (as above)

**Room 224 (2nd floor)**
-  (as above)

**Room 423B (4th floor)**
- **Griffiths - 423B (4th floor)**: Young children counting at home (Rowland)

### 16.00

**Afternoon Tea (Room G39 – ground floor)**