

BSRLM The Open University 11th JUNE 2004 –CONFERENCE PROGRAMME

10.00 -10.30	Coffee and registration					
10.30 – 11.30	Butlin Working with word problems in the primary school	Juan Pablo Mejia-Ramos Aspects of Proof in Mathematics Research	Brown New Teacher Identity and Regulative Government	San Diego, Aczel & Hodgson She Said, "I'm Just Doing It Pure Visually!" Whilst The Other One Wrote, "(A,0) = (-0.5,0); Y=X → 8 IS MOD 4."	Rowlands S A use of history in teaching calculus	Lerman & Noyes Working Group Mathematics Education and Policy
11.30 – 12.00	Kent and Bakker Statistical reasoning in the workplace	Karaagac Differences In Teachers' Selection and Use of Examples in Classrooms	Bingolbali Undergraduate Students' Departmental Affiliation and Conceptions of the Derivative	Gibbs Patterns of student interactions	George Making Mathematics Hard: Student Views from a Caribbean Perspective	
12.00 – 13.00	Plenary Expressing Generality: reflections on the significance of a pedagogic construct for use both when teaching and when pointing during CPD. John Mason					
13.00 – 14.00	Lunch					
13.30 – 14.00	Open Forum					
14.00 – 14.30	Monaghan F The company of words	Back Talking about maths on the web	Jones Constructing Utility for the Equals Sign	Ozmantar Mathematical Abstraction: A Dialectical View	Hoyles & Sutherland Discussion Capacity building in mathematics education research	Monaghan J & Staneff An authentic packaging task in the classroom
14.30 – 15.00		Rowlands T "Three cheers for Derek Haylock!":		Sheryn Getting an insight into how students use their graphical calculators		
15.00 – 15.30	Mendick Hippy chic and geek chic	Morgan and Tikly Recruitment to PGCE mathematics courses	O'Reilly Student Teachers' Experiences of using Spreadsheets	Kuchemann & Hoyles Working with teachers on the Proof Materials Project	Pendlington Using visual tools to promote mathematical learning	Roper Functional mathematics: What is it?
15.30 – 16.00				Allahyar Logo- Microworld And Understanding Recursion	Abdul-Rahman Construction tasks and learner's understanding of integration.	
16.00	Afternoon Tea					