

BSRLM Day Conference

Building 65, Avenue Campus, University of Southampton, 14 June 2014

	1093	1095	1163	1173
10:00-10:30	Registration Wide corridor, Building 65			
10:30-11:00	Hyde The views of pre-service teachers on the school-based learning component of their mathematics teacher preparation programme <i>Rose</i>	Betenson An intervention programme using fingers and games in primary classrooms to improve mathematical achievement <i>Ineson</i>	Lo, Edwards, Bokhove & Davis Supporting mathematical thinking during online communication: A preliminary study <i>Povey</i>	Skilling & Stylianides Investigating teachers' beliefs about ways to promote students' cognitive engagement in mathematics <i>Ingram</i>
11:05-12:05	Biza What are teachers' priorities in their decisions when management interferes with mathematical learning? <i>Hyde</i>	Barber, Barmby, Fielding, Huntley, Ineson, Rowland & Voutsina Using Grounded Theory: A collaborative approach <i>Rickard</i>	Forsythe Discrete or continuous change: can a dynamic representation facilitate development of reasoning in mathematics? <i>Stylianides</i>	Ingram The discursive construction of learning school mathematics <i>Skilling</i>
12:10-13:10	Janet Duffin lecture: Lecture theatre 65/1201 Lecture Theatre B			
13:10-14:00	Lunch: Wide corridor, Building 65			
14:00-15:00	Stansfield Ethical issues in guaranteeing anonymity <i>Alanzi</i>	Cameron The effects of setting and mixed ability grouping on pupils' mathematical self-perception in year four <i>Hernandez-Martinez</i>	Kent & Freer REALMS Project Dissemination: Findings, current practices, and future research and development agenda <i>Thomas</i>	Watson Progression towards functions: an initial comparison of data from England and Israel <i>Golding</i>
15:05-15:35	Rose, Jay & Simmons "It's helping your child experience the world": How parents can use everyday activities to engage their children in mathematical learning <i>Cameron</i>	Ryan, Twohill, Dooley, NicMhuirí & Ward Mathematical content knowledge of pre-service teachers: An Irish perspective <i>Twohill</i>	Pope How do English children fare in international comparisons of mathematical performance? <i>Forsythe</i>	Harth Exploring the role of context in statistical tasks <i>Williamson</i>
15:40-16:10		Alanzi An investigation of developing teachers' understanding of using a dialogic approach in Saudi primary mathematics classrooms <i>Ryan</i>	Golding Towards improved congruency between shared policy goals and mathematics classroom practice <i>Watson</i>	Hernandez-Martinez & Goos Teaching mathematics at university: practices, values and participation <i>Stansfield</i>
16:10	Tea Wide corridor, Building 65			