BSRLM Conference, Newcastle University, 13 November, 2010
CONFERENCE PROGRAMME

10.00 – 10.20 Tea/Coffee and Registration Howden Room
10.20 – 10.30 Welcome

Room	1.36	1.36B	1.36C	1.43A	1.43B
10.30 –11.00	**Borthwick & Harcourt-Heath** *Calculating: what can Year 5 children do?*	**Monaghan** *Integrating technology into a mathematics degree* (Akkoç)	**Stevenson** *Conceptions of 'understanding mathematics in depth': what do teachers need to know and how do they need to know it?*	**Rogers** *Working Group: History in the mathematics curriculum*	**Cronin** *Sorry Sue, two staff off and we can't use the hall: the serendipity of a saturated teaching project* (Forsythe)
11.05 – 11.35	(Duah)	**Jaworski** *ESUM – Engineering students understanding mathematics* (Osmon)	(Murphy)		**Olley** *Map:from content to pedagogic content, the work of recontextualisation* (Monaghan)
11.40 – 12.10	**Murphy** *Exploring opportunities for reification in cooperative learning situations*	**Inglis & Alcock** *Expert and novice approaches to reading mathematics: where do the eyes go during proof validation?*	**Brown** *Relentless consistency – analysing mathematics teacher education through four of Fullan's 'Six secrets of change'*		**Burke** *Pitch and pace: pedagogic strategy and dialogic engagement* (Olley)
12.15 – 12.45	(Rowland)	(Breen)	(Jaworski)	**Georgiou** *A week with secondary mathematics through history and culture* (Ingram)	**Duah** *Benchmarking mentoring practices for effective mathematics and science teaching* (Borthwick/Harcourt-Heath)

12.45 – 13.30 Lunch

13.30 – 14.30 Annual General Meeting Lecture Theatre LT1

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Room	1.36	1.36B	1.36C	1.43A	1.43B
14.30 – 15.00	**Coles** *Snapshots from a classroom: an analysis of patterns of interaction over an academic year in one year 7 mathematics classI* (Brown)	**Osmon** *Level 3 mathematics: a model for the curriculum* (Jones, K)	**Akkoç** *Prospective mathematics teachers' use of multiple representations to introduce the function concept in technology-rich environments* (Joubert)	**Breen & O'Shea** *Measuring students' persistence on unfamiliar mathematical tasks* (Hosein)	**Llewellyn & Mendick** *Does every child count? Some tensions around quality and equality* (Georgiou)
15.05 – 15.35	**Ingram** *Affordances and constraints of turn-taking* (Inglis)	**Jones, K** *Measurement: everywhere and nowhere in secondary mathematics*	**Rowland** *Analysing secondary mathematics teaching with the Knowledge Quartet*	**Forsythe** *Perceptions of symmetry: a window into how 13-year-old students appear to understand symmetry* (Jones, I)	**Berg** *Investigating the impact of a developmental research project: listening to mathematics teachers' reflections* (Cronin)
15.40 – 16.10	**Jones, I** *Why do GCSE examination papers look like they do?* (Mendick)	(Burke)	(Coles)	**Hosein** *A framework for analysing students' approaches to solving mathematical tasks* (Stevenson)	**Joubert** *Exploring the relationship between research and professional development for teachers of mathematics* (Berg)
16.10	**Afternoon tea**				