

**BSRLM - NoRME Joint Conference**  
**University of Cambridge, 16 & 17 November 2012**  
**Friday Programme**

**Registration 13:00 – 14:00**

<b>Time</b>	<b>Venue</b>	
<b>14:00 – 15:30</b>	<b>GS4</b>	<b>Ken Ruthven</b> <i>What role can research play in practical innovations in mathematics education?</i>  <b>Jeppe Skott</b> <i>Revisiting theory-practice relationships: a cautionary note on the expectation of impact</i>
<b>15:30 – 16:00</b>	<b>GS3</b>	<b>Refreshments</b>
<b>16:00 – 17:00</b>		<b>Discussion Groups</b>
<b>17:00 – 18:00</b>	<b>GS4</b>	<b>Feedback from discussion groups</b>

**18:30 dinner at various local restaurants**

**Sign up during registration**

**BSRLM - NoRME Joint Conference**  
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**Saturday Morning Programme**

**Registration and refreshments 09:30 – 10:15**

Room\Time	10:15 – 10:45	10:50 – 11:20	11:25 – 11:55	12:00 – 13:00
GS1	<b>Jaworski</b> <i>Mathematical Competence Framework - an aid to identifying understanding?</i>  Moskofoglou-Chionidou		<b>Mini-symposium: Hernandez-Martinez, Duah &amp; Solomon</b> <i>Students as agents of change: collaboration in undergraduate teaching and learning</i>	
GS3	<b>Hough &amp; Dickinson</b> <i>Investigating the nature of Secondary Mathematics student teachers' knowledge of fractions</i>  Crisan	<b>Crisan</b> <i>I thought I knew all about square roots</i>  Grandi	<b>Farsani</b> <i>Cross-linguistic variation of the mathematical concept 'power' reflected through gestures</i>  Meaney	<b>Nutti &amp; Fyhn</b> <i>Mathematisation of Sámi cultural expressions as way to develop (Sámi) mathematics teaching</i>  K. Jones
GS4	<b>Fuglestad</b> <i>Teachers discussing inquiry-based teaching with digital tools</i>  Hall	<b>Hickman &amp; Monaghan</b> <i>Engaging students with pre-recorded "live" reflections on problem-solving: potential applications for "Livescribe" pen technology</i>  Watson		<b>Monaghan &amp; Mason</b> <i>Exploring the notion 'cultural affordance' with regard to mathematics software</i>  Akkoç
GS5	<b>Unal, Ozdemir &amp; Yildiz</b> <i>Preservice primary school teachers' performance on rotation of points and shapes</i>  Fyhn	<b>Weston &amp; Rowland</b> <i>Developing an online Coding Manual for the Knowledge Quartet: An International Project</i>  Nortvedt		<b>Kaarstein</b> <i>Knowledge for teaching mathematics: Differences and similarities in three different measurement frameworks</i>  D. Morgan
1S3	<b>Akkoç &amp; Ozmantar</b> <i>A functional taxonomy of multiple representations: a tool for analysing TPCK</i>  Monaghan	<b>Rønning</b> <i>Making sense of fractions in different contexts</i>  Skott	<b>Ismail</b> <i>A student teacher's recontextualisation of use of ICT in teaching mathematics during teaching practicum in Malaysia</i>  C. Morgan	<b>Zagorianakos</b> <i>Intuition in service of objectification as the key lever of encapsulating mathematical phenomena</i>  Farsani

**13:00 - 13:30 AGM in GS4**

**13:00 – 14:00 Lunch**

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**Registration and refreshments 09:30 – 10:15**

Room\Time	10:15 – 10:45	10:50 – 11:20	11:25 – 11:55	12:00 – 13:00
2S3	<b>Kleve</b> <i>Social inequalities, meta awareness and literacy in mathematics education</i>  Coles	<b>Gates, Clarke &amp; Dalby</b> <i>Is there a social justice element of visualisation in mathematics?</i>  Smith	<b>Moskofoglou-Chionidou, Liarakou &amp; Stefos</b> <i>Primary University Students' &amp; 6th Grade Pupils' Initial Perceptions about the Mathematics, Sustainability, Austerity Game Euro-Axio-Polis</i>  Clarke	<b>Working Group: Clarke</b> <i>Sustainability and Mathematics Education</i>
2S4	<b>Nyman &amp; Kilhamn</b> <i>Enhancing engagement in algebra: A focus group study of teachers and their teaching in grade 6-7</i> Parish	<b>Lundberg</b> <i>Proportional Reasoning in a Grade 6 Algebra Class</i>  Ingram	<b>Naalsund</b> <i>Why is algebra so difficult? A study of Norwegian students' algebraic proficiency</i>  L. Brown	<b>Borthwick &amp; Harcourt-Heath</b> <i>Calculating: What can Year 5 children do now?</i>  Sangster
2S5	<b>Dalby</b> <i>From failure to functionality: A study of the experience of vocational students with functional mathematics in Further Education</i> Griffiths	<b>Griffiths</b> <i>Using scenes of dialogue about mathematics with adult numeracy learners – what it might tell us</i>  Martin	<b>Lee &amp; Searle</b> <i>Stimulating an increase in the uptake of Further Mathematics through a multifaceted approach – evaluation of the Further Mathematics Support Programme</i>  Hough	<b>Grandi</b> <i>Teacher-student dialogue during one-to-one interactions in a post-16 mathematics classroom</i>  Rowland
2S7	<b>Watson</b> <i>Teachers teaching student-centred problem-solving: A study of practice</i>  Sundström	<b>Archer, Morgan &amp; Pope</b> <i>Rethinking partnership in initial teacher education – a case study in mathematics</i> Cronin	<b>Cronin &amp; Hardwick</b> <i>Developing a pedagogy for working hybrid spaces in ITE</i>  Dickinson	<b>L. Brown</b> <i>Relentless consistency – Analysing a prospective mathematics teacher education course through Fullan's six secrets of change</i> Tanner
2S8	<b>Batchelor, Gilmore &amp; Inglis</b> <i>Children's mathematics anxiety: how parental influence impacts on gender</i> Barmby	<b>Barmby, Bolden &amp; Raine</b> <i>Measuring pre-service teachers' attitudes to mathematics: A mixed methods approach</i>  I. Jones	<b>Kuhlemann</b> <i>Heuristic strategies student teachers use in analysing pupils' work</i>  Kristinsdóttir	<b>Drageset</b> <i>Redirecting, progressing and focusing actions – a framework for describing how teachers use students' comments to work with mathematics</i>  Weston

