## BSRLM Day Conference
University of Manchester, 3 March 2012

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tr>
<td>10:00-10:30</td>
<td>Registration and refreshments</td>
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| 10:30-11:00 | Working Group: Rogers  
History in the Mathematics Curriculum                  |
| 10:30-11:00 | Working Group: Clarke  
Sustainability and Mathematics Education                           |
| 10:30-11:00 | Osmon  
Modelling as a driver for the Level 3 curriculum                      |
| 10:30-11:00 | Pampaka & Williams  
Measuring Pedagogies from Secondary School to University and Implications for Mathematics Education (in UK and abroad)  |
| 10:30-11:00 | Working Group: Coles & Farsani  
Mathematics Education and the Analysis of Language                     |
| 11:00-11:30 | Smith  
‘Going it alone’ within further mathematics                          |
| 11:00-11:30 | Kalambouka, Pampaka, Wo, Qasim, & Swanson  
“I could have done better with like a positive atmosphere’: secondary students’ mathematical dispositions  |
| 11:00-11:30 | Osmon  
Modelling as a driver for the Level 3 curriculum                      |
| 11:30-12:00 | Evans, Jones & Dawson  
Do subject specialists produce more useful feedback than non-specialists when observing mathematics lessons?  |
| 11:30-12:00 | Hall  
Investigations of Motivation and Engagement in Mathematics with Vocational Students |
| 11:30-12:00 | Williams  
Class room or class struggle? Next steps in unification of Bourdieu’s sociology with cultural psychology |
| 12:00-13:00 | Janet Duffin Lecture – Tom Lowrie: Using realistic artefacts to promote mathematics sense making: A framework for monitoring engagement Lecture theatre A (3.102) |
| 13:00-14:00 | Lunch                                                                 |
| 14:00-14:30 | Working Group: Wake, Williams & Pope  
From research to practice: making an impact?                         |
| 14:30-15:00 | Jay & Xolocotzin  
The mathematics in children’s out-of-school economic activity |
| 14:30-15:00 | Drury  
What do teachers need in order to ensure that students in English schools master mathematics? |
| 14:30-15:00 | Clarke  
Exploring the relationships between argumentation and reasoning: designing tools for the analysis of classroom conversation |
| 14:30-15:00 | Coles  
The mathematics in children’s out-of-school economic activity |
| 14:30-15:00 | Tanner  
What do teachers need in order to ensure that students in English schools master mathematics? |
| 14:30-15:00 | Breen  
Exploring the relationships between argumentation and reasoning: designing tools for the analysis of classroom conversation |
| 15:00-15:30 | Badger, Pope et al.  
Problem-Solving in Undergraduate Mathematics                        |
| 15:00-15:30 | Golding  
“You weren’t expected to be creative’: policy-practice tensions      |
| 15:00-15:30 | Harrison  
The multi-part lesson structure and the implications for attainment and assessment |
| 15:00-15:30 | Ryan & Williams  
Understanding and dialogue in mathematics classrooms: Two perspectives from Vygotsky/Leontiev and Bakhtin/Volosinov |
| 15:00-15:30 | Ingram  
“You weren’t expected to be creative’: policy-practice tensions      |
| 15:00-15:30 | Nardi  
The multi-part lesson structure and the implications for attainment and assessment |
| 15:00-15:30 | Monaghan  
Understanding and dialogue in mathematics classrooms: Two perspectives from Vygotsky/Leontiev and Bakhtin/Volosinov |
| 15:30-16:00 | Breen, O'Shea & Pfeiffer  
Undergraduate Students’ Reactions and Approaches to Example Generation Exercises |
| 15:30-16:00 | Warburton  
Continuous and discrete knowledge: Analysing trainee secondary teachers’ mathematical content knowledge change through knowledge maps’ |
| 15:30-16:00 | Sangster  
The rise and fall of an investigative approach to mathematics in primary education- a discussion opportunity |
| 15:30-16:00 | Joubert  
Continuous and discrete knowledge: Analysing trainee secondary teachers’ mathematical content knowledge change through knowledge maps’ |
| 15:30-16:00 | Jay  
The rise and fall of an investigative approach to mathematics in primary education- a discussion opportunity |
| 16:00     | Tea                                                                 |
