

BSRLM – MEI Conference, St Patrick’s College, Dublin, 27 & 28 February 2015
Saturday Morning Programme

	10:30-11:00	11:05-11:35	11:40-12:10	12:15-12:45
E203	<p>Moffett Reforming the algebra classroom through research lesson study</p> <p style="text-align: right;"><i>Ni Shuilleabhain</i></p>	<p>Ni Shuilleabhain Developing PCK through lesson study: building teachers’ knowledge of content and students (KCS) and knowledge of content and teaching (KCT)</p> <p style="text-align: right;"><i>Jackson</i></p>	<p>Dalby & Wake Structuring cycles of teacher classroom inquiry</p> <p style="text-align: right;"><i>Eaton</i></p>	<p>Hough, Solomon, Gough & Dickinson 'Joel's getting left behind' - dilemmas of teaching and learning in post-16 GCSE resit</p> <p style="text-align: right;"><i>Ni Riordain</i></p>
E205	<p>Burroughs Empirical Evidence of Knowledge for Coaching Mathematics Teachers</p> <p style="text-align: right;"><i>Deshler</i></p>	<p>Barber, Fielding, Ineson, Rowland & Voutsina An analysis of pre-service teachers’ reflections of ‘good practice’ teaching videos</p> <p style="text-align: right;"><i>Thornton</i></p>	<p>Dempsey, O’Shea, Lovatt & Nolan Developing Mathematical Knowledge for Teachers</p> <p style="text-align: right;"><i>Freemyer</i></p>	<p>Barclay Encouraging productive mathematical noticing</p> <p style="text-align: right;"><i>Trakulphadetkrai</i></p>
E206	<p>Curley & Meehan The Challenge of Collecting and Analysing Useful Qualitative Data on Students' visits to a Mathematics Support Centre at a University in Ireland</p> <p style="text-align: right;"><i>Stansfield</i></p>	<p>Cronin Lecturing a large university mathematics class – can mathematics support centre feedback help?</p> <p style="text-align: right;"><i>Solomon</i></p>	<p>Iannone & Simpson University students’ perceptions of assessment: the role of context</p> <p style="text-align: right;"><i>Monaghan</i></p>	<p>Breen & O’Shea Transition through Mathematical Tasks</p> <p style="text-align: right;"><i>Smith</i></p>
E301	<p>Sani How can we get more (good) teachers of mathematics - in our primary schools, secondary schools and F.E. colleges?</p> <p style="text-align: right;"><i>Martin</i></p>	<p>Ni Riordain, Paolucci & O’Dwyer Examining the Mathematical Knowledge of Irish Out-Of-Field Mathematics Teachers</p> <p style="text-align: right;"><i>Brown</i></p>	<p>Brown Rationality and belief in learning mathematics</p> <p style="text-align: right;"><i>Mendick</i></p>	
E303	<p>O’Sullivan Textbook analysis: using textbook tasks to examine curriculum implementation in Ireland</p> <p style="text-align: right;"><i>Oldham</i></p>	<p>Martin & MacDonald Valuing Diversity, Developing Flexibility: teachers' understanding of children's mathematical thinking</p> <p style="text-align: right;"><i>Sani</i></p>	<p>Jones & Hunter Teacher awareness of children's conceptions of the equals sign</p> <p style="text-align: right;"><i>Martin</i></p>	<p>Stafford, Oldham & O’Dowd Ratio and Proportional Thinking: A Study in an Irish Context</p> <p style="text-align: right;"><i>Moffett</i></p>
E305	<p>Harbison & Halpin Enhancing and enriching the primary school child’s experience of learning mathematics</p> <p style="text-align: center;">WORKING GROUP</p>			

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Saturday Afternoon Programme

	14:00-14:30	14:35-15:05	15:10-15:40	15:45-16:15
E203	Smith & Golding Raising girls' participation in A-level mathematics: how do 'good practice' case studies match the research? <i>Mendick</i>		Monaghan Digital tools in academic stream 16-19 mathematics curricula <i>Pope</i>	
E205	Harbison & Harbison How good at mathematics do students need to be on entry to primary school initial teacher education? <i>O'Shea</i>	Bisson, Gilmore, Inglis & Jones Measuring Conceptual Understanding Using Comparative Judgement <i>Willard</i>	Kavanagh, Millar & Shiel Mathematics Performance Outcomes from the 2014 National Assessments of English Reading and Mathematics <i>Ineson</i>	Gurhy Assessment and Mathematics Learning: The Learner's Perspective <i>Iannone</i>
E206	Eaton, Horn, Liston, Oldham & O'Reilly Using Narrative to Access Mathematical Identity: An overview informed by an empirical study in five third level institutions in Ireland <i>Adams</i>	Howard Mathematical Identity and the Transition to University – quantifying the impact of the transition on the mathematical identity of university students <i>Alcock</i>	Rodd Teaching Post-graduate Research Students in Mathematics about Teaching Mathematics to Undergraduates <i>Gifford</i>	Deshler Using Modified Lesson Study with Mathematics Graduate Teaching Assistants <i>Burroughs</i>
E301	Lowe & Pope Investigating expected progress in mathematics in an English secondary school <i>O'Sullivan</i>	Freemyer, Johnson & Fitzmaurice Motivating Young People to Seek Careers in Science, Technology, Engineering, and Mathematics: Research Conclusions from Interviews and Observation in Ireland and the U.K. <i>Dalby</i>	Mendick Troubling Mathematical Concepts <i>Jones</i>	
E303	Twohill Constructing generalisations from visual spatial patterns <i>Barclay</i>	Trakulphadetkrai English Pre-Service Primary School Teachers' Beliefs concerning the Intergration of Children's Literature in Mathematics Teaching and Learning <i>Harbison</i>	Stansfield Analysing student feedback about assessment of their progress on a Mathematics Enhancement Course <i>Breen</i>	Thornton Investigating the Normative Role for Intellectual Virtue in Mathematics Education <i>Rodd</i>
D328		Roche Using Digital Tools within a Constructionist Learning Environment to Facilitate the Development of Geometric Reasoning in a Primary Classroom WORKING GROUP		