

BSRLM LEEDS 12th JUNE 2004 –CONFERENCE PROGRAMME

10.00 -10.30	Coffee and registration					
10.30 – 11.30	Jaworski (1.16) Learning communities in mathematics	Kidd (G11) Winging it!: Control, structure and freedom in mathematics teaching	Watson and Mason (1.17) The exercise as a mathematical object	Sutherland (G15) Working Group: Adrian Smith Enquiry	Pope and Jones (G03) Working Group: ITT trainers induction pack	Barwell (G02) Working Group: Mathematics education and applied linguistics
11.30 – 12.00	Angier & Povey (1.16) Student teachers research into realistic mathematics	Karaagac (G11) Differences in time given to students to do mathematics	Shayer & Adhami (1.17) GCSE effects of the CAME project			
12.00 – 13.00	Plenary –‘The mathematics of human motion’, Tom Roper, University of Leeds (1.17)					
13.00 – 14.00	Lunch					
14.00 – 14.30	Kuchemann & Hoyles (1.17) Year 8 students interpretations and evaluation of other students written explanations	Crisan (G11) Mathematics teachers’ learning about incorporation of ICT into classroom practices	Smith (1.16) Mathematical Induction used even by 6 year-olds. What does this employ for learning?	John Monaghan (G15) Linking school mathematics to out of school activities	Ozmantar (G03) Scaffolding, abstraction and emergent goals	Goulding and Kyriacou (G02) Have daily mathematics lessons enhanced pupil confidence and competence?
14.30 – 15.00		Frank Monaghan (G11) Thinking together: developing collaborative talk using ICT		Sangster (G15) Parents and mathematics in the primary school		
15.00 – 15.30	Nunes, Bryant, Ptryzlik and Hurry (1.17) Quantities measured by ratio and their possible impact on the mathematics curriculum	Lawton (G11) Using plenary to develop reflective and critical thought	Huntley (1.16) Mathematical beliefs of trainee teachers	Rowland (G15) No more difference, please	Bingolbali (G03) Influence of lecturers privileging different aspects of derivative on student’s conceptions	Tennant (G02) Evaluating a mathematics/ citizenship project
15.30 – 16.00			Sumpter (1.16) Mathematical reasoning and student beliefs	Evens & Houssart (G15) Sum and difference problems		
16.00	Afternoon Tea					