BSRLM Day Conference
Institute of Education, London, 12 March 2011
Morning Programme

10.00 - 10.30 Tea/coffee and Registration

Room\Time	10.30-11.00	11.05-11.35	11.40-12.10	12.15-12.45
744	**Coles** *Gattegno's 'Powers of the Mind' in the primary mathematics curriculum* (Barber)	**Marks** *"Ability" in primary mathematics: Patterns and implications* (Ainley)	**Griffiths, R** *Exploring children's interest in seeing themselves on video: metacognition and didactics using "Photobooth"* (Coles)	
746	**Jones I, Inglis & Gilmore** *Operational, relational and substitutive conceptions of the equals sign in Britian and China* (Bruce)	**Johnson & Barmby** *Primary pupils' difficulties with fractions: A representational view* (Inglis)	**Bruce** *Bridging research-practice gaps through collaborative action research: Understanding early algebra concepts* (Küchemann)	
777	**Rodd** *Mathematics and Yet But: undergraduates' reasons for studying mathematics* (Geraniou)		**Inglis** *Differences in students' use of optional learning resources* (Osmon)	**Part** *Mathematical wellbeing? What are the implications for policy and practice?* (Rodd)
790	**Ward-Penny** *How do teachers choose between the applied options of A-Level mathematics?* (Georgiou)	**Aysel, O'Shea & Breen** *A classification of questions from Irish and Turkish high-stakes examinations* (I Jones)	**Pope & Noyes** *Early entry in GCSE mathematics* (Stansfield)	
822	**Onion** *Women's stories of learning mathematics* (Brown)		**Griffiths, M** *Where has all the beauty gone?* (Thomas)	**Hall** *Promoting creativity through mathematical modelling* (M Griffiths)
826	**Watson, Pratt & Jones K** *National Curriculum Review Working Group*			**Georgiou** *An action research project on mathematics through history and culture* (Ward-Penny)
834	**Stansfield & Vaughan** *The sound of silence* (Bolden)		**Adler, Stevenson & Clarke** *Refining "deep understanding of mathematics"* (Hossain)	**Hossain, Archer & Grantham** *Students' perceptions of how the MEC and PGCE prepare them to teach mathematics* (R Edwards)
836	**Venkatakrishnan & Adler** *Problematising procedural practice: A place for disaggregation?* (C Smith)		**Valentin** *School reports: Teachers' impressions of an instructional reform activity* (Houssart)	**Houssart** *"I can be quite intuitive": TAs talk about how they support primary mathematics* (Spencer)

12.45 – 13.45 Lunch (with the Open Forum from 13.15-13.45)

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Afternoon Programme

Room\ Time	13.45-14.15	14.20-14.50	14.55-15.25	15.30-16.00
744	**Borthwick** *Children's perceptions of, and attitudes towards, their mathematics lessons* (Skilling)		**Skilling** *Exploring the spectrum of engagement in mathematics - student and teacher perspectives* (Vaughan)	
746	**Brown, Hodgen & Küchemann** *Models and representations for the learning of multiplicative reasoning: Making sense using the Double Number Line* (Adler)		**Xolocotzin Eligio** *Economic activity and maths learning - Project overview* (Onion)	**Vosper Singleton** *Application of concepts of cultural-historical activity theory in mathematics education research* (Watson)
777	**Monaghan** *An extension of Valsiner's zone theory* (J Edwards)		**Back** *Inducting young children into mathematical ways of working in Hungary* (Borthwick)	**Griffiths G, Ashton, Kaye, Kelly & Marsh** *Family mathematics: the impact of supporting parents in developing their children's mathematical skills* (R Griffiths)
790	**Kent, Kent, Altendorf, Boaler & Sebba** *The REALMS Project: Evaluating complex instruction in secondary mathematics classrooms* (Noyes)		**Barber & Houssart** *Consulting pupils about mathematics - a straightforward questionnaire?* (Hall)	**Osmon** *A Tablet Tsunami is coming to a school near you* (Clark-Wilson)
822	**Bretscher** *The rise of the IWB and the narrowing of teachers' classroom practice* (Breen)	**Clark-Wilson** *Complex new technologies in classrooms: The notion of the hiccup* (Santos Melgoza)	**Santos Melgoza** *Micro-worlds epistemic status of subjective math information* (Landa Hernandez)	**Landa Hernandez & Santos Melgoza** *An interdisciplinary study of a Computer Micro-world* (Bretscher)
826	**Watson** *Functions as a thread throughout the curriculum* (Pope)		**Rogers** *History in the Mathematics Curriculum Working Group*	
834	**Bolden & Barmby** *Primary ITT students' developing competence and confidence in their mathematics* (Venkatakrishnan)	**Yeslildere & Akkoç** *Prospective elementary teachers' pattern generalisation structures* (Newell)	**Ineson** *Design-based research for a programme of mental mathematics for teaching* (Barmby)	**Newell** *Primary mathematics teacher's success and subject knowledge* (Ineson)
836	**Thomas** *Teaching at university: An example from linear algebra* (Akkoç)	**O'Shea & Breen** *The use of tasks to develop mathematical thinking skills in undergraduate calculus courses* (Corcoran)	**Breen, Corcoran, Dooley, O'Reilly & Ryan** *Lesson study across mathematics and mathematics education departments in an Irish third-level institution* (Monaghan)	
16.00	**Afternoon tea**			