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**Saturday Afternoon Programme**

Room\Time	14:00 – 15:00	15:05 – 15:35	15:40 – 16:10
GS1	<b>Morgan, Tang &amp; Sfarid</b> <i>Doing the same mathematics? Exploring changes in students' participation in mathematical discourse over time through examining student responses to GCSE questions</i> Stansfield	<b>I. Jones &amp; Inglis</b> <i>Assessing problem solving using Comparative Judgement</i> Lee	<b>Nortvedt</b> <i>Attempting equal opportunities to learn – Norwegian experiences from using national mapping tests in primary school</i> Jackson
GS3	<b>Ainley</b> <i>Integrating inquiry in mathematics and science education: some insights and challenges from the Fibonacci Project</i> Jaworski	<b>Hassler, Connolly, Hennessy &amp; Blair</b> <i>Using Open Educational Resources (OER) to support interactive mathematics and science teaching</i> Kislenko	<b>Kislenko</b> <i>Educating teachers in mathematics and natural sciences - a new innovative curriculum</i> Osmon
GS4	<b>Fernandez, Coles &amp; Brown</b> <i>Teacher Noticing as a Growth Indicator</i> Lacefield	<b>Lacefield</b> <i>Nurturing Mathematical Practices in Primary School Teachers: Results of a University Course in Problem Solving</i> Kuhlemann	<b>Al Zahrani &amp; K. Jones</b> <i>Coverage of school mathematics topics during a mathematics pedagogy module for undergraduate pre-service primary mathematics teachers</i> Drageset
GS5	<b>Mason</b> <i>Exchange as A (The?) Core Idea in School Mathematics</i> Inglis	<b>T. Brown</b> <i>TIMSS mathematics has changed real mathematics forever</i> Borthwick	
1S3	<b>Raman-Sundström</b> <i>Beauty in mathematical proofs</i> Azrou	<b>Treffert-Thomas</b> <i>Designing and developing an 'inductive' approach to the teaching of linear algebra within the format of a university lecture</i> Archer	<b>Schlarmann</b> <i>Conceptual understanding in linear algebra – Reconstruction of students' thinking processes</i> Treffert-Thomas
2S3	<b>Ayalon &amp; Even</b> <i>Factors shaping students' opportunities to engage in argumentative activity</i> Zagorianakos	<b>Kilhamn</b> <i>Geometrical patterns: the role of justification in group discussions</i> Rønning	<b>Partanen &amp; Kaasila</b> <i>Gendered Styles of Linguistic Peer Interaction and Equity of Participation in a Small Group Investigating Mathematics</i> Pálsdóttir
2S4	<b>Working Group: Rogers</b> <i>History in and for the Mathematics Curriculum</i> Rogers	<b>Ozdemir, Pinar &amp; Unal</b> <i>A different multiplication method from the 16th century Mathematics Book "Tuhfat al- A'dad li Zavi'l Ruşd va'l-Sadad" by İbn Hamzat al-MAGRIB</i> Rogers	<b>Stansfield</b> <i>Feedback on feedback</i> Dalby
2S5	<b>Hall</b> <i>Integrating Real-World Applications and Modelling into Mathematics Courses</i> Kathotia	<b>Osmon</b> <i>Vending machines: a modelling example</i> Hernandez-Martinez	<b>Sharma</b> <i>Developing Statistical Literacy with Year 9 Students: A collaborative Research Project</i> Ainley
2S7	<b>Gunnarsdóttir, Kristinsdóttir, &amp; Pálsdóttir</b> <i>Professional development in mathematics teacher education</i> Kaarstein	<b>Working Group: Coles &amp; Solomon</b> <i>Mathematics Education and the Analysis of Language</i>	

**16:10 Refreshments and depart**