

BSRLM Day Conference
University of Sussex, 9 June 2012

	Fulton 101	Fulton 111	Fulton 112	Fulton 113	Fulton 114
10:00-10:30	Registration and refreshments				
10:30-11:30	Venkatakrishnan <i>Grounded analyses of primary mathematics teachers' use of representations and explanations</i> Edwards	Working group: Clarke <i>Sustainability and Mathematics Education</i>	De Geest <i>Nurturing Possibility Thinking (PT) in mathematics education courses through experiential learning and the use of pedagogical constructs, and beyond</i> Adams	Hoyles, Kent, Phillip, Noss & Smart <i>Cornerstone Mathematics: An approach to technology-enhanced curriculum innovation at scale</i> Joubert	Morgan <i>Mathematics as a human activity? The changing nature of mathematics in GCSE examination questions</i> Cowley
11:35-12:05	Marks <i>"I get the feeling that it is really unfair": Educational triage in primary mathematics</i> Keith Jones	Broughton, Robinson, & Hernandez-Martinez <i>Lecturers' adaptations to computer-aided assessment practice</i> Parish	Jones, Ian & Alcock <i>Peer assessment of conceptual understanding of undergraduate mathematics</i> Simpson	Joubert <i>The design of mathematical tasks: principles and examples</i> Watson	Deacon & Edwards <i>Influences of friendship groupings on motivation for mathematics learning in secondary mathematics classrooms</i> Cathy Smith
12:10-12:40	Barmby, Bolden, Raine, & Thompson <i>Developing the use of diagrammatic representations in the primary classroom</i> Inglis	Adams <i>Pushing the boundaries: women teachers' stories of learning mathematics</i> Onion	Simpson & Iannone <i>Performance Assessment in Mathematics – Preliminary Empirical Research</i> Broughton	Osmon <i>A response to the JMC Report: Digital technologies and mathematics education</i> Monaghan	Kent, Geoffrey <i>Collective Intentionality, Intersubjectivity, and Validity-Discourse: Clarifying concepts as a basis for a model of student interaction in mixed ability year seven mathematics classes in England</i> Tanner
12:40-13:50	lunch				
13:50-14:20	Damian <i>A pilot for problem-solving activities in Year 1 mathematics</i> Osmon	Working group: Hoyles, Joubert & Pope <i>From research to practice: making an impact?</i>	Inglis, Croft & Matthews <i>Do mathematics graduates develop the skills they need or expect?</i> Noss	Cowley <i>How frequent are your eureka moments? A discussion of pace in mathematics education</i> Morgan	Clarke <i>With good reason? Reasoning from students with low prior attainment in mathematics</i> De Geest
14:25-14:55	Valentin <i>Mathematics teaching in the Seychelles: The challenges of reform in a small developing state</i> Houssart		Chadwick & Radu <i>Evaluating assessment practices in a Business and Industrial Mathematics module</i> Sevimli		
15:00-15:30	Houssart <i>Intervention programmes in primary mathematics: Teaching Assistants discuss their experiences</i> Marks	Jones, Keith & Ding <i>Diagrams in School Geometry Tasks</i> Clarke	Sevimli & Delice <i>May Mathematical Thinking Type be a Reason to Decide What Representations to Use in Definite Integral Problems?</i> Geoff Kent	Skilling <i>What teachers do and say to engage students in mathematics</i> Barmby	Watson & Evans <i>Observing changes in teachers' practice as a consequence of taking part in professional development</i> Ian Jones
15:30	Tea				