



BSRLM Conference Programme
King's College London, Bush House Buildings
Saturday 10th November 2018

Morning Programme

10:00-10:30 Registration

RP = Research Paper, RW = Research Workshop, WG = Working Group

| | 10:30-11:00 | 11:05-11:35 | 11:40-12:15 |
|------|--|--|---|
| 2.01 | <p>Tope</p> <p>An exploration of the potential for the study of examples presented in textbooks to enhance the practice of learner teachers and teacher educators [RP]</p> <p style="text-align: right;"><i>Chair: Küchemann</i></p> | <p>Davies*; Jones* & Alcock</p> <p>Comparative judgment and proof comprehension [RP]</p> <p style="text-align: right;"><i>Chair: Foster</i></p> | <p>Küchemann</p> <p>The influence of context and numerical complexity on the tendency to focus on scalar relations when solving missing-value ratio items [RP]</p> <p style="text-align: right;"><i>Chair: Russell</i></p> |
| 2.02 | <p>Golding</p> <p>Differentiated papers and quality of enacted curriculum: students' experiences of preparation for GCSE examinations at age 16 [RP]</p> <p style="text-align: right;"><i>Chair: Mathieson</i></p> | <p>Bamber</p> <p>Translating research into practice through collaborative planning: the case of the so called grid method [RP]</p> <p style="text-align: right;"><i>Chair: Curtis</i></p> | <p>Lake</p> <p>Illustrating teacher modelling of engaging in the learning of mathematics or of how 'to be' when learning mathematics [RP]</p> <p style="text-align: right;"><i>Chair: Farmery</i></p> |
| 2.03 | <p>Hodgen* & Foster*</p> <p>What strategies are effective at addressing low attainment in secondary mathematics? Findings from a systematic review and second-order meta-analysis [RP]</p> <p style="text-align: right;"><i>Chair: Wright</i></p> | <p>Brown L* & Llinares*</p> <p>Enactivism and professional noticing: Is complementarity possible for mathematics teaching and learning in teacher education? [RP]</p> <p style="text-align: right;"><i>Chair: Healy</i></p> | |
| 2.04 | <p>Bishop</p> <p>Evaluating the impact of 'Numeracy Mats' designed to model self-questioning on GCSE pupils' metacognitive awareness and self-regulatory strategies. [RP]</p> <p style="text-align: right;"><i>Chair: Wollaston</i></p> | <p>Jacques</p> <p>Developing Variation Pedagogy: When you vary the wrong thing... [RP]</p> <p style="text-align: right;"><i>Chair: Wake</i></p> | <p>Skilling</p> <p>Shifts in engagement characteristics of high and low achieving early secondary students [RP]</p> <p style="text-align: right;"><i>Chair: Hodgen</i></p> |
| 2.05 | <p>Earle & Rickard</p> <p>TIMES TABLES: Children learning about multiplication facts [RP]</p> <p style="text-align: right;"><i>Chair: Sunde</i></p> | | <p>Sunde & Sayers</p> <p>Girls count, boys retrieve: A Longitudinal study of mental strategies in single-digit addition in the first years of school [RP]</p> <p style="text-align: right;"><i>Earle</i></p> |
| 2.06 | <p>Ryan*, Fitzmaurice & Johnson</p> <p>Like a Red Rag to a Bull! Investigating Mathematics Anxiety among Mature Students [RP]</p> <p style="text-align: right;"><i>Chair: Lei</i></p> | <p>Homer*, Mathieson*, Tasara & Banner</p> <p>Core Maths: Perceptions of its use and exchange value, and impact on student attitudes to mathematics [RP]</p> <p style="text-align: right;"><i>Chair: Dalby</i></p> | |



| | 10:30-11:00 | 11:05-11:35 | 11:40-12:15 |
|------|---|---|---|
| 1.02 | <p>Zerafa Developing a Pedagogical Model for Supporting Learners with Mathematics Learning Difficulties [RP] <i>Chair: TBC</i></p> | <p>Saralar*; Ainsworth & Wake Helping Students Learn Two-dimensional Representations of Polycubical Shapes [RP] <i>Chair: Ineson</i></p> | <p>Trakulphadetkrai How to generate (and evidence) research impact? The case of MathsThroughStories.org [RW] <i>Chair: Thouless</i></p> |
| 1.03 | <p>Özdemir * & Yalçın Competencies of mathematics teachers who prepare students to mathematics olympiads [RP] <i>Chair: Saralar</i></p> | <p>Koklu Students' Statistical Thinking and Statistical Reasoning Skills at Tertiary Level [RP] <i>Chair: Jones</i></p> | <p>Oakes, Davies, Joubert & Lyakhova Exploring teachers' and students' responses to the use of a 'flipped classroom' teaching approach in mathematics [RP] <i>Chair: Kinnear</i></p> |
| 1.04 | <p>Treacy Incentivising advanced mathematics study at upper secondary level: how does this impact teachers and classroom practice? [RP] <i>Chair: Millington</i></p> | <p>Millington Achieving 'mastery' over Proportional Reasoning++ - a unifying pedagogy for mathematical content, skills and understanding. [RW] <i>Chair: Jacques</i></p> | |
| LT1 | <p>Lavicza Rethinking creativity for mathematics teaching: introducing multi- and trans-disciplinary approaches for schools [RP] <i>Chair: Marks</i></p> | <p>Marks, Barclay, Barnes & Treacy Reviewing 15 Years of BSRLM Research: Final Report <i>Chair: Gifford</i></p> | |

12:20 – 13:25 AGM (LT1)

13:25-14:10 Lunch



BSRLM Conference Programme
King's College London, Bush House Buildings
Saturday 10th November 2018

Afternoon Programme

RP = Research Paper, RW = Research Workshop, WG = Working Group

| | 2:10-2:40 | 2:45-3:15 | 3:20-3:50 | 3:55 – 4:25 |
|------|--|--|--|---|
| 2.01 | <p>Strohmaier*; Molina & Reiss I added the numbers, it's math!" How sense-making in age of the captain problems differs between a mathematics and a language classroom. [RP] <i>Chair: Bishop</i></p> | <p>Gifford & Trakulphadetkrai Early Years and Primary Mathematics (EYPM) Working Group - Fourth Meeting (Where to Publish your Research) [WG]</p> | | <p>Russell A consideration of the potential of four practice structures to facilitate superior performance in secondary mathematics [RP] <i>Chair: Drury</i></p> |
| 2.02 | <p>Curtis Mentoring: what's important? A study of what trainee teachers believe is important in a mentor. [RP] <i>Chair: Bamber</i></p> | <p>Healy*; Nardi, Biza & Silos de Castro Batista Emphasising difference over deficiency in inclusive mathematics teaching [RP]</p> | <i>Chair: Skilling</i> | <p>Farmery & Bamber Working towards collaborative ITE that enables research to be translated into practice [RP] <i>Chair: Lake</i></p> |
| 2.03 | <p>Evans What do students talk about when they tackle together unstructured non-routine problems? [RP] <i>Chair: Tope</i></p> | <p>Jacques and Drury What do we really mean when we talk about 'deep' learning? [RW]</p> | <i>Chair: TBC</i> | <p>Finesilver Beginning mathematics teachers' attitudes, practices and knowledge regarding inclusion of students with SEN/D [RP] <i>Chair: Zarefa</i></p> |
| 2.04 | <p>Cross Failing GCSE mathematics "made me feel like a complete failure": Exploring narratives from numerate graduates. [RP] <i>Chair: Treacy</i></p> | <p>Bustang & Foster Secondary School Students' Understanding the Relative Probabilities of Events: Findings from a Pilot Study [RP] <i>Chair: Zarefa</i></p> | <p>Özdemir,; Sevimlib, Aydınc Examining the opinions of mathematics teacher candidates on the effectiveness of coding activities in the teaching-learning process [RP] <i>Chair: Strohmaier</i></p> | <p>Wollaston Policy Enactment in Primary Mathematics [RP] <i>Chair: Joubert</i></p> |
| 2.05 | <p>Phillips Primary Mathematics Talk: The art of engaging in mathematical discussions [RP] <i>Chair: Brown J</i></p> | <p>Brown, J. Teacher noticing and teacher framing in teacher talk about a mathematics classroom [RP] <i>Chair: Ryan</i></p> | <p>Jones*, Foster*, Hunter Standards over time in A Level mathematics <i>Chair: Wake</i></p> | <p>Cascella*, Eleftheriadou, Lei*, Pampaka, Williams Mathematics anxiety around the world [RP] <i>Chair: Phillips</i></p> |
| 2.06 | <p>Cascella, Pampaka & Williams Girl left behind in South? An empirical exploration of gender (in)equality in mathematics education [RP] <i>Chair: Golding</i></p> | <p>Dalby*, Noyes and Lavis The mathematics teacher workforce: implications for supply, demand and sustainability resulting from current policy [RP] <i>Chair: Homer</i></p> | <p>Lei & Pampaka Mathematics Self-Efficacy of Middle School Student in U.K.: The Role of Parental Support and Teachers' Teaching Practice [RP] <i>Chair: TBC</i></p> | |



| | 2:10-2:40 | 2:45-3:15 | 3:20-3:50 | 3:55 – 4:25 |
|------|---|--|---|---|
| 1.02 | | <p>Kinnear</p> <p>Developing an online course in introductory university mathematics [RP]</p> <p>Chair: Özdemir</p> | <p>Lyakhova*, Capraro, M M, Capraro, R & Joubert*</p> <p>Designing a curriculum based on four purposes: let mathematics speak for itself [RP]</p> <p>Chair: Oakes</p> | <p>Pusmaz</p> <p>Student reasoning about eigenvalues and eigenvectors [RP]</p> <p>Chair: Bustang</p> |
| 1.03 | | | | |
| 1.04 | | <p>Wright</p> <p>Visible pedagogy and challenging inequity in school mathematics [RW]</p> | | <p>Thouless* & Gifford</p> <p>Early Childhood Teachers Learning in a Community of Practice [RP]</p> <p>Chair: Alderton</p> |
| LT 1 | <p>Black,Laura; Coles, Alf; Jones, Keith</p> <p>Writing and reviewing for Research in Mathematics Education [RW]</p> | | <p>Solares & Coles</p> <p>Conceptualising the relationship between out-of-school experiences and mathematics in school: a case of a working child in Mexico [RP]</p> <p>Chair: Cross</p> | |

16:25-17:00 Tea/coffee

*