

Programme for BSRLM Day Conference, University of Manchester, 1 March 2008.

10.00-10.30	REGISTRATION & COFFEE				
10.30-11.00	Aktümen & Kabaca <i>Constructing the concept of “area under the curve” in mind for introduction to Riemann sums with help of CAS</i>	Palmer <i>Classroom management and dyslexic children in mathematics</i>	WORKING GROUP Hodgen & Williams <i>Measurement</i> Hodgen & Brown <i>A Rasch analysis case study: Children’s progression Y1 to Y7</i>	WORKING GROUP RECME Team (Hirst et al.): <i>Developing a Framework for Researching Professional Development in Mathematics</i>	
11.05-11.35	Kabaca & Erdoğan <i>Understanding the structure of a surface by plotting via CAS</i>	Gifford & Rockliffe <i>In search of Dyscalculia</i>	Mooi & Williams <i>Predicting and validating Differential Item Functioning in test items</i>		Kyriacou & Issitt <i>Is effective evidence-based mathematics teaching possible?</i>
11.40-12.40	Little & Halsall <i>On context and utility in algebraic word problems</i>	Farajimakin <i>Modern Guided Discovery Methodology in Teaching Mathematics at the Primary School in Nigeria</i>	Pampaka et al <i>Construction of a ‘Transmissionism’ instrument</i>		Aydin <i>Student teachers’ perspectives on mathematics assessment in the process of a curriculum reform</i>
12.40-1.15	LUNCH				

1.50-2.20	Wake <i>Applying mathematics: what's the story?</i>	Hernandez-Martinez & Williams <i>Ethics, performativity and Decision Maths</i>	WORKING GROUP Nardi & Rowland <i>Research in Mathematics Education, BSRLM's new international journal: the experience so far...</i>	Alshwaikh <i>Mathematical visual forms and learning geometry: some preliminary results</i>	Yeşildere & Akkoç <i>Prospective mathematics teachers' practices of technology integration: a case of definite integral</i>
2.25-2.55	Burke <i>Mathematical modelling in the secondary mathematics curriculum</i>	Williams <i>"But...": signalling formation of a mathematical self-identity</i>		Dodd <i>The mathematical competence of adults returning to learning on a University Foundation Programme: a selective comparison of performance with the CSMS study</i>	Delice <i>Empathy through project; educating mathematics teachers as supervisors to their students' projects</i>
3.00-4.00	PLENARY LECTURE: Etienne Wenger: <i>Learning and communities of practice: a journey of the self</i>				
4.00	TEA				