

Draft Programme for BSRLM Day Conference, University of Bristol, 17 June 2006

10.30-11.30	<i>A cultural-historical approach to teaching geometry Part 2: the results of field trials</i> Stuart Rowlands	<i>Using discursive psychology in research in mathematics classrooms</i> Richard Barwell	<i>Why do teachers stay?</i> Jan Winter and Laurinda Brown	<i>Structuring students' awareness of generality in whole class discussion</i> Helen Drury	
11.35-12.05	<i>Moving beyond the 'procedures-first or concepts-first' question</i> Chronoula Voutsina	<i>Gender, mathematics and identity: an introduction to and critique of Simon Baron-Cohen's systemiser/empathiser dichotomy</i> Melissa Rodd and Margaret Brown	<i>Primary trainee teachers' knowledge of parallelograms</i> Taro Fujita and Keith Jones	<i>Developing on-line questionnaires for university mathematicians</i> Zsolt Lavicza	
12.10-12.40	<i>Children's views of mathematics during an early transfer project from primary to secondary school</i> Carol Murphy	<i>Researching mathematics classrooms: moving from 'insider' to 'outsider' research methods</i> Julie-Ann Edwards	<i>Observing subject knowledge in action: characteristics of lesson observation feedback given to trainees</i> Andrew Harris	<i>What factors influence conviction in mathematical arguments?</i> Matthew Inglis and Juan Pablo Mejia-Ramos	
1.50-2.50	<i>Mechanics should be integral to secondary school mathematics</i> Stuart Rowlands	<i>The long-term effects from the use of CAME, some effects from the use of the same principles in Y1&2, and the maths teaching of the future</i> Michael Shayer and Mundher Adhami	<i>Relationships with/in primary mathematics: learning and working with primary teachers</i> Jeremy Hodgen and Mike Askew	<i>Pedagogical sensitivity and procedural thinking: an uneasy relationship?</i> Elena Nardi	<i>Geometry Working Group</i> Keith Jones and Taro Fujita
2.55-3.25	<i>Teaching of multivariable functions with Computer Algebra Systems (CAS)</i> Csaba Sárvári	<i>Subtraction of fractions through the eyes and ears of fifth grade modellers</i> Andreas O. Kyriakides	<i>The company of words: using concordances to develop language in the maths classroom</i> Frank Monaghan	<i>Probing understanding through example construction: the case of integration</i> Shafia Abdul Rahman	
3.30-4.00	<i>The role of the hide/show tool in Cabri in the context of the proving process</i> Federica Olivero	<i>Integer instruction: an experimental comparison</i> Andreas Koukkoufis and Julian Williams		<i>Learners' shifting perspectives on randomness</i> Peter Johnston-Wilder	