

BSRLM Conference, University of Cambridge, 28 February, 2009
CONFERENCE PROGRAMME

10.00 – 10.30 Tea/Coffee and Registration Boulind Suite						
Room	104	106	117	118	119	Auditorium
10.30 – 11.00	Ashby and Johnston-Wilder Exploring children's attitudes towards mathematics (<i>Osmon</i>)	Geometry Working Group: Jones, Lavicza, Hohenwarter, Lu, Dawes, Parish, and Borchers Establishing a professional development network with an open-source dynamic mathematics software - GeoGebra	Jared Working co-operatively within a web-based environment: exploring the interactions of a group of young people as they work on mathematical problems (<i>Smith</i>)	Ryan Mathematical argument in discussion: changing your mind (<i>Dooley</i>)	Noyes Investigating the impact of social factors and schools on AS/2 mathematics completion (<i>Hodgen</i>)	Panorkou Mapping experience of dimension: characterising dimensional thinking (<i>Goulding</i>)
11.05 – 11.35	Back and RECME Reflecting on practice in early years settings: developing teachers' understandings of children's early mathematics (<i>De Geest</i>)			Edwards Mathematical reasoning in collaborative peer groups: the social role in socio-constructivism (<i>Pijls</i>)		
11.40 – 12.10	Worthington and Carruthers The inter-relationship between an early years CPD initiative for mathematics and young children learning mathematics: the power of grassroots learning (<i>Back</i>)		Alshwaikh Diagrams as interaction: the interpersonal (meta)function of geometrical diagrams (<i>K. Jones</i>)	Hennessy, Dawes, Bowker and Deaney Supporting professional development for ICT use in mathematics using the T-MEDIA multimedia resource and toolkit (<i>Küchemann</i>)	N. Clarke Analysing the argumentation of KS4 students with low prior attainment in mathematics (<i>Bills</i>)	Osmon An alternative maths curriculum. A-level: a university entrance qualification (<i>Noyes</i>)
12.15 – 12.45				Dooley Primary pupils in whole-class mathematical discussion (<i>Craig</i>)	Peters Validation of my semantic model for the learning of mathematics (<i>Edwards</i>)	
12.45 – 13.30 Lunch Boulind Suite						

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13.30 – 14.00 Open forum Auditorium					
Room	104	106	117	118	119
14.00 – 14.30	Joubert and RECME Characterising professional development for teachers of mathematics <i>(Hirst)</i>	Rowland, Ruthven, Ryan, Corcoran and Turner Developing Mathematical Knowledge in Teaching: the Nuffield seminar series <i>(Ainley)</i>	Smith eNRICHing mathematics: progress in building a learning community <i>(Roberts)</i>	Jones Designing for engagement with the equals sign <i>(Alshwaikh)</i>	Pijls and Dekker Students discussing their mathematical ideas: the role of the teacher <i>(Jared)</i>
14.35 – 15.05	Hirst and RECME Investigating the influence of the NCETM portal on extending networks and the professional development of teachers of mathematics <i>(I. Jones)</i>		Clausen-May Assessing the digital mathematics curriculum <i>(Ryan)</i>		
15.10 – 15.40	De Geest and RECME Energising teachers by evoking passion in continuing professional development for mathematics teachers: findings from the researching effective CPD in mathematics education (RECME) project <i>(Joubert)</i>	Brown, Hodgen, Küchemann and Coe Year 8 students' knowledge of fractions <i>(Clausen-May)</i>	Roberts A 'Mobile Aware' or 'Mobile Beware' mathematics classroom? <i>(Hennessy)</i>	Turner Using the Knowledge Quartet (KQ) to identify development in the ability of beginning teachers to respond to the unexpected <i>(Rowland)</i>	
15.45 – 16.15			Craig Comparing strategic thinking research in mathematics education and psychology <i>(Hernandez-Martinez)</i>		
16.15 Afternoon tea Boulind Suite